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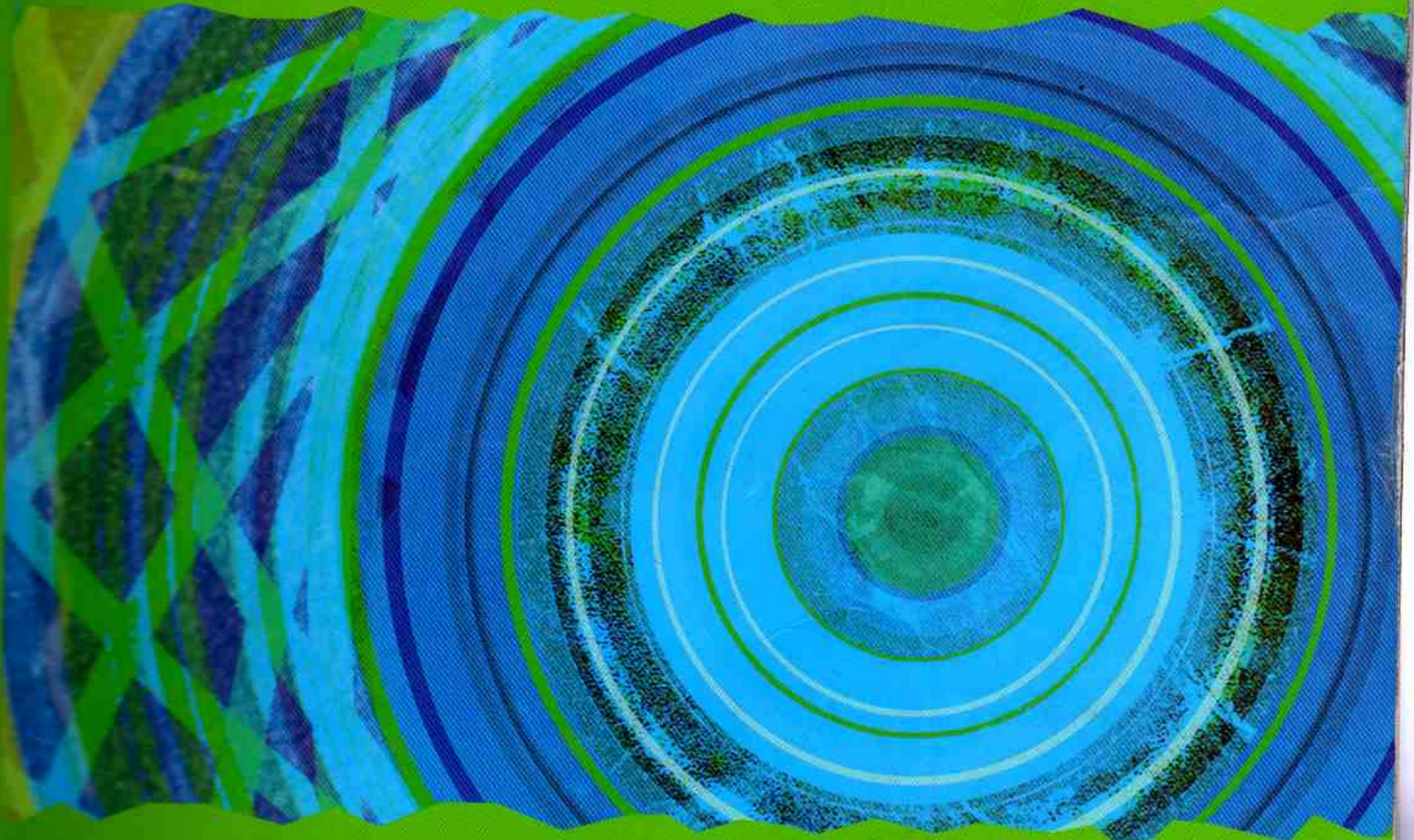
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George Yule

# Oxford Practice Grammar

with answers

with  
Practice-Plus CD-ROM



OXFORD

# Oxford Practice Grammar

Advanced

With answers

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George Yule

**OXFORD**  
UNIVERSITY PRESS



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# 1

# Sentences

We can form simple sentences with a subject and a verb in a single clause (*Jenny laughed*). We can include auxiliary verbs (*be, do, have* and modals) as part of the verb phrase and an adverbial after the verb (*She was sitting at the table*). We can use verbs with an object (*She was drawing a picture*), without an object (*She giggled*) or with two objects (*She showed me the picture*). We can also use linking verbs with complements (*It looked very silly*).

We form compound sentences with clauses joined by the coordinating conjunctions *and, but* and *or* (*I made some coffee, but Jenny wanted orange juice*). We form complex sentences with clauses joined by subordinating conjunctions such as *after, because, if* and *while* (*We chatted in the kitchen while I cooked breakfast*).

## 1 Read through this newspaper report and find:

- 1 another simple sentence
- 2 a complex sentence with two conjunctions

**A** YOUNG ENGLISH TEACHER saved the lives of 30 students when he took control of a bus after its driver suffered a fatal heart attack. Guy Harvold, 24, had collected the students and three course leaders from Gatwick airport and they were travelling to Bournemouth to meet their host families. They were going to start a course at the International Language Academy in Bournemouth where Harvold works as a teacher.

Harvold, who has not passed his driving test, said, 'I realized the bus was out of control when I was speaking to the students on the microphone.' The bus collided with trees at the side of the road and he noticed the driver was slumped over the wheel. The driver didn't move. He was unconscious.

'We hit a barrier and swerved to the other side of the road and I grabbed the wheel,' Harvold explained. 'The driver's legs were

over the pedals and I had difficulty reaching the brake. We hit a lamp post and it shattered the glass on the front door before I managed to bring the bus to a halt.' Police praised the young teacher's quick thinking. If he hadn't reacted quickly, there could have been a terrible accident.

The bus driver never regained consciousness. He was later pronounced dead at East Surrey hospital. He had worked regularly with the school and was very well regarded by staff. Harvold said, 'I was so relieved that no one else was hurt, but I hoped the driver would survive. It was only later I heard he had died. That's a terrible tragedy.'

The Language Academy's principal told the Gazette that the school is going to send Harvold on a weekend trip to Dublin with a friend, as a gesture of thanks for his bravery. A local driving school has also offered him six free driving lessons. ■

## 2 Using verbs and conjunctions from the newspaper report above, complete this summary.

English teacher Guy Harvold, 24, ..... *saved* ..... the lives of 30 students on a bus from Gatwick to Bournemouth (1) ..... the driver (2) ..... a heart attack. The bus went out of control. It (3) ..... trees, a barrier and a lamp post (4) ..... Harvold could stop it. The driver (5) ..... , (6) ..... no-one else (7) ..... hurt. Harvold, who hasn't passed his driving test, was (8) ..... by police (9) ..... was (10) ..... free driving lessons by a local driving school.



# Simple sentences and verbs

## Simple sentences

A simple sentence is a single clause with a subject and a verb.

- 1 *Mary sneezed.* • *Somebody coughed.* • *The train didn't come.* • *People were waiting.*

Simple sentences can also have an object (2) and/or an adverbial, such as an adverb (3) or a prepositional phrase (4).

- 2 *Mr Owen made lunch.* • *I brought some cakes.* • *We drank tea.* • *Everyone enjoyed it.*  
3 *Suddenly the weather changed.* • *We quickly closed the windows.* • *It often rains there.*  
4 *Shakespeare married Anne Hathaway in 1582.* • *He moved to London in 1588.*

Simple sentences with linking verbs, such as *be* or *look*, have complements that describe the subject.

- 5 *Cathy is a nurse.* • *She wasn't ready.* • *Her hair looked wet.* • *The room felt like an oven.*

## Verbs

Most verbs are action verbs, used to describe actions (what we do) and events (what happens).

- 6 *Richard eats a lot of pasta.* • *It gives him energy.* • *He runs every night.* • *I saw him in the park.*

Some verbs are state verbs rather than action verbs. They are used to describe states: what we think (7), how we feel (8) and relationships, especially those concerned with inclusion and possession (9).

- 7 *I know what you mean.* • *My parents understood everything.* • *They believe in fate.*  
8 *I appreciate all your help.* • *Some people hate cucumber in sandwiches.*  
9 *The city guide contains useful information.* • *That old suitcase belongs to me.*

We don't usually use state verbs in the continuous. (NOT *That suitcase is belonging to me.*)

Other state verbs include: consist of, exist, include, matter, own, prefer, realize, remember, resemble

We also use linking verbs (*be*, *seem*, etc.) to describe states: how things are or seem to be.

- 10 *These flowers are beautiful.* • *Everything seems fine.* • *Your friend appears to be nervous.*

We can use some verbs, such as *taste* or *weigh*, as state verbs (11) or as action verbs (12).

- 11 *Flowers don't usually taste very good.* • *The box weighs two kilos.*  
12 *Have you tasted this soup?* • *They weighed it at the post office.*

We use the auxiliary verbs *be*, *do* and *have* with other verbs when we form different tenses (13), questions and negatives (14) and for emphasis (15).

- 13 *The boys have been waiting for you.* • *I think they've gone outside.* • *They're playing football.*  
14 *What did Josh say?* ~ *He didn't say anything.* • *Does he want coffee?* ~ *I don't think so.*  
15 *You aren't working very hard.* ~ *I AM working hard!* • *You don't miss me.* ~ *I DO miss you!*

We also use *be*, *do* and *have* as main verbs: *He is lazy.* • *He does nothing.* • *He has no money.*

We use modal auxiliary verbs (modals) such as *can*, *must*, *should* or *will* with other verbs to express concepts such as permission, obligation, necessity, prediction, etc.

- 16 *Can I leave now?* • *You shouldn't go yet.* • *I must catch the next bus or I'll be late for work.*

### 3 Find an example of each of the following in the newspaper report on page 2.

- 1 a simple sentence with a linking verb: .....
- 2 a clause with an action verb and an adverb: .....
- 3 a clause with a modal: .....



# Subjects and verbs

## Subjects

The subject of a sentence is usually the first noun phrase or pronoun identifying who or what is performing an action expressed by the verb (1). It can identify who or what is experiencing something (2). It can also be the focus of a description (i.e. who or what the complement is linked to) (3).

- 1 **Tony** lost his keys. • **The dog** ate my homework. • **You** are working too hard these days.
- 2 **The children** heard a loud noise. • **The audience** enjoyed the concert. • **Meg** doesn't like coffee.
- 3 **Lions** are large and powerful. • **Her new classmates** seem friendly. • **Your hair** looks great.

We usually put the subject before the verb except in questions (4) and sentences using inversion (5).

- 4 *Where has **she** been?* • *Does **this bus** go to the university?* • *Isn't **Oslo** in southern Norway?*
- 5 *In front of us and blocking the way stood **a large dog**. Never had I seen such a fierce animal.*

The subject can also be a gerund (6), an infinitive (7) or a clause (8).

- 6 ***Reading comics** is her favourite thing.* • ***Studying** always makes me sleepy.*
- 7 ***Just to complete the classes** has become my new goal.* • ***To go without you** wouldn't be any fun.*
- 8 ***That Labour would win the election** was never in doubt.* • ***What he said** wasn't very polite.*

## Subject-verb agreement

It is the subject that determines whether the verb is singular or plural (9). It is the main noun as subject, not a prepositional phrase, that makes the verb singular (10) or plural (11).

- 9 *Gregory's **sister** **lives** in Scotland. His **parents** **live** near London.*
- 10 *A new pair of shoes **doesn't** cost a lot.* • *A woman with three children **was** waiting outside.*
- 11 *New shoes **don't** always feel comfortable at first.* • *The children **were** crying.*

We use singular verbs after indefinite pronouns (*everybody, nobody, etc.*) as subjects (12). We usually use singular verbs after subjects beginning with *none of* and *neither of* in formal situations (13). We sometimes use plural verbs in informal situations (14).

- 12 *Everybody in the country **wants** one of these.* • *Nobody except his parents **was** willing to help.*
- 13 *None of the candidates **has** much support.* • *Neither of King Henry's sons **was** born in France.*
- 14 *She shouted, 'None of you **have** a chance.'* • *He's complaining that neither of them **were** asked.*

We use singular verbs after some subjects that seem to be plural: some nouns ending in *-s* (15), phrases describing an amount (16) and some combinations with *and* (17). There are some nouns such as *people* and *police* which appear to be singular, but which are used with a plural verb (18).

- 15 *The news **wasn't** too bad.* • *Cards **is** more than a game for some people.* • *Measles **is** a disease.*
- 16 *Fifty pounds **is** too much.* • *Twenty miles **was** too far and two days **wasn't** enough time.*
- 17 *Tom and Jerry **is** a rather violent cartoon.* • *Sausage and beans **doesn't** cost very much.*
- 18 *The police **are** trying to stop speeding in the city, but people **are** still driving too fast.*

We can use a group noun as subject to refer to several people, with a plural verb (19), or to refer to the group as a single unit, with a singular verb (20), depending on our point of view.

- 19 *The Welsh team **are** getting tired.* • *The committee **have** not expressed all their views.*
- 20 *The Welsh team **is** in second place.* • *The committee **hasn't** reached a decision yet.*

Other group nouns include: audience, class, crowd, enemy, family, government, orchestra, staff

Note that, in American English, a singular verb is typically used after a group noun:

*My wife's family always has a big get-together with a barbecue on July 4th.*

### 4 Find an example of each of the following in the newspaper report on page 2.

- 1 a clause with an indefinite pronoun .....
- 2 a clause with a noun referring to a group .....



### 5 Add one of these verbs to each of the sentences.

✓ *does doesn't has have is isn't are aren't was wasn't won't*

Example: Excuse me, but <sup>does</sup> this train stop at Croydon?

- 1 To get an A in every class be easy.
- 2 Lord of the Flies the name of the book we had to read last year?
- 3 My new pair of jeans pockets on the side of the legs.
- 4 What they're doing in Parliament interest me.
- 5 Being absent from class a lot going to improve his chances of passing.
- 6 Jan got really angry with us and screamed, 'None of you my friends any more!'
- 7 Never I had to listen to so many boring people!
- 8 I watched Dances with Wolves, which about dancing at all.
- 9 Statistics more difficult than Economics?
- 10 These new sunglasses made of glass or plastic or anything like that.

### 6 Choose an ending (a–e) for each beginning (1–5) and add appropriate forms of the verb be.

Example: The Simpsons ..... *is* ..... (f.)

- |  |       |  |
|--|-------|--|
| 1 Romeo and Juliet .....                 | (...) | a a lot to carry by yourself, don't you think?   |
| 2 Last night's news .....                | (...) | b usually in their seats before the play starts. |
| 3 Twenty-five kilos .....                | (...) | c written by Shakespeare.                        |
| 4 Billy as well as all his friends ..... | (...) | d going camping this weekend.                    |
| 5 The audience .....                     | (...) | e rather exciting, I thought.                    |
|  |       | f the name of a television programme.            |

### 7 Complete each sentence with one of these words plus *has* or *have*.

*committee darts ✓diabetes eggs everybody nobody orchestra police teachers*

Example: ... *Diabetes has* ... become a more common disease, mainly because of the way we eat.

- 1 The conductor and the ..... had very little time to rehearse for the concert.
- 2 Security is just something that ..... to go through in airports nowadays.
- 3 ..... from the new student group ..... volunteered to help with the Christmas party.
- 4 The planning ..... all been given individual copies of the agenda for the meeting.
- 5 ..... always been a popular game in English pubs.
- 6 According to the rules, none of the ..... the right to make students stay after school.
- 7 The ..... no idea how the robbers got into the bank.
- 8 Bacon and ..... been the Sunday breakfast in our house for years.



# Verbs and objects

## Verbs with objects (transitive verbs)

Transitive verbs have objects, usually noun phrases or pronouns.

1 He **kicked** a small stone. It **hit** me. • We **discussed** the problems. They **affected** all of us.

We use a transitive verb to describe an action that affects an object (2) or to describe a feeling or experience caused by an object (3).

2 Are they **building** a wall? • I'll **cut** the grass. • Elizabeth **bought** an old Volkswagen.

Others include: carry, catch, fix, heat, prepare, protect, rob, scratch, sell, trim

3 Did you **enjoy** the concert? • One of our old teachers **remembered** us. • I don't **like** onions.

Others include: admire, believe, fear, hate, hear, love, need, please, prefer, receive

Only transitive verbs can be used in the passive.

4 Someone **stole** my bag. → My bag was **stolen**. • They **caught** the thief. → The thief was **caught**.

We usually use a prepositional phrase after the object of a transitive verb such as *put*.

5 He **put** the keys in the drawer. • We **crammed** all our boxes into the back of Jane's car.

## Verbs without objects (intransitive verbs)

Intransitive verbs are used without an object.

6 I can't **sleep**. • Everyone was **waiting**, but he **didn't care**. (NOT ~~He didn't care it.~~)

Others include: arrive, depart, disappear, happen, hesitate, occur, pause, rain

We use intransitive verbs when we talk about simple events, actions and sounds.

7 The roof **collapsed**. • She **sighed** and **yawned**. • A lot of people **were screaming**.

Others include: cough, faint, fall, growl, moan, scream, shiver, sneeze

Intransitive verbs are not used in the passive.

8 The thief **escaped**. (NOT ~~The thief was escaped. The police were escaped by the thief.~~)

We often use prepositional phrases after intransitive verbs (9), especially verbs describing movement (10).

9 Darwin **died** in 1882. • I **slept** until noon. • They are **kneeling** on mats and **praying** to God.

10 It **came** from Argentina. • Let's **go** to bed. • We **walk** to the park and then we **run** round it.

## Verbs used with and without objects

We can use some verbs, such as *eat* or *read*, with objects (11) or without objects (12).

11 She **read** his note. • I don't **eat** fish. • We **won** the match. • Do you **speak** English?

12 He always **reads** when he's **eating**. • Did you **win**? • She was so upset she couldn't **speak**.

Others include: cook, draw, dress, drink, drive, hurt, paint, spread, study, write

There are some verbs, such as *die* or *smile*, that we usually use without an object (13), but which can also be used with one particular object (14).

13 Miss Reynolds **smiled** and said she was quite certain that none of us would ever **die**.

14 Nina **smiled** her bright smile. She seemed unconcerned that she might **die** a painful death.

Others include: dance, dream, laugh, live, sigh

We can use some verbs, such as *fight* or *meet*, with objects (15). We can also use them without objects after plural subjects when *each other* (16) or *with each other* (17) is understood.

15 When I **met** Sergio in Madrid, he **embraced** me like a brother. • John had to **fight** two thugs.

16 We **met** in Rome. • Our fingers **touched**. • The old women **embraced**. • They **hugged** and **kissed**.

17 John and I always **fight**. • Two of Australia's major wine producers **have merged**.



**8 Using a dictionary if necessary, complete these definitions with the nouns and appropriate forms of the verbs. Add the word *things* after any verb that needs an object.**

<i>hallucination</i>	<i>hinge</i>	<i>behave</i>	<i>close</i>	<i>go</i>	<i>seize</i>
✓ <i>hassle</i>	<i>holdall</i>	<i>carry</i>	<i>demand</i>	<i>pretend</i>	<i>swing</i>
<i>hijacker</i>	<i>hypocrite</i>	✓ <i>cause</i>	✓ <i>do</i>	<i>see</i>	<i>travel</i>

Example: A *hassle* is something that is annoying because it *causes* problems or difficulties when you try to *do things*.

A (1) ..... is a large soft bag in which you can (2) ..... when you (3) .....

A (4) ..... is a small piece of metal on which a door (5) ..... as it opens and (6) .....

A (7) ..... is a feeling or belief that you are (8) ..... when nothing is there.

A (9) ..... is a person who (10) ..... to have high values that are not matched by the way he or she (11) .....

A (12) ..... is a person who (13) ..... control of a vehicle, especially an aircraft, in order to (14) ..... to a new destination or to (15) ..... from a government in return for the safety of those in the vehicle.

**9 Choose an answer (a–d) for each question (1–4) and add appropriate forms of these verbs. If necessary, add the pronoun *it* and/or a preposition.**

*believe go hear like put shiver take wait*

- |   |   |
|---|---|
| 1 Did Andreas ..... the key? (...)        | a Yes, but I don't .....                  |
| 2 Do you ..... old towns? (...)           | b Yes, he ..... his pocket.               |
| 3 Could you ..... outside? (...)          | c Yes, that's why I'm .....<br>Edinburgh. |
| 4 Have you ..... the latest rumour? (...) | d No, it's too cold and I'm<br>.....      |

**10 Add the correct pair of intransitive verbs to each sentence. Use appropriate forms.**

*breathe / snore*   ✓*dream / sleep*   *eat / hibernate*   *fall / lie*  
*get / move*   *go / sing*   *happen / talk*   *nap / rest*

Example: When you *dream*, you see and experience things while you are *sleeping*.

- Someone who ..... up and ..... around while asleep is called a sleepwalker.
- When people in hot countries ..... or ..... after lunch, it's called having a siesta.
- Animals that ..... don't ..... at all while they spend the winter in a deep sleep.
- When you ..... awake at night and you can't ..... asleep, you have insomnia.
- If someone ..... about a place as 'sleepy', it means that nothing much ..... there.
- When you ..... softly to help a child ..... to sleep, you are singing a lullaby.
- People who ..... very noisily when they are sleeping.



# Verbs with indirect objects and clauses

## Verbs with indirect objects

We use two objects after some verbs: an indirect object and a direct object. With a verb such as *send*, we can put the indirect object after the verb: (1) or after the preposition *to* (2). The indirect object (*you, Joe, everyone*) receives the direct object (*postcard, note, form*).

1 I'll send **you** a postcard. • She handed **Joe** the note. • Did you give **everyone** a form?

2 I'll send a postcard **to you**. • She handed the note **to Joe**. • Did you give a form **to everyone**?

Others include: bring, lend, offer, pass, post, read, sell, show, teach, tell, throw, write

We don't put *to* + indirect object before a direct object (NOT ~~Did you give to everyone a form?~~)

With a verb such as *buy*, we can put the indirect object after the verb (3) or after the preposition *for* (4). The indirect object (*him, me, you*) benefits from the action of the verb (*buy, do, make*).

3 She bought **him** a tie. • Can you do **me** a favour? • I'll make **you** a sandwich.

4 She bought a tie **for him**. • Can you do a favour **for me**? • I'll make a sandwich **for you**.

Others include: build, cook, cut, draw, fetch, find, get, keep, leave, order, pick, save

We don't put *for* + indirect object before a direct object (NOT ~~I'll make for you a sandwich.~~)

We put shorter objects, especially pronouns, before longer objects (5). When we use pronouns for both objects after the verb, we put the indirect object pronoun first (6).

5 Show **me** the prize you won. • Show **it** to everyone who said you couldn't do it. • Show **it** to them!

6 Show **me** it. (NOT ~~Show it me.~~) • I'll make **you** one. (NOT ~~I'll make one you.~~)

With verbs such as *describe* or *explain*, we put the indirect object after a preposition, not after the verb. But compare (14) below.

7 He described the man **to them**. • He explained the plan **to us**. (NOT ~~He explained us the plan.~~)

Others include: admit, announce, mention, murmur, report, shout, suggest, whisper

Note that these are often verbs of speaking: He said 'Hello' **to me**. (NOT ~~He said me 'Hello.'~~)

With a verb such as *cost*, we must put the indirect object after the verb.

8 The mistake cost **us** a lot of money. • They fined **him** £250. • I bet **you** £5. (NOT ~~I bet £5 to you.~~)

Others include: deny, forgive, grudge, refuse

## Verbs with clauses

We can use *that*-clauses as direct objects after 'thinking' verbs such as *believe* or *think* (9) and after 'reporting' verbs such as *explain* or *say* (10).

9 They believed **that** the sun went round the earth. • He thinks **that** the students are lazy.

10 She said **that** she would be late. • He explained **that** there was no money left.

Note that the word *that* is often omitted: He thinks the students are lazy.

After verbs reporting questions, we can begin the clause with *if*, *whether* (11) or a *wh*-word (12).

11 The teacher asked **if** anyone was absent. • They enquired **whether** it was legal or not.

12 We should ask **what** it costs. • I wonder **when** they'll make the decision.

After reporting verbs such as *remind* or *tell*, we must have an indirect object before the clause.

13 I'll remind **him** **that** you're here. • You told **me** **that** he was ill. (NOT ~~You told that he was ill.~~)

Others include: assure, convince, inform, notify, persuade

After a reporting verb such as *admit*, we must use *to* before an indirect object before a clause.

14 He admitted **to the police** **that** he had stolen the money. (NOT ~~He admitted the police that he had stolen the money.~~)

She mentioned **to me** **that** she hated her job. (NOT ~~She mentioned me that she hated her job.~~)

Others include: boast, confess, declare, hint, propose, reveal



### 11 Complete each sentence in such a way that it is as similar as possible in meaning to the sentence or sentences before it.

Example: They had it. Now we have it. → ... They gave *it to us*. ... (OR ... They gave *us it*....)

1 She quietly wished him, 'Good luck.'

She whispered .....

2 She was ordered by the judge to pay £500 for speeding.

The judge fined .....

3 The farmer wouldn't give permission to us to walk across his field.

The farmer refused .....

4 James took Caroline's book. He told me.

James confessed .....

### 12 Using a dictionary if necessary, complete these sentences with appropriate forms of these verbs. Add appropriate pronouns and prepositions if necessary.

*find*      *offer*      *reserve*      *sell*      *spread*      *transmit*  
*keep*      *require*      *retrieve*      ✓ *send*      *transfer*      ✓ *transport*

Example: Your boxes will be *transported* by air. We will *send them to* you soon.

1 In a restaurant, if a table is ....., that means the restaurant is ..... a special person or group.

2 Contagious diseases are easily ..... People with contagious diseases can easily ..... the rest of the population.

3 Those computer files that I thought I had lost were ..... by Andrew. I was so glad that he ..... me.

4 In football, when a player is ....., it means that one team ..... another team.

5 In a university, if certain courses are ....., it means that all students must take those courses and the university must ..... students every year.

### 13 Editing. Correct the mistakes in this text.

During the psychology class, one student reported ~~us~~ her experiment<sup>to us</sup>. She explained us that it was about communication between husbands and wives. The researcher gave the following information half of the husbands. 'Your wife has described you a holiday trip to China. One of her friends told to her about it. You think sounds like a really good idea, so you ask to her some questions about the cost.' The other group of husbands heard the following information. 'Your wife has suggested you a holiday trip to China. You don't like. You believe is a really bad idea, so you ask some questions her about the cost.' The researcher didn't tell to the wives she said to the husbands. She asked the wives to listen to the tape recording of their husbands' questions and decide the husbands thought it was a good idea or not. A significant number of the wives couldn't decide. That was very surprising.



## Linking verbs

### Linking verbs and complements

Linking verbs, such as *be* or *seem*, are followed by a complement that describes or identifies the subject of the sentence. Complements can be adjectives (1), noun phrases (2) or prepositional phrases (3).

- 1 *His parents **were Welsh**.* • *That **isn't funny!*** • *It **doesn't seem possible**.* • *You **sound unhappy**.*
- 2 *I **am a student**.* • *Anna **became my best friend**.* • *Despite the scandal, he **remained president**.*
- 3 *She said she **was on a diet**.* • *He **seemed in a good mood**.* • *Sometimes I **feel like an idiot**.*

Linking verbs are also called copulas or copular verbs.

We can use *seem* and *appear* as linking verbs with an infinitive and a complement (4). We can also use *seem* with or without *to be* before complements (5). *Seem* is less formal than *appear*.

- 4 *Bill **seems to have no friends**.* • *There **appears to be a problem**.* (NOT ~~*There appears a problem.*~~)
- 5 *The old man **seemed (to be) lost**.* • *Equal pay for everyone **seems (to be) the best solution**.*

In American English, *to be* is not left out after *seem*: *He **seemed to be a hard-working student**.*

We can use verbs describing our sense experiences (*feel*, *smell*, *taste*) or our opinions (*look*, *sound*) as linking verbs with adjectives (6) or with *like* before noun phrases (7).

- 6 *I **feel great!*** • *You **look much better**.* • *The food **didn't smell good** and it **tasted terrible**.*
- 7 *Her suggestion **sounded like a good idea**.* • *Your drawing **looks like a cat**.* (NOT ~~*Your drawing looks a cat.*~~)

With some verbs (*make*, *find*, *call*) we can use adjectives and noun phrases as complements after the objects to describe or add information about the objects.

- 8 *That **makes me angry**.* • *They **found the exam difficult**.* • *She **called him a fool**.*

Note the word order: *Let's **paint the wall white**.* (NOT ~~*Let's paint white the wall.*~~)

### Linking verbs used to express change

We use *become* and *get* as linking verbs to talk about the result of change.

- 9 *The world is **becoming/getting** more crowded.* • *Everything will **get** worse before it **gets** better.*

We can use *become* (not *get*) as a linking verb with noun complements (10) and *get* (not *become*) in many common phrases describing actions (11). *Get* is less formal than *become*.

- 10 *Traffic delays **have become a problem**.* • *We **became** friends.* (NOT ~~*We became to be friends.*~~)
- 11 *They won't **get** married.* • *He **got** dressed quickly.* • *Let's **get** ready.* (NOT ~~*Let's become ready.*~~)

We can use *go* and *turn* to talk about change (12). We use *turn into* before a noun phrase for a complete change of state (13).

- 12 *I'll **go** crazy if I have to wait.* • *Our dog **is going** blind.* • *She **turned** pale.* • *The light **turned** green.*
- 13 *Joe **turned into a maniac**.* • *The caterpillar **turned into a butterfly**.* (NOT ~~*The caterpillar turned a butterfly.*~~)

We use *come* and *grow* as linking verbs with adjectives in phrases that usually express slower change, unless modified by adverbs such as *suddenly* or *unexpectedly* (14). We can use *come* and *grow* before infinitives to describe gradual change (15).

- 14 *Dreams **come** true.* • *People **grow** old.* • *The days **grew** warmer.* • *The knot **suddenly came** loose.*
- 15 *As we **came to know** her better, we **grew to like** her a lot.* • *We **came to see** things as she did.*

We use some verbs (*keep*, *remain*, *stay*) as linking verbs to talk about a situation not changing.

- 16 *Please **keep** quiet.* • *She **kept** busy.* • *Everything **remained** the same.* • *We tried to **stay** warm.*

Note that these verbs are not used with *to be*. (NOT ~~*I'll keep to be quiet.*~~ ~~*We stayed to be awake.*~~)



**14 Choose an answer (a–f) for each question (1–6) and add the linking verbs below. Use the appropriate form.**

appear be feel look sound taste

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1 What ..... he like? (...)       | a Angry and impatient.        |
| 2 Who does she ..... like? (...)  | b I'm sure he was smiling.    |
| 3 How does it ..... ? (...)       | c No, it's more like chicken. |
| 4 Did he ..... to be happy? (...) | d He's kind and generous.     |
| 5 How did he ..... ? (...)        | e Soft and comfortable.       |
| 6 Does it ..... fishy? (...)      | f The actress Meg Ryan.       |

**15 Complete each paragraph with appropriate forms of the verbs from one group.**

appear / be / look / turn ✓ seem / smell / taste / ✓ think  
become / get / make / seem feel / get / stay / turn

- A The writer of the guide book seemed to think that the Maharani restaurant had the best Indian food. In her description, she wrote, 'All the dishes were full of fragrance and flavour.' In other words, she thought the food (1) ..... wonderful and (2) ..... delicious.
- B In her late teens, Diana fell in love with Jim Covington and wanted to (3) ..... married, but that topic always (4) ..... him uncomfortable. To her intense disappointment, he later decided to (5) ..... a priest.
- C Elena was reading a novel with a red dragon on the cover. It (6) ..... like a large lizard with wings. The novel was a horror story, she said, full of people who (7) ..... living normal lives, but were actually vampires, and one character who (8) ..... into a werewolf during the night of a full moon.
- D I didn't want the bananas to (9) ..... too ripe and then (10) ..... soft or squishy when I wanted to eat them, so I put them in the fridge. I was just hoping that they would (11) ..... firm, but I didn't realize that the skins would (12) ..... black.

**16 Editing. Correct the mistakes in the use of linking verbs in this text.**

One Saturday afternoon when my younger sister Mona and I were teenagers, I was <sup>getting</sup>~~becoming~~ ready to go to a party. Mona hadn't been invited. It appeared a big problem for her. She went to be crazy because of it. She found some hair-colouring and she just decided to make blonde her hair, but she didn't do it right and her hair turned into bright orange. It also became orange her face, so she looked like really strange. When my mother saw her, she said Mona looked an orange balloon. After that, Mona got to be very upset and she started screaming with her hands over her ears. I just kept to be quiet during all that. My mother eventually calmed her down and we got some darker hair-colour to make it look like better.



# Compound and complex sentences

## 17 Write the numbers of appropriate examples in the spaces.

### Compound sentences

A compound sentence has two **2** or more **1** clauses joined by coordinating conjunctions: *and*, *but*, *or*.

- 1 *You can take the bus **or** stay here **and** I'll drive you tomorrow, **but** I'm not driving tonight.*
- 2 *Dave slept **and** I read. • It wasn't cold, **but** I was shivering. • You must help us **or** we will fail.*

We usually leave out the same subject **1**, the same subject + verb **1** or the same subject + auxiliary **1** from later clauses in a compound sentence.

- 3 *They played well, but ... lost. (They played well, but they lost.) • Martin smiled, ... shrugged his shoulders and ... said nothing. (Martin smiled, he shrugged his shoulders and he said nothing.)*
- 4 *She will come and ... get those later. • You can take it or ... leave it. • I am waiting and ... hoping.*
- 5 *They have a cat or ... a dog. • I like swimming, ... football and ... watching TV.*

Leaving out the subject and/or other parts of the sentence is called ellipsis.

We usually leave out the same verb + object after an auxiliary verb in later clauses **1**, but we prefer to leave out repeated objects and/or prepositional phrases from the first clause **1**.

- 6 *I'll wash ... and peel the potatoes. • McGregors have lived ... and died in Crieff for centuries.*
- 7 *I wasn't making a noise and the others were ... • They may forget you, but I never will ...*

We can emphasize the relationship between two clauses in compound sentences by using different combinations of conjunctions. They can express an addition **1**, an alternative **1**, a combination **1** or a combination of negatives **1**.

- 8 *They **not only** clean houses, **but also** do repairs, painting and other odd jobs.*
- 9 *You can **both** turn the TV on **and** change channels with the remote control.*
- 10 *I will **neither** sleep **nor** rest until this is over. • He **neither** speaks English **nor** understands it.*
- 11 *You can **either** go with us **or** stay here alone. • They must **either** pay you **or** give you time off.*

### Complex sentences

We create complex sentences by joining two or more clauses with subordinating conjunctions such as *because*, *before*, *that*, *which*, etc.

- 12 *I couldn't sleep **because** I was thinking about all the work **that** I had to do **before** I could leave.*

Note that the same subject is repeated. (NOT *I couldn't sleep because was thinking*.)

Others include: *although*, *as*, *if*, *in order that*, *since*, *when*, *who*

Complex sentences contain relative clauses **1**, noun clauses **1**, and adverbial clauses **1**. We can put adverbial clauses, followed by a comma, at the beginning of complex sentences **1**.

- 13 *I didn't realize **that** Brian wasn't feeling well. • Did you know **that** he was married?*
- 14 *She liked the women **with whom** she worked, but she hated the dirty jobs **which** they had to do.*
- 15 *I had a shower **after** I ran. • He's still working **although** he's 72. • We won't play **if** it rains.*
- 16 ***If** it rains, the ground will be too muddy. • **Although** he's 72, he still walks to work every day.*

### Compound-complex sentences

We form compound-complex sentences with three or more clauses joined by both coordinating and subordinating conjunctions.

- 17 *We hit a lamp post **and** it shattered the glass on the front door **before** I managed to bring the bus to a halt.*
- 18 *Harvold said, 'I was so relieved **that** no one else was hurt, **but** I hoped the driver would survive.'*



18 Choose an ending (a-d) for each beginning (1-4) and add the conjunctions *and*, *but* or *or*.

- 1 You can leave now (...) a ..... she can also read ..... write it.
- 2 He says he needs a knife (...) b ..... dries them straight away.
- 3 She not only speaks Arabic, (...) c ..... stay ..... help us finish the job.
- 4 Bob usually washes the dishes (...) d ..... scissors to open the package.

19 Complete these sentences with a verb or subject + verb from below.

came got had seemed stopped talked  
 she came he got we had it seemed it stopped we talked

- 1 Police allowed protests outside the meeting, but ..... people trying to get inside.
- 2 When ..... about religion or politics, ..... very excited.
- 3 After ..... home from her trip, we sat and ..... for hours.
- 4 ..... easier in the past because people just met, ..... married and ..... kids.
- 5 If she got up early enough and ..... downstairs, ..... breakfast together.
- 6 The dog ran over to the door where ..... and ..... to be waiting for us to open it.

20 Complete the definitions with these nouns and conjunctions.

✓heartache heartbeat heartburn | and (x2) because or who  
 heart attack heartbreak heart-throb | as ✓or which (x2) whom

Example: A heartache ..... is a feeling of great sorrow, anxiety ..... or ..... worry.  
 Your (1) ..... is the action (2) ..... sound of your heart  
 (3) ..... it pumps blood through your body.  
 (4) ..... is a feeling of great sadness (5) ..... something bad has happened, such as the end of a love affair or the loss of a life.  
 A (6) ..... is a famous actor or singer (7) ..... is very attractive  
 (8) ..... with (9) ..... people fall in love.  
 A (10) ..... is a sudden illness in (11) ..... the heart beats violently.  
 It causes great pain (12) ..... sometimes death.  
 (13) ..... is a burning sensation in the chest (14) ..... is caused by indigestion.

21 Add the conjunctions and appropriate forms of the verbs to this description.

and because but if which  
 who live not like see tell

A Neighbourhood Watch is an arrangement by  
 (1) ..... people (2) .....  
 (3) ..... in a particular street or area watch each other's houses (4) ..... (5) ..... the police (6) ..... they (7) ..... anything suspicious. Many people have formed local Neighbourhood Watch groups to try to prevent crime, (8) ..... others have refused to join them (9) ..... they (10) ..... the idea of being watched by their neighbours.





# Tests

## A Choose the word or phrase that best completes each sentence.

- He couldn't rest or sleep because \_\_\_\_\_ too much coffee.  
a drinking   b been drinking   c had been drinking   d he had been drinking
- My brother, together with his friends, always \_\_\_\_\_ round collecting wood for bonfire night.  
a go   b goes   c going   d gone
- Some of the girls in my group tease me because I don't wear makeup, but I don't \_\_\_\_\_.  
a wear   b care   c do   d like
- The team all wanted coffee so I made \_\_\_\_\_.  
a it them   b some it   c some them   d them some
- The director \_\_\_\_\_ to us that there had been financial problems earlier in the year.  
a concluded   b offered   c revealed   d told

## B Identify the one underlined expression (A, B, C or D) that must be changed in order to correct the sentence.

- The tour of the palace included a visit to the old kitchen where they were baking bread and the huge underground wine cellar which was containing thousands of bottles and felt like a prison.  
A B C D
- None of the children wants to be in the group that has to stay inside because everyone prefer to go outside and play.  
A B C D
- The old ladies were collecting money for people who needed some help at Christmas so, after my wife and I discussed it, we decided to put £5 their collection box.  
A B C D
- Elaine handed Dick the letter that someone had sent her and told him to read it to me, but I asked him to show it me because I wanted to see the signature.  
A B C D
- When Fox became president, this seemed to be the first thing that made happy all the young people, especially those who had felt angry with the old government leaders.  
A B C D



**C Complete this text with appropriate forms of the verbs. Add the other words in the appropriate places.**

*begin catch give include sneeze fever in November it the flu*

Anyone who has a history of health problems and people who are 50 or older should get a flu vaccination every year before the flu season (1) \_\_\_\_\_ . Flu, or influenza, is a serious infection of the nose, throat and lungs. Symptoms (2) \_\_\_\_\_ , cough, runny nose, sore throat, headache and tiredness. Anyone can (3) \_\_\_\_\_ and (4) \_\_\_\_\_ to others. It is spread when an infected person coughs or (5) \_\_\_\_\_ .

**D Complete each sentence in such a way that it is as similar as possible in meaning to the sentence above it.**

- 1 Nick told one of the detectives that he had taken the cashbox.  
Nick admitted \_\_\_\_\_
- 2 The police said it was too dangerous and we were convinced.  
The police persuaded \_\_\_\_\_
- 3 After the princess kissed the frog, he suddenly became a prince.  
The frog suddenly turned \_\_\_\_\_
- 4 Two hours won't be enough to finish the job, he said to us.  
He told \_\_\_\_\_
- 5 The wall is white. Someone did it yesterday.  
Someone painted \_\_\_\_\_

**E Complete this text with appropriate forms of the verbs plus a complement in each space.**

*be (x2) become seem stand alone better clear quite satisfied ready*

Donald's presence certainly made a big difference to the speed we arose that day. There was no question of Tam lounging about in bed until the last minute, and we (1) \_\_\_\_\_ for work by half past seven. Donald had his own map of the job, with all the fences marked out in red ink, and the first thing he did was go for a tour of inspection, accompanied by me. We followed the hill up to the summit, and then came down by way of the cross-fence, Donald all the time checking for wire tension and, of course, straightness. When we got to the encircling fence he

(2) \_\_\_\_\_ with what he'd seen.

'Hmm, quite professional,' he said.

After a while we came to the gateway that (3) \_\_\_\_\_. Donald looked at it for a moment, and then said, 'Yes, I always think it (4) \_\_\_\_\_ to do the gate first and build the fences round it.'

Donald had put on some overalls, and it soon (5) \_\_\_\_\_ that he intended to work alongside us during his visit.