

contents

introduction	vi
words for talking about grammar	viii
list of units	x
units	1
appendices	299
answer key	309
index	355

answer key



pronunciation for grammar



authors' acknowledgements

We owe a continuing debt to the many people whose advice and comments helped us with earlier versions of this material. The present book has benefited enormously from the hard work and professionalism of our editorial and design team at Oxford University Press. In particular, we would like to acknowledge the contributions of our remarkable editor, Sarah Parsons, and our equally remarkable designer, Phil Hargraves, who have made it possible for us to write the book that we wanted to, and whose input is evident on every page.

introduction

Who is this book for?

The *Oxford English Grammar Course* (Basic Level) is for all elementary and pre-intermediate learners who want to improve their knowledge of English grammar.

What kind of English does the book teach?

This book teaches the grammar of spoken and written British English. But it can also be used by students of American, Australian or other kinds of English – the grammatical differences are very small and unimportant.

How is the book organised?

There are 22 sections. A section covers one part of English grammar (for example: making questions and negatives; present tense verbs; problems with nouns). Each section contains:

- a presentation page which introduces the point of grammar
- several short units with explanations and exercises
- two 'More Practice' pages: these include 'Grammar in a text' exercises and internet exercises
- a short revision test.
- seven 'Pronunciation for grammar' exercises at the end of the book

4 Grammar in a text. Put in *a, an, the* or nothing (-).



A TRUE STORY

In 1 1969, in 2 Portland, 3 Oregon, 4 man went to rob 5 bank. He didn't want 6 people in 7 bank to know what was happening, so he walked up to one of 8 cashiers, wrote on 9 piece of 10 paper, 'This is 11 robbery and I've got 12 gun,' and showed 13 paper to 14 cashier. Then he wrote, 'Take all 15 money out of your drawer and put it in 16 paper bag.' 17 cashier read 18 message, wrote at 19 bottom of 20 paper, 'I haven't got 21 paper bag' and gave 22 paper back to 23 robber. 24 robber ran out of 25 bank.

7 Internet exercise: checking correctness. Use a search engine (e.g. Google).

How many hits are there for these expressions? So which are correct?

"too much fast" 40,700

"too fast" 10,900,000: Correct

"everybody is"

"everybody are"

"everything are"

"everything is"

"most people"

"most of people"

Two levels

More basic units are marked 'Level 1'; more advanced units are marked 'Level 2'.



One way of using the book: to study particular points

If you want to know more about a particular point (for example present tenses, the difference between *should* and *must*, or the position of adverbs), look in the index (pages 355–362) to find the right unit(s). Read the explanations and do the exercises. Check your answers.

Another way of using the book: for systematic study

If you are working without a teacher, we suggest:

- 1 DON'T go right through the book from beginning to end – some parts will be unnecessary for you.
- 2 Choose a Section to study. Section 1, 'be and have', for example? Section 8? Section 19?
- 3 Read the grammar explanations, do the exercises, and check your answers.
- 4 Do some or all of the exercises in the 'More Practice' pages.
- 5 Go to the revision test at the end of the section, and try some or all of the questions.
- 6 Check your answers. If you still have problems, look at the explanations again.

Website

On the website www.oup.com/elt/oxfordenglishgrammar there are extra exercises and games to give you more practice on some of the structures.

Pronunciation

The 'Pronunciation for grammar' exercises will help you to hear unstressed grammatical words more clearly, and to pronounce structures fluently with good rhythm and stress.

Examinations

This book teaches all of the grammar (and more!) that is needed for Common European Framework Levels A1 and A2, and is suitable for learners studying for Cambridge KET and PET.

If you know everything in the book, will you speak perfect English?

No, sorry!

- 1 Not many people learn foreign languages perfectly. (And not many people need to.) But this book will help you to speak and write much more correctly.
- 2 Books like this give short practical explanations. They cannot tell you the whole truth about English grammar, and they cannot give you enough practice to get all the difficult points right. If you follow the rules in this book, you will not make many mistakes. But you will probably need to practise using the structures in different situations. (The website material will help with this.) You will find more complete information about difficult points in the Intermediate Level of the *Oxford English Grammar Course*.
- 3 Grammar is not the only important thing in a language. You also need a wide vocabulary, and – very important – you need a lot of practice in listening and speaking, reading and writing. Remember: this is a grammar practice book, not a complete English course.

To the teacher

There is a complete lesson-by-lesson **Teacher's Guide** which you can access by tapping the link at the start of each section. This supplements the Student's Book exercises with hundreds of additional communicative and out-of-class practice activities, to help students make the move from practising grammar to *using* grammar. It also contains helpful Language Notes showing typical problems students may have with certain structures, often because of cross-language differences.

teacher's guide

You can also download Classroom Tests free from www.oup.com/elt/teacher/oxfordenglishgrammar. There are tests for each level to help to show what your students need to study, or how well they have learnt the material you have covered. To access these, take a moment to sign up for free membership of the Oxford Teachers' Club.

We hope that you will enjoy using our book.

With our best wishes for your progress in English.

Michael Swan. Catherine Walter

words for talking about grammar

active and **passive**: *I see, she heard* are **active** verbs; *I am seen, she was heard* are **passive** verbs.

adjectives: for example *big, old, yellow, unhappy*.

adverbs: for example *quickly, completely, now, there*.

affirmative sentences or **statements** are not questions or negatives – for example *I arrived*.

articles: *a/an* ('indefinite article'); *the* ('definite article').

auxiliary verbs are used before other verbs to make questions, tenses etc – for example *do you think; I have finished, she is working*. See also **modal auxiliary verbs**.

clause: see **sentence**.

comparatives: for example *older, better, more beautiful, more slowly*.

conditional: a structure using the conjunction *if*.

conjunctions: for example *and, but, because, while*.

consonants: see **vowels**.

contractions: short forms like *I'm, you're, he'll, don't*.

conversational: see **formal**.

countable nouns: the names of things we can count – for example *one chair, three cars*; **uncountable** (or 'mass')

nouns: the names of things we can't count, like *oil, rice*.

determiners: words like *the, some, many, my*, which go before (adjective +) noun.

double letters: *pp, tt, ee* etc.

formal, informal, conversational: We use **formal** language with strangers, in business letters etc: for example 'Good afternoon, Mr Parker. May I help you?' We use **informal** or **conversational** language with family and friends: for example 'Hi, John. Want some help?'

future verbs: for example *I will go; Ann is going to write to us*.

imperatives: forms like *Go home, Come and sit down, Don't worry*, which we use when we tell or ask people (not) to do things.

indirect speech: the grammar that we use to say what people say or think: for example *John said that he was tired*.

infinitives: *(to) go, (to) sleep* etc.

informal: see **formal**.

-ing forms: *going, sleeping* etc.

irregular: see **regular**.

leave out: If we say *Seen John?*, we are **leaving out** *Have you*.

modal verbs or modal auxiliary verbs: *must, can, could, may, might, shall, should, ought to, will and would*.

negative sentences are made with *not*: for example *I have not seen her*.

nouns: for example *chair, oil, idea, sentence*.

object: see **subject**.

opposite: *hot* is the **opposite** of *cold*; *up* is the **opposite** of *down*.

passive: see **active**.

past perfect tense: see **perfect tenses**.

past progressive tense: see **past tenses**.

past tenses: for example *went, saw, stopped* (**simple past**); *was going, were eating* (**past progressive**).

past participles: for example *gone, seen, stopped*.

perfect tenses: forms with *have/has/had* + past participle: for example *I have forgotten* (**present perfect**); *It has been raining* (**present perfect progressive**); *They had stopped* (**past perfect**).

personal pronouns: for example *I, you, us, them*.

plural: see **singular**.

possessives: for example *my, your; mine, yours; John's, my brothers'*.

prepositions: for example *at, in, on, between*.

present participles: for example *going, sleeping* etc (also called **-ing forms**).

present perfect tenses: see **perfect tenses**.

present tenses: for example *He goes* (**simple present**); *She is walking* (**present progressive**).

progressive (or '**continuous**'): for example *I am thinking* (**present progressive**); *They were talking* (**past progressive**).

pronouns: for example *I, you, anybody, themselves*.

question tags: for example *isn't it?, doesn't she?*

reflexive pronouns: *myself, yourself* etc.

regular: plurals like *cats, buses*; past tenses like *started, stopped*; **irregular:** plurals like *teeth, men, children*; past tenses like *broke, went, saw*.

relative clauses: clauses that begin with relative pronouns: for example *the man who bought my car*.

relative pronouns: *who, which* and *that* when they join clauses to nouns: for example *the man who bought my car*.

sentence, clause: A sentence begins with a capital letter (A, B etc) and ends with a full stop (.), like this one. A sentence may have more than one clause, often joined by a conjunction. For example: *I'll come and see you when I'm in London*.

simple past tense: see **past tenses**.

simple present tense: see **present tenses**.

singular: for example *chair, cat, man*; **plural:** for example *chairs, cats, men*.

spelling: writing words correctly: for example, we spell *necessary* with one c and double s.

subject and object: In *She took the money – everybody saw her*, the **subjects** are *she* and *everybody*; the **objects** are *the money* and *her*.

superlatives: for example *oldest, best, most beautiful, most easily*.

tense: *She goes, she is going, she went, she was going, she has gone* are different **tenses**.

third person: words for other people, not *I* or *you*: for example *she, them, himself, John, has, goes*.

uncountable nouns: see **countable nouns**.

verbs: for example *sit, give, hold, think, write*.

vowels: *a, e, i, o, u* and their usual sounds; **consonants:** *b, c, d, f, g* etc and their usual sounds.

other useful words

Here are some other words that are used in this book. Find them in your dictionary and write the translations here.

action	polite
choose	politely
common	possibility
complete (<i>verb</i>)	possible
correct	practise
description	predict
difference	prefer
event	probable
exclamation	pronounce
explain	pronunciation
expression	repeat
form (<i>noun</i>)	report
go on, happen	revision
in general	rule
introduction	section
join	similar
mean (<i>verb</i>)	situation
meaning	stressed (pronunciation)
necessary	structure
news	unnecessary
normal	unusual
normally	use (<i>noun</i>)
particular	use (<i>verb</i>)
plan	(word) order

list of units

SECTION 1 **be and have** pages 1–14

grammar summary	1
<i>be</i> I am happy today. Are we late?	2–3
<i>be: past</i> Where were you? I was in Glasgow.	4
<i>be: future</i> The bus will be full.	5
<i>there is/was</i> There's a dog in the garden.	6
<i>there is: future</i> Will there be cars?	7
<i>have</i> I have do you have? I don't have	8
<i>have: past and future</i>	9
<i>have: actions</i> He's having a shower.	10
<i>have without do: have got</i>	
Have you got a cat?	11
<i>be and have: more practice</i>	12–13
<i>be and have: revision test</i>	14

SECTION 2 **present tenses** pages 15–34

grammar summary	15
simple present affirmative	
I work; you work; she works	16
simple present: use I work in a bank.	17
simple present negatives	
I don't know. She doesn't ski.	18–19
simple present questions	
Do you remember me?	20–21
simple present: more practice	22
present progressive: forms	
I'm reading. I'm not working.	23
present progressive: use	
I'm working just now.	24
present progressive negatives	
He's not listening to me.	25
present progressive questions Is it raining?	26
present progressive: more practice	27
the two present tenses: the difference	28–29
non-progressive verbs I don't understand.	30–31
present tenses: more practice	32–33
present tenses: revision test	34

SECTION 3 **talking about the future** pages 35–44

grammar summary	35
<i>going to</i> Look – it's going to rain.	36–37
present progressive	
What are you doing this evening?	38

<i>will: predicting</i> I think it will rain tomorrow.	39
<i>will: deciding, refusing, promising</i> I'll answer it.	40
simple present for future	
Our train leaves at 8.10.	41
future: more practice	42–43
future: revision test	44

SECTION 4 **past tenses** pages 45–56

grammar summary	45
simple past: forms I worked. I went.	46
simple past: use I left school in 1990.	47
simple past: negatives I did not work.	
I did not go.	48
simple past questions Did you pay?	
What did she say?	49
simple past: more practice	50
past progressive What were you doing at 8.00?	51
simple past or past progressive?	
I walked / I was walking	52–53
past tenses: more practice	54–55
past tenses: revision test	56

SECTION 5 **perfect tenses** pages 57–72

grammar summary	57
present perfect: forms	
I have paid. Has she forgotten?	58–59
finished actions: present perfect	
or simple past?	60–61
time words: present perfect	
or simple past?	62–63
already, yet and just	64
since and for since Tuesday; for ten years	65
present perfect progressive	
It's been raining since Sunday.	66–67
past perfect	
It had already begun when we arrived.	68–69
perfect tenses: more practice	70–71
perfect tenses: revision test	72

SECTION 6 **modal verbs** pages 73–92

grammar summary	73
modal verbs: introduction can, must, should etc	74
<i>must</i> You must be home by eleven. Must you go?	75
<i>have to</i> Do you have to teach small children?	76

<i>mustn't and don't have to</i>		<i>negatives</i> <i>Dogs can't fly. I don't know why.</i>	112–113
<i>We mustn't wake the baby.</i>	77	<i>not and no</i>	114
<i>had to, will have to</i> <i>I didn't have to pay.</i>	78	<i>negatives with nobody, never etc</i>	
<i>should</i> <i>What should I tell John?</i>	79	<i>Nobody loves me.</i>	115
<i>can</i> <i>He can play the piano.</i>	80	<i>questions and negatives: more practice</i>	116–117
<i>could; be able to</i>		<i>questions and negatives: revision test</i>	118
<i>She couldn't write. I'll be able to drive soon.</i>	81		
<i>may and might</i>		SECTION 9 infinitives and -ing forms	
<i>It may snow. I might have a cold.</i>	82–83	pages 119–138	
<i>can, could and may: permission</i>		<i>grammar summary</i>	119
<i>Can I use the phone?</i>	84–85	<i>infinitives: using to</i> <i>I want to go. Must you go?</i>	120
<i>can/could you?: requests</i>		<i>infinitive of purpose</i>	
<i>Can you lend me a stamp?</i>	86	<i>She went to Paris to study music.</i>	121
<i>shall in questions</i> <i>What shall we do?</i>	87	<i>verb + infinitive</i> <i>I hope to be an airline pilot.</i>	122–123
<i>would</i> <i>Would you like a drink? I'd like to be taller.</i>	88	<i>verb + object + infinitive</i>	
<i>used to</i> <i>I used to play the piano.</i>	89	<i>He wants me to cook.</i>	124–125
<i>modal verbs: more practice</i>	90–91	<i>it with infinitive subjects</i>	
<i>modal verbs: revision test</i>	92	<i>It's nice to be here with you.</i>	126–127
		<i>adjective + infinitive</i>	
SECTION 7 passives pages 93–102		<i>glad to find you at home</i>	128
<i>grammar summary</i>	93	<i>adjectives with enough/to + infinitive</i>	
<i>passives: introduction</i>		<i>too tired to sing</i>	129
<i>English is spoken in Australia.</i>	94	<i>noun/pronoun + infinitive</i>	
<i>simple present passive</i>		<i>some letters to write</i>	130
<i>We are woken by the birds.</i>	95	<i>-ing forms as subjects</i> <i>Smoking is bad for you.</i>	131
<i>future passive</i>		<i>preposition + ...ing</i> <i>Thank you for coming.</i>	132–133
<i>Tomorrow your bicycle will be stolen.</i>	96	<i>verb + ...ing</i> <i>I can't help feeling unhappy.</i>	134–135
<i>simple past passive</i>		<i>infinitives and -ing forms: more practice</i>	136–137
<i>I was stopped by a policeman.</i>	97	<i>infinitives and -ing forms: revision test</i>	138
<i>present progressive passive</i> <i>It's being cleaned.</i>	98		
<i>present perfect passive</i>		SECTION 10 special structures with verbs	
<i>The house has been sold.</i>	99	pages 139–150	
<i>passives: more practice</i>	100–101	<i>grammar summary</i>	139
<i>passives: revision test</i>	102	<i>structures with get</i>	
		<i>get up</i> <i>get your coat</i> <i>it's getting cold</i>	140
SECTION 8 questions and negatives		<i>verbs with prepositions</i> <i>Wait for me.</i>	141
pages 103–118		<i>phrasal verbs</i>	
<i>grammar summary</i>	103	<i>Come in, take off your coat and sit down.</i>	142–143
<i>yes/no questions</i>		<i>verbs with two objects</i>	
<i>Is the taxi here? Do I need a visa?</i>	104–105	<i>Take the boss these letters.</i>	144
<i>question words</i> <i>When will you see her?</i>	106–107	<i>have something done</i>	
<i>question-word subjects</i>		<i>I have my hair cut every week.</i>	145
<i>Who phoned? What happened?</i>	108–109	<i>imperatives</i> <i>Come in. Don't worry.</i>	146
<i>questions with long subjects</i>		<i>let's (suggestions)</i> <i>Let's go.</i>	147
<i>Are Ann and her mother coming?</i>	110	<i>special structures with verbs: more practice</i>	148–149
<i>prepositions in questions</i>		<i>special structures with verbs: revision test</i>	150
<i>Who did you go with?</i>	111		

SECTION 11 articles: *a/an* and *the* pages 151–166

grammar summary	151
<i>a/an</i> ; pronunciation of <i>the</i>	152
countable and uncountable <i>a car, cars; petrol</i>	153
<i>the</i> and <i>a/an</i>	
<i>Let's see a film. I didn't like the film.</i>	154–155
<i>a/an</i> <i>She's a doctor.</i>	156
<i>a/an</i> : describing people <i>She's got a nice smile.</i>	157
talking in general without <i>the</i>	
<i>People are funny.</i>	158–159
names <i>Mary, Africa, the USA</i>	160–161
special cases	
<i>in bed; after lunch; a hundred; ...</i>	162–163
articles: more practice	164–165
articles: revision test	166

SECTION 12 determiners pages 167–184

grammar summary	167
<i>this, that, these</i> and <i>those</i>	168–169
<i>some</i> and <i>any</i>	
<i>I need some sugar. Have you got any?</i>	170–171
<i>somebody, anything, nowhere ...</i>	172
<i>much</i> and <i>many</i>	
<i>How much milk? How many languages?</i>	173
<i>a lot of</i> and <i>lots of</i>	174
<i>a little</i> and <i>a few</i> <i>a little English; a few words</i>	175
<i>enough money; fast enough</i>	176
<i>too, too much/many</i> and <i>not enough</i>	177
<i>all</i> <i>all my friends are here; my friends are</i>	
<i>all here</i>	178
<i>all and every; each</i>	179
<i>both, either</i> and <i>neither</i>	180
determiners and <i>of</i> <i>most people; most of us</i>	181
determiners: more practice	182–183
determiners: revision test	184

SECTION 13 personal pronouns; possessives pages 185–194

grammar summary	185
personal pronouns: <i>I</i> and <i>me</i> etc	186–187
possessives: <i>my, your</i> etc <i>This is my coat.</i>	188–189
possessives: <i>mine, yours</i> etc <i>This is mine.</i>	190
reflexive pronouns: <i>myself, yourself</i> etc	191
personal pronouns and possessives:	
more practice	192–193
personal pronouns and possessives:	
revision test	194

SECTION 14 nouns pages 195–208

grammar summary	195
singular and plural nouns <i>cat, cats; box, boxes</i>	196
singular/plural <i>team, family; jeans, scissors</i>	197
countable and uncountable nouns	198–199
<i>one</i> and <i>ones</i> <i>a big one; the ones on the chair</i>	200
's and s' possessive: forms <i>son's, sons', men's</i>	201
's and s' possessive: use	
<i>Ian's car; the boss's car</i>	202–203
noun + noun	
<i>Milk chocolate is a kind of chocolate.</i>	204–205
nouns: more practice	206–207
nouns: revision test	208

SECTION 15 adjectives and adverbs pages 209–220

grammar summary	209
adjectives	
<i>a beautiful little girl who was not stupid</i>	210–211
adverbs of manner <i>He ate quickly.</i>	212
other adverbs <i>I like sport very much.</i>	213
adverbs with the verb <i>often, certainly</i> etc	214–215
<i>interested</i> and <i>interesting</i> etc	216
<i>fast, hard, hardly, well, friendly, ...</i>	217
adjectives and adverbs: more practice	218–219
adjectives and adverbs: revision test	220

SECTION 16 comparison pages 221–232

grammar summary	221
comparative and superlative adjectives: forms	222
comparative or superlative?	223
comparatives: use	
<i>brighter than the moon</i>	224–225
superlatives	
<i>the highest mountain in the world</i>	226
comparison of adverbs <i>More slowly, please.</i>	227
<i>(not) as ... as</i> <i>Your hands are as cold as ice.</i>	228–229
comparison: more practice	230–231
comparison: revision test	232

SECTION 17 conjunctions pages 233–242

grammar summary	233
conjunctions: introduction	
<i>and, but, because ...</i>	234
position of conjunctions	
<i>If you need help, ask me.</i>	235
tenses with time conjunctions	
<i>I'll see you before you go.</i>	236

<i>because</i> and <i>so</i> ; <i>although</i> and <i>but</i>	237
<i>and</i> I speak Russian, English and Swahili	238
double conjunctions	
<i>both ... and</i> ; <i>(n)either ... (n)or</i>	239
conjunctions: more practice	240–241
conjunctions: revision test	242

SECTION 18 *if* pages 243–252

grammar summary	243
<i>if</i> : position; <i>unless</i>	244
<i>if</i> : future I'll phone you if I hear from Alice.	245
not real / not probable If dogs could talk, ...	246
If I were you, ...	247
If I go, I will ...; If I went, I would ...	248
unreal past	
If A had happened, B would have happened.	249
<i>if</i> : more practice	250–251
<i>if</i> : revision test	252

SECTION 19 relative pronouns pages 253–262

grammar summary	253
relative <i>who</i> and <i>which</i>	
the keys <i>which</i> I lost	254–255
relative <i>that</i> a bird that can't fly	256
leaving out relative pronouns	
the car (that) you bought	257
prepositions the man that she works for	258
relative <i>what</i> It was just what I wanted.	259
relative pronouns: more practice	260–261
relative pronouns: revision test	262

SECTION 20 indirect speech pages 263–272

grammar summary	263
tenses and pronouns	
Bill said he was really happy.	264–265
indirect questions	
She asked him what his name was.	266
present reporting verbs	
She says she comes from London.	267
<i>here</i> and <i>now</i> > <i>there</i> and <i>then</i>	268
infinitives She told me to get out.	269
indirect speech: more practice	270–271
indirect speech: revision test	272

SECTION 21 prepositions pages 273–286

grammar summary	273
<i>at</i> , <i>in</i> and <i>on</i> (time)	274–275
<i>from ... to</i> , <i>until</i> and <i>by</i>	276
<i>for</i> , <i>during</i> and <i>while</i>	277
<i>in</i> and <i>on</i> (place)	278
<i>at</i> (place)	279
other prepositions of place	280–281
prepositions of movement	282–283
prepositions: more practice	284–285
prepositions: revision test	286

SECTION 22 spoken grammar pages 287–298

grammar summary	287
question tags	
This music isn't very good, is it?	288–289
short answers Yes, I have. No, they didn't.	290
reply questions Oh, yes? Did they really?	291
revision of spoken question and	
answer structures	292
leaving out words Don't know if she has.	293
<i>so am I</i> ; <i>nor do I</i> etc	294–295
spoken grammar: more practice	296–297
spoken grammar: revision test	298

Pronunciation for grammar



