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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* (Intermediate Level) is for all intermediate and upper-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.

3 Grammar in a text. Put in expressions from the box. Use the present progressive.

become less common continue continue get ✓ get get go down increase

People ¹ *are getting* happier.
According to a recent report from the Western Statistics Office, 73% of people say that they are happy 'most of the time', compared with only 47% at the beginning of the century. Perhaps this is partly because the world is less crowded: the Western population ² by about 1.3% per year. And life expectancy ³ in 1970, men lived for an average of 69 years and women 75; both sexes now can expect to live for 113 years. We ⁴ richer, too. The average income in 2096 was 146,000 Western Credits – twice as much as in the year 2018.

Not everything ⁵ better, though. The climate ⁶ to change for the worse, and sea levels ⁷ to rise. If average temperatures go on increasing, scientists are afraid that more of the world's capitals will go the same way as London, Paris and New York. Perhaps one day we will all have to move to the mountains.
Religious belief ⁸ In 2018, 65% of Western Federation citizens said that they believed in God; in 2096 the figure was only 24%, and only half of these went to church regularly.

(From *The Times*, 18 July 2098.) •

7 Internet exercise. Use a search engine (e.g. Google) to find five or more simple sentences beginning "I have never been given". Write them out.

.....
.....
.....
.....

Two levels

Some units are marked 'Revise the Basics': these revise elementary points of grammar which may still cause problems. More advanced units are marked 'Level 2'.



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 377–386) to find the right unit(s). Read the explanations and do the exercises. Check your answers in the answer key (pages 329–376).

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 Decide which sections you most need to study. Section 1, 'be and have', for example? Section 8, 'questions and negatives'? Section 19, 'relatives'? Or other sections?
- 3 Go to the pages that you need. Read the grammar explanations, do the exercises, and check your answers in the answer key (pages 329–376).
- 4 In some units there are 'Grammar and vocabulary' exercises for students who would like to learn more words. Try these as well if you want to.
- 5 There are also some 'Do it yourself' exercises, which will give you a chance to discover rules for yourself.
- 6 Do some or all of the exercises in the 'More Practice' pages.
- 7 Go to the revision test at the end of the section, and try some or all of the questions.
- 8 Check your answers. If you still have problems, look at the explanations again.

Website

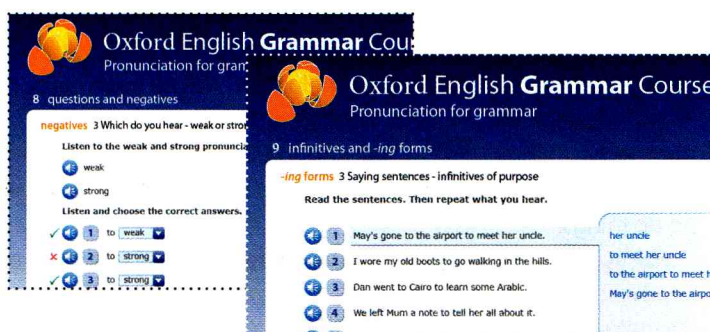
On the website there are tests which will help you to decide what you need to study, or to find out how well you have learnt the different points of grammar. There are also extra exercises and games to give you more practice on some of the points.

Pronunciation

The 'Pronunciation for grammar' CD-ROM will help you 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 B1 and B2 and is suitable for learners studying for Cambridge FCE.



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 Advanced Level of the *Oxford English Grammar Course*, or in Michael Swan's *Practical English Usage* (Oxford University Press).
- 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.

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

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