

Michael Swan • Catherine Walter

# Oxford English Grammar Course



**Intermediate**



+ 'Pronunciation for grammar' CD-ROM

with answers

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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.

### 6 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<sup>1</sup> *are becoming* 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<sup>2</sup> ..... by about 1.3% per year. And life expectancy<sup>3</sup> ..... in 1970, men lived for an average of 69 years and women 75; both sexes now can expect to live for 113 years. We<sup>4</sup> ..... richer, too. The average income in 2096 was 146,000 Western Credits – twice as much as in the year 2018.

Not everything<sup>5</sup> ..... better, though. The climate<sup>6</sup> ..... to change for the worse, and sea levels<sup>7</sup> ..... 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<sup>8</sup> ..... 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





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## ds 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**.



**s:** for example *He goes (simple present); She is walking (present progressive).*  
**r 'continuous':** for example *I am thinking (present progressive); They were talking (past*

**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 (verb) ..... | possible .....                 |
| correct .....         | practise .....                 |
| description .....     | predict .....                  |
| difference .....      | prefer .....                   |
| event .....           | probable .....                 |
| exclamation .....     | pronounce .....                |
| explain .....         | pronunciation .....            |
| expression .....      | repeat .....                   |
| form (noun) .....     | report .....                   |
| go on, happen .....   | revision .....                 |
| in general .....      | rule .....                     |
| introduction .....    | section .....                  |
| join .....            | similar .....                  |
| mean (verb) .....     | situation .....                |
| meaning .....         | stressed (pronunciation) ..... |
| necessary .....       | structure .....                |
| news .....            | unnecessary .....              |
| normal .....          | unusual .....                  |
| normally .....        | use (noun) .....               |
| particular .....      | use (verb) .....               |
| plan .....            | (word) order .....             |



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## GRAMMAR SUMMARY

### *be (am/are/is/was/were)*

- We can use **adjectives, nouns** or expressions of **place** after **be**.  
*She is early. I'm tired. Are you a student? Is anybody at home?*
- We can use **be** to talk about **age, size, height, weight** and **colour**.  
*My sister's 22. What size are your shoes? I'm 1 metre 85 and 80 kilos. What colour are the baby's eyes?*
- We use **there + be** to introduce things: to tell people that they exist.  
*There's a good film on TV tonight. There are some people at the door.*
- **Be** can be an **auxiliary verb** in progressive tenses (see pages 14, 41) and passives (see page 94–95).  
*It is raining. This was made in 1850.*

### *have (have/has/had)*

- We can use **have** to talk about **possession, relationships** and some other ideas.  
*Do you have a pair of walking boots? I don't have any children.*
- **Have** is often used with **got**.  
*I've got a headache.*
- And we can use **have** to talk about some kinds of **actions**.  
*I'm going to have breakfast. Let's have a party.*
- **Have** can also be an **auxiliary verb** in perfect tenses (see Section 5).  
*I haven't heard from Alan. I thought that I had seen her before.*

'People can have it in any colour – as long as it's black.'  
(Henry Ford, talking about the Model T Ford car)

'Don't throw away your old shoes until you have got new ones.'  
(Proverb)

'The future is black.'  
(James Baldwin)

'All the world's a stage and all the men and women merely players. They have their exits and their entrances.'  
(Shakespeare: As You like It)

'The so-called white races are really pinko-grey.'  
(E M Forster)

'Be contented when you have got all you want.'  
(Holbrook Jackson)

'I am black, but O! my soul is white.'  
(William Blake)

'I've got plenty of nothing and nothing's plenty for me.'  
(Gershwin: Porgy and Bess)

'Eyes too expressive to be blue, too lovely to be grey.'  
(Matthew Arnold)

'The East is red.'  
(Chinese communist slogan)

'In the beginning there was nothing, and it exploded.'  
(Terry Pratchett)



**1** Put in *am, are, is, was, were* or *will be*.

- ▶ I am ready.
- 1 We ..... in Dublin yesterday.
- 2 My brother ..... a dentist. He works in London.
- 3 'You ..... late.' 'Sorry. The train ..... late.'
- 4 It ..... cold tomorrow.
- 5 I ..... ill last week.
- 6 'We ..... surprised to see you yesterday.' 'And I ..... surprised to see you.'
- 7 We ..... in France all of next year.
- 8 I ..... really happy today.
- 9 There ..... a big storm last night.
- 10 My great-grandmother ..... a writer, and her two sisters ..... writers too.
- 11 Sue and Peter ..... in America all this year.
- 12 We ..... on the wrong bus. Let's get off now.

**2** Make questions (?) or negatives (=).

- ▶ Liam in the office yesterday was ? Was Liam in the office yesterday?
- ▶ book this interesting is = This book is not interesting.
- 1 will here be tomorrow you ? .....
- 2 Anne's teacher father a was ? .....
- 3 are ready we = .....
- 4 when birthday was your ? .....
- 5 chocolates those good very were = .....
- 6 Mary at home will next be week = .....
- 7 train this late morning the was ? .....
- 8 am for exam I ready the = .....
- 9 gloves in my the are car ? .....
- 10 were my brother happy and at I school = .....
- 11 there in kitchen telephone is the a ? .....
- 12 lesson will there tomorrow a be = .....

**3** Make questions (?) or negatives (=) with *have*. Use *do/does*.

- ▶ you / a dog ? Do you have a dog?
- ▶ Wendy / much money = Wendy doesn't have much money.
- 1 we / a car / We don't = .....
- 2 they / any children ? .....
- 3 James / a cold ? .....
- 4 my mother / a cat = .....
- 5 Cindy / any brothers or sisters ? .....
- 6 I / enough work = .....
- 7 John / a girlfriend ? .....
- 8 Why / you / two bicycles ? .....
- 9 This house / a garden = .....
- 10 you and Alan / an evening free next week ? ? .....

statements (+), questions (?) or negatives (-) about Sharon. Use *have got*.

- ▶ She's got a TV. ....
- ▶ boyfriends ? Has she got any boyfriends? .....
- ▶ a horse - She hasn't got a horse. ....
- 1 a brother ? .....
- 2 a car - .....
- 3 three dogs + .....
- 4 a lot of money - .....
- 5 long hair ? .....
- 6 any sisters - .....
- 7 a nice flat ? .....
- 8 a good job + .....
- 9 problems with her family + .....
- 10 much free time - .....

**5 Write these sentences with contractions. (There are sometimes two possible answers.)**

- ▶ It is cold. *It's cold.* .....
- 1 We are all here. ....
- 2 They are tired. ....
- 3 I am ready. ....
- 4 My name is Mike. ....
- 5 You are very kind. ....
- 6 Nina has got a headache. ....
- 7 I do not have a car. ....
- 8 They are not ready. ....
- 9 I am not well. ....
- 10 You are not very polite. ....
- 11 What is your name? .....
- 12 What has the dog got in its mouth? .....
- 13 Where is the station? .....
- 14 I did not have a good time at school. ....
- 15 The house does not have central heating. ....
- 16 There is not much cheese in the fridge. ....

**6 Correct (✓) or not (x)?**

- ▶ Are you ready? *✓* .....
- ▶ I got a headache. *x* .....
- 1 This coffee is'n't hot. ....
- 2 We don't got much time. ....
- 3 The hotel does not have a bar. ....
- 4 Steve doesn't got a girlfriend. ....
- 5 There has a man at the door. ....
- 6 Who's that woman? .....
- 7 I amn't ready yet. ....
- 8 I gotn't your address. ....
- 9 Do you have got a car? .....
- 10 I won't be at home tonight. ....

**7 Be or have? Circle the correct form.**

- ▶ Is / Has your brother at home?
- 1 Are / Have you thirsty?
- 2 Alice is / has three brothers.
- 3 My sister is / has 25 today.
- 4 'I am / have cold.' 'Put on a sweater.'
- 5 I am / have too much work.
- 6 Emma is / has very happy today.
- 7 Are / Have you interested in history?
- 8 What size are / have your shoes?
- 9 'It's 10.00.' 'You are / have wrong. It's 9.00.'
- 10 Everybody is / has problems sometimes.



## Use the basics: *there is/was etc*

### MOST COMMON STRUCTURES WITH *THERE + BE*

<i>there is/are</i>	<i>there was/were</i>	<i>there will be</i>
<i>there is/are going to be</i>	<i>there has/have been</i>	<i>there had been</i>

Questions: *is there, are there etc*

Contraction: *there's* (pronounced /ðəz/, like the beginning of *the zoo*)

We use ***there is*** to say that **something exists** (or doesn't exist) somewhere or at some time.

***There is*** a hole in my sock.      ***There's*** snow on the mountains.

***There are*** two men at the door.      Once upon a time ***there were*** three little pigs.

***There will be*** rain tonight.      ***There has never been*** anybody like you.

In an informal style we often use *there's* before a plural noun.

***There's*** some grapes in the fridge.

### 1 Put in the correct form of *there is(n't)*.

- ..... no water in the Atacama desert.
- ..... no railways in the 18th century.
- Once upon a time ..... a beautiful princess.
- Tomorrow ..... snow.
- ..... some soup, if you're hungry.
- ..... any potatoes?
- ..... wars all through history.
- ..... many tigers left in the wild.
- ..... an accident – can I use your phone?
- I'm afraid ..... time to see Granny.
- Do you know if ..... any tickets left?
- ..... a letter for me yesterday?
- ..... going ..... a test tomorrow.
- I'm sorry, but ..... any rooms free.
- How many US Presidents ..... since 1900?
- I don't think ..... any reason to worry.
- ..... a meeting tomorrow: everybody's away.
- ..... never ..... land animals in Antarctica.
- ..... going ..... a general election soon, do you think?
- Why ..... so much rain in the last two months?

***There is*** introduces **indefinite** subjects. Compare:

***There's*** a window open.

***The window's*** open. (NOT ~~*There's the window open.*~~)

### 2 Complete the sentences with your own ideas.

- In 1800 there weren't any .....
- 500 years ago there .....
- 5000 years ago there .....
- Next year there .....
- In 100 years there .....
- In 1000 years there .....

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- Short grammar explanations are easy to remember. Colour makes the grammar clear.
- Clear simple examples show how the grammar works.

1 When we first give **news**, we often use the **present perfect**.

finished action ↙ ↘ news now

PAST → NOW

A plane **has crashed** in Yorkshire. →  
The Prime Minister **has met** business leaders. →

2 When we give or ask for **more past details**, we change to the **simple past**.

past details ↙ ↘

PAST → NOW

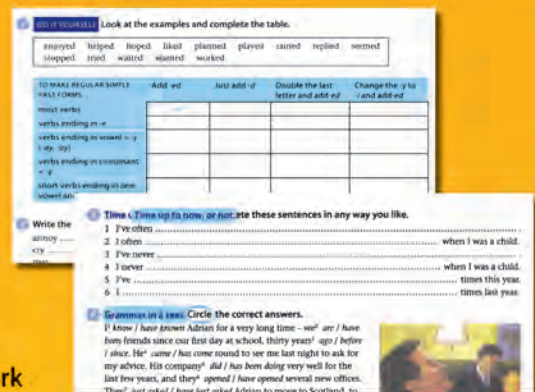
It **came** down in a field outside York.  
They **talked** for four hours.

- Texts, articles, quotations and poems use the grammar.



**Where did we come from?** South Poljes) As these populations grew, they ...  
time to **tidy up**  
Every now and then you decide it's time to tidy up, don't you? Because you just can't find anything. So you pick up all the stuff that's been lying around on the floor since Adam was a lad. You throw out the old magazines that you're never going to read again. You give back the books and music that you borrowed from the people upstairs when you were all much younger. You take down your old posters and put up the new ones you bought three years ago to replace them. You sort out the papers on your desk, arrange some of them in systematic-looking piles, and throw away the others. Finally you put on some relaxing music, pour yourself a drink, and sit back with a feeling of satisfaction. A good job done. Only one small problem, which you slowly discover over the next few days: you just can't find anything.

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Look at the examples and complete the table.

enjoyed	tripped	hoped	liked	planned	played	rained	replied	settled
stopped	tried	wanted	wanted	worked				

TO MAKE REGULAR SIMPLE PAST FORMS

	Add -ed	Just add -d	Double the last letter and add -ed	Change the y to / and add -ed
most verbs				
verbs ending in -e				
verbs ending in vowel + y				
verbs ending in consonant + y				
short verbs ending in one vowel + e				

Write the ending ...

Time to tidy up! Write the ending of these sentences in any way you like.

- I've often ... when I was a child.
- I often ... when I was a child.
- I've never ... times this year.
- I never ... times last year.
- I've ... times last year.

Grammar in a box: Circle the correct answers.

I know / have known Adam for a very long time - we're / are / have been friends since our first day at school, thirty years' ago / before / since. He's / same / has come round to see me last night to ask for my advice. His company's / did / has been doing very well for the last few years, and they' / opened / have opened several new offices. They' / had asked / have just asked Adam to move to Scotland, so

- Internet exercises and grammar-and-vocabulary work
- Tests in the book and online

## About the authors

Michael Swan and Catherine Walter are experts in English and language teaching. Michael is the author of *Practical English Usage*. Catherine is a Lecturer in Applied Linguistics at Oxford University. Their well-known books include *The Good Grammar Book* and *How English Works* (the basis for *Oxford English Grammar Course Basic and Intermediate*).

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