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Introduction

The *Oxford Practice Grammar* is a series of three books, each written at the right level for you at each stage in your study of English. The series is intended for your use either in a classroom or when working independently in your own time.

The books are divided into units, each of which covers an important grammar topic. Each unit starts with an explanation of the grammar and this is followed by a set of practice exercises. Tests at the end of each unit or section of units give the opportunity for more practice and enable you to assess how much you have learned. Answers to the exercises and the tests are given at the back of the book.

You may want to choose the order in which you study the grammar topics, perhaps going first to those giving you problems. (Topics are listed in the Contents page at the front of each book and in the Index at the back.) Alternatively you may choose to start at the beginning of each book and work through to the end.

An interactive CD-ROM is included at each of the three levels, offering alternative ways to practise. You can recognize and correct written mistakes, and you can also take part in spoken dialogues; you can record and listen to your own voice and learn to speak more naturally.

Exam practice

The first level in the series is *Oxford Practice Grammar – Basic*. This is suitable for elementary to pre-intermediate learners, and those working for the PET exam and IELTS. The second is *Oxford Practice Grammar – Intermediate*, for students who are no longer beginners but are not yet advanced in their use of English. It is suitable for those studying for the Cambridge FCE. *Oxford Practice Grammar – Advanced* is for those who have progressed beyond the intermediate level and who wish to increase their knowledge of English grammar and become more confident when using it. It helps students prepare for CAE, CPE, TOEFL, and other advanced-level exams.

The Oxford Practice Grammar – Intermediate is written for intermediate students of English.

The units cover the main areas of English grammar. Special attention is given to those points which are often a problem for learners, such as the meaning of the different verb forms, the use of the passive, the different conditional tenses, or the use of prepositions. Many units contrast two or more different structures, such as the Present Perfect and Past Simple (Units 14 and 15). There are also a number of review units.

The emphasis throughout the book is on the meaning and use of the grammatical forms. The explanations of grammar are descriptions of how English works; they are a guide to help you understand, not rules to be memorized. It is often more effective to look at examples of English rather than to read statements about it, and the grammar explanations are supported by lots of examples of everyday conversational English.

There are also appendices at the back of the book on word formation, the spelling of endings, punctuation, pronunciation, American English, and irregular verbs.

The tests enable you to assess how much you have learned, and they also give you practice in answering the kinds of questions you meet in exams.

An exit test provides an opportunity for more practice, and prepares the student for *Oxford Practice Grammar – Advanced*. The answer key to this exit test refers back to the relevant unit of the book, so if you make a mistake you can read the explanation again.

There is an interactive Oxford Practice Grammar website at www.oup.com/elt/practicegrammar

Key to symbols

The symbol / (oblique stroke) between two words means that either word is possible. *I may/might go* means that *I may go* and *I might go* are both possible. In exercise questions this symbol is also used to separate words or phrases which are possible answers.

Brackets () around a word or phrase in the middle of a sentence mean that it can be left out. *There's (some) milk in the fridge* means that there are two possible sentences: *There's some milk in the fridge* and *There's milk in the fridge*.

The symbol ~ means that there is a change of speaker. In the example *How are you? ~ I'm fine, thanks*, the question and answer are spoken by different people.

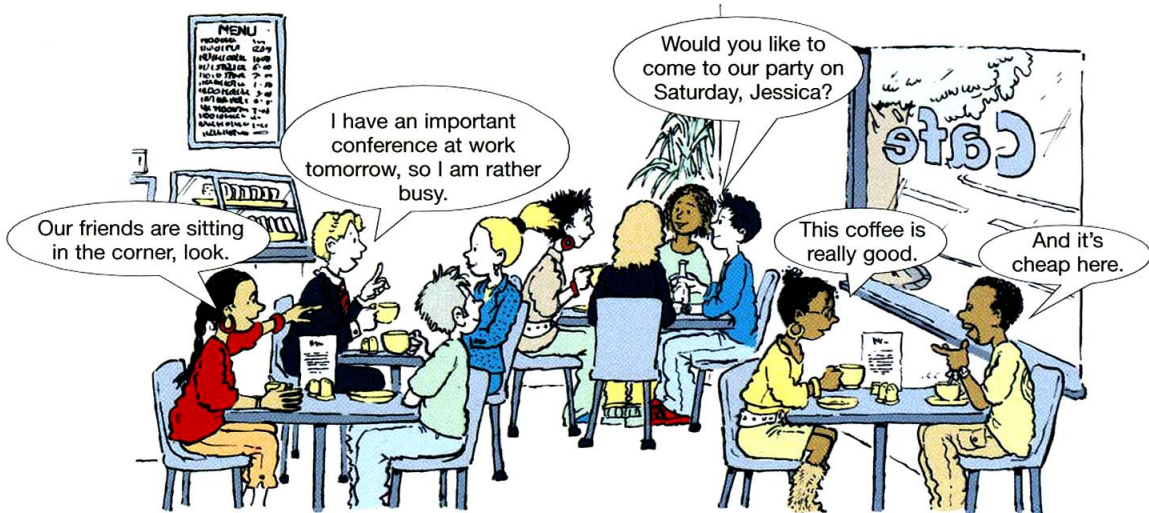
The symbol ▷ means that you can go to another place in the book for more information. ▷ 7 means that you can find out more in Unit 7.

The symbol ► in an exercise indicates that a sample answer is given.

For phonetic symbols see page 374.

1 Word classes: nouns, verbs, adjectives, etc.

1 Introduction



Look at the different kinds of word in this sentence.

Pronoun	Verb	Determiner	Adjective	Noun	Preposition	Noun	Adverb
<i>I</i>	<i>have</i>	<i>an</i>	<i>important</i>	<i>conference</i>	<i>at</i>	<i>work</i>	<i>tomorrow,</i>
Linking word	Pronoun	Verb	Adverb	Adjective			
<i>so</i>	<i>I</i>	<i>am</i>	<i>rather</i>	<i>busy.</i>			

2 What kind of word?

There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the café. The numbers after the examples tell you which units in the book give you more information.

- 1 Verb: **have, am, is, would, like, come, are, sitting, look** ▷ 4–75
- 2 Noun: **conference, work, coffee, party, Saturday, Jessica, friends, corner** ▷ 76–82
- 3 Adjective: **important, busy, good, cheap** ▷ 104–109
- 4 Adverb: **tomorrow, rather, really, here** ▷ 113–117
- 5 Preposition: **at, to, on, in** ▷ 118–125
- 6 Determiner: **an, this, our, the** ▷ 83–97
- 7 Pronoun: **I, it, you** ▷ 98–103
- 8 Linking word: **so, and** ▷ 150–153

3 Words in sentences

Some words can belong to different classes depending on how they are used in a sentence.

VERBS

Can I look at your photos?
We work on Saturday morning.

NOUNS

I like the look of that coat.
I'll be at work tomorrow.

Practice

A What kind of word? (2)

Read this paragraph and then say which word class each underlined word belongs to. To help you decide, you can look back at the examples in 2.

Andrew didn't go to the café with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

- | | | |
|----------|--------------------|--------------|
| ▶ to | <u>preposition</u> | 7 sociable |
| ▶ café | <u>noun</u> | 8 in |
| 1 the | | 9 and |
| 2 told | | 10 totally |
| 3 they | | 11 an |
| 4 there | | 12 excellent |
| 5 he | | 13 but |
| 6 finish | | 14 fun |

B What kind of word? (2)

Read this paragraph and then write the words in the spaces below. Write the first three verbs under 'Verb', and so on. Do not write the same word more than once.

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a café with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.

Verb	Noun	Adjective	Adverb
<u>thinks</u>	<u>Henry</u>		
.....
.....
Preposition	Determiner	Pronoun	Linking word
.....
.....
.....

C Words in sentences (3)

Is the underlined word a verb, a noun or an adjective?

- | | |
|--|-------------|
| ▶ Shall we go for a <u>walk</u> ? | <u>noun</u> |
| ▶ Shall we <u>walk</u> into town? | <u>verb</u> |
| 1 Laura wanted to <u>talk</u> to Rita. | ..... |
| 2 Laura wanted a <u>talk</u> with Rita. | ..... |
| 3 The windows aren't very <u>clean</u>. | ..... |
| 4 Doesn't anyone <u>clean</u> the windows? | ..... |
| 5 We went to a fabulous <u>show</u> in New York. | ..... |
| 6 Laura wanted to <u>show</u> Rita her photos. | ..... |
| 7 Henry <u>thought</u> Claire looked beautiful. | ..... |
| 8 A strange <u>thought</u> came into Emma's head. | ..... |
| 9 Sarah is feeling quite <u>tired</u> now. | ..... |
| 10 Studying all night had <u>tired</u> Andrew out. | ..... |