

Contents

To the student	1
1 The sentence	2
1.1 Sentence word order	2
1.2 The simple sentence: verbs with and without objects	4
1.3 The simple sentence: direct and indirect objects	6
1.4 The compound sentence	8
1.5 The complex sentence: noun clauses	10
1.6 The complex sentence: relative pronouns and clauses	12
1.7 The complex sentence: 'whose'; defining/non-defining clauses	14
1.8 The complex sentence: time, place, manner	16
1.9 The complex sentence: reason and contrast	18
1.10 The complex sentence: purpose, result and comparison	20
1.11 The complex sentence: present participle constructions	22
1.12 The complex sentence: perfect/past participle constructions	24
2 Nouns	26
2.1 One-word nouns	26
2.2 Compound nouns	28
2.3 Countable and uncountable nouns (1)	30
2.4 Countable and uncountable nouns (2)	32
2.5 Number (singular and plural) (1)	34
2.6 Number (singular and plural) (2)	36
2.7 Gender	38
2.8 The genitive	40
3 Articles	42
3.1 The indefinite article: 'a/an' (1)	42
3.2 The indefinite article: 'a/an' (2)	44
3.3 The definite article: 'the' (1)	46
3.4 The definite article: 'the' (2)	48
3.5 The zero article (1)	50
3.6 The zero article (2)	52
4 Pronouns	54
4.1 Personal pronouns	54
4.2 'One'	56
4.3 'It' and 'one/some/any/none'	58
4.4 Possessive adjectives and possessive pronouns ('my/mine')	60
4.5 Reflexive pronouns ('myself')	62
4.6 Demonstrative adjs/prons ('this'); 'some/any/no' compounds ('someone')	64
5 Quantity	66
5.1 Quantifiers + countable and uncountable nouns	66
5.2 General and specific references to quantity	68
5.3 Uses of 'some', 'any', 'no' and 'none'	70
5.4 'Much', 'many', 'a lot of', '(a) few', '(a) little', 'fewer', 'less'	72
5.5 'Both' and 'all'	74
5.6 'All (the)', '(a/the) whole', 'each' and 'every'	76
5.7 'Another', '(the) other(s)', 'either', 'neither', 'each (one of)'	78

11.4	Uses of modals (etc.) to express certainty and possibility	162
11.5	Uses of modals to express deduction	164
11.6	Uses of modals for offers, requests and suggestions	166
11.7	Expressing wishes, etc.: 'I wish', 'if only', 'it's (high) time'	168
11.8	Expressing preferences: 'would rather' and 'would sooner'	170
11.9	'It's advisable ...'/'It's necessary ...'	172
11.10	'It isn't advisable ...'/'It isn't necessary ...'/'It's forbidden'	174
11.11	Modals to express habit: 'used to', 'will' and 'would'	176
11.12	'Need' and 'dare' as modals and as full verbs	178
11.13	'Would/wouldn't'; 'that ...should'; 'there' + modal	180
12	The passive and the causative	182
12.1	General information about form	182
12.2	Uses of the passive	184
12.3	Form and use of the causative	186
13	Questions, answers, negatives	188
13.1	Yes/No questions, negative statements, Yes/No answers	188
13.2	Alternative negative forms and negative questions	190
13.3	Tag questions and echo tags	192
13.4	Additions and responses	194
13.5	Question-word questions (1): 'Who(m) ...?', 'What ...?'	196
13.6	Question-word questions (2): 'When?', 'Where?', 'Which?', 'Whose?'	198
13.7	Question-word questions (3): 'Why?', 'How?'	200
13.8	Subject-questions: 'Who?', 'What?', 'Which?', 'Whose?'	202
13.9	Questions about alternatives; emphatic questions with 'ever'	204
14	Conditional sentences	206
14.1	Type 1 conditionals	206
14.2	Type 2 conditionals	208
14.3	Type 3 conditionals	210
14.4	Mixed conditionals; 'unless/if ... not', etc.	212
15	Direct and indirect speech	214
15.1	Direct speech	214
15.2	'Say', 'tell' and 'ask'	216
15.3	Indirect statements with tense changes	218
15.4	Indirect questions with tense changes	220
15.5	Uses of the to-infinitive in indirect speech	222
15.6	When we use indirect speech	224
16	The infinitive and the '-ing' form	226
16.1	The bare infinitive and the to-infinitive	226
16.2	The bare infinitive or the '-ing' form; the to-infinitive	228
16.3	Verb (+ noun/pronoun) + to-infinitive	230
16.4	Adjectives and nouns + to-infinitive	232
16.5	The '-ing' form	234
16.6	Verb + the '-ing' form	236
16.7	Adjectives, nouns and prepositions + '-ing'	238
16.8	The to-infinitive or the '-ing' form?	240
Index		242
Key		253

1 The sentence

1.1 Sentence word order

1.1A The basic word order of an English sentence [> LEG 1.3]

Study:

The meaning of an English sentence depends on the word order.

- We put the subject before the verb and the object after the verb:
The cook | burnt | the dinner.
- Adverbials (*How?*, *Where?*, *When?*) usually come after the verb or after the object:
*He read the note **quickly**. (*How?*) I waited **at the corner** (*Where?*) **till 11.30**. (*When?*)*
- The basic word order of a sentence that is not a question or a command is usually:

subject	verb	object	adverbials		
			<i>How?</i>	<i>Where?</i>	<i>When?</i>
<i>I</i>	<i>bought</i>	<i>a hat</i>			<i>yesterday.</i>
<i>The children</i>	<i>have gone</i>			<i>home.</i>	
<i>We</i>	<i>ate</i>	<i>our meal</i>	<i>in silence.</i>		
- We also put the time reference at the beginning: ***Yesterday** I bought a hat.* [> 7.2A]

Write 1:

- Rewrite the sentences that don't make sense.
- Mark all the sentences in the exercise **S V O** to show Subject, Verb, Object.
 - Has set John Bailey a new high-jump record. *(S) John Bailey (V) has set (O) a new high-jump record.*
 - The passport examined the passport officer.
 - These biscuits don't like the dogs.
 - The shop assistant is wrapping the parcel.
 - Have seen the visitors the new buildings.
 - My father didn't wash the dishes.
 - The pipe is going to fix the plumber.
 - Will the goalkeeper catch the ball?
 - Has the meal enjoyed the guest?
 - Can't play John the game.

Write 2:

- Arrange these words in the right order. Use a capital letter to begin each sentence.
- Mark each rewritten sentence **S V O M P T** to show:
Subject, Verb, Object, Manner (*How?*), Place (*Where?*), Time (*When?*).
 - till 11 o'clock this morning | slept | the children *(S) The children (V) slept (T) till 11 o'clock this morning.*
 - the papers | into the bin | he threw.
 - I don't speak | well | English.
 - hides | Mrs Jones | her money | under the bed.
 - carefully | this suitcase | you didn't pack.
 - on this shelf | I left | this morning | some money.
 - from the bank | a loan | you'll have to get.
 - the phone | in the middle of the night | woke me up.
 - in the park | you shouldn't walk | at night.
 - your food | you should eat | slow'y.
 - my term | begins | in October.
 - your article | I | quickly | last night | in bed | read.

1.1B The forms of a sentence [> LEG 1.2]

Study:

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- 1 A sentence can take any one of four forms:
- a **statement**: *The shops close/don't close at 7 tonight.*
 - a **question**: *Do the shops close at 7 tonight?*
 - a **command**: *Shut the door./Don't shut the door.*
 - an **exclamation**: *What a slow train this is!*
- 2 When we write a sentence, we must begin with a capital letter and end with a full stop (.), a question mark (?), or an exclamation mark (!).
If there are quotation marks ('...') or ("...") around spoken words in a sentence, we put other punctuation marks 'inside' them:
*'I'm tired,' she said. (Not *'I'm tired', she said.')* [> 15.1A-B]

Write:

- a Arrange these groups of words in the right order. Add (.), (?) or (!).
b Describe each sentence as a statement, question, command or exclamation: S, Q, C or E.

- 1 the coffee | don't spill *Don't spill the coffee.* (C)
2 today's papers | have you seen ()
3 to meet you | how nice ()
4 my umbrella | where did you put ()
5 arrived | the train | fifteen minutes late ()
6 on time | the plane | won't arrive ()
7 this electricity bill | I can't pay ()
8 for me | please | open the door ()
9 the nearest hotel | where's | he asked ()
10 the bill | can't pay | I | he cried ()

1.1C Context

- Write: Read this story and arrange the words in each sentence in the right order.
Add capital letters and (.), (,), (!) or (?) in the right places.

A QUIET SORT OF PLACE!

- 1 my car | I parked | in the centre of the village *I parked my car in the centre of the village*
2 near a bus stop | an old man | I saw
3 'beautiful village | what a' | I exclaimed
4 'live here | how many people'
5 'seventeen people | there are' | the old man said
6 'here | have you lived | how long'
7 'all my life | I have lived here'
8 'isn't it | it's a quiet sort of place'
9 'here | a quiet life | we live'
10 a cinema | we don't have | or a theatre
11 our school | five years ago | was closed
12 only one shop | we have
13 calls | a bus | once a day
14 here | in 55 B.C. | came | the Romans
15 since then | has happened | nothing'

1.2 The simple sentence: verbs with and without objects

1.2A What is a complete sentence? [> LEG 1.2]

Study:

★★

- 1 When we speak, we often say things like *All right! Good! Want any help?* These are 'complete units of meaning', but they are not real sentences.
- 2 A **simple sentence** is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning. So: *Made in Germany* is correct English but it is not a sentence because it doesn't have a subject. *My car was made in Germany.* is a complete sentence with a subject and verb. We can't say e.g. **Is tired** because we need a subject [> 4.1A, 4.3A]: *He is tired.*
- 3 The subject may be 'hidden': *Open the door.* really means **You** open the door. [> 9.10B]

Write: Put a tick (✓) beside real sentences.

- | | |
|-----------------------------------|-----------------------------|
| 1 Made in Germany. ___ | 11 Sit down please. ___ |
| 2 This car was made in Germany. ✓ | 12 You can't park here. ___ |
| 3 To write a letter. ___ | 13 Don't interrupt. ___ |
| 4 Standing in the rain. ___ | 14 I understand. ___ |
| 5 I want to write a letter. ___ | 15 She doesn't like me. ___ |
| 6 Is tall. ___ | 16 Under the water. ___ |
| 7 Do you like? ___ | 17 Ate. ___ |
| 8 The train has arrived. ___ | 18 A bottle of ink. ___ |
| 9 Have finished my work. ___ | 19 He's a doctor. ___ |
| 10 You should listen. ___ | 20 What happened? ___ |

1.2B Verbs with and without objects [> LEG 1.4, 1.9, 1.10, 1.12, App 1]

Study:

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- 1 We always have to use an object after some verbs: e.g. *beat, contain, enjoy, hit, need*. We call these **transitive verbs**. We have to say: *Arsenal beat Liverpool.* But we can't say **Arsenal beat.**
- 2 Some verbs never take an object: e.g. *ache, arrive, come, faint, go, sit down, sleep, snow*. We call these **intransitive verbs**. We have to say: *We arrived at 11.* But we can't say **We arrived the station at 11.**
- 3 Some verbs can be used **transitively** or **intransitively**: e.g. *begin, drop, hurt, open, ring, win*. We can say: *Arsenal won the match.* (**transitive**) or *Arsenal won.* (**Intransitive**)

Write: Put an object (a pronoun or a noun) after these verbs only where possible.

- | | |
|---------------------------------------------|----------------------------------------|
| 1 The box contains ... <i>pencils</i> | 10 The door opened |
| 2 The train has arrived | 11 This is a game no one can win |
| 3 The phone rang | 12 The concert began at 7.30. |
| 4 Someone is ringing | 13 I began |
| 5 You need | 14 It's snowing |
| 6 We sat down | 15 Quick! She's fainted |
| 7 Don't hit | 16 Did you enjoy ? |
| 8 Did you beat ? | 17 My head aches |
| 9 Who opened ? | 18 My foot hurts |

1.2C Sentences with linking verbs like 'be' and 'seem' [> LEG 1.9, 1.11, 10.23-26]

Study:

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- 1 Verbs like *be* [> 10.1-3] and *seem* [> 10.4] are 'linking verbs'. They cannot have an object. The word we use after *be*, etc. tells us something about the subject. In grammar, we call this a **complement** because it 'completes' the sentence by telling us about the subject. In *He is ill. She seems tired.* etc. the words *ill* and *tired* tell us about *he* and *she*.
- 2 A complement may be:
- an adjective: *Frank is clever.*
 - a noun: *Frank is an architect.*
 - an adjective + noun: *Frank is a clever architect.*
 - a pronoun: *This book is mine.*
 - an adverb of place or time: *The meeting is here. The meeting is at 2.30.*
 - a prepositional phrase: *Alice is like her father.*

Write:

- a Complete these sentences using a different complement for each sentence.
b Say whether you have used a noun, an adjective, an adjective + noun, etc.

- 1 My neighbour is very *tall. (adjective)*
- 2 My neighbour is
- 3 This apple tastes
- 4 The children are
- 5 The meeting is
- 6 Whose is this? It's
- 7 John looks
- 8 That music sounds
- 9 Your mother seems
- 10 I want to be when I leave school

1.2D Context

Write:

Read this story and arrange the words in each sentence in the right order. Add capital letters and (.), (,), (!) or (?) in the right places [> 1.1B].

SO PLEASE DON'T COMPLAIN!

- 1 the local school | attends | my son Tim *My son Tim attends the local school.*
- 2 to his school | my wife and I went | yesterday
- 3 we | to his teachers | spoke
- 4 Tim's school report | we collected
- 5 very good | wasn't | Tim's report
- 6 in every subject | were | his marks | low
- 7 was waiting anxiously for us | outside | Tim
- 8 'my report | how was' | eagerly | he asked
- 9 'very good | it wasn't' | I said
- 10 'you | harder | must try
- 11 seems | that boy Ogilvy | very clever
- 12 good marks | he got | in all subjects'
- 13 'clever parents | Ogilvy | has' | Tim said

1.3 The simple sentence: direct and indirect objects

1.3A Subject + verb + indirect object + direct object: 'Show me that photo'

[> LEG 1.13]

Study:



- 1 We can use two objects after verbs like *give* and *buy*.
Instead of: **Give the book to me**, we can say: **Give me the book**.
Instead of: **Buy the book for me**, we can say: **Buy me the book**.
- 2 Some verbs combine with TO: *bring, give, lend, pay, post, sell, send, show, tell, write*:
Bring that book to me. → *Bring me that book*.
- 3 Other verbs combine with FOR: *buy, choose, cook, cut, do, fetch, find, get, make, order*:
Please order a meal for me. → *Please order me a meal*.
- 4 We can put *it* and *them* after the verb: *Give it to me*. *Buy them for me*. *Do it for me*.
With e.g. *give* and *buy*, we can say: *Give me it*. *Buy me them*. (But not **Do me it**)
We say: *Give it to John*. *Buy them for John*. (Not **Give John it** **Buy John them**)

Write: You want people to do things for you. Write suitable polite requests using *it, them* or *one* [> 4.3B].

- 1 Where are my shoes? (find) Please *find them for me. / Please find me them*.....
- 2 John needs a new coat. (buy) Please
- 3 I can't reach that cup. (pass) Please
- 4 Ann wants to see our flat. (show) Please
- 5 I can't do the shopping. (do) Please
- 6 I'd like a copy of that book. (order) Please

1.3B Verb + object + 'to' + noun or pronoun: 'Explain it to me' [> LEG 1.12.1]

Study:



- 1 There are some verbs like *explain* which do not behave in exactly the same way as *give*.
For example, we can say: **Give the book to me**, or **Explain the situation to me**.
Give me the book. (but not **Explain me the situation*.*)
- 2 We cannot use an indirect object (*me*) immediately after *explain*. We can only have:
verb + object + 'to': *He explained the situation to me*.
He confessed his crime to the court.
- 3 Other verbs like *explain* and *confess* are: *admit, announce, declare, demonstrate, describe, entrust, introduce, mention, propose, prove, repeat, report, say, suggest*.

Write: Complete these sentences giving the right order of the words in brackets.

- 1 You must declare (the Customs/this camera) *this camera to the Customs*.....
- 2 Aren't you going to introduce (me/your friend)?
- 3 You can say (me/what you like)
- 4 Who suggested (this idea/you)?
- 5 He confessed (his crime/the police)
- 6 I have never admitted (anyone/this)
- 7 Can you describe (me/this man)?
- 8 Please don't mention (this/anyone)
- 9 I'm going to report (this/the headmaster)
- 10 I don't want you to repeat (what I told you/anyone)

1.3C The two meanings of 'for' [> LEG 1.13.3]

Study:

★★

- 1 We can use *for* after all verbs which have two objects [> 1.3A].
- 2 When we use *for* after verbs normally followed by *to* (*give, post, read, sell, show, tell, etc.*) it can mean 'instead of': *I'll post it for you.* (= to save you the trouble)
- 3 When we use *for* after verbs normally followed by *for* (*buy, choose, do, find, keep, order, etc.*) the meaning depends on the context. It can mean 'for someone's benefit':
Mother cooked a lovely meal for me. (= for my benefit, for me to enjoy)
It can mean 'on someone's behalf/instead of':
I'll cook the dinner for you. (on your behalf/instead of you – to save you the trouble)

Write: Tick (✓) to show whether *for* means 'instead of you/me' or 'for your/my benefit'.

	'instead of'	'for your/my benefit'
1 I've cooked a meal for you and I hope you enjoy it.	—	✓
2 Let me cook the dinner for you this evening. – Thanks!	—	—
3 I've made this cake for you. Do you like it?	—	—
4 I'll post this letter for you, shall I?	—	—
5 I've bought this especially for you.	—	—
6 I've got some change. Let me pay the bill for you.	—	—
7 As you're busy, let me book a room for you.	—	—
8 I've saved some of this pudding for you.	—	—
9 I can't choose a tie myself. Please choose one for me.	—	—
10 My father has bought a wonderful present for me.	—	—

1.3D Context

Write: Put a tick (✓) where you think you can change the word order.

A CURE FOR HYSTERIA

When I was a girl, my parents sent me to a very strict school. They had to *buy an expensive uniform for me*¹ ✓ and *pay school fees for me*² __. Our headmistress, Miss Prim, never smiled. She *explained the school rules to us*³ __ and expected us to obey them. 'I will never *say anything to you*⁴ __ twice,' she used to say. We had to *write a letter to our parents*⁵ __ once a week and *show it to Miss Prim*⁶ __ before we sent it. I can still remember some of the school rules. We were not allowed to *lend anything to anyone*⁷ __. We were not allowed to *give each other help*⁸ __ with homework. We had to *report unusual situations to the headmistress*⁹ __. One morning, during assembly, a girl fainted. The next morning, two more fainted. This continued to happen for several mornings. Mass hysteria had set in! But Miss Prim put an end to it. She *announced a new rule to us*¹⁰ __: 'No girl will faint in College!' And after that, no one did!



No girl will faint in College!

1.4 The compound sentence

1.4A The form of a compound sentence [> LEG 1.17-20]

Study:

★★

- 1 When we join two or more simple sentences [> 1.2A], we make a **compound sentence**:
*Tom phoned. He left a message. → Tom phoned **and** left a message.*
- 2 The name we give to 'joining words' is **conjunctions**.
These are the conjunctions we use to make compound sentences:
*and, and then, but, for, nor, or, so, yet;
either ... or; neither ... nor ...; not only ... but ... (also/as well/too).*
- 3 We can use conjunctions to show, for example:
 - **addition (and)**: *He washed the car **and** polished it.*
 - **continuation (and then)**: *He washed the car **and then** polished it.*
 - **contrast (but, yet)**: *She sold her house, **but/yet** (she) can't help regretting it.*
 - **choice (or)**: *You can park your car on the drive **or** on the road.*
 - **result (so)**: *He couldn't find his pen, **so** he wrote in pencil.*
 - **reason (for)**: *We rarely stay in hotels, **for** we can't afford it.*
- 4 We do not usually put a comma in front of *and*, but we often use one in front of other conjunctions: *He washed the car **and** polished it. (no comma before and)*
Compare: *He washed the car, **but** didn't polish it. (comma before but)*
- 5 We keep to the basic word order in a compound sentence [> 1.1A, 1.2C]:
subject verb object conjunction subject verb complement
Jimmy fell off his bike, but (he) was unhurt.
- 6 When the subject is the same in all parts of the sentence, we do not usually repeat it:
same subject: *Tom phoned. He left a message. → Tom phoned **and** (he) left a message.*
different subjects: *Tom phoned. Frank answered. → Tom phoned **and** Frank answered.*
- 7 We usually repeat the subject after *so*: *He couldn't find his pen, **so he** wrote in pencil.*
- 8 We always have to repeat the subject after *for*. *For* is more usual in the written language and we cannot use it to begin a sentence [compare > 1.9A]:
*We rarely stay at hotels, **for we** can't afford it.*

Write 1: Compound sentences with the same subject

Join these simple sentences to make compound sentences. Use the words in brackets.

- 1 I took the shoes back to the shop. I complained about them. (and)
I took the shoes back to the shop and complained about them.
- 2 Your mother phoned this morning. She didn't leave a message. (but)
.....
- 3 I can leave now. I can stay for another hour. (I can either ... or)
.....
- 4 Jim built his own house. He designed it himself. (Jim not only ... but ... as well)
.....
- 5 I don't know what happened to him. I don't care. (I neither ... nor)
.....
- 6 My new assistant can type very well. He hasn't much experience with computers. (but)
.....

Write 2: Compound sentences with different subjects and with 'so/for'

Join these simple sentences to make compound sentences. Use the words in brackets.

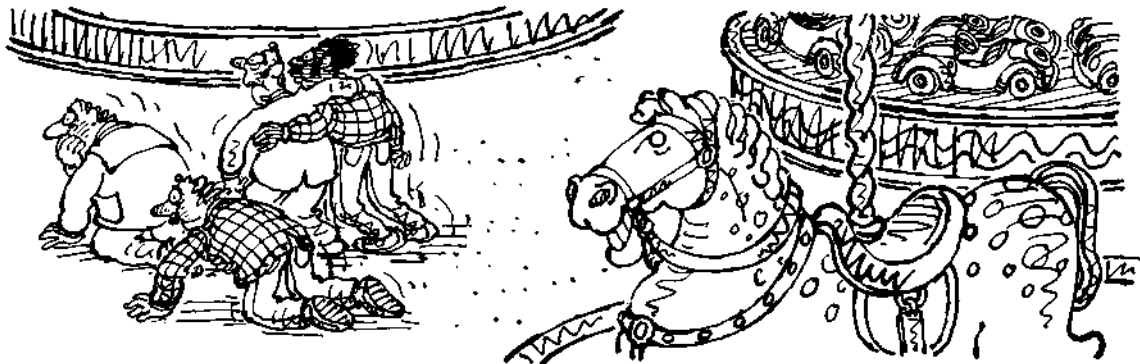
- 1 The taxi stopped at the station. Two men got out of it. (and)
The taxi stopped at the station and two men got out of it.
- 2 You can give me some advice. Your colleague can. (Either you ... or)
- 3 We got ready to get on the train. It didn't stop. (but)
- 4 No one was in when we called. We left a message. (so)
- 5 We didn't want to get home late after the film. We went straight back. (so)
- 6 The old lady was nervous. She wasn't used to strangers calling late at night. (for)
- 7 I've always wanted to live in the country. My parents prefer to live in town. (but)
- 8 The letter has been lost. The postman has delivered it to the wrong address. (or)
- 9 For a moment the top of the mountain was visible. A cloud covered it. (and then)
- 10 Jane was a successful career woman. Her mother wanted her to be a housewife. (yet)

1.4B Context

Write: Put a circle round the correct words in brackets.

(NOT SO) MERRY-GO-ROUND!

The customers at the funfair were leaving (¹and/²but) the lights were going out. The last two people on dodgem cars paid (³and/⁴so) left. The big wheel stopped (⁵for/⁶and) the merry-go-round stopped (⁷as well/⁸not only). The stalls closed down (⁹so/¹⁰and) the stall-owners went home. At 2 a.m. four nightwatchmen walked round the funfair, (¹¹but/¹²so) there was no one to be seen. 'I'm fed up walking round,' one of them said, (¹³yet/¹⁴and) what can we do? 'We can (¹⁵or/¹⁶either) play cards (¹⁷either/¹⁸or) sit and talk.' They were bored, (¹⁹so/²⁰for) there was nothing to do on this quiet warm night. 'We can have a ride on the merry-go-round!' one of them cried. 'That'll be fun!' Three of them jumped on merry-go-round horses (²¹yet/²²and) the fourth started the motor. Then he jumped on too (²³and/²⁴but) round they went. They were having the time of their lives, (²⁵but/²⁶so) suddenly realized there was no one to stop the machine. They weren't rescued till morning (²⁷and/²⁸but) by then they felt very sick indeed!



They felt very sick indeed!