

Practise Your ENGLISH

Advanced

W. S. Fowler Norman Coe

3

Nelson

Practise Your ENGLISH

Advanced

W. S. Fowler Norman Cœe

Nelson

Thomas Nelson and Sons Ltd
Nelson House Mayfield Road
Walton-on-Thames Surrey KT12 5PL

51 York Place
Edinburgh EH1 3JD

Thomas Nelson (Hong Kong) Ltd
Toppan Building 10/F
22A Westlands Road
Quarry Bay Hong Kong

Distributed in Australia by

Thomas Nelson Australia
480 La Trobe Street
Melbourne Victoria 3000
and in Sydney, Brisbane, Adelaide and Perth

© W S Fowler and Norman Coe 1983

First published by Thomas Nelson & Sons Ltd 1983
Reprinted 1984 (twice), 1985 (twice)

ISBN 0-17-555386-6
NCN 72-ELP-8954-04

All Rights Reserved. This publication is protected in the United Kingdom by the Copyright Act 1956 and in other countries by comparable legislation. No part of it may be reproduced or recorded by any means without the permission of the publisher. This prohibition extends (with certain very limited exceptions) to photocopying and similar processes, and written permission to make a copy or copies must therefore be obtained from the publisher in advance. It is advisable to consult the publisher if there is any doubt regarding the legality of any proposed copying.

Printed in Hong Kong

Introduction

Most students find practice exercises dull, especially if they have to do with grammatical points they have already learned and believe they understand. At the same time, as your English improves, you realise that you are not always sure why you have been corrected and would like a clear explanation so that you won't make the same mistake again.

The exercises in this book are designed to correct errors commonly made by students at your level of English. As far as possible, we have tried to make them interesting, as well as giving you model sentences showing how the language works in given situations, and brief grammatical explanations to clear up points that may confuse you.

What is new about these exercises, however, is that they are designed to be used with the tests in the *Test Your English* series, which help you to find out what your weaknesses are. The test items are linked to the exercises by means of a cross-reference index in the *Test Your English Teacher's Guide* and in the *Answer Keys to Practise Your English*. In this way, the exercises you will need to do will only be those relating to grammatical points which you, or the class as a whole, have shown you are uncertain about in the test. This saves a great deal of valuable time since you or the teacher can concentrate on the points that clearly need attention.

We trust that in this way you will find work with practice exercises more interesting and more useful than it has been up to now.

W S Fowler
Norman Coe
Barcelona, October 1981

Also by W S Fowler and Norman Coe

Nelson English Language Tests, Books 1-3, and Teacher's Guide
Test Your English, Books 1-3 and Teacher's Guide

By W S Fowler

New First Certificate English, Books 2 and 3
New Proficiency English, Books 2 and 3
Dictionary of Idioms

By W S Fowler and J Pidcock

New First Certificate English Book 1 and Teacher's Guide to Books 1-3
New Proficiency English Book 1 and Teacher's Guide to Books 1-3

By W S Fowler, J Pidcock and R Rycroft

New Incentive, Books 1-3, Teacher's Editions and Practice Books
Incentive Themes

New First Certificate English Book 4 and Teacher's Guide
New Proficiency English Book 4 and Teacher's Guide

By Norman Coe

A Learner's Grammar of English

Contents

Introduction	vi
Determiners	1
1 Use and omission of the	1
2 most, most of	4
Noun phrases	6
3 Mass nouns	6
4 Noun phrases and compound nouns	6
5 Subject/verb agreement	9
6 Use of the apostrophe	11
Pronouns	12
7 one, ones and possessive forms	12
8 any, anyone; some, someone; whatever, whoever	14
9 Reflexives; each other/one another	15
10 one and you	16
Comparison	17
11 Comparative and superlative of adjectives	17
12 Comparatives and superlatives: two-syllable adjectives	17
13 Adjectives and adverbs: the more ... the more	18
14 Adjectives: as ... as	19
15 far/much more; not nearly so/as ... as	20
16 (much) too fat; too much time	20
17 the same (as), different (from); similar (to), like; alike; unlike	21
18 Exclamations	22
Adverbials	24
19 Adverb + past participle: newly opened	24
20 fairly, quite, rather	24
21 almost, hardly, nearly	27
22 ever, never	27
23 still + negative	28
24 specially and especially	28
Prepositional phrases	30
25 Prepositions: in, out, on, off, into, out of, on to	30
26 against, facing, opposite, in front of	31
27 Prepositions of time	32
28 for, during, all day/night, etc.	33
29 made of/from/with/by	34
30 but (for), except (for), apart from	34
31 as, like	35
32 known as, treated as, etc.	37
33 like, such as, such ... as	37
34 like this, of this kind/sort	38

Modals and auxiliaries	39
35 can, could; may, might	39
36 be able to, be capable of	43
37 had to + infinitive; must have + past participle	44
38 had to + infinitive; should have/ought to have + past participle	45
39 had better; should/ought to	45
40 used to; be used to; would	46
41 so is she; she is, too/also, etc.	47
42 be + infinitive with to	48
43 be about to, be on the point of, be just going to	49
Verb forms	50
44 Present Perfect Simple and Continuous/Past Simple	50
45 the first time + Present Perfect/Past Perfect	51
46 wish and Conditional sentences	51
Gerunds + infinitives	54
47 Verb + gerund, verb + infinitive	54
48 Gerund and impersonal constructions	57
49 Preposition + gerund; possessive + gerund	58
50 look forward to hearing ... , etc.	59
51 in asking ... , on arriving ...	60
52 Infinitive as alternative to defining relative clause	61
Passive	62
53 Infinitive and gerund forms	62
54 Double object verbs	63
55 make and let + infinitive: Passive form	63
Clauses	65
56 Clauses of concession	65
57 if, whether ... (or not)	67
58 provided (that)	69
59 as if/as though	70
60 Future time clauses	70
61 in case	71
62 so, such and result clauses	72
63 Purpose clauses	73
64 avoid, prevent, make (im)possible (for) and purpose clauses	75
65 a picture of him running ... , etc.	76
66 Realising/Having realised his mistake ... , etc.	77
67 Staffed by ... , etc.	79
68 Relative clauses: defining and non-defining	80
69 Relative clauses: co-ordinating	86
70 Emphatic constructions: it, what, the thing that	87
71 Separation of subject and main verb	88
72 the reason for/why	89

Introductory there and it	91
73 It's + adjective + for/that	91
74 It's no use ... , There's no point in ...	91
75 It appears/happens/seems/turns out ...	92
Word order	93
76 Adjectives before a noun	93
77 Adverbs of frequency	94
78 all and both	95
79 both ... and, also, as well	95
80 Direct and Indirect object: Give me the book	96
81 Indirect exclamations	97
82 Inversion after negative adverbs	98
83 Inversion with verbs of movement: Here comes ... , etc.	101
Lexis	102
84 appear/seem, feel, look + adjective	102
85 arise and arouse ; rise and raise	102
86 arrive, reach and get to	103
87 lay and lie	104
88 make and do	105
89 per cent	106
90 prefer, would rather and like ... better	107
91 rob and steal	108
92 spend ... (on) + noun or participle	109
Appendix 1: Connectors and modifiers	110
Appendix 2: Verbs taking prepositions	115

Determiners

1 Use and omission of **the**

a Omission of **the**

We do not use **the** with the following:

1 Games and sports

I play football every week. My sister is good at tennis and fond of swimming, too.

2 Subjects of study

I studied literature at university; my brother studied physics.

3 Languages

Many Welsh people speak Welsh but most Scots speak English.

Note that we can say **the English** (noun) or **English people**, but nationality as an adjective has no definite or indefinite article,
e.g. I'm English.

4 Meals and clock time

A What time do you have breakfast?
B About eight o'clock.

5 Gerunds

Horse racing is more popular in Britain than fox-hunting.

6 Collocations (preposition + noun)

Notice that there is no **the** after the prepositions in these sentences:

A Is Maureen still in bed?
B No, she went to work early this morning.

A number of common phrases in English made up of a preposition and a noun do not take **the**.

Here is a list of the most common ones:

bed (in, to)
church (at, in = inside, to)
court (in, to)
dock (in)
harbour (in, to)

home (at)
hospital (in, to)
market (at, to)
paper (on)
prison (in, to)
school (at, to)
sea (at, to)
university (at, to)
work (at, to)

The definite article is only used when we clearly refer to a particular school, hospital, etc.

e.g. He left school at eighteen and went to university.
I'm not teaching at the school today. I'm going to the university.

Modes of travel and transport take by + noun, without the,

e.g. by air/sea/road
by car/bus/plane/train, etc.

Note that we say on foot.

b Use of **the**

We use **the** with the following:

1 Weights and measures

Petrol is sold by the litre.

2 Musical instruments

A Can you play the piano?

B No, but I used to learn the violin.

3 Groups or classes of people

The young often get impatient with their parents.

We can say either **the young** or **young people**. The verb that follows expressions of this kind is plural.

4 Rivers, seas, mountain ranges

The Amazon is longer than the River Thames.

The Mediterranean flows into the Atlantic Ocean.

Mount Everest is the highest mountain in the Himalayas.

Note that we use **the** in all cases, except for the name of a single mountain,
e.g. Mount Everest, Kilimanjaro.

5 Unique objects, points of the compass, some time expressions

The earth goes round the sun.

We use **the** when there is only one of something, e.g. **the sun, the moon, the earth, the world**.

We use **the** with points of the compass, e.g. **the north, the south, the east, the west**. But compare these sentences:

We were travelling **north**.

We were travelling **towards the north**.

We usually use **the** when we speak of **the past, the present and the future**.

The exceptions are **at present** which means 'now, at this time' and **in future** which means 'from now on',

e.g. I'll drive more carefully **in future**. (from now on, from this moment)

In the future (but not from now on) men may live on the moon.

c Use and omission of **the**

A good rule to remember is:

we use **the** when we are talking about something *specific*;

we don't use **the** when we are speaking in a more *general* sense.

1 Plural count nouns and mass nouns

She likes **flowers**. (general)

She liked **the flowers** that I gave her. (specific)

Coffee is expensive nowadays. (general)

The coffee that you bought is very bitter. (specific)

2 Abstract nouns

I always admire **honesty**. (general)

I was surprised at **the honesty** with which he answered the questions. (specific)

3 Species of animals

Elephants are said to have long memories.

When we talk about animals in general, we usually use the plural without **the**. When we refer to a particular species we can use either **the** and a singular noun,

e.g. **The Indian elephant** is smaller than **the African elephant**.

or a plural noun without **the**,

e.g. **Indian elephants** are smaller than **African elephants**.

Note that we say **Man, mankind**, but **the human race**.

4 Noun + modifying phrase/clause

Life is worth living.

Modern life is often tiring.

Albert Schweitzer's life was devoted to the sick.

Life in Britain today is very different from life in the nineteenth century.

The life he is leading bores him.

The life of a typical salesman today can be very tiring.

The life of Albert Schweitzer is an example to everyone.

The life of our ancestors was very different from the life we lead today.

The is used when the noun is modified by a relative clause, or by a phrase including of.

Complete the passage, putting the in the spaces where it is necessary:

1 life in 2 modern world is easier in some ways than 3 life our grandparents lived. Advances in 4 technology have made it more comfortable. We have only to compare 5 convenience of 6 travelling by 7 air to 8 long journeys by 9 land and 10 sea that were common a hundred years ago.

In particular, 11 medical science has done a great deal to combat 12 disease. 13 terrible problems of 14 childbirth, for example, are almost a thing of 15 past. But 16 life we lead today has its disadvantages, too. 17 present generation of 18 parents has grown up in 19 shadow of 20 war and we all share 21 concern experts feel about 22 pollution and 23 disappearance of 24 world's natural resources.

25 modern parents are worried that 26 young, their children, will not inherit 27 perfect world that 28 optimists of 29 technological revolution prophesied at 30 beginning of 31 twentieth century.

In 32 situation that faces us, it's no use 33 playing 34 fiddle while 35 Rome burned, as Nero, 36 Roman emperor, did, or 37 playing 38 golf at 39 weekend, while 40 poor and 41 unemployed starve, which is 42 modern equivalent of it in 43 Western society. We have to work together to build 44 kind of 45 future that our children should have. 46 building it will probably require 47 sacrifice and 48 unselfishness on 49 part of 50 richer nations of 51 world, as well as 52 intelligence and 53 ingenuity.

2 most, most of

Notice the use of most and most of in these sentences:

Most bread is made from wheat. Most cakes contain sugar.

Most of the cheese you bought went bad.

Most of these apples are sour.

Most of his friends came to the wedding.

Most means 'the greatest part of' when used as a determiner with mass nouns, and 'the majority of' when used with count nouns.

Most of is used when followed by another determiner, such as **the**, **these**, or a possessive adjective.

Rewrite these sentences by substituting **most** or **most of** for the phrases in italics:

- 1 *The majority of people* are in favour of the law.
The majority of the people I have spoken to are in favour of the law.
- 2 *The greater part of* factory work is dull.
The majority of jobs done in a factory are dull.
The greater part of the work I had to do in the factory was dull.
- 3 *The majority of buses* stop here.
The majority of the buses coming from town stop here.
The majority of those green buses stop here.
- 4 *Over 50% of the wine* drunk here is imported.
Wine, in general, needs a year or two to mature.
The greater part of our wine comes from the estate.
- 5 He spends *the greater part of* his time working in his garden. Like *the majority of* men of his age, he finds it useful to have some kind of hobby. When our newspaper conducted a survey among retired people, we found that *over 50% of* them would like to return to work. On the other hand, *over half of* those we talked to who were under 60 said they were looking forward to being free for *the greater part of* the day.

Noun phrases

3 Mass nouns

These fall into three main groups:

- 1 abstract nouns, usually uncountable in other languages, e.g. **courage, despair, honesty.**
- 2 mass nouns describing materials, food etc., e.g. **coal, meat, water;** subjects for study, e.g. **music, biology;** games and sports, e.g. **golf, swimming.**
Here, the problem is that words may have more than one meaning, e.g. **paper** (material) and a **paper** (newspaper), or there may be a separate word in English used for counting these things, e.g. a **loaf** (of bread).
- 3 words that are countable in some other languages, but not in English, e.g. **advice, applause, behaviour, commerce, damage, equipment, evidence, furniture, harm, information, insurance, knowledge, luggage, merchandise, money, news, nonsense, practice, produce, progress, research, rubbish, scenery, scope, thunder, travel, trouble, weather, work.**

Use words from the list in Group 3 once only to complete the following passages:

- 1 The audience greeted the first performance of Elizabeth's music with thunderous 1. A leading critic said, 'The concert provides 2 of the remarkable 3 she has made.' Elizabeth herself received the 4 calmly. 'I need a lot more 5 in the forms before I can feel confident,' she said, 'but the conductor has given me a lot of useful 6, and I think the technical aspects of composition will give me less 7 in future.'
- 2 The world of 1 provides considerable 2 for the active insurance agent with a good 3 of the market. While it is natural for firms to take out 4 against fire or theft, they are not always provided with enough 5 to insure properly against 6 to 7, for example, or to 8 held in stock or in transit. These days, of course, you can insure against almost anything, even bad 9 on holiday.
- 3 When I was in the country a few days ago, admiring some beautiful 1, a lorry suddenly stopped beside the road and unloaded a lot of 2 in the woods. I don't understand how the government can allow such 3. It does enormous 4 to the countryside.

4 Noun phrases and compound nouns

These are common in English, sometimes as one word, e.g. **housewife**, (a wife who works in the house); sometimes as two, e.g. **wine glass**, (a glass for wine); sometimes with a hyphen, e.g. **lamp-post** (a post holding a lamp). Rules on spelling cannot be applied in general terms.

a

Look at these sentences:

A kitchen table is a table used in the kitchen.

Table tennis is tennis played on a table.

The first noun describes the second, telling us what sort of object it is.

Make compound nouns or noun phrases for the following:

- 1 a ring made of gold
- 2 a house in the country
- 3 a window in a bedroom
- 4 a story about love
- 5 a knife for cutting paper
- 6 paper for writing on
- 7 a bomb that will explode at a certain time
- 8 the time when we have dinner
- 9 the side of the road
- 10 a road at the side of a more important road

b

Look at this sentence:

A case for cigarettes is a **cigarette case**.

Plural nouns become singular when they describe other nouns.

Note that nouns that have only a plural form, or a plural form with a special meaning, have the plural form here, too,

e.g. **A brush for clothes** is a **clothes brush**.

Make compound nouns or noun phrases for the following:

- 1 a shoe for horses
- 2 a box holding matches
- 3 food for cats
- 4 a brush for (cleaning) your teeth
- 5 a film about cowboys
- 6 a race for horses
- 7 a case for books
- 8 a house for monkeys (in a zoo)
- 9 jam made from strawberries
- 10 a pie made of apples

c

Look at these sentences:

A person who works in a shop is a **shop worker**.

A person who sells books is a **bookseller**.

Make compound nouns or noun phrases for the following people:

- 1 someone who works in a factory
- 2 someone who plays tennis

Noun phrases

- 3 someone who minds (= looks after) babies
- 4 someone who keeps (= looks after) a school
- 5 someone who collects stamps
- 6 a team that plays football
- 7 a company that makes steel
- 8 the council responsible for a city
- 9 the committee responsible for finance
- 10 the police responsible for controlling traffic

d

Compare these sentences:

A biology student is a student who is studying biology.

A student keeper is a keeper (in a zoo) who is still a trainee and has not yet qualified as a keeper.

The subject of study precedes the word **student**, but the eventual job or profession follows it.

Make compound nouns or noun phrases for the following:

- 1 a trainee who is studying management
- 2 a trainee who is not yet a manager
- 3 an apprentice who is studying carpentry
- 4 an apprentice who is not yet a carpenter
- 5 a driver who has not yet learned to drive

e

Compare these sentences:

A person who collects works of art is an **art collector**.

A person who collects statues is a **collector of statues**.

It is not always possible to make compound nouns and noun phrases, usually because the activity is not common enough for them to have come into the language.

What would you call a person who does the following, bearing in mind the note above?

- 1 someone who trains animals
 - 2 someone who trains performing fleas
 - 3 someone who paints portraits
 - 4 someone who paints carnivals and processions
 - 5 someone who restores pictures
 - 6 someone who restores old gramophones
- (It would probably be more common to call the last-named 'a specialist or expert in restoring old gramophones'.)

f

Compare these sentences:

I read about it in today's newspaper.

The Sunday newspapers usually review the latest plays and films.

Periods of time, like people and animals, usually take the possessive form in phrases like **today's newspaper**, **this week's programmes**, **three months' holiday**, which refer to specific periods.

But when we refer to events that take place regularly at certain times or on certain days, we use a noun phrase, e.g. **the 9 o'clock news** (the news is broadcast daily at 9 o'clock), **the Saturday night film** (a film is shown every Saturday night).

What would you call the following, bearing in mind the note above?

- 1 a concert that is going to be held on Wednesday night
- 2 concerts that are regularly held on Wednesday nights
- 3 the programme (on TV) for this weekend
- 4 programmes shown every weekend (on TV)
- 5 the crop of cabbages harvested this autumn
- 6 the crop of cabbages harvested every autumn

5 Subject/verb agreement

a

Notice where singular and plural verbs are used in these sentences:

He is a pleasant **person**. They **are** pleasant **people**.
Everyone **likes** him. **Everything** **is** arranged.

The word **people** is always plural in English and we hardly ever use the form 'persons'.

On the other hand, **everyone** (**everybody**) and **everything** are always singular. We never say 'all people' or 'all persons' and we hardly ever use the form 'all things'. 'All the people' and 'all the things' are not often used, either.

By custom, **his** is used with **everyone**, unless we know that all the people concerned are women,

e.g. **The people** who live in the village all **have** **their** own plots of land.
Everyone who lives in the village **has** **his** own plot of land.

Complete the following passage, putting the verbs in brackets in singular or plural form in the correct tense and supplying the correct possessive forms:

In the village, we celebrate May Day as the people here (1 do) for hundreds of years. Everyone (2 be) supposed to be up early and go out into the woods to pick flowers; in fact, only the young people (3 go), while everyone else (4 stay) in the village to decorate the maypole. Most people (5 meet) on the village green and (6 be) asked to cast (—7—) votes for the May Queen. Every girl who (8 be) not married and (9 not be) chosen before (10 be) allowed to put (—11—) name down. When everyone present (12 cast) (—13—) vote, the May Queen is crowned. Afterwards

Noun phrases

everyone (14 dance) round the maypole. Some people (15 bring) (16) lunch and (17 eat) it on the village green, and everyone who (18 go) to the pub (19 get) a free drink to go with (20) lunch.

b

Compare these sentences:

It's his rudeness that upsets me.

It's his bad manners that upset me.

The original study and the final report on the effect of increased price on falling demand need to be studied.

There is a relationship between the rise in prices and the falling demand that needs to be studied.

The boy and his friends have telepathic gifts.

The boy, like his friends, has telepathic gifts.

In each case the form of the verb, singular or plural, depends on its subject, irrespective of clauses or parentheses that may occur between them.

Complete the following passage, putting the verbs in brackets in singular or plural form:

The appointment of officials to posts overseas (1 need) to be studied in the light of considerations that (2 be) frequently overlooked by our Personnel Department in London, which, like most organisations away from the scene of events, usually (3 choose) candidates according to general criteria, such as their academic record, that (4 be) not necessarily applicable to the circumstances they are about to face.

This may lead to a situation in which a new director taking up an appointment frequently (5 fail) to get on with his secretary, for example, and (6 make) up his mind that she, unlike his previous employees somewhere else, (7 be) inefficient and uncooperative. In fact, it is often his own inability to understand local customs that (8 prevent) the development of the good relationship between director and locally-employed staff that (9 be) essential.

In the same way, the staff, like their counterparts in London, (10 have to) get used to the personal likes and dislikes of one man, which (11 dominate) their working lives for a time, and then (12 be) obliged to adapt themselves to someone new. The difference between them and someone who (13 work) in London, however, (14 be) that they have no one to complain to if things go wrong. It is their reaction that (15 be) likely to be reported to London in such cases, because the director, whose own failings (16 be) often the cause of the trouble, (17 be) also the judge, and an inspector, like everyone else who (18 visit) the office for a short time, (19 be) hardly likely to welcome criticism of the boss.