

**B. D. GRAVER**

**Advanced English Practice**

**Second Edition**

**with Key**

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HONG KONG

OXFORD UNIVERSITY PRESS

KUALA LUMPUR SINGAPORE TOKYO

*Oxford University Press*

OXFORD LONDON GLASGOW

NEW YORK TORONTO MELBOURNE AUCKLAND

KUALA LUMPUR SINGAPORE HONG KONG TOKYO

DELHI BOMBAY CALCUTTA MADRAS KARACHI

NAIROBI DES ES SALAAM CAPE TOWN SALISBURY

and associate companies in

BEIRUT BERLIN IBADAN MEXICO CITY

© Oxford University Press 1963, 1971

First edition published 1963

Second edition 1971

First Hong Kong reprint 1972

Thirteenth impression 1981

ISBN 0 19 580010 9

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Printed by Golden Crown Printing Co. Ltd., 499 King's Road, North Point, Hong Kong  
Published by Oxford University Press, Warwick House, Quarry Bay, Hong Kong

## General Introduction

The aim of this new edition of *Advanced English Practice* remains the same as that of the original edition: to provide a variety of language material for foreign students at advanced level, either preparing for the Cambridge Certificate of Proficiency or working at equivalent levels in universities and colleges.

While it has been assumed that students will already have completed a course of basic instruction up to Cambridge Lower Certificate level, the book provides ample material for consolidating the student's grasp of fundamentals and for revising those structures that students constantly have difficulty in mastering, before proceeding to a more mature examination of structure and vocabulary.

At the same time, an attempt has been made to go beyond the simpler 'space-filling' type of language drill and, wherever possible, to place the responsibility for construction squarely on the student's shoulders. There is, therefore, some emphasis on exercises in 'free completion', where the student is asked to supply not just one word (relative pronoun, gerund, preposition, etc.), but a phrase or clause incorporating the word. The student thus creates sentences of his own within a given setting, which enables him to practise different skills as naturally as possible and, in addition, gives him a more positive appreciation of the structures he is practising. Exercises of a more familiar type have, however, been included to help give a sense of continuity to students when first embarking on a Proficiency course.

Exercises of the 'free completion' type can perhaps be practised most profitably through written exercises, but there is much to be said for more written work in class at this stage in the student's language learning, and it will be found that, in this way, each student makes a greater contribution to the collective progress of the class. One other practical advantage afforded is that such exercises may more easily be repeated at intervals for revision, the growing mastery and maturity of the student being reflected in the quality of the sentences he produces. The instruction *Rewrite* is, however, sometimes used simply for convenience, and does not necessarily mean that an exercise cannot or should not be done orally.

The preparation of this new edition has made possible the

addition of new exercise material on modal auxiliary verbs and the various verb tenses, as well as the revision, re-grading, and expansion of existing material (especially in Section One—*The Fundamentals of Grammar*). It is hoped that the book will now be not only more generally useful but also easier to use. At the same time, I have been able to make provision for the needs of students who may be working alone, and also for those of both the student and the non-English teacher who may not have ready access to reference books. A key has been provided, and Section One is now liberally annotated, incorporating both new material and also notes that were formerly given separately in appendices. The Appendix *Notes on Clauses* has been retained in a revised form, and may be found useful for the work in Section Two of the book. A list of reference books is given on pages xvii–xviii.

I should like to thank Professor F. R. Palmer for reading the manuscript of this edition and for his helpful comments towards its improvement.

Grateful acknowledgement is made to the University of Cambridge Local Examinations Syndicate for permission to use material from reading passages used in the Lower Certificate and Proficiency Oral Examinations. This material appears in the exercises on reported speech in Section One.

## Notes for the Teacher

The more general aims of the book have been set out above, but teachers may find useful a few more specific observations on the arrangement of material and some suggestions on how it may best be used.

Sections One, Three, and Four may be used simultaneously, the composition work serving both as a reflector of the student's progress in his mastery of syntax and grasp of vocabulary, and also as an indicator of what aspects of the language need further study. The material in Section Two should be left until later in the course, and in any case until a good deal of the work in Section One has been completed.

### Section One

The material has been arranged under subject-headings, and the teacher should feel free to start on any of these subjects, according to the current needs of his students. The exercises on each particular subject are, however, graded, and it is inadvisable to work uninterruptedly through all of them; at the beginning of the student's course, only the first few under each subject-heading should be used; students may later go on to the more searching exercises in each subject, while the most difficult ones of all should be attempted only towards the end of their course. It is assumed that no teacher would, in any case, work through all the exercises on, for example, modal auxiliary verbs simply because they are grouped together for convenience.

Teachers will, moreover, find that grammatical points dealt with in one exercise may also be embodied in another under a different subject-heading. A knowledge of inversion techniques or of the gerund, for instance, will be required in the later exercises in the use of the passive, as it would be unnecessarily artificial, especially in the more advanced exercises in any one subject, rigorously to exclude structures that have a natural place in the practice material.

This section is liberally provided with notes, and is intended to serve as a reference book as well as a source of practice material. The contents of this section are listed in detail on pages v-viii, so that teachers and students can refer to any item that currently needs practice, and find both explanation and exercises. The

notes precede the relevant exercises, but this does not mean that the teacher should either read the notes in class, or give the explanations, before doing the exercises. (It is, however, advisable for the teacher or the student working alone to read them for himself, since the exercises follow closely the approach adopted in the notes.)

Whenever dealing with a structure that is characteristic of spoken English, the teacher should devise a suitable oral presentation of his own, so that structures can be presented situationally. Some of the exercises are presented through question and answer and may themselves suggest further suitable lines of approach. Teachers will find many useful ideas in the four volumes of A. S. Hornby's *The Teaching of Structural Words and Sentence Patterns* (Oxford University Press).

Explanation (and discussion) has its place, however, especially with advanced students. It can be an aid to motivation with students who need to be given the opportunity to use their capacity and inclination for theoretical understanding, and it reassures some students if they can grasp a linguistic feature intellectually. The notes try to deal with some difficult theoretical problems, minor as well as major ones, and attempt to answer some of the awkward questions that advanced students are apt to ask. Of course, teachers will know, and students should bear in mind, that there is no substitute for practice itself.

Students at advanced level should, in any case, be encouraged to develop a healthy scepticism of 'rules' until they have had an opportunity to measure them against the facts of English as they find it. Research projects are a valuable aid in developing the student's critical awareness of what English is really like. Provided the teacher gives the necessary framework for investigation, students can be asked to examine modern written English of various registers and styles, with a view to finding out, say, how often the passive is used and whether or not the 'agent' is expressed; or how relative clauses are used, what pattern of choice emerges between the various pronouns, when pronouns are expressed and when omitted, etc. Given the necessary help, students can discover and build up their own grammar of English, in however limited a way.

## **Section Two**

The material in this section, unlike that in Sections One and

Three, should be used systematically throughout. The exercises in synthesis (or controlled composition) have been given a place for two reasons: not only is a knowledge of the technique required by some examiners, but, what is more important, students need guidance in what they will inevitably attempt: the expression of connected ideas in complex sentences. Students should always, of course, be encouraged to write within their limitations, but the cult of writing in short sentences doesn't always lead to the most natural mode of expression, and students should be shown that a complex sentence isn't necessarily a complicated one. An attempt has been made to add interest to the exercises by incorporating some facts about England and the English.

### **Section Three**

The material may be used in a variety of ways. Many of the exercises will be found more effective if they are first given as homework and then discussed in class. Some may be used to form the basis of regular sessions in class in the use of an English dictionary. Others will be found suitable for oral practice. The teacher is left a free hand in using the material in a way that best answers the needs of his students.

Students should be encouraged to read English newspapers and to listen to the radio or to watch television as an adjunct to the work they do in school, and wherever possible one or two hours of class time should be set aside each week for newspaper study. Though this may present a difficulty for students studying abroad, it is particularly valuable for them, since they lack the advantage of an English environment as an aid to their studies. It will also be found especially useful by the foreign teacher of English, who can in this way broaden the scope of lessons and introduce students to more colloquial forms of the language. Teachers will find the annual publication *Britain—An Official Handbook* (HMSO) useful as a reference book on many aspects of British life and institutions, and students may be referred to this book where the relevant material under the subject-heading 'General Knowledge' is unfamiliar to them.

### **Section Four**

It is, finally, through composition work that teachers can best measure the overall achievement of a student at any particular stage in his language learning. (This is not intended to be a claim



for composition as a means of objective testing.) While it has been left to the teacher to instruct students in essay-writing techniques (since this lies outside the scope of this book), some exercises leading up to the full-scale essay are included at the beginning of this section. Many students find composition work unfamiliar or difficult, and the earlier exercises should help, partly in that they are limited in scope, and partly in that they demand a simple descriptive technique.

The exercises in arguments 'for' and 'against' should provide a link between the simple descriptive paragraphs and the full-scale essay. Class discussion of essay subjects can do much, under the guidance of the teacher, to prompt a wider view of the topics to be treated. The first set of composition subjects consists of those making fewer demands on the students in regard to both subject and length. The subjects in the second set should provide the basis of composition work for students in the later part of a Proficiency course.

## Select Lists of Books for Reference and Further Study

It is difficult to make a fair selection from the ever-increasing wealth of material available to both teachers and students. The following selection necessarily represents a personal choice, but one which I hope may be useful to teachers who lack the facilities for examining a large range of books at first hand.

Many of the books have been published or reprinted in recent years, and should be fairly readily obtainable. Publishers will, in any case, always welcome enquiries from teachers, and send up-to-date catalogues on request. Books marked with an asterisk are suitable for study or reference by advanced students. One book that all advanced students would do well to possess is an English dictionary designed for foreign students.

### List A (Grammar and Usage, and Dictionaries)

- \*BALL, W. J. *A Practical Guide to Colloquial Idiom* (Longmans)
- \*CLOSE, R. A. *English as a Foreign Language* (Allen & Unwin)
- \*ECKERSLEY, C. E. and ECKERSLEY, J. M. *A Comprehensive English Grammar for Foreign Students* (Longmans)
- FOWLER, H. W. *Modern English Usage*, 2nd edition revised by Sir Ernest Gowers (Oxford)
- \*HEATON, J. B. *Prepositions and Adverbial Particles* (Longmans)
- \*HEATON, J. B. and STOCKS, J. P. *Overseas Students' Companion to English Studies* (Longmans)
- \*HILL, L. A. *A Guide to Correct English* (Oxford)
- \*HORNBY, A. S. *A Guide to Patterns and Usage in English* (Oxford)
- \*HORNBY, A. S., GATENBY, E. V., and WAKEFIELD, H. *The Advanced Learner's Dictionary of Current English* (Oxford)
- JESPERSEN, O. *The Essentials of English Grammar* (Allen & Unwin)
- JOOS, M. *The English Verb—Form and Meanings* (University of Wisconsin Press)
- LEE, W. R. (Ed.) *English Language Teaching*<sup>1</sup> (published quarterly by Oxford University Press in association with the British Council)
- PALMER, F. R. *A Linguistic Study of the English Verb* (Longmans)
- SCHEUERWEGHS, G. *Present-day English Syntax* (Longmans)
- \*SCHIBSBYE, K. A. *A Modern English Grammar* (Oxford)

<sup>1</sup> Teachers will find this publication especially useful: it keeps one up to date on current linguistic theory, presents the results of recent research on grammatical and other features of English, discusses a variety of classroom problems and procedures, and reviews a selection of recently published books.

- STRANG, B. M. H. *Modern English Structure* (Arnold)  
 TWADDELL, W. F. *The English Verb Auxiliaries* (Brown University Press)  
 \*WEST, M. *A Dictionary of Spelling* (Longmans)  
 WHITEHALL, H. *Structural Essentials of English* (Longmans)  
 \*WOOD, F. T. *Current English Usage* (Macmillan)  
 ZANDVOORT, H. W. *A Handbook of English Grammar* (Longmans)

#### **List B (Teaching problems and procedures)**

- ABERCROMBIE, D. *Problems and Principles in Language Study* (Longmans)  
 HALLIDAY, M. A. K., MCINTOSH, A., and STREVENS, P. D. *The Linguistic Sciences and Language Teaching* (Longmans)  
 HILL, L. A. *Selected Articles on the Teaching of English as a Foreign Language* (Oxford)  
 HORNBY, A. S. *The Teaching of Structural Words and Sentence Patterns, Stages 1-4* (Oxford)  
 LEE, W. R. (Ed.) *ELT Selections 1* and *ELT Selections 2* (Oxford)  
 MACKEY, W. F. *Language Teaching Analysis* (Longmans)  
 QUIRK, R. and SMITH, A. H. (Ed.) *The Teaching of English* (Oxford)  
 STREVENS, P. D. *Papers in Language and Language Teaching* (Oxford)

#### **List C (General; and background reading)**

- BRADLEY, F. H. *The Making of English* (Macmillan)  
 \**Britain—An Official Handbook* (published annually by Her Majesty's Stationery Office)  
 \*BROMHEAD, P. *Life in Modern Britain* (Longmans)  
 \*FRIEDERICH, W. *English Pronunciation—The Relationship between Pronunciation and Orthography* (Longmans)  
 GIMSON, A. C. *An Introduction to the Pronunciation of English* (Arnold)  
 \*HILL, L. A. and URE, J. M. *English Sounds and Spellings* (Oxford)  
 JESPERSEN, O. *Growth and Structure of the English Language* (Blackwell)  
 JESPERSEN, O. *The Philosophy of Grammar* (Allen & Unwin)  
 \*LEE, W. R. *An English Intonation Reader* (Macmillan)  
 \*O'CONNOR, J. D. *Better English Pronunciation* (Cambridge)  
 \*POTTER, S. *Our Language* (Penguin)  
 \*QUIRK, R. *The Use of English* (Longmans)  
 ROBINS, R. H. *General Linguistics—An Introductory Survey* (Longmans)

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## SECTION ONE

### THE FUNDAMENTALS OF GRAMMAR

#### General review of tenses and verb forms<sup>1</sup>

1 Write out the sentences, using the most logical tense or form of the verbs in brackets. The words in *italics* should be put in their correct position in relation to the verb.

- 1 Hello! I (try) to telephone you all week. Where you (be)?
- 2 'I don't think we (meet) before?' 'Well, I (see) you once at a party, but we *not* (be) introduced then.'
- 3 It (look) as if this light (burn) all night. I must (forget) (switch) it off before I (go) to bed last night.
- 4 Come in now. I'm sorry (keep) you (wait) so long.
- 5 I (buy) the book, but when I (hear) the opinion of the critics, I (change) my mind.
- 6 At last you're here! I (wait) here for more than half an hour. I might (know) you (be) late!
- 7 My father (work) in Canada for the last year, so by the time he (return) the month after next I *not* (see) him for fourteen months.
- 8 When you (see) him again you (be struck) by the way his health (improve) since he (go) to Switzerland.
- 9 If you (tell) me you *already* (buy) the book, I *not* (give) it to you as a birthday present, but now it (be) too late.
- 10 I (ring) the bell once more, but as he *not* (answer) yet, I think he must (go) out. I *not* (bother) (come) all this way if I (know).
- 11 It's just as well we (bring) a guide-book with us. If we *not* (have), we (be) completely lost.
- 12 You can't (remember) (tell) him how to get here. If you (have), he (arrive) long before now.

#### 2 Instructions as above

- 1 By the time the firemen (arrive), the house (be) ablaze from top to bottom, but it (be) clear that if someone (give) the alarm

<sup>1</sup> These exercises may be used as a preliminary test of the student's grasp of the language. They incorporate many points of grammar that are dealt with more fully in later exercises.