

Advanced Grammar in Use



英语在用

剑桥高级英语语法

Martin Hewings (英)

120 units of grammar reference and practice

self-study and classroom use

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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英语在用

剑桥高级英语语法

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* * *

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英语学习者的“圣经”

——“英语在用”丛书简介

一套全面、实用的语法和词汇参考书是几乎所有英语学习者的梦想。如今我们欣喜地告诉大家，随着“英语在用”丛书的出版，这个梦想可以实现了。

本丛书是世界上最畅销的英语语法与词汇学习参考书，迄今读者已逾千万，被誉为“英语学习者的‘圣经’”。它专为非英语国家英语学习者编写，在结构上，条理明晰，形式简约顺达；在内容上，解析重点与难点，透彻生动，同时反复练习，巩固成效。

“英语在用”丛书包括语法和词汇两个系列，每系列分3级，分别针对初、中、高级学习者，并配有练习册。既可作为自学用书，也可作为课堂用书。

本丛书的特点是：

- **教法新颖：**以“在语境中学习语言”为原则，辅以大量生动的图表，摒弃死记硬背的陈旧方法。
- **内容实用：**取材自真实的语料库，强调内容的实用性，使您真正达到学以致用。
- **结构简明：**将语法和词汇项目分类解说，方便您挑选所需内容。
- **使用方便：**采用解说与练习左右两页对照的形式。左页解释说明语法规则和词汇意义，右页通过练习巩固本单元所学用法，随学随练，让您能每迈一步都体会到进步的成就感。
- **技巧训练：**介绍学习技巧，帮助您自己总结语法及词汇规律，养成良好的学习习惯。
- **参考答案：**详尽全面，给您充分的信息。
- **目录：**清晰详细，说明每单元讲解的词汇和语法，便于快速寻找所需内容。
- **索引：**将书中讲解的所有重要词汇和语法点按字母顺序列出，并标注书中位置，方便查找。
- **附录：**丰富全面，提供多方面的参考资料。

语法附录包括：被动语态，引语，不规则动词，常见错误等。

词汇附录包括：音标表，常用习语，常见错误等。

“英语在用”丛书原书由剑桥大学出版社出版。外语教学与研究出版社引进本套丛书，旨在介绍国际先进的英语学习方法，帮助学习者对英语融会贯通，学有卓效。《荀子》“劝学篇”中有一脍炙人口的佳句：“吾尝终日而思矣，不如须臾之所学也；吾尝跂而望矣，不如登高之博见也。”又有：“学而不化，非学也。”如果大家能藉此套丛书通达学路，登顶揽胜，我们便可聊以自慰了。

“英语在用”丛书将分英文版和中文注释版两种陆续出版。首批推出：

词汇部分：

- English Vocabulary in Use: elementary 剑桥初级英语词汇
- English Vocabulary in Use: pre-intermediate and intermediate 剑桥中级英语词汇
- English Vocabulary in Use: upper-intermediate and advanced 剑桥高级英语词汇

语法部分：

- Essential Grammar in Use 剑桥初级英语语法
- English Grammar in Use 剑桥中级英语语法
- Advanced Grammar in Use 剑桥高级英语语法
- Essential Grammar in Use Supplementary Exercises 剑桥初级英语语法练习
- English Grammar in Use Supplementary Exercises 剑桥中级英语语法练习

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At home, Ann, Suzanne and David have all had a part to play in giving me time to write the book, motivation, and examples.

TO THE STUDENT


Who the book is for


The book is intended for more advanced students of English. It is written mainly as a self-study book, but might also be used in class with a teacher. It revises some of the more difficult points of grammar that you will have already studied – such as when to use *the*, *alan* or *no article*, and when to use the *past simple* or the *present perfect* – but will also introduce you to many more features of English grammar appropriate to an advanced level of study.

How the book is organised

There are 120 units in the book. Each one looks at a particular area of grammar. Some sections within each unit focus on the use of a grammatical pattern, such as *will be + -ing* (as in *will be travelling*). Others explore grammatical contrasts, such as whether to use *would* or *used to* to report past events, or when we use *because* or *because of*. The 120 units are grouped under a number of headings such as *Tenses* and *Modals*. You can find details of this in the **Contents** on pp. iii–vi.

Each unit consists of two pages. On the left-hand page are explanations and examples; on the right are practice exercises. The letters next to each exercise show you which sections of the left-hand page you need to understand to do that exercise. You can check your answers in the **Key** on page 289. The **Key** also comments on some of the answers. Four **Appendices** tell you about passive verb form, quotation, irregular verbs and **Typical Errors** (see below). To help you find the information you need there is an **Index** at the back of the book. Although terms to describe grammar have been kept to a minimum some have been included, and you can find explanations of these terms in the **Glossary** on page 265.

On each left-hand page you will find a number of  symbols. These are included to show the kinds of mistakes that students often make concerning the grammar point being explained. These **Typical Errors** are given in Appendix 4 on page 246, together with a correction of the error, and an explanation where it is helpful.

The symbol  is used to show you when it might be useful to consult a dictionary. On the explanation pages it is placed next to lists of words that follow a particular grammatical pattern, and on the exercise pages it is used, for example, to show where it necessary to understand what particular words mean in order to do the exercise. Good English–English dictionaries include the *Cambridge International Dictionary of English*, the *Longman Dictionary of Contemporary English*, the *Oxford Advanced Learner's Dictionary*, and the *Collins Cobuild English Language Dictionary*.

How to use the book

It is not necessary to work through the units in order. If you know what grammar points you have difficulty with, go straight to the units that deal with them. You can use the **Index** to help you find the relevant unit or units. If you are unsure which units to study, use the **Study Guide** on page 280.

You can use the units in a number of ways. You might study the explanation and examples first, do the exercises on the opposite page, check your answers in the key, and then look again at the explanations if you made any mistakes. If you just want to revise a grammar point you think you already know, you could do the exercises first and then study the explanations for any you got wrong. You might of course simply use the book as a reference book without doing the exercises.

A number of **Additional Exercises** are included for further practice of particular areas of grammar.


TO THE TEACHER

Advanced Grammar in Use was written as a self-study grammar book but teachers might also find it useful for supplementing or supporting their classroom teaching.

The book will probably be most useful for more advanced level students for reference and practice. Students at these levels will have covered many of the grammar points before, and some of the explanations and practice exercises will provide revision material. However, all units are likely to contain information that is new for students even at advanced level, and many of the uses of particular grammatical patterns and contrasts between different forms will not have been studied before.

No attempt has been made to grade the units according to level of difficulty. Instead you should select units as they are relevant to the syllabus that you are following with your students, or as particular difficulties arise.

There are many ways in which you might use the book with a class. You might, for example, use explanations and exercises on the left-hand pages as sources of ideas on which you can base the presentation of grammar patterns and contrasts, and use the exercises for classroom practice or set them as consolidation material for self-study. The left-hand pages can then be a resource for future reference and revision by students. You might alternatively want to begin with the exercises and refer to the left-hand page only when students are having problems. You could also set particular units or groups of units (such as those on *Articles* or *The future*) for self-study if individual students are having difficulties.

The **Typical Errors** in each unit (indicated with a  symbol and listed in Appendix 4 on page 246) can be discussed with students either before the explanations and examples have been studied, in order to focus attention on the problem to be looked at in that part of the unit, or after they have been studied, as consolidation. For example, before studying a particular unit you could write the typical error(s) for that unit on the board and ask students: “What’s wrong and how would you correct it?”

There is a set of **Additional Exercises** (page 269), most of which can be used to provide practice of grammar points from a number of different units.

A ‘classroom edition’ of *Advanced Grammar in Use* is also available. It has no key and some teachers might prefer to use it with their students.

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Advanced Grammar in Use

UNIT 1

Present simple (I do) and present continuous (I am doing) (1)

We use the present simple to describe things that are always true, or situations that exist now and, as far as we know, will go on indefinitely:

- It **takes** me five minutes to get to school.
- Trees **grow** more quickly in summer than in winter.
- Liz **plays** the violin brilliantly.

To talk about particular actions or events that have begun but have not ended at the time of speaking, we use the present continuous:

- The car **isn't starting** again.
- 'Who **are you phoning?**' 'I'm **trying** to get through to Joan.'
- The shop is so inefficient that many customers **are taking** their business elsewhere.

We often use time expressions such as **at the moment**, **at present**, **currently**, **just**, and **still** to emphasise that the action or event is happening now:

- 'Have you done the shopping?' 'I'm **just going**.'

Notice that the action or event may not be going on at the time of speaking:

- The police **are talking** to a number of people about the robbery.

We use the present simple to talk about habits or things that happen on a regular basis:

- I **leave** work at 5.30 most days.
- Each July we **go** to Turkey for a holiday.

However, when we describe repeated actions or events that are happening at or around the time of speaking, we use the present continuous:

- Why **are you jumping up and down?**
- I'm **hearing** a lot of good reports about your work these days.

We can use the present continuous or the present simple to describe something that we regularly do at a particular time. Compare:

- We usually **watch** the news on TV at 9.00. (= we start watching at 9.00)
- We're usually **watching** the news on TV at 9.00. (= we're already watching at 9.00)

We use the present continuous to imply that a situation is or may be temporary. Compare:

- Banks **lend** money to make a profit. (this is what usually happens)
- Banks **are lending** more money (these days) to encourage businesses to expand. (implies a temporary arrangement)
- She **teaches** Maths in a school in Bonn. (a permanent arrangement)
- She's **teaching** Maths in a school in Bonn. (implies that this is not, or may not be, permanent)

We often use the present simple with verbs that perform the action they describe:

- I **admit** I can't see as well as I used to. (= an admission)
- I **refuse** to believe that he didn't know the car was stolen. (= a refusal)

Other verbs like this (sometimes called *performative verbs*) include **accept**, **acknowledge**, **advise**, **apologise**, **assume**, **deny**, **guarantee**, **hope**, **inform**, **predict**, **promise**, **recommend**, **suggest**, **suppose**, **warn**.

We can use modals with performative verbs to make what we say more tentative or polite:

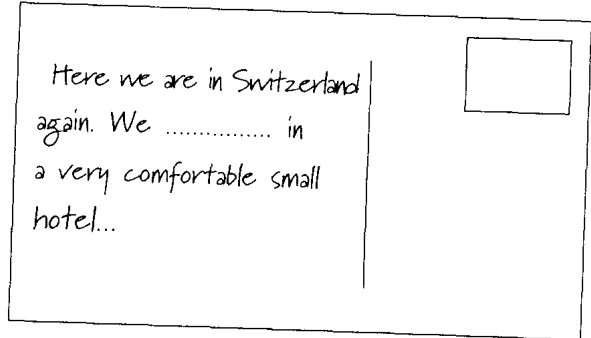
- I **would advise** you to arrive two hours before the flight leaves.
- I'm afraid I **have to inform** you that your application for funding has been turned down.

EXERCISES

1.1 Suggest a verb to complete each sentence. Use the present simple or present continuous. Use *h* to add any words outside the space, as in the example. (A & B)

- 1 Even though Sarah says she's feeling better, I think she ^{is} still *losing* weight.
- 2 Frank stamps in his spare time. It's his hobby.
- 3 The airline currently half-price tickets to Japan, but for one month only.
- 4 My mother all the doors and windows before she goes to bed.
- 5 Because of the present threat of war, the best qualified people the country.
- 6 Both ancient and recent records show that farmers long hours.
- 7 She has an important project to finish by next week, so she in the evenings at present.
- 8 Philip is an excellent linguist.
He six languages fluently.
- 9 'How are you getting on with the book?' 'At the moment I chapter four.'

10



1.2 Complete these texts with one of these sets of verbs, using each verb once only. Choose either the present simple or present continuous for all the missing verbs in each text. Use *h* to add any words outside the spaces. (A to E)

say/tell/do talk/threaten/negotiate recommend/warn/apologise
spend/recover/find suggest/hope/promise

- 1 She ^{is} only just *recovering* from the operation and ^{is} still *finding* it difficult to move about. At the moment she *is spending* most of her time in bed.
- 2 What I is that you well in your job. Really! I you the truth.
- 3 I I'll do everything I can to help you find a flat, although I that you also advertise in the local newspaper. It can be difficult to find accommodation, but I it won't be too long before you've got somewhere.
- 4 The fishing unions with their employers for a pay rise. If there is no agreement by next week, they to strike and even about blockading ports around the country.
- 5 I for the delay in replying to your letter. To place an order for the book you require, I that you telephone Mrs Jones in our sales department. I you, however, that delivery time is likely to be about six weeks.

1.3 Complete the sentences with the verbs given, using the present continuous or the present simple. If both are possible write them both, and consider the difference in meaning. Use *h* to add any words outside the space. (C & D)

- 1 'Shall I phone at 6.00?' 'No, we normally dinner at that time.' (cook)
- 2 Since I won the lottery, my telephone hasn't stopped ringing. People to ask how I'm going to spend the money. (phone)
- 3 Alice her mother in London most weekends. (see)
- 4 We usually up at about 7.00. Couldn't you come an hour later? (get up)
- 5 I swimming in the evenings to try to lose weight. (go)

Present simple (I do) and present continuous (I am doing) (2)

We often prefer to use the present simple rather than the present continuous with verbs describing *states*:

- I really **enjoy** travelling.
- The group **currently consists of** five people, but we hope to get more members soon.

Other common state verbs include **agree, assume, believe, belong to, contain, cost, disagree, feel, hate, have, hope, know, like, look, love, own, prefer, realise, regret, resemble, smell, taste.**

However, we can use the present continuous with some state verbs when we want to emphasise that a situation is temporary, for a period of time around the present. Compare:

- I **consider** him to be extremely fortunate. (This is my view) *and*
- I'm **considering** taking early retirement. (This is something I'm thinking about now)

- The children **love** having Jean stay with us. (They love it when Jean stays) *and*
- The children **are loving** having Jean stay with us. (Jean is staying with us now)

With some verbs used to describe a temporary state (e.g. **ache, feel, hurt, look (= seem)**), there is little difference in meaning when we use the present simple and present continuous:

- What's the matter with Bill? He **looks / is looking** awful.

When **have** has a non-state meaning – for example when it means 'eat', 'undergo', 'take' or 'hold' – we can use the present continuous:

- 'What's that terrible noise?' 'The neighbours **are having** a party.'

We use the present continuous when we talk about changes, developments, and trends:

- The growing number of visitors **is damaging** the footpaths.
- I'm **beginning** to realise how difficult it is to be a teacher.

When we tell a story or joke we often describe the main events using the present (*or past*) simple and longer, background events using the present (*or past*) continuous:

- She **goes (or went)** up to this man and **looks (or looked)** straight into his eyes. She's **carrying (or was carrying)** a bag full of shopping...

We can also use the present simple and present continuous like this in commentaries (for example, on sports events) and in giving instructions:

- King **serves** to the left hand court and Adams **makes** a wonderful return. She's **playing** magnificent tennis in this match...
- You **hold** the can in one hand. Right, you're **holding** it in one hand; now you **take off** the lid with the other.



When we want to emphasise that something is done repeatedly, we can use the present continuous with words like **always, constantly, continually, or forever**. Often we do this when we want to show that we are unhappy about it, including our own behaviour:

- They're **constantly having** parties until the early hours of the morning.

We use the past continuous (see Unit 6) in the same way:

- He **was forever including** me in his crazy schemes.

The present simple is used to report what we have heard or what we have read:

- This newspaper article **explains** why unemployment has been rising so quickly.

We also use the present simple in spoken English in phrases such as **I gather, I hear, I see, and I understand** to introduce news that we have heard, read or seen (e.g. on television):

- I **gather** you're worried about the new job?
- The Prince **is coming** to visit, and I **hear** he's very rich.

Present simple and present continuous (1) ⇒ **UNIT 1** Present continuous for the future ⇒ **UNIT 12**

Present simple for the future ⇒ **UNIT 13** Present simple in reporting ⇒ **UNIT 46**

EXERCISES

2.1 Complete the sentences with appropriate verbs. Use the same verb for each sentence in the pair. Choose the present continuous if possible; if not, use the present simple. (A)

- 1 a It us a fortune at the moment to send our daughter to dance classes.
b It a fortune to fly first class to Japan.
- 2 a I sitting down at the end of a long day and reading a good book.
b It's a wonderful book. I every moment of it.
- 3 a We've always wanted a house in the country, but we on where it should be.
b When they agree with each other on so many important issues, I can't understand why they now on this relatively minor matter.
- 4 a With growing concerns about the environment, people to use recycled paper products.
b He doesn't like publicity, and to stay firmly in the background.
- 5 a 'Can I speak to Dorothy?' 'She a shower. Can I take a message?'
b My brother three children, all girls.
- 6 a Although he three cars, all of them are extremely old.
b In the north of the country, fewer and fewer people the houses they live in.

2.2 Choose the present simple or present continuous for the verbs in these texts. (B)

- 1 Fletcher (pass) to Coles who (shoot) just over the bar. United (attack) much more in this half...
- 2 A man (come) home late one night after the office Christmas party. His wife (wait) for him, and she (say) to him...
- 3 Now that the rice (cook) you (chop up) the carrots and tomatoes and you (put) them in a dish...

2.3 Expand one of the sets of notes below to complete each dialogue. (C)

continually/change/mind forever/moan/work forever/ask me/money
constantly/criticise/driving always/complain/handwriting

- 1 A: I can't read this. B: *You're always complaining about my handwriting.*
- 2 A: Can I borrow £10? B: *You're ...*
- 3 A: That was a dangerous thing to do! B: *You're ...*
- 4 A: I think I'll stay here after all. B: *You're ...*
- 5 A: I had a bad day at the office again. B: *You're ...*

2.4 How might you report the news in these headlines using the phrases given? (D)

MORE CASH FOR HEALTH SERVICE

QUAKE HITS CENTRAL IRAN

QUEEN TO VISIT INDIA IN SPRING

SCIENTISTS FIND BRIGHTEST STAR

I see...
I understand...
I gather...
It says here...

Example: *I see that the Queen's going to visit India next spring.*