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New Edition

Advanced Grammar in Use

A self-study reference and practice book
for advanced learners of English

Third Edition

with answers and CD-ROM



CD-ROM

Martin Hewings

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To the student

Who the book is for

Advanced Grammar in Use is for advanced students of English. It was written mainly as a self-study book, but might also be used in class with a teacher.

How the book is organised

There are 100 units in the book, each looking at a particular area of grammar. Some sections within each unit focus on the particular 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* in reporting past events, or when we use *except* or *except for*. The 100 units are grouped under a number of headings such as *Tenses* and *The future*, and you can find details of this in the *Contents*. Each unit consists of two pages. On the left-hand page are explanations and examples; on the right-hand page are practice exercises. The letters next to each exercise show you which section(s) of the left-hand page you need to understand to do that exercise.

At the back of the book you will find a number of further sections.

- *Appendices* (pages 202 and 204) Two appendices provide further information about irregular verbs and passive verb forms.
- *Glossary* (page 205) 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*.
- *Study planner* (page 210) You can use the *Study planner* to help you decide which units you should study, or which parts of the *Grammar reminder* you should read first.
- *Grammar reminder* (page 222) This presents examples and explanations of areas of grammar that you are likely to have studied already at earlier stages of learning English. References on the left-hand page of each unit point you to the sections of the *Grammar reminder* relevant to that unit. Read these sections to refresh your understanding before you start work on the more advanced grammar points in the unit.
- *Additional exercises* (page 240) If you want further practice of grammar points, follow the references at the bottom of the right-hand page of a unit. These will tell you which of the *Additional exercises* to do next.
- *Keys* (pages 251, 277 and 278) You can check your answers to the practice exercises, *Study planner* and *Additional exercises* in the keys. You will also find comments on some of the answers.
- *Indexes* (pages 281 and 287) Use the *Indexes* to help you find the grammar or vocabulary you need.

How to use the book

It is not necessary to work through the units in order. If you know which grammar points you have difficulty with, go straight to the units that deal with them, using the *Contents* or *Indexes* to help you find the relevant unit. When you have found a unit to study, read through any related material in the *Grammar reminder* before you begin.

You can use the units in a number of ways. You might study the explanations and examples first, do the exercises on the opposite page, check your answers in the *Key to Exercises*, and then look again at the explanations if you made any mistakes. If you just want to practise an area of grammar 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.

Corpus information

A corpus is a large collection of texts stored on a computer. In writing *Advanced Grammar in Use* we have worked with the Cambridge International Corpus (CIC), a multi-million word collection of real speech and writing, and the Cambridge Learner Corpus, a collection of exam answers written by students. From these corpora we can learn more about language in use, and about the common errors made by learners. Using this information, we can be sure that the grammar explanations and examples in the book reflect real language, and we can focus on problem areas for learners. We have also used the CIC to produce word boxes, listing the most common words found in particular grammar patterns.

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 advanced level students for reference and practice.

No attempt has been made to order 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, rather than working through from beginning to end. Alternatively, you could ask students to do the multiple-choice test in the *Study planner* (page 210) and focus on units that deal with areas of grammar where students are least successful.

Don't forget to point students to the *Grammar reminder* (page 222). This is a reference-only section which presents basic knowledge on a number of areas of grammar. It will be useful for students to read through a section before moving on to the more advanced material in the units. At the beginning of each section of the *Grammar reminder* you will find information about the unit(s) it relates to.

There are many ways in which you can use the book with a class. You might, for example, present the explanations on the left-hand page of a unit, and use the exercises for classroom practice. Alternatively, you might 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 *Nouns*) for self-study if individual students are having difficulties. Another possibility might be to develop your own classroom-based activities around the explanations on the left-hand page of a unit, and then set the exercises as consolidation material for self-study. When students need further practice of grammar points from a number of different units, refer them to the *Additional exercises* (page 240). References at the bottom of the right-hand pages show where the relevant *Additional exercises* can be found.

An edition of *Advanced Grammar in Use* without the answers is also available, and some teachers might prefer to use it with their students.

The third edition of *Advanced Grammar in Use* has the same comprehensive grammar coverage as previous editions, but many of its exercises have been revised and its layout made more user-friendly.



Advanced Grammar in Use

Present continuous and present simple 1

A

State verbs

Reminder → A1–A5

We can use the present continuous with some state verbs (e.g. **attract, like, look, love, sound**) to emphasise that a situation is temporary or for a period of time around the present. Compare:

- Ella **stays** with us quite often. The children **love** having her here. *and*
- Ella's **with** us at the moment. The children **are loving** having her here.

State verbs which we rarely use with the present continuous include **believe, consist of, doubt, own**.

B

Some verbs have different meanings when they are used to talk about states and when they describe actions. With their 'state' meanings, they usually take simple rather than continuous forms. With their 'action' meanings, they may take simple or continuous forms, depending on context. Compare:

- The app **doesn't appear** to work on my phone. (appear: *state* = seem) *and*
- Carley Robb **is** currently **appearing** in a musical on Broadway. / She often **appears** in musicals. (appear: *action* = take part)

Also: **cost, expect, feel, fit, have, imagine, measure, think, weigh**

C

Mental state verbs

With some verbs describing *mental* states (e.g. **find, realise, regret, think, understand**) we can use the present continuous to emphasise that we have recently started to think about something or that we are not sure about something. Compare:

- I **regret** that the company will have to be sold. (= I've made the decision and I'm sorry about it) *and*
- I'm **regretting** my decision to give her the job. (= I'm increasingly aware that it was the wrong decision)

When it means 'think carefully about', **consider** is only used with the present continuous:

- He's **considering** taking early retirement. (*not* He considers taking early retirement.)

Some other verbs describing preferences and mental states (e.g. **agree, believe, conclude, know, prefer**) are rarely used with the present continuous:

- I **believe** you now. (*not* I'm believing you now.)

D

Performatives

We use the present simple with verbs which perform the action they describe (= performatives):

- I **suggest** you park outside the city and get the bus to the centre.
- We **request** that you read the terms and conditions carefully before signing.

Also: **acknowledge, admit, advise, apologise, beg, confess, congratulate, declare, deny, forbid, guarantee, name, order, permit, predict, promise, refuse, remind, request, thank, warn**

Some verbs used as performatives with the present simple in affirmative (= positive) sentences (**apologise, deny, guarantee, promise, suggest**) have a similar meaning with either the present simple or the present continuous in negative sentences:

- I **don't deny** / I'm **not denying** taking the books, but Miguel said it would be okay.

Modals are often used with performatives to make what we say more tentative or polite:

- We **would advise** you to arrive two hours before the flight leaves.
- I **must beg** you to keep this a secret.

Exercises

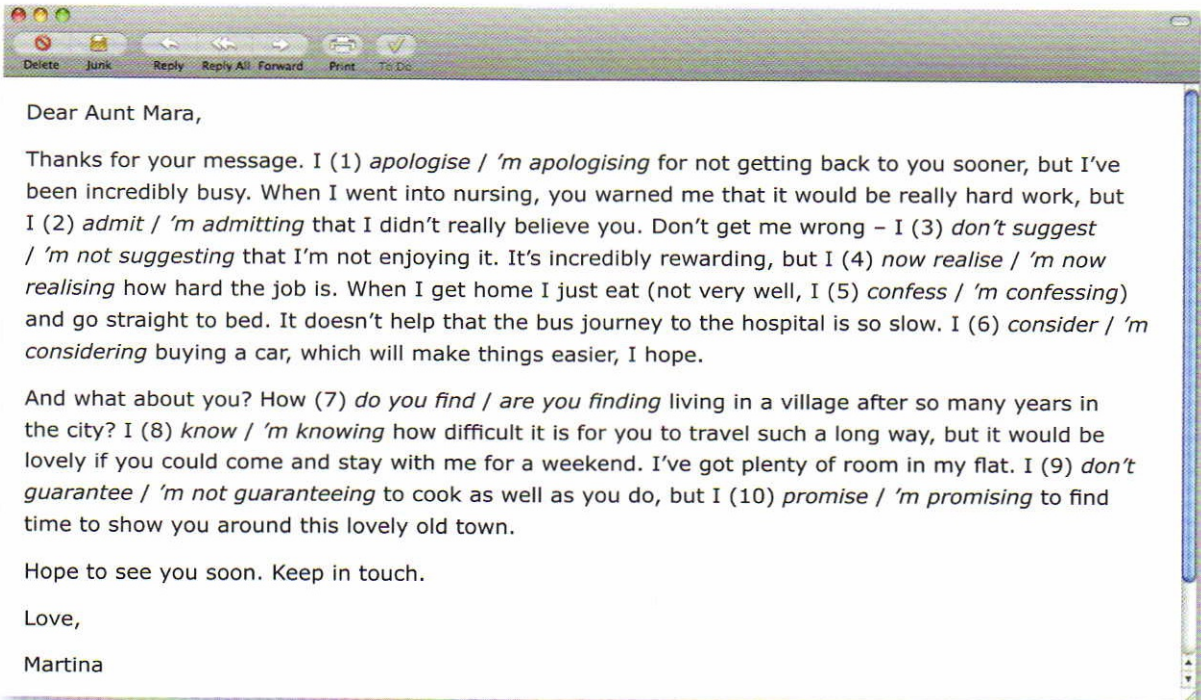
- 1.1 Complete each pair of sentences using the same verb (in a question form or negative if necessary) from the box. Use the present continuous; if this is not possible, use the present simple. Use \surd to add any words outside the gap and use contracted forms where appropriate.

A & B

attract consist of doubt feel fit
have like ~~look~~ measure sound

- 1 a I hear you're having your house repainted. How \surd it ^{'s} looking ? (or How \surd it ^{does} look ?)
b I bought this new dress today. How \surd it ^{does} look ?
- 2 a a: What are you doing with that ruler? b: I the area of the kitchen.
b The garden 12 by 20 metres.
- 3 a I whether I'll get another chance to retake the exam.
b I suppose she might be at home tonight, but I it.
- 4 a The new science museum currently 10,000 visitors a month.
b Flowers bees with their brightly-coloured petals.
- 5 a Carlos won't work at the top of the 20-storey building because he heights.
b a: How's the new job? b: Well, at the moment, I it at all.
- 6 a My car's in the garage today. They new brakes.
b I bought this jumper for Anna, but it her so I'll have to take it back.
- 7 a What's your shirt made from? It like silk.
b I won't be coming to work today. I very well.
- 8 a The roof of the house only plastic sheets nailed down in a few places.
b Their school uniform black trousers and a dark green jumper.
- 9 a Simon's new song quite good, but he doesn't think he's ready yet to perform it in public.
b a: What's that noise? b: It like a bird stuck in the chimney.
- 10 a Poulson treatment for a knee injury, but should be fit to play on Saturday.
b My sister long blonde hair. You're bound to recognise her.

- 1.2 Cross out any improbable answers. C & D



Dear Aunt Mara,

Thanks for your message. I (1) *apologise* / *'m apologising* for not getting back to you sooner, but I've been incredibly busy. When I went into nursing, you warned me that it would be really hard work, but I (2) *admit* / *'m admitting* that I didn't really believe you. Don't get me wrong – I (3) *don't suggest* / *'m not suggesting* that I'm not enjoying it. It's incredibly rewarding, but I (4) *now realise* / *'m now realising* how hard the job is. When I get home I just eat (not very well, I (5) *confess* / *'m confessing*) and go straight to bed. It doesn't help that the bus journey to the hospital is so slow. I (6) *consider* / *'m considering* buying a car, which will make things easier, I hope.

And what about you? How (7) *do you find* / *are you finding* living in a village after so many years in the city? I (8) *know* / *'m knowing* how difficult it is for you to travel such a long way, but it would be lovely if you could come and stay with me for a weekend. I've got plenty of room in my flat. I (9) *don't guarantee* / *'m not guaranteeing* to cook as well as you do, but I (10) *promise* / *'m promising* to find time to show you around this lovely old town.

Hope to see you soon. Keep in touch.

Love,
Martina

Unit 2

Present continuous and present simple 2

A

We often use the present simple and present continuous in stories and jokes in informal spoken English to create the impression that events are happening now. This can make them more direct and exciting and hold people's attention:

Reminder → A1-A5

- She **goes** up to this man and **looks** straight into his eyes. He's not **wearing** his glasses, and he **doesn't recognise** her ...
- This man's **playing** golf when a kangaroo **bounds** up to him, **grabs** his club and **hits** his ball about half a mile ...

The main events are usually described in sequence using the present simple and longer background events are described using the present continuous.



In narratives and anecdotes the present simple can be used to highlight an event. Often it is used after past tenses and with a phrase such as **suddenly** or **all of a sudden**:

- I was sitting in the park, reading a newspaper, when *all of a sudden* this dog **jumps** at me.

B

We also use the present simple and present continuous in live commentaries (for example, on sports events) when the report takes place at the same time as the action:

- King **serves** to the left-hand court and Adams **makes** a wonderful return. She's **playing** magnificent tennis in this match ...

C

We can use the present simple in phrases such as **It says here**, **I hear**, **I gather**, **I see**, **I understand** and **They say**, **(Someone) says**, **(Someone) tells me** to introduce news that we have heard, read, seen (e.g. on television), or been told. We can also use past tenses (e.g. **It said here**, **I heard**):

- I gather** you're worried about Pedro.
- Sophia **tells me** you're thinking of emigrating.
- Professor Hendriks is at the conference and **I hear** she's an excellent speaker.

D

The present simple is often used in news headlines to talk about events that have recently happened:

SECOND QUAKE HITS JAPAN

FIRE BREAKS OUT IN HOTEL ROOM

SCIENTISTS FIND ICE ON THE MOON

FOREIGN MINISTER RESIGNS

We can use the present simple to refer to the contents of books, films, newspapers, etc:

- Thompson **gives** a list of the largest European companies in Chapter 6.
- At the beginning of the book, three men **find** \$4 million in a crashed plane.
- In the film, Loni Baranski **takes** the role of a private detective.

E

We can use the present continuous with adverbs such as **always**, **constantly**, **continually** or **forever** to emphasise that something is done so often that it is characteristic of a person, group or thing:

- A: I think I'll stay here after all. B: You're *constantly* **changing** your mind.
- Jacob is a really kind person. He's *always* **offering** to help me with my work.

We often use this pattern to indicate disapproval. The past continuous is used in a similar way with these adverbs (e.g. **Was** Olivia *always* **asking** you for money, too?).

We can use the present continuous to describe something we regularly do at a certain time:

- At eight o'clock I'm usually **driving** to work, so phone me on my mobile.
- Seven o'clock is a bit early. We're generally **eating** then.