

OXFORD



CANADIAN GRAMMAR SPECTRUM

REFERENCE AND PRACTICE

George Yule

Contents

	<i>page</i>
Introduction	1
Sentences	
Linking verbs	2
Compound and complex sentences	4
Tenses	
Present Perfect, Past Perfect, and Simple Past	6
The future	8
Modal verbs	
Complex modals	10
Modals of prediction, willingness, habits, and preference	12
Modals of deduction, obligation, and advice	14
Negatives and questions	
Negatives and questions	16
Negative questions and question tags	18
Negative words	20
Question words	22
Other question types	24
Passive	
Passives with modals, infinitives, and gerunds	26
Passives with by -phrases and get	28
Nouns and articles	
Possessive and compound nouns	30
Articles and nouns in speech	32
Determiners and quantifiers	
All and both, half and whole, each and every, either and neither	34
Many, much, and a lot (of); more and most	36
(A) few and (a) little, fewer/fewest and less/least, and other quantifiers	38

Pronouns, substitution, and ellipsis

Reflexive and reciprocal pronouns	40
Empty subjects it and there	42
Substitution	44
Ellipsis	46

Adjectives and adverbs

Participle adjectives, compound adjectives, and adjectives as nouns	48
Adverbs of degree, manner, viewpoint, and comment	50
Equatives, comparatives, and superlatives	52

Prepositions

Prepositions of movement and place	54
Prepositions used for connections or exceptions	56
Phrasal verbs	58

Infinitives and gerunds

Complex infinitives and gerunds	60
Adjectives, nouns, and pronouns with infinitives and gerunds	62

Reporting

Reporting statements and questions	64
Reporting orders, requests, advice, and opinions	66

Noun clauses

Adjectives, the subjunctive, and should with noun clauses	68
Uses of noun clauses	70

Relative clauses

Reduced relative clauses	72
Possessives and pronouns with relative clauses; prepositions in relative clauses	74
Relative clauses with where , what , whatever , etc.	76

Conditionals	
Mixed conditionals; order and punctuation in conditionals	78
Only if, even if, unless, whether, if so, etc.	80
Adverbial clauses	
Purpose clauses and result clauses	82
Contrast clauses and reduced adverbial clauses	84
Connectors and focus structures	
Adding and contrasting connectors	86
Result, time, and listing connectors	88
Focus structures	90
Review test	92
Appendix: Regular and irregular verbs	96
Glossary	98
Answer key	106
Index	119

Linking verbs

Linking verbs and complements

Linking verbs, such as **be** or **seem**, are followed by a complement that describes or identifies the subject of the sentence. Complements can be adjectives (1), noun phrases (2), or prepositional phrases (3).

- 1 *His parents **were Brazilian**.* • *That **isn't funny!*** • *It **doesn't seem possible**.* • *You **sound unhappy**.*
- 2 *I **am a student**.* • *Anna **became my best friend**.* • *Despite the scandal, he **remained prime minister**.*
- 3 *She said she **was on a diet**.* • *He **seemed in a good mood**.* • *Sometimes I **feel like an idiot**.*

We can use **seem** and **appear** as linking verbs with an infinitive and a complement (4). We can also use **seem** with or without **to be** before complements (5). **Seem** is less formal than **appear**.

- 4 *Bill **seems to have no friends**.* • *There **appears to be a problem**.* (NOT ~~*There appears a problem.*~~)
- 5 *The man **seemed (to be) lost**.* • *Equal pay for everyone **seems (to be) the best solution**.*

We can use verbs describing our sense experiences (**feel**, **smell**, **taste**) or our opinions (**look**, **sound**) as linking verbs with adjectives (6) or with **like** before noun phrases (7).

- 6 *I **feel great!*** • *You **look much better**.* • *The food **didn't smell good** and it **tasted terrible**.*
- 7 *Her suggestion **sounded like a good idea**.* • *Your drawing **looks like a cat**.* (NOT ~~*Your drawing looks a cat.*~~)

With some verbs (**make**, **find**, **call**) we can use adjectives and noun phrases as complements after the objects to describe or add information about the objects.

- 8 *That **makes me angry**.* • *They **found the exam difficult**.* • *She **called him a fool**.*

Note the word order: *Let's paint the wall white.* (NOT ~~*Let's paint white the wall.*~~)

Linking verbs used to express change

We use **become** and **get** as linking verbs to discuss the result of change.

- 9 *The world is **becoming/getting** more crowded.* • *Everything will **get** worse before it **gets** better.*

We can use **become** (not **get**) as a linking verb with noun complements (10) and **get** (not **become**) in many common phrases describing actions (11). **Get** is less formal than **become**.

- 10 *Traffic jams **have become** a problem.* • *We **became** friends.* (NOT ~~*We became to be friends.*~~)
- 11 *They won't **get** married.* • *He **got** dressed quickly.* • *Let's **get** ready.* (NOT ~~*Let's become ready.*~~)

We can use **go** and **turn** to discuss change (12). We use **turn into** before a noun phrase for a complete change of state (13).

- 12 *I'll **go** crazy if I have to wait.* • *Our dog **is going blind**.* • *She **turned** pale.* • *The light **turned** green.*
- 13 *Joe **turned into** a maniac.* • *The caterpillar **turned into** a butterfly.* (NOT ~~*The caterpillar turned a butterfly.*~~)

We use **come** and **grow** as linking verbs with adjectives in phrases that usually express slower change, unless modified by adverbs such as **suddenly** or **unexpectedly** (14). We can use **come** and **grow** before infinitives to describe gradual change (15).

- 14 *Dreams **come** true.* • *People **grow** old.* • *The days **grew** warmer.* • *The knot **suddenly came** loose.*
- 15 *As we **came to know** her better, we **grew to like** her a lot.* • *We **came to see** things as she did.*

We use some verbs (**keep**, **remain**, **stay**) as linking verbs to talk about a situation not changing.

- 16 *Please **keep** quiet.* • *She **kept** busy.* • *Everything **remained** the same.* • *We tried to **stay** warm.*

Note that these verbs are not used with **to be**. (NOT ~~*I'll keep to be quiet.*~~ ~~*We stayed to be awake.*~~)

A Choose an answer (a–f) for each question (1–6) and add the linking verbs below. Use the appropriate form of each verb.

appear, be, feel, look, sound, taste

- | | |
|-----------------------------------|-------------------------------|
| 1 What he like? (...) | a Angry and impatient. |
| 2 Whom does she like? (...) | b I'm sure he was smiling. |
| 3 How does it? (...) | c No, it's more like chicken. |
| 4 Did he to be happy? (...) | d He's kind and generous. |
| 5 How did he? (...) | e Soft and comfortable. |
| 6 Does it fishy? (...) | f The actress Sarah Polley. |

B Complete each paragraph with appropriate forms of the verbs from one group.

appear / be / look / turn ~~seem~~ / smell / taste / ~~think~~
become / get / make / seem feel / get / stay / turn

The writer of the guide book (►) seemed to think that the Maharani restaurant had the best Indian food. In her description, she wrote, "All the dishes were full of fragrance and flavour." In other words, she thought the food (1) wonderful and (2) delicious.

In her late teens, Janna fell in love with Ernesto and wanted to (3) married, but that topic always (4) him uncomfortable. To her intense disappointment, he later decided to (5) a priest.

Elena was reading a novel with a red dragon on the cover. It (6) like a large lizard with wings. The novel was a horror story, she said, full of people who (7) living normal lives but were actually vampires, and one character who (8) into a werewolf during the night of a full moon.

I didn't want the bananas to (9) too ripe and then (10) soft or squishy when I wanted to eat them, so I put them in the fridge. I was just hoping that they would (11) firm, but I didn't realize that the skins would (12) black.

C Correct the mistakes in the use of linking verbs in this text.

One Saturday afternoon when my younger sister Mona and I were teenagers, I was ~~becoming~~^{getting} ready to go to a party. Mona hadn't been invited. It appeared a big problem for her. She went to be crazy because of it. She found some hair dye and she just decided to make blonde her hair, but she didn't do it right and her hair turned into bright orange. It also became orange her face, so she looked like really strange. When my mother saw her, she said Mona looked an orange balloon. After that, Mona got to be very upset and she started screaming with her hands over her ears. I just kept to be quiet during all that. My mother eventually calmed her down and we got some darker hair dye to make it look like better.

Compound and complex sentences

A Write the numbers of appropriate examples in the spaces.

Compound sentences

A compound sentence has two or more clauses joined by coordinating conjunctions: **and**, **but**, or **or**.

- 1 You can take the bus **or** stay here **and** I'll drive you tomorrow, **but** I'm not driving tonight.
- 2 Dave slept **and** I read. • It wasn't cold, **but** I was shivering. • You must help us **or** we will fail.

We usually leave out the same subject , the same subject + verb , or the same subject + auxiliary from later clauses in a compound sentence.

- 3 They played well, but lost. (They played well, but they lost.) • Martin smiled, shrugged his shoulders, and said nothing. (Martin smiled, he shrugged his shoulders, and he said nothing.)
- 4 She will come and get those later. • You can take it or leave it. • I am waiting and hoping.
- 5 They have a cat or a dog. • I like swimming, football, and watching TV.

Leaving out the subject or other parts of the sentence is called ellipsis.

We usually leave out the same verb + object after an auxiliary verb in later clauses , but the meaning is clearer when we leave out repeated objects or prepositional phrases from the first clause .

- 6 I'll wash and peel the potatoes. • The Vargases have lived and died in Managua for centuries.
- 7 I wasn't making a noise and the others were . • They may forget you, but I never will .

We can emphasize the relationship between two clauses in compound sentences by using different combinations of conjunctions. They can express an addition , an alternative , a combination , or a combination of negatives .

- 8 They **not only** clean houses, **but also** do repairs, painting, and other odd jobs.
- 9 You can **both** turn the TV on **and** change channels with the remote control.
- 10 I will **neither** sleep **nor** rest until this is over. • He **neither** speaks English **nor** understands it.
- 11 You can **either** go with us **or** stay here alone. • They must **either** pay you **or** give you time off.

Complex sentences

We create complex sentences by joining two or more clauses with subordinating conjunctions such as **because**, **before**, **that**, and **which**.

- 12 I couldn't sleep **because** I was thinking about all the work **that** I had to do **before** I could leave.
- Note that the same subject is repeated. (NOT ~~I couldn't sleep because was thinking.~~)

Others include **although**, **as**, **if**, **in order that**, **since**, **when**, **who**

Complex sentences contain relative clauses , noun clauses , and adverbial clauses . We can put adverbial clauses, followed by a comma, at the beginning of complex sentences .

- 13 I didn't realize **that** Brian wasn't feeling well. • Did you know **that** he was married?
- 14 She liked the women **with whom** she worked, but she hated the dirty jobs **that** they had to do.
- 15 I had a shower **after** I ran. • He's still working **although** he's 72. • We won't play **if** it rains.
- 16 **If** it rains, the ground will be too muddy. • **Although** he's 72, he still walks to work every day.

Compound-complex sentences

We form compound-complex sentences with three or more clauses joined by both coordinating and subordinating conjunctions.

- 17 We hit a telephone pole **and** it shattered the glass on the front door **before** I managed to bring the bus to a halt.
- 18 Saj said, "I was so relieved **that** no one else was hurt, **but** I hoped the driver would survive."

B Choose an ending (a–d) for each beginning (1–4) and add *and*, *but*, or *or*.

- 1 You can leave now (...) a she can also read write it.
 2 He says he needs a knife (...) b dries them right away.
 3 She not only speaks Arabic, (...) c stay help us finish the job.
 4 Sotiris usually washes the dishes (...) d scissors to open the package.

C Fill in each blank with a verb or subject + verb from below.

came, got, had, seemed, stopped, talked, she came, he got, we had, it seemed, it stopped, we talked

- 1 Police allowed protests outside the meeting, but people trying to get inside.
 2 When about religion or politics, very excited.
 3 After home from her trip, we sat and for hours.
 4 easier in the past because people just met, married, and kids.
 5 If she got up early enough and downstairs, breakfast together.
 6 The dog ran over to the door where and to be waiting for us to go outside.

D Complete the definitions with these nouns and conjunctions.

heartache	heartbeat	heartburn	and (x2)	because	that	who
heart attack	heartbreak	heartthrob	as	or (x2)	which	whom

- (►) A heartache is a feeling of great sorrow, anxiety^{or} worry.
 Your (1) is the action (2) sound of your heart
 (3) it pumps blood through your body.
 (4) is an intense feeling of sadness (5) something bad has happened, such as the end of a relationship.
 A (6) is a celebrity (7) is very attractive (8) with (9) people fall in love.
 A (10) is a sudden illness in (11) the heart beats violently. It causes great pain (12) sometimes death.
 (13) is a burning sensation in the chest (14) is caused by indigestion.

E Add these conjunctions and appropriate forms of the verbs to the description.

and, because, but, if, which, who, live, not like, see, tell

A neighbourhood watch is an arrangement by
 (1) people (2)
 (3) in a particular area watch each other's houses (4) (5) the police (6) they (7) anything suspicious. Many people have formed local neighbourhood watch groups to try to prevent crime,
 (8) others have refused to join them
 (9) they (10) the idea of being watched by their neighbours.



Present Perfect, Past Perfect, and Simple Past

Present Perfect or Simple Past?

We use the Present Perfect when we think a situation has not ended (1) and the Simple Past when we think the situation ended (2).

- 1 I **have lived** in Moose Jaw for a year. • She **has known** him since school. • **Has** Jason **been** sick?
- 2 I **lived** in Moose Jaw for a year. • She **knew** him in school. • **Was** Jason sick?

We use the Present Perfect with time expressions for a period up to now (**lately, so far**) (3). We use the Simple Past with time expressions for a period that ended earlier (**last night, yesterday**) (4).

- 3 **Have** you **seen** any good movies lately? • So far the new teacher **hasn't given** us any homework.
- 4 **Did** you **see** that movie last night? • I **didn't do** the homework yesterday.
(NOT ~~Have you seen that movie last night? I haven't done the homework yesterday.~~)

We use the Present Perfect when we are referring to actions up to the present which might happen again (5) and the Simple Past for actions which we don't think will happen again (6).

- 5 He **has written** two bestsellers and we hope his next book will do well. • He's **been** on TV; he's famous! • He **has** often **had** health problems.
- 6 She **wrote** several books of poetry in the last years of her life. • She **was** a teacher in Zambia. • She **had** three children.

In clauses beginning with **after, as soon as, and when**, we can use the Present Perfect for completed actions in the future (7) and the Simple Past for completed actions in the past (8).

- 7 *After/As soon as/When he **has made** his copies, I will do mine.* (= He hasn't made his copies yet. Neither have I.)
- 8 *As soon as he **made** his copies, I did mine.* (= He made his copies first, then I made mine.)

A Complete each paragraph with one set of verbs, using the Present Perfect or Simple Past.

eat / not come / tell become / have / hear know / meet / start

I (1) Narmatha Paneer since we both (2) our jobs on the same day about five years ago. She is one of the smartest people I (3) ever

(4) you the good news yet? Jenny and Akiel (5) just parents! Jenny (6) a baby girl last night.

The plumber (7) me this morning, "I'll be back to finish the work as soon as I (8) some lunch." But now it's after three o'clock and he still (9) back.

B Complete the dialogue with these verbs in the Present Perfect or Simple Past.

ask, be (x2), have, make, not call, not eat, not know, not seem, say, tell

It's Monday afternoon. Edwin is at home, calling Toni at the office where they both work.

Edwin: Hi Toni, it's me.

Toni: Well, hello! Where (1) you all day? The boss (2) me this morning where you (3), but he (4) to be looking for you or anything.

Edwin: What (5) you ..?

Toni: I (6) him that I (7) Are you okay?

Edwin: I'm sorry I (8) you this morning. I (9) the flu since Saturday. I (10) anything for two days and it (11) me feel really weak. But I'll probably be there tomorrow.

Past Perfect or Simple Past?

When we are describing actions in the past, with the Simple Past (**won**), and we want to refer to actions even further in the past, we use the Past Perfect (**had won**).

9 *Ashleigh McIvor **won** an Olympic gold medal in 2010. She **had won** other medals in the past, but this was her first Olympic medal.*

With the Simple Past (**arrived**) in a **when**-clause, we use the Past Perfect (**had started**) in the main clause for an earlier action (10) and the Simple Past (**started**) for a later action (11).

10 *When he **arrived** in the morning, we **had started** work. (= We started work before he arrived)*

11 *When he **arrived** in the morning, we **started** work. (= We started work after he arrived)*

Note that two verbs in the Simple Past can suggest a cause and effect: *When I **called**, he **came**.*

In conditionals, we use the Past Perfect for something that did not happen (12) and the Simple Past for something that might happen (13).

12 *If you **had come**, you could have stayed with us. • If I'd **known**, I certainly would have helped.*

13 *If you **came**, you could stay with us. • If I **saw** anyone doing that, I certainly would try to stop it.*

We usually use the Past Perfect, not the Simple Past, with some adverbs (**already**, **just**, **still**).

14 *An ambulance came quickly, but the crash victim **had already died**. (NOT ~~The crash victim already died.~~)*

15 *The books **still hadn't arrived** when I left. (NOT ~~They still didn't arrive when I left.~~)*

16 *The students **had just opened** their books when the fire alarm went off.*

C Choose an ending (a–d) for each beginning (1–4) and add these verbs in the Past Perfect or Simple Past.

come, give, need, not finish, say, talk, work

- | | |
|--|---|
| 1 He the money last week, (...) | a that you about that already. |
| 2 You during the meeting (...) | b so I it to him then. |
| 3 When he back later, (...) | c if she harder. |
| 4 Ashley could have done much better (...) | d they still writing their reports. |

D Complete the text with these verbs.

was (x2), explained, didn't eat, have gone, had cooked, hadn't eaten, were, went, didn't lock, have heard, had reached, hadn't locked

One of the four-year-olds in the reading group suddenly said, "This is the silliest story I (1) ever!" I (2) in the middle of reading "Goldilocks and the Three Bears" to the group. We (3) just the part in the story where Goldilocks goes into the bears' house and eats some of the food from bowls on the table.

"Where (4) the bears?" he asked.

"Maybe outside or playing in the woods," I suggested.

"And their house was wide open? They (5) even the door before going out?"

"Well, in the old days, people (6) their doors."

"And their food was on the table, but they (7) it before they (8) outside?"

"Maybe they (9) it because it (10) too hot."

"If you (11) that meal, you wouldn't (12) out and left it, would you?"

"Probably not, but it's just a story," I (13) weakly.

The future

A Write the numbers of appropriate examples in the spaces.

Future: **will** and **shall**

There is no single form used as the future tense. We can use **will** plus the base form of a verb to give or ask for information about the future and to talk about possible future actions when we make promises, requests, or threats . We usually use contracted forms after pronouns (**'ll**) or in negatives (**won't**) unless we are being formal or emphatic.

- 1 We'll **help** you clean up. • I **won't tell** anyone. • **Will** you please **go**? • Stop or I'll **call** the police.
- 2 The potluck **will be** on a Friday. • The meeting **won't start** until 9:30. • When **will** you **leave**?

We sometimes use **shall** with **I** or **we** to express determination, or in questions to make offers or suggestions.

- 3 We will **forgive**, but we **shall never forget**. • **Shall I make** some coffee? • Let's talk later, **shall** we?

Future Progressive, Future Perfect, and Future Perfect Progressive

We can use **will + be + present participle** (the Future Progressive) to talk about future actions in progress at a particular time and as a way of expressing plans or intentions .

- 4 I'll **be sending** out my application tomorrow. • **Will** you **be using** the car later or can I have it?
- 5 Next week at this time, you **will be lying** on the beach and we'll all still **be slaving** away here.

We can use **will + have + past participle** (the Future Perfect) to say that something will be completed by a particular time . We use **will + have been + present participle** (the Future Perfect Progressive) when we look ahead to a future time and imagine an action lasting from a point before that time up to that future time .

- 6 On the 10th of this month, I'll **have been living** here for exactly two years.
- 7 By next summer I'll **have finished** my degree. • It's 5:30. **Will** Jay **have left** work already?

Will or be going to?

We use **will** for a prediction based on past experience or knowledge , especially in predictive conditionals , and **be going to** for a prediction based on what we feel or think now . We can use **would** or **was/were going to** when we describe a past prediction about the future .

- 8 Oh, no, I think I'm **going to be** sick. • We've just heard that Kim's **going to have** a baby.
- 9 If you eat too much ice cream, you'll **be** sick. • We'll **do** okay if the test isn't too difficult.
- 10 As soon as the victorious Canadian team lands in Vancouver, thousands of fans **will start** celebrating.
- 11 When I was a teenager, I thought I **was going to be** a rock star and I **would** never **have to** work.

We use **be going to** for a decision already made and **will** for a decision made at that moment .

- 12 Her parents have said they're **going to pay** for her tuition. • I've decided I'm **going to get** a new phone.
- 13 I need someone to take this to the post office. ~ I'll **go**! • That's the phone ringing. ~ I'll **get** it!

Simple Present and Present Progressive for the future

We can use the Simple Present for future events in a schedule or timetable . We also use the Simple Present for future actions in clauses after subordinating conjunctions . We can use the Present Progressive to discuss a future action we have planned or arranged .

- 14 I'm **seeing** the doctor on Friday. • We're **playing** tomorrow. (NOT ~~It's snowing tomorrow.~~)
- 15 It won't matter what he **says** later. • I'll see you when I **get** back. (NOT ~~I'll see you when I will get back.~~)
- 16 The new course **starts** in January. • I think Raul's flight **arrives** tomorrow morning.

B Choose an ending (a–d) for each beginning (1–4) and add *will*, *will be*, or *will have been*.

- | | |
|--|--|
| 1 Next April 21st my parent's silver anniversary. (...) | a By then, he working here for 40 years. |
| 2 I'm sure everyone want to get an early start. (...) | b That means they married for 25 years. |
| 3 Mr. Plante teaching his last English classes during May. (...) | c Do you realize that I in school for 80 percent of my life? |
| 4 My life as a student over at the end of this semester. (...) | d you ready to leave at about 6 a.m.? |

C Complete the text with the most appropriate forms of the verbs, using *will*, *be going to*, or the Simple Present.

be, give, have, make, not start, not stop

I was standing at the bus stop reading my horoscope in the newspaper. It said, "You (1) good moments and bad moments today." I looked up and saw the bus coming. Then I realized it (2) because it was already full. "Oh, no," I thought. "If I (3) walking fast, I (4) late for my first class!" I had just started walking when a car pulled up beside me and one of my classmates leaned out. "Hey Jean, get in, we (5) you a lift." It's amazing how the bad moments (6) the good moments feel so much better.

D Correct the mistakes in these sentences.

- An imminent event is one that ~~happens~~^{will happen} soon.
- 1 Please stop making so much noise or I report you to the supervisor.
 - 2 As I was about to leave his office, Abed said, "Let's get together for lunch sometime, will we?"
 - 3 They came and asked for people to help immediately, so Yvette jumped up and said, "I do it!"
 - 4 When he is released next week, Bruce Gagnon will spend almost five years in prison for a crime he didn't commit.
 - 5 I'm going to work on the report at home last night, but I had left all my notes in the office.
 - 6 It's probably too late to call Elena. Do you think she'll go to bed already?
 - 7 I'm not certain, but I guess it's raining later this afternoon.
 - 8 Forthcoming books are those that we think to be available soon.
 - 9 I can't believe that you'll sit on a plane to Panama while I'm driving to work tomorrow morning.
 - 10 If I'll finish before you, I wait for you outside.
 - 11 Will Stefan to get these boxes later or is to take them now?
 - 12 I must get to the post office before it'll close or the package doesn't arrive in time for Jodi's birthday.