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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 that 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

Determiners

1 a, an

Look at these sentences:

A guide book is a useful thing to take on holiday.
I eat **an** apple after every meal.

We use **a** before a consonant sound,
e.g. **a** book **a** good apple **a** job **a** hill.

Note that some words that begin with the letter **u** have a consonant sound when we say the word, and so we use **a**,

e.g. **a** university **a** useful idea **a** union.

We use **an** before a vowel sound,

e.g. **an** egg **an** apple **an** awful job **an** umbrella.

Note that some words that begin with the letter **h** have no **h** sound when we say the word, and so we use **an**,

e.g. **an** hour **an** honest worker.

Put **a** or **an** in the following:

- 1 _____ friend of mine studies at _____ university in Germany.
- 2 _____ young man was carrying _____ umbrella.
- 3 He has _____ uniform that belonged to _____ American general.
- 4 _____ hour is _____ long time in _____ underground train.
- 5 She was _____ honest girl and said she wanted _____ horse for her birthday.

2 What! What a/an!

Notice where **a** is necessary and where it is not used:

That's a lovely flower.

Those are lovely flowers.

That's lovely food.

What a lovely flower!

What lovely flowers!

What lovely food!

The second sentence of each pair, e.g. **What a lovely flower!**, is stronger, or more emphatic, than the first.

We need **a** (or **an**) only with a singular count noun, e.g. **a** flower, **an** ice cream.

Put **What** or **What a/an** in the following:

- 1 _____ awful picture!
- 2 _____ pretty dresses!
- 3 _____ beautiful room!
- 4 _____ nice tea!
- 5 _____ nice cup of tea!
- 6 _____ delicious bread!

3 Omission of **the**

a Look at these sentences:

I **drive to work** at 8.30 and **come home** at 5.30.

I'm usually **at home** in the evenings and I **go to bed** at 10 o'clock.

We don't usually use **the** with **school, work, bed** and **home** after verbs of motion, e.g. **go, drive**, and some others.

So we say:

walk go come get travel cycle drive	to school to work home	go	to bed
		be stay	at school at work in bed at home

Notice also: **start school, leave school, start work, leave work, leave home, take (somebody) to school, drive (somebody) to work.**

But with **office, factory, shop** we use **the**, e.g. **go to the office, work at the factory, arrive at the shop**, etc.

Put **the** where it is necessary in the following:

- 1 In my room _____ bed is in the corner.
- 2 I usually go to _____ bed at about 12 o'clock.
- 3 My wife leaves _____ home at 6.00 because she starts _____ work at 6.30.
- 4 Yesterday I was at _____ office all day, but today I have been at _____ factory.
- 5 _____ work that my wife does is hard, and she is usually tired when she gets _____ home.
- 6 My daughter left _____ school last year; now she takes her brother to _____ school before she goes to _____ work.
- 7 **A** Is your brother at _____ work?
B No, he's ill, so he's at _____ home in _____ bed.
- 8 After I left _____ factory, first I went to _____ shops, and then I went _____ home.

b Look at these sentences:

I **have lunch** at the office.

Do you **play squash**?

My sister **plays the piano**.

Mr Mohammadi teaches **Arabic**.

Determiners

We do not use **the** in these expressions:

have	breakfast lunch dinner
------	------------------------------

play	football tennis cards, etc.
------	-----------------------------------

We do not use **the** with languages, e.g. **She speaks French very well.**

But we do use **the** with musical instruments:

play	the piano the violin, etc.
------	-------------------------------

Put **the** where it is necessary in the following:

- 1 Do you play _____ basketball?
- 2 _____ English is easier to learn than _____ Chinese.
- 3 What time do you usually have _____ lunch?
- 4 Can you play _____ guitar?
- 5 Was the film in _____ English?
- 6 They often play _____ table tennis before they have _____ lunch.

4 **this, that, these, those**

Compare these two dialogues:

- A** Is **this** hat here yours?
B No, **that** hat over there is mine.
- A** Are **those** books over there John's?
B No, **these** books here are his.

We normally use:

this for a thing or person that is near,
that for a thing or person that is not near,
these for two or more things or people that are near,
those for two or more things or people that are not near.

Put **this, that, these** or **those** in the following:

- 1 **A** Is _____ bike over there Betty's?
B No, _____ bike here is hers.
- 2 **A** Are _____ shoes here yours?
B No, _____ shoes over there are mine.
- 3 **A** Are _____ papers over there the teacher's?
B No, but _____ papers here are hers.

- 4 A Is _____ pen here yours?
 B No, _____ pen over there is mine.
- 5 A Is _____ record here yours?
 B No, but _____ records over there are mine.
- 6 A Are _____ photos over there Tim's?
 B No, but _____ photo here is his.

5 much, many, a lot of

Compare these sentences:

There isn't **much** milk.

There aren't **many** biscuits.

We use **much** only with mass nouns, e.g. **air, help, ink, sugar**. Note that the following are mass nouns: **bread, furniture, grass, hair, information, money, news, weather, work**. We must always use a singular verb with these nouns.

We use **many** only with plural count nouns, e.g. **apples, houses, girls, ideas**. Note that the following are plural: **people, children**.

Many and **much** are normal in question and negative statements, e.g. **Have you got many records? We don't eat many potatoes.**

Did he drink much milk? She didn't give me much bread.

In positive statements we very often use **a lot of** instead of **many** and **much**,

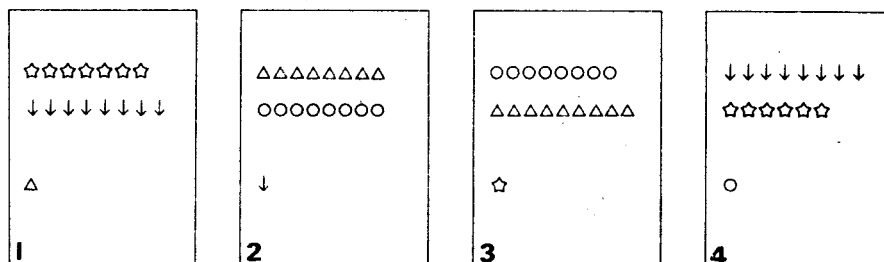
e.g. **We eat a lot of potatoes. She gave me a lot of bread.**

Put **much** or **many** in the questions and negative statements; put **a lot of** in the positive statements:

- 1 Is there _____ hot water?
- 2 I haven't got _____ stamps.
- 3 Jenny took _____ photos.
- 4 Do you write _____ letters?
- 5 There weren't _____ people in the park.
- 6 They haven't bought _____ furniture for the flat.
- 7 The girls had _____ good ideas.
- 8 Have you got _____ money on you?
- 9 Do _____ children visit the zoo?
- 10 We all ate _____ ice cream.

6 some, not any, a, one, no (there is/are)

Look at these diagrams and read the sentences about Diagram 1:



- a In Diagram 1 there are **some** stars and **some** arrows, but there aren't **any** circles.
- b There's **a** triangle in Diagram 1, but there isn't **one** in Diagram 4.
- c There are **no** circles in Diagram 1.

Write three sentences about the other diagrams, using **there are some . . .** and **there aren't any . . .** (see Sentence a):

- 1 In Diagram 2 _____.
- 2 In Diagram 3 _____.
- 3 In Diagram 4 _____.

Write three more sentences, using **There's a/an . . .** and **there isn't one . . .** (see Sentence b):

- 4 _____ in Diagram 2, but _____ in Diagram 3.
- 5 _____ in Diagram 3, but _____ in Diagram 2.
- 6 _____ in Diagram 4, but _____ in Diagram 1.

Now write three more sentences, using **There are no . . .** (see Sentence c):

- 7 _____ in Diagram 2.
- 8 _____ in Diagram 3.
- 9 _____ in Diagram 4.

7 some, any, a; (a) few, (a) little

a **some, any, a**

Notice where **some**, **any** and **a** are used:

- We bought **some** books.
- We didn't buy **any** books.
- We bought **a** book.
- Did you buy **any** books?
- Did you buy **some** books?

We use **some** and **any** with plural count nouns,

e.g. **some books, any books, some friends, any friends.**

Note that the singular of these expressions is **a book, a friend**; we do not use **some** and **any** here.

We also use **some** and **any** with mass nouns,

e.g. **some milk, any milk, some cloth, any cloth.**

We use **some** in positive statements and positive commands,

e.g. **Give me some milk.**

Any is not negative, but with **not** it is used in negative statements and negative commands,

e.g. **Don't give me any milk.**

In questions **any** is more usual than **some**,

e.g. **Did she give you any milk?**

Sometimes, when we are sure the answer will be 'yes', we ask a question with **some**,

e.g. **Did she give you some milk?**

Put **some, any** or **a(n)** in the following. If **some** and **any** are both possible, what is the difference?

- 1 There are _____ good programmes on TV tonight.
- 2 There's _____ good programme on TV tonight.
- 3 Can you lend me _____ money?
- 4 The tyre hasn't got _____ air in it.
- 5 They gave us _____ cakes and _____ cup of tea.
- 6 I didn't take _____ nails out of the box.
- 7 I didn't take _____ nail out of the box.
- 8 Bring me _____ paint and _____ good brush.
- 9 For this cake we need _____ eggs and _____ milk.
- 10 For this cake we don't need _____ eggs or _____ milk.

b (a) few, (a) little

Notice where **a** is used:

There were only **a few** visitors.

There were very **few** visitors.

There was only **a little** time.

There was very **little** time.

Notice that **some** and **any** talk about an indefinite quantity, and so they cannot answer the questions **how many?** or **how much?** We can answer these questions with, for example, **a lot (of)** and, for a small quantity, **few** or **a few** with count nouns (**few books, a few apples**), and **little** or **a little** with mass nouns (**little butter, a little milk**). With **only** we use **a few** or **a little**, and with **very** we normally use **few** and **little**.

Determiners

Put **few**, **a few**, **little** or **a little** in the following:

- 1 We expected a lot of people, but only _____ came.
- 2 We'll have to go to the shops, because there's very _____ food in the house.
- 3 I'm sorry to say that we've only got _____ food.
- 4 There were very _____ people on the beach.
- 5 *A* How many lamps have they sold?
B Only _____.
- 6 *A* How much cheese have they sold?
B Very _____.

8 Personal pronouns: **I, me**, etc.

a Notice the pronouns in this sentence:

I don't like **him**, and **he** doesn't like **me**.

The subject personal pronouns are:

I you he she it we they.

They are used as the subject of a sentence,

e.g. **I can swim.**

She doesn't like fruit.

We went home.

The object personal pronouns are:

me you him her it us them.

We use these as the object of a sentence and after a preposition,

e.g. **The dog bit me.**

The policeman spoke to him.

The medicine will be good for her.

Put a personal pronoun in each of the following spaces:

1 You sold that pen to me. _____ gave _____ £2 for _____.

2 I sold that book to Jim. _____ gave _____ £4 for _____.

3 Mary sold the chairs to Mr and Mrs Scott. _____ gave _____ £20 for _____.

4 We sold our old car to Victoria. _____ gave _____ £300 for _____.

5 Mr Smith sold his stamps to us. _____ gave _____ £50 for _____.

b Notice the pronouns in these sentences:

I'm worried about my hair. **It's** going grey.

I'm worried about my teeth too. I clean **them** every day, but **they** are full of holes.

Note that **it** goes with the following words (they are singular): **hair, money, tooth, foot, news, furniture**. Note that **they** and **them** go with the following words (they are plural): **feet, teeth, scissors, glasses, jeans, pyjamas, trousers, people, police**.

Put **it, they** or **them** in the following:

1 I've brought the money; I've got _____ in this bag.

2 The news was interesting but we didn't have time to watch _____.

3 **A** Where have you put my glasses?

B _____ are on the television.

- 4 We've paid for the new furniture, and the shop is going to bring _____ round tomorrow.
- 5 A Can we ask the police about our problem?
B Yes, but it's not really a problem for _____.

c Notice how the person who asks the question in this dialogue gets everything the wrong way round:

- A Did John shout at Mary?
B No, **she** shouted at **him**.

Complete these in the same way:

- 1 A Have Mr and Mrs Brent invited Peter?
B No, _____ has invited _____.
- 2 A Did you and your husband work for Mr and Mrs Foster?
B No, _____ worked for _____.
- 3 A Did you make a cake for your sister?
B No, _____ made a cake for _____.
- 4 A Do I owe Peter some money?
B No, _____ owes _____ some.
- 5 A Is Mrs Patrick going to come and see you?
B No, _____ am going to go and see _____.
- 6 A Did we beat you and your husband last year?
B No, _____ beat _____ last year.

9 for him to do

Notice how the following two sentences express similar information in different ways:

- A John must do a lot of work today.
B Yes, there's a lot of work **for him to do**.

Complete the following in the same way, putting one word only in each space:

- 1 A Mary must do a lot of homework today.
B Yes, there's a lot of homework for _____ to _____.
- 2 A Mr and Mrs Trim must do a lot of housework today.
B Yes, there's a lot of housework for _____ to _____.
- 3 A You and I must do a lot of things today.
B Yes, there are a lot of things for _____ to _____.
- 4 A You must do a lot of exercises today.
B Yes, there are a lot of exercises for _____ to _____.

10 **one/ones**

Look at these sentences:

I don't know the tall girl, but I know **the short one**.
They didn't have any big apples, so I bought **some small ones**.

These sentences would not be complete without the words **one** and **ones** because we cannot say **the short** or **some small** alone.

Put **one** or **ones** in the following:

- 1 He gave me two French stamps and a Japanese _____.
- 2 There are six small cakes and two large _____.
- 3 A Did you buy a big cabbage?
B No, I got some small _____ instead..
- 4 A Would you like the expensive map or the cheaper _____?
B I think I'll take the cheaper _____.

11 **one, it, them, some, any**

Notice the use of **one, it, them, some** and **any** in these dialogues:

- A Did you buy a **newspaper**?
B No, I didn't buy **one**.
A Have you got **any stamps**?
B Yes, I've got **some**. (or: No, I haven't got **any**.)

In the first dialogue the speakers are not talking about a particular newspaper; in the second, **any** and **some** don't refer to any special stamps.

- A Have you posted **the letter**?
B Yes, I've posted **it**.
A Did you ask for **the books**?
B Yes, I asked for **them**.

Here the speakers are talking about a letter and a number of books which they know about.

Put **one, it, them, some** or **any** in the following:

- 1 A Have you got a drink?
B No, I haven't got _____.
- 2 A Can you give me the books now?
B No, I haven't got _____ here.

- 3 A Have you seen some papers in here?
B Yes, there are _____ on that chair.
- 4 A Can you touch the ceiling?
B No, I can't touch _____.
- 5 A Did you see a big dog in the park?
B Yes, I saw _____ near the lake.

12 another, the other, others, the others

Notice the way **another**, **the other**, **others**, and **the others** are used in the sentences below:

☆ ○ △△ □ ◇◇◇

Here are **some** shapes. **One** is a star; **another** is a circle.

☆ ○

Here are **two** shapes. **One** is a star; **the other** is a circle.

☆☆☆☆ ○○○○○○ ◇◇◇◇◇◇ □□□□□□ △△△△

Here are **several** shapes. **Some** are stars; **others** are circles.

☆☆☆☆ ○○○○○○

Here are **several** shapes. **Some** are stars; **the others** are circles.

Put **another**, **the other**, **others** or **the others** in the following:

1 △△△△ □□□□ ◇◇◇◇◇◇ ☆☆☆☆ ○○○

Here are several shapes. Some are triangles; _____ are squares.

2 ☆ △ □ ◇◇ ○

Here are some shapes. One is a star; _____ is a triangle.

3 ◇ □

Here are two shapes. One is a diamond; _____ is a square.

4 ◇◇◇◇◇◇ △△△△△△△△

Here are several shapes. Some are diamonds; _____ are triangles.

13 each other

Compare these sentences:

Tom helps Kate and Kate helps Tom.
Tom and Kate help **each other**.

Both sentences have the same meaning, but we usually use the second sentence pattern with each other:

Change the following in the same way:

- 1 Brenda often writes to Paula, and Paula often writes to Brenda.
- 2 David sometimes makes cakes for Neil, and Neil sometimes makes cakes for David.
- 3 Cathy never argues with her sister, and her sister never argues with Cathy.
- 4 Fred respects me, and I respect Fred.
- 5 Mrs Rowe admires Mrs Webb, and Mrs Webb admires Mrs Rowe.

14 everything, everybody/everyone

Notice the verbs in these sentences:

Everything is dirty.

Everybody goes home at 5 o'clock.

Everyone in the office knows James.

Everything means 'all the things'.

Everybody and **everyone** mean 'all the people'.

They are all singular and take a singular verb.

Put **everything**, **everybody** or **everyone** and the correct form of the verb in the following:

- 1 _____ in their bedroom _____ blue. (be)
- 2 Almost _____ young children. (like)
- 3 Nowadays _____ too much money. (spend)
- 4 _____ in the house _____ to her parents. (belong)

15 nobody/no one, nothing, no, none

Nobody or **no one** is used for people and **nothing** for things:

Nobody answered the phone. There was **nothing** in the box.

I saw **no one** in the corridor. **Nothing** happened.

No must go with a noun; **none** is not followed by a noun:

No children came.

None of the children came.

We've got **no** clean towels.

We've got **none**.

The negative words that answer the question **who?** are **nobody** and **no one** (two words),

e.g. **A Who's there?**

B Nobody. (or: **No one.**)

The negative word that answers the question **what?** is **nothing**,

e.g. **A What have you done?**

B Nothing.

The negative words that answer the questions **how much?** or **how many?** are **no** and **none**.

No must go with a noun, e.g. **no books, no interesting books, no milk, no fresh milk**, but **none** is not followed by a noun,

e.g. **A How many books are there?**

B There are no books.

(or: **There are none.**)

A How much milk is there?

B There is no milk.

(or: **There is none.**)

Put the correct negative word in the following:

1 **A What have you got in your mouth?**

B _____

2 **A How many sweets have you eaten?**

B _____. I've eaten _____ sweets at all today.

3 **A Who have you been talking to?**

B _____

4 **Peter has _____ interest in sports.**

5 **Most of the students passed the exam, but _____ of them got really good marks.**

6 **There are _____ good theatres in our town.**

16. **somebody, anybody, nobody**

Look at these sentences:

I saw **somebody** in the garden.

I didn't see **anybody** in the garden.

I saw **nobody** in the garden.

Somebody is used in a positive statement.

Anybody is used in a statement with a negative word (**not, never, etc.**).

Nobody is negative and is not used with another negative word.

Somebody and **nobody** can be the subject of the sentence,

e.g. **Somebody was in the garden.**

Nobody was in the garden.

We cannot use **anybody** as the subject of the sentence.