

# **Exercises in English Patterns and Usage**

**Second Edition**

**Mackin/Seidl**

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**Ronald Mackin  
and Jennifer Seidl**

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# Introduction

The aim of this second edition of *Exercises in English Patterns and Usage* is essentially the same as that of the first edition: the provision of exercises and drill material for foreign learners wishing to consolidate, expand, or refresh the English that they have already learnt.

Although much of the original material has been retained it has been thoroughly reorganized into the more convenient form of a single book with six parts and a key. Parts One to Five provide exercise material based on A. S. Hornby's *Guide to Patterns and Usage in English (GPU second edition)*, to which it has been specifically adapted both in the choice of material and in the order of its presentation so that the two books may be more readily used together. The paragraph references, which head the exercises of Parts One to Five, relate to the corresponding sections of *GPU*. The relevant sections on verb patterns, tense usage, and ways of expressing various concepts have been expanded to correspond to their full treatment by Hornby. Although some material contained in *GPU* is not in this new edition, care has been taken to include all those items which are sources of special difficulty to most foreign learners.

Part Six consists of material not specifically treated in *GPU*. The three sections, on the 'Passive Voice', 'Reported Speech', and 'Verbs with Prepositions and Adverbial Particles', are fully annotated and exemplified and can thus be used independently of a grammar book.

The main difference between the exercises in the first and second editions lies not so much in the choice of material as in the form of its presentation. In the first place the exercises of the new edition are not presented in workbook form; secondly they have, with a few exceptions, been contextualized, that is, the exercises do not consist of separate, unrelated sentences but take the form of dialogues, short narratives, or groups of sentences with a common theme, event, person, or situation. The aim is to encourage the learner towards the creative use of the pattern or item exercised by requiring a response or comment to a given situation. This approach avoids the dangers of purely mechanical exercises, by adding meaning through situation and by stimulating interest. Several of the exercises call for the given material to be transformed, synthesized, or paraphrased, so that the learner has to create the structure or item in question within the framework of a whole utterance. There are also some exercises of the conventional blank-filling type, where the learner must choose the correct tense for

instance; even these exercises are not simply mechanical but require some thought to arrive at the right solution.

Most of the exercises relate to four groups of characters who provide the situations, narratives, and dialogues on everyday topics in neutral or informal language:

- 1 Peter and Sue Dale: a young middle-class couple.  
Mr Finch: Peter's new boss.  
Janet: Mr Finch's secretary.
- 2 Bill Park: a skilled factory worker.  
Helen: Bill's wife.  
Stan: Bill's bachelor friend.
- 3 Ben: a mischievous twelve-year old.  
Aunt Ivy: Ben's aunt.  
Tim: Ben's school-friend.  
Ben's parents.
- 4 Sally and Jane: two single girls.

The key offers an immediate check for learners working alone. The element of 'free completion' has been omitted from the second edition as it becomes redundant when exercises are contextualized. Thus, the majority of exercises have one solution only, but the use of the slant (/) indicates where alternatives are possible.

It is fitting that we should conclude this introduction with a renewed expression of the great debt to the late A. S. Hornby, who encouraged Ronald Mackin in the first instance to provide the exercises to match the first edition of *GPU*, and indeed handed to him much of the draft material that he had himself drawn up. In this second edition of *Exercises in English Patterns and Usage* little remains of the *form* of that material, but it is the belief of the authors that it *does* continue to match both the spirit and the letter of his revision of *GPU*, which is and will continue to be regarded as a classic example of the innovatory presentation of English grammar of which he was a master.

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## Exercise 1

### GPU 1.11 Inversion after negative

Inversion of the subject and verb after a negative or semi-negative in front position is typical of written English, literary or formal style, and not of spoken, informal English. Adverbs in front position have an emphatic function. Note that adverb phrases with *any* in non-front position change *any* to *no* in front position, eg:

You must not *in any circumstances* reveal what you know.

*In no circumstances* must you reveal what you know.

Study the following examples, then complete the passage using front position adverbs and inversion.

**Examples** *Never* had I dreamt that such good fortune would come my way. *Not only* had my Grandfather left me all his money in his will, but also *at no other time* had I had such luck in my personal financial affairs.

**Exercise** I would *never again* need worry about the future! I would not need to borrow money from friends *on any account*, and I would *still less* be dependent on the favours of rich relatives! On the contrary, I would not feel financially dependent on any person, *not in any circumstances whatever!* Things had *seldom* looked so bright! But I *little* knew at the time that my luck was soon to change . . .

I had *scarcely* come into the money when the shares fell drastically on the Stock Exchange. I had *no sooner* begun to enjoy my wealth than I was again reduced to my former state of poverty. I had not felt so dismayed *at any other time in my life*. I waited in vain for the shares to regain their former value, but I was *never again* to experience that feeling of sudden good fortune. I realized *only after many years of hard work* that money alone does not lead to happiness and success, and, thinking back over this episode in my life, I *rarely* wish that I were a man of fortune.

## Exercise 2

### GPU 1.12 Avoidance of repetition

Study the following examples, then complete the short answers in the same way.

**Examples** Visitor: Good morning, Madam! I'm from the local TV centre and we're doing a survey on the popularity of different programmes. I'd like to ask you a few

questions on your family's viewing habits. Do you mind?

Mrs Foster: *No, I don't*, but I'm rather busy at the moment.

Visitor: It won't take up much of your time. Have you got a colour TV?

Mrs Foster: *Yes, we have*.

Visitor: And can you tell me how many hours you watch each day, on average?

Mrs Foster: *Yes, I can*. I suppose about three, three or four.

Visitor: Does anybody watch TV before 7 pm?

**Exercise** Mrs Foster: Yes, my son Ben \_\_\_\_\_. The children's programmes.

Visitor: And do you find them fully suitable for your child?

Mrs Foster: Yes, \_\_\_\_\_, when I have time to watch them with him.

Visitor: What about adult viewing? Films? Did you follow the recent detective series on Fridays at 9?

Mrs Foster: Yes, \_\_\_\_\_. But we didn't enjoy it very much.

Visitor: You \_\_\_\_\_? How surprising! It got some quite good reviews. Well, how about travel films? Have you seen the documentaries on the Far East?

Mrs Foster: No, \_\_\_\_\_, but we saw the one on Argentina last week.

Visitor: Oh, \_\_\_\_\_? And had you already seen the one on Brazil?

Mrs Foster: Yes, \_\_\_\_\_. It was most interesting and very well filmed.

Visitor: Fine! Now, let's see. How about quiz programmes? Can you name a quiz which you watch regularly?

Mrs Foster: No, \_\_\_\_\_, because we don't enjoy them.

Visitor: Fair enough! Now what about programmes of current interest, politics, news commentaries, etc? I expect you and your husband can usually find time to keep up with the news?

Mrs Foster: Yes, that's true, at least, my husband \_\_\_\_\_. He doesn't often grumble, but when he \_\_\_\_\_, it's because there is too much repetition.

Visitor: Yes, I see. But I'm sure he has no grumbles about the sports programmes...?

Mrs Foster: Oh yes, he \_\_\_\_\_! Too much football! Not enough international sport!

Visitor: Well, that's all, Mrs Foster. Thanks a lot for your helpful comments. I hope I haven't taken up too much of your time.

Mrs Foster: No, \_\_\_\_\_, that's quite all right. Goodbye!



### Exercise 3

#### GPU 1.13 Tag questions

The form of the tag question is determined by the tense of the *main verb* of the preceding statement and not by a subsidiary verb which may stand closer to the tag question.

He *said* he would ask \Jane about it, / *didn't* he?

If the main verb is positive, the tag is negative and vice versa.

He *didn't say* he would ask \Jane about it, \ *did* he?

Supply the missing tag questions in the dialogue.

Peter and Sue are leaving to go on holiday – in a hurry.

**Examples** Peter: Come on, Sue! The taxi's waiting! We're going to miss the train!

Sue: All right! I'm coming! But the taxi's \early, / *isn't it*?  
You ordered it for 10 o'clock, / *didn't you*?

**Exercise** Peter: Well, it doesn't /matter, / *does it*? You know I can't stand being late for trains and /planes, \_\_\_\_\_?  
You've \got everything now, \_\_\_\_\_? Or shall I have another quick look?

Sue: Oh! You haven't said goodbye to the \neighbours, \_\_\_\_\_?

Peter: Hell! No!

Sue: And you won't forget to give Mrs Williams the /key, \_\_\_\_\_?

Peter: Mrs Williams said she'd water the \plants, \_\_\_\_\_?  
But we can't very well expect old Mr Williams to look after the greenhouse, as well, \_\_\_\_\_?

In the taxi on the way to the station.

Sue: Oh! What about the newspapers? You \did /cancel them, \_\_\_\_\_?

Peter: And the milkman already \knows we're going away, \_\_\_\_\_?

Sue: Well, I told him last week. He should remember, \_\_\_\_\_?

Peter: Er... I wonder if I turned the radio off... But I \must have done, \_\_\_\_\_?

Sue: And I \can't have left the coffee-maker /on, \_\_\_\_\_?

Peter: Oh, dear! And there \is enough food for Mrs Williams to feed the cat, \_\_\_\_\_?

Sue: Well, if there isn't, Mrs Williams can \buy some. \_\_\_\_\_?