

Living English Structure for Schools

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Longman

LONGMAN GROUP LIMITED

London

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First published 1958

*New impressions *1959 *1960 *1962 (twice) *1963,
*1964 (twice) *1965 (twice) *1966, *1967,
*1968 *1969 *1970 *1971 (twice),
*1972 (twice), *1973 *1974,
*1975, *1976, *1977*

ISBN 0 582 52102 5

*Printed in Great Britain by
Hazell Watson & Viney Ltd, Aylesbury*

INTRODUCTION

THE original edition of *Living English Structure* was designed for use in evening classes of adult learners. Its wealth of exercises caused many teachers to introduce it also into schools, where they found that although the general scheme of the book was very useful, many of the sentences that were suitable for older students were not suitable for pupils in schools. On a recent visit to Jordan and the Lebanon the author was happy to meet many teachers who were using the book in schools and finding it less satisfactory than with older students. The direct result of the critical comments of these teachers is the present book, a special school version of *Living English Structure*.

It differs from the original version in the following respects.

1. The subject-matter of the exercises is made suitable for younger pupils.
2. The notes to the exercises are entirely rewritten and are much fuller.
3. Many new exercises have been devised for this special school edition.
4. The key is not included with the book, but can be obtained separately.
5. An up-to-date appendix on clauses (and the conjunctions introducing them) has been added.

The original Advanced sections have been omitted, and only a few exercises are listed as Advanced. The Elementary and Intermediate gradings do not refer so much to vocabulary as to the nature of the grammatical and structural points involved in the exercise. These terms are only rough guides; some schools have as many as eight or more English lessons a week, in other countries three or four is the rule. Some languages do not use the Roman alphabet, so that pupils spend a longer time learning to read after they have acquired a mastery of some elementary spoken English. For this reason it is not possible to recommend at which stage Intermediate exercises become more appropriate than those marked Elementary, but the intelligent teacher will soon see when the standard becomes too difficult for his own pupils.

This book offers an essentially practical survey and revision of grammatical material up to and slightly beyond the standard of the overseas equivalents of the General Certificate of Education examination, "Ordinary" Level. The very concise but thorough treatment of clauses and their associated conjunctions in the appendix will, it is hoped, be a valuable introduction to all kinds of composition work that will be practised in the year preceding such an examination. The exercises can lead up to and be used in conjunction with any suitable book for vocabulary building and composition.

The author is very grateful for the many critical comments and suggestions that he has received concerning the original *Living English Structure*. Especial thanks are due to Mr. Ralph Cooke and members of the teaching staff at Davies's School of English, London, who compiled an invaluable list of suggestions at the time this present book was on the stocks; and Mr. Cooke was good enough to read the manuscript and offer further critical comments in time for them to be incorporated in this first edition. It is hoped that this School Version will solve the problems of those teachers who have wanted something similar for pupils in schools, and will also be of use to those who want a shorter book of exercises and grammatical notes for general teaching purposes.

W. S. ALLEN

Istanbul,

February 1958

SOME USEFUL BOOKS ON THIS SUBJECT FOR TEACHERS

- Jespersen: *Essentials of English Grammar* (Allen and Unwin)
 Palmer: *A Grammar of English Words* (Longmans)
 Hornby and Gatenby: *Advanced Learner's Dictionary* (Oxford)
 Zandvoort: *A Handbook of English Grammar* (Longmans)
 Partridge: *Usage and Abusage* (Hamish Hamilton)
 Vallins: *The Pattern of English* (Deutsch)
 Fowler: *A Dictionary of Modern English Usage* (Oxford)
 Hornby: *A Guide to Patterns and Usage* (Oxford)
 Cooke: *Notes on Learning English* (Longmans)

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Section I

NOUNS AND ARTICLES

EXERCISE. I. Elementary

Note: Things that we can count may take "a" or "an" in the singular. We call this the Indefinite Article.

Examples: a book, books; an egg, eggs.

Things that we cannot count may not take the indefinite article, and for the same reason there is usually no plural form of such nouns.

Examples: flour, ink, honesty.

Make these sentences plural:

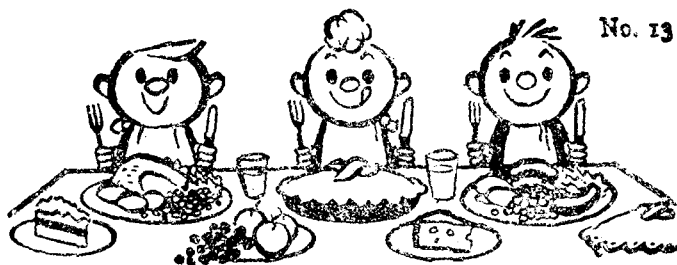
1. A dog is an animal.
2. A potato is a vegetable.
3. A student is not always good.
4. A chair is made of wood.
5. A boy likes a game.
6. A pencil is like a pen.
7. An eye is blue or brown.
8. A fish can swim.
9. A cow gives milk.
10. A picture is pretty.
11. We can read a book.
12. A garden has a tree.
13. We drink tea out of a cup.
14. An apple grows on a tree.
15. A mother is kind to a little child.
16. A girl likes a sweet.
17. A teacher is a man or a woman.
18. A fly is an insect.
19. A dog hates a cat.
20. A box has a lid.
21. A chicken is a bird.

22. A cat eats meat.
23. We can make a cake with flour, milk and an egg.
24. We fill our pen with ink.
25. A writer writes a book.

EXERCISE 2. Elementary

Make these sentences singular, using the Indefinite Article:

1. Horses are animals.
2. Balls are toys.
3. Bullocks are useful animals.
4. Boots are kinds of shoes.
5. Watches are small clocks.
6. Farmers use ploughs.
7. Roses are beautiful flowers.
8. Frenchmen are Europeans.
9. Girls wear dresses.
10. Children are not always good.
11. There are always tables and chairs in dining-rooms.
12. Long sentences are hard for beginners.
13. Hungry boys eat large dinners.



14. Ants are insects.
15. Soldiers are brave men.
16. Coats have collars.
17. Nouns are words.
18. Houses have roofs.
19. Postmen wear caps.

20. Oranges are good to eat.
21. Classrooms have blackboards.
22. Dogs are good friends to men.
23. Pounds buy more than shillings.
24. Cities are big towns.
25. Schools are large buildings.

EXERCISE 3. Elementary

Note: In this exercise do not forget that the Indefinite Article ("a" or "an") will not be used with things that you cannot count.

Add "a" or "an" where necessary:

1. ... cigarette is made of ... tobacco and ... paper.
2. ... milk comes from ... cow.
3. We make ... butter and ... cheese from ... milk.
4. ... window is made of ... glass.
5. ... handkerchief is made of ... piece of cloth.
6. ... grass always grows in ... English field.
7. ... chair is made of ... wood.
8. ... cat has ... tail.
9. ... cat eats ... meat.
10. ... ring is made of ... gold or silver.
11. ... coffee is ... drink.
12. ... coat is made of ... wool.
13. ... fish swims in ... water.
14. We can write ... letter on ... paper.
15. ... piano makes ... music.
16. ... iron is metal.
17. ... bread is made from ... flour, and ... flour is made from ... wheat.
18. ... orange grows on ... tree.
19. ... child must have ... food.
20. ... sugar is nice in ... cup of tea.
21. We eat ... soup with ... spoon.
22. ... knife is made of ... metal.
23. ... cow eats ... grass in ... summer.

24. I like ... jam on ... piece of ... bread.
 25. I can write ... letter in ... ink or with ... pencil.

EXERCISE 4. Elementary

Note: The Indefinite Article can have two kinds of plural:
 (a) no word at all. (b) Some (any).

- (a) This is a general plural.

A horse (=one); horses (=all). Horses are animals.

- (b) This is used for a small or indefinite number.

They have two cows and some horses.

Here are some sentences for your homework.

(The word "some" changes to "any" in negative sentences and sometimes in questions. A later exercise practises this.)

"Some" is used in the same way before an uncountable noun to express the idea of a small or indefinite quantity.

Bread is good for us. (All bread; bread in general.)

Give me some bread. (A small quantity.)

Add "a", "an" or "some" where necessary:

1. ... table has four legs.
2. We can write on ... paper or on ... blackboard.
3. ... apple has ... sweet taste.
4. ... fruit is very good to eat.
5. Please give me ... milk.
6. There is ... dirt on this plate and ... dirty mark on the tablecloth.
7. ... man gave me ... books this morning.
8. ... good pupil is never late for ... lesson.
9. ... book about ... philosophy is not good for ... child.
10. Put ... lemon in your soup instead of ... salt.
11. I want ... glass of ... lemonade with ... sugar in it.
12. ... bed made of ... iron is better than one made of ... wood.
13. ... Australian sheep gives us ... very good wool.
14. You must write in ... ink; here is ... pen.
15. Give me ... ink to write ... letter.

16. Do you take ... sugar in ... tea?
17. ... garden usually has ... flowers in it.
18. I like ... music very much.
19. ... house made of ... stone can be very pretty.
20. There is ... pencil and ... writing-paper.

EXERCISE 5. Intermediate

Note: Names of things we can count (countable nouns) may take the Indefinite Article.

Names of things we cannot count (uncountable nouns) do not take the Indefinite Article; and, as they cannot be counted, they can very rarely have a plural form.

But some nouns have more than one meaning, or the meaning can change in different sentences; it is possible for some nouns to be both countable and uncountable.

This table is made of wood. (=substance.)

There is a wood near the river. (=a small forest.)

A window is made of glass. (=substance.)

Pour the water into a glass. (=a thing for drinking out of.)

Give him a boiled egg. (=one whole egg.)

There is some egg on your coat. (=a small quantity of the substance.)

- (a) Say which of the following words can take an Indefinite Article, i.e. which ones are countable nouns.
- (b) Say which of these words can be either countable or uncountable nouns; make short sentences with these in both senses:

air	dirt	literature
book	mountain	camel
beef	dress	music
shop	fish	poetry
butter	grass	poem
apple	breath	sand
cheese	friend	sun
clothing	friendship	sunshine
coat	hair	sleep
coffee	ice	smoke
darkness	storm	iron

EXERCISE 6. Elementary and Intermediate

Note: Notice that when we want to introduce an indefinite subject in English, we do so with "There is", etc. We do not say:

A chair is in the corner.

but There is a chair in the corner. Similarly:

There will be some money for you tomorrow.

There were some fine palm-trees in the park.

The *Definite Article* "the" is used before a noun that is already known to us, either because it has already been mentioned, or because our commonsense tells us which particular one (or ones) the writer or speaker has in mind.

Examples: (a) A man was walking across a field with a dog.
The dog's name was Spot and the man was his master.

(b) The sun is hot today.

(c) Please meet me at the station.

Add "a", "an", "some", or "the" where necessary:

1. ... children love ... fruit.
2. It is pleasant to read ... book in ... afternoon.
3. ... books are interesting for ... child.
4. There is ... garden behind ... house.
5. I have ... pen and ... pencil.
6. ... tea is very hot, I must put ... milk in it.
7. ... postman has just put ... letter under ... door.
8. You must give him ... food and ... cup of coffee.
9. ... door of ... garage is broken.
10. There are ... beautiful flowers in ... park.
11. I want ... glass of ... milk.
12. ... student at ... back of ... class is reading ... newspaper.
13. It is not good to smoke ... cigarette before ... meal.
14. ... page of ... book is torn.
15. There is ... fly in ... lemonade.
16. ... luggage is on ... platform.
17. ... butcher opposite ... library always sells ... good meat.
18. ... cat may look at ... king.
19. ... donkeys are ... stupid animals.

20. Put ... butter on ... potatoes.
21. I am fond of ... apples with ... cheese.
22. He always smokes ... cigarette with ... cup of ... coffee.
23. Take ... umbrella with you to ... office, it may rain.
24. ... car is ready now.
25. I want ... tin of ... peaches, ... sugar, and ... pound of ... raspberry jam.

Section 2

ELEMENTARY NEGATIVES AND QUESTIONS

EXERCISE 7. Elementary

Note: The verb "to be" and all the Helping Verbs normally make questions by inversion with the subject, and negatives by adding "not".

Make the following statements (a) negative, (b) questions:

- | | |
|-----------------------------------|----------------------------------|
| 1. He can read English. | 12. He can leave now. |
| 2. She has a brother. | 13. You have a knife. |
| 3. I must do it now. | 14. She can put it on the table. |
| 4. He is very late. | 15. I must keep it. |
| 5. They have time to do it. | 16. I am early. |
| 6. You can wait here. | 17. They can go now. |
| 7. I am right. | 18. You must write to her. |
| 8. We can see from here. | 19. He has a good one. |
| 9. He must eat it. | 20. I can come tomorrow. |
| 10. They are French. | |
| 11. You must tell him everything. | |

EXERCISE 8. Elementary

Note: All ordinary full verbs require the verb "to do" in order to make their negative and question forms. The sentences in this

exercise are all in the General or Habitual Present tense (Simple Present: see Exercises 46 to 49).

~~Make the following statements~~ (a) negative, (b) questions:

- | | |
|-----------------------------------|----------------------------------|
| 1. John likes tea. | 11. He walks to work. |
| 2. He sells good cakes. | 12. I do it well. |
| 3. You speak softly. | 13. You sleep well. |
| 4. It fastes good. | 14. They play football. |
| 5. I read well. | 15. He knows Arabic. |
| 6. He takes English lessons. | 16. We believe him. |
| 7. They often go to the pictures. | 17. I keep it in my pocket. |
| 8. It costs a shilling. | 18. You write to them every day. |
| 9. She swims well. | 19. He lives in this house. |
| 10. They try to understand. | 20. She feels well. |

Section 3

POSSESSIVES

EXERCISE 9. Elementary

Note: The answer to the question "*Whose?*" is given by the pairs of words: my/mine; your/yours; his/his; her/hers; our/ours; your/yours; their/theirs.

The first of each pair of words is the form we use before a noun:
This is my/your etc. book.

The second word is the form we use without a following noun:
This (book) is mine/yours etc.

Notice that only "*his*" has the same form for both positions; and that "*its*" (for things) is used only *before* a noun and cannot stand alone.

ALL BOOKS TO BE SHUT FOR THIS EXERCISE. THE TEACHER ASKS QUESTIONS ON THE FOLLOWING PATTERNS:

- (a) Is this my, your, her etc. ... paper, book, pupil, room etc.? ...
- (b) Is this book, coat, parcel etc. ... mine, yours, hers etc.? ...

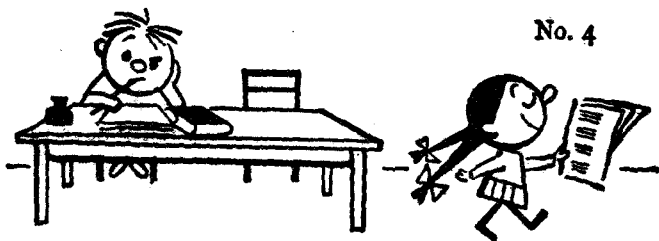
- (c) This isn't my, your etc. ... paper, book etc., is it?
 (No, it isn't your, my etc., ... paper etc., it's ~~mine~~ etc.)
 (d) Whose is this? Whose pen, book etc. is ~~this~~ ~~that~~?
 (e) Mix the above types of question.

EXERCISE 10. Intermediate

Note: Another useful kind of possessive is the type "a friend of mine/yours etc.", which is another way of saying "one of my/his/her etc. friends".

Complete these sentences with suitable possessives:

1. This doesn't look like ... book; it must be ...
 (Use many different forms in this one.)
2. Tell him not to forget ... homework; she mustn't forget ..., either.
3. "Tell me, isn't that ... English teacher over there?"
 "Oh no, that's ... History teacher."
4. Have you done ... homework? I've finished ...



5. It was a good idea of ... to put ... books with ...
6. Su'ad and Ismat have forgotten ... notebooks again; Tom and Bill have forgotten ..., too.
7. George has lost ... pencil; perhaps you can lend him ...
8. I met a friend of ... at a party last night.
9. Who bought these oranges? ... is a very dry one; what's ... like?

10. She wonders if you have seen a book of ... lying about somewhere.
11. You can take ... ticket and give me ...
12. John is coming here next week; ... father and ... were school friends.
13. They asked me to call on a friend of ... in London.
14. He introduced me to a neighbour of ...
15. We've taken ... share; has she taken ...?

Section 4

ADVERB ORDER

EXERCISE 11. Elementary and Intermediate

Note: A great number of adverbs tell us one of three things about the verb:

1. How the action took place (Manner): *quickly, well, in ink.*
2. Where the action took place (Place): *here, outside, at home.*
3. When the action took place (Time): *today, then, last year.*

In a normal sentence these adverbs would appear in this same order:

Example: He spoke well at the debate this morning.

The adverb of time can also come at the beginning of a sentence instead of at the end. This gives it a little more emphasis, but is a good place to put it if we want to avoid a long tail of adverbs.

With verbs of movement the adverb of place (or direction) becomes a kind of object, and so comes immediately after the verb, before any adverbs of manner.

Example: He went to the station by taxi.

It is usual to put more exact expressions before more general ones.

Example: He was born at six o'clock on a cold December morning in the year 1850.

Put the given adverbs in their correct places:

1. She went (to school, at 10 o'clock).
2. He was born (in the year 1923, at 10 a.m., on June 14th).

3. She drinks coffee (every morning, at home).
4. Our teacher spoke to us (in class, very rudely, this morning).
5. I saw my friend off (at 7 o'clock, at the station, this morning).
6. He worked for our cause (all his life, passionately).
7. My father was working (at his office, very hard, all day yesterday).
8. My sister speaks English (very well); but she writes French (badly).
9. They stayed (all day, quietly, there).
10. I like coffee (in the morning, very much).
11. The train arrived (this morning, late).
12. He played (at the Town Hall, last night, beautifully, in the concert).
13. I shall meet you (outside your office, tomorrow, at 2 o'clock).
14. We are going (for a week, to Switzerland, on Saturday).
15. Let's go (tonight, to the pictures).

Section 5

PRONOUNS

EXERCISE 12. Elementary

Note: Verbs with two objects (person and thing).

If the person is a pronoun, it will normally precede the *Direct Object*.

I told a story to my friend.

I told him a story.

This last sentence shows the usual pattern for this kind of verb; the first sentence shows the word-order we use when the indirect object is of special interest to the speaker.

Notice that whenever the *Indirect Object* precedes the *Direct Object*, the preposition ("to" or "for") is omitted. A very few verbs, the most important of which are "say" and "explain"

always keep the preposition "to" and the word-order Direct Object plus Indirect Object if these are simple nouns or pronouns:

"Will you explain this problem to me?"

"I said good-morning to George."

This word-order is changed whenever the Direct Object seems to be long and weighty (a long phrase or clause, for example).

"Will you explain to me how to do this problem?"

"I said to George, 'Please come in and sit down'."

Replace the expressions in bold type by pronouns:

1. John gave the book to **Henry**.
2. **Jane** bought some sweets for her **mother**.
3. Explain the answer to the **student**.
4. **My sister and I** told **my little brother** a story.
5. **Alec and Mary** gave a box of chocolates to **my sister and me**.
6. **You and I** must give a present to **John**.
7. **John** will find her coat for **Mary**.
8. **Henry and Alec** came to see me and **my wife**.
9. Give this one to the **baby**.
10. **My friend and I** told **John** about our journey last week.

EXERCISE 13. Intermediate

Note: Case.

1. After "between" and "let" the objective case is used.

Let him play the first game.

Come and sit between John and me.

2. If a pronoun is not felt to be the active or real subject of a sentence, the natural form to use is the objective case. This is never felt to be an object, but is merely the form used for a pronoun that stands isolated in some way from a verb it might be the subject of. (Compare the French "C'est moi".)

That's him over there.

Don't disturb yourself, it's only me.

If I were her, I'd write a letter about it.

(Showing a photo) . . . and this is me standing by the fountain.

If a relative clause follows this predicative use of a pronoun, the