

M. Posner

Practice in English

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Test Papers for Foreign Students

NELSON

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TO THE TEACHER

This is a revision text for students at an intermediate, or fairly advanced level. The principal aim is to reinforce the grammatical points and linguistic structures that have already been taught, but have not been fully absorbed.

This is not a grammar book as such, but is meant to serve as a useful supplementary workbook to any existing intermediate or fairly advanced course. No matter what text is being used, most teachers will welcome additional practical exercises to help the student gain proficiency in the use of the basic forms.

The continual revision of important structures is, at this level, far more effective than ploughing through twenty to thirty sentences dealing with one particular structure and then neglecting to return to it systematically. Most of the exercises are therefore short (10–12 sentences), thus ensuring constant repetition throughout the book.

Nearly all the exercises, particularly the tense paragraphs, can – and should – be repeated at certain intervals during the course. It is consequently important to forbid the student to write down the correct answers in his copy of the book. Any weakness that may be revealed should be remedied by the use of drills concentrating on that particular weak point. Thus the sentence, 'He said he would do it but he hasn't done it yet', could be used to drill the Sequence of Tenses or one aspect of the Present Perfect Tense. The teacher's attention is drawn to the fact that the exercises in this book are not mechanical drills but mainly thought-provoking recall exercises, and that therefore there is little risk of boredom.

Emphasis has been placed on prepositions and phrasal verbs, always a thorny problem. Judicious use of a good dictionary will help the student to overcome some of the difficulties. It is suggested that preposition and phrasal verb exercises be done first in class, the students writing the correct answers in their notebooks. These can then be revised orally in the following lesson. Having been done orally, they can be given again as short written tests.

The paragraphs with words missing can also serve as useful passages for dictation, after the students have done the actual

exercises at home. I would strongly recommend this procedure, the teacher omitting the same missing words but writing them on the blackboard. The student should be notified in advance that a dictation is to be given. His revision and preparation for the test is as important as the actual dictation experience.

The earlier papers provide exercises dealing with the distinctions between various pairs of frequently confused tenses, such as the Past Simple and the Present Perfect. However, the first ten are rather easy and, at the teacher's discretion, may be done fairly quickly – or even omitted in part.

The words, 'a suitable form or tense', not 'the correct tense' are used most of the time. In such cases the student should be aware of the significance of his choice. The distinctions will always serve to clarify the complexities of the tenses. Even in the earlier exercises, where the choice is between two specified tenses, there is the occasional sentence where either is possible. These can be commented on or passed over at the discretion of the teacher.

It should be noted that (a) no explanation or notes are provided herein, this being left to the teacher's judgement, and (b) all the exercises in this workbook have been tried and tested in class.

I am indebted to my colleagues at the Pitman School for Overseas Students for their many helpful suggestions. I would also like to express my sincere thanks to Mr Maurice Moliver for his invaluable assistance in so carefully checking the manuscript.

M. POSNER

London, March 1975

PAPER 1

1 Put the verbs in parentheses into the correct tense. Use Present Simple or Present Continuous only:

EXAMPLE: He generally (*wear*) a dark suit, but today he (*wear*) a light one.

He generally wears a dark suit, but today he is wearing a light one.

- a 'What you (*do*) this evening?' 'I (*stay*) at home.'
- b 'Our teacher seldom (*sit*) when he (*teach*). I (*wonder*) why he (*do*) so now.' 'Perhaps he (*not feel*) well.'
- c 'John (*come*) to see me this evening.' 'You (*know*) why he (*want*) to see you?' 'I (*think*) he (*need*) some advice.'
- d What you (*think*) about? You (*look*) rather worried.
- e The man who (*talk*) to John at the moment (*speak*) seven languages.
- f We (*study*) two of Shaw's plays at present.
- g When water (*freeze*), it (*change*) into ice.
- h They generally (*go*) abroad for their holidays, but this year they (*stay*) at home.
'I (*hear*) you (*leave*) the country shortly.' 'Yes, I (*go*) to the United States. I (*expect*) to be away about three months.'
- j 'What he (*do*) for a living?' 'He (*buy*) and (*sell*) antique furniture.'
- k 'Why you (*keep*) looking at that photograph?' 'It (*remind*) me of my father.'
- l She (*fry*) some fish at the moment. She (*not like*) fish but her husband (*love*) it.

2 Put in the missing prepositions:

- a What are you laughing
- b I'm tired telling him to be more careful his handwriting.
- c My book is different yours.
- d Please come seven o'clock Friday evening.
- e Walk this street until you come the post-office.

- f Which hotel are you staying
- g Would you like to come us the British Museum?
- h You'll find the answer the last page the book.
- i I'm going out a walk. I'll be back 5 o'clock the latest.
- j Someone threw an egg the speaker. It hit him the forehead.

3 Make the following sentences (a) interrogative, (b) negative; then write questions asking about the italicized words:

EXAMPLE: She is waiting *in the office*.

Is she waiting in the office?

She isn't waiting in the office.

Where is she waiting?

- a They can start work *on Friday*.
- b John is writing *a novel*. (Two questions)
- c *The first exercise* was the most difficult.
- d He has gone to *Paris for a week*. (Two questions)
- e She has written *ten* letters today.
- f We may smoke *in the corridor*.
- g Mary is going to start her new job *on Friday*. (Two questions)
- h George is waiting *outside*. (Two questions)
- i We should leave *at nine o'clock*.
- j He is angry *because he wasn't invited*.
- k We are going to tell *the manager tomorrow*. (Two questions)
- l She ought to go *by plane*.

4 Rewrite these sentences, using *too* or *enough*:

EXAMPLES: It's very hot. I can't wear this dress.

It's too hot (*for me*) to wear this dress.

The amount is small. I can pay it off in one year.

The amount is small enough (*for me*) to pay off in one year.

- a She is very young. She can't do this work.
- b It's warm. We can sit in the garden.
- c These books are expensive. I can't buy them.
- d She's very excited. She can't think of anything else.

- e I'm very hungry. I could eat anything.
- f The story is very complicated. I can't understand it.
- g She's quite slim. She can wear slacks.
- h I am very busy. I can't do it today.
- i The water was clean. We could swim in it.
- j The problem is difficult. I can't solve it.
- k The explanation is very simple. A child can understand it.
- l He's very tall. He can't buy ready-made clothes.

5 Put the following sentences into Reported Speech, using the verbs given in parentheses:

EXAMPLES: Please wait outside. (*ask*) I asked him to wait outside.
 Don't tell anybody. (*tell*) He told me not to tell anybody.
 Get out at once! (*order*) He ordered me to get out at once.

- a Please come back later. (*ask*)
- b Don't forget to write. (*ask*)
- c Don't make a noise. (*tell*)
- d Please speak slowly. (*ask*)
- e Hurry up! (*tell*)
- f Take the children for a walk. (*ask*)
- g Write it carefully. (*tell*)
- h Send a telegram. (*tell*)
- i Don't go out in the rain. (*tell*)
- j Put out that cigarette. (*order*)
- k Please don't make a noise. (*ask*)
- l Please don't go alone. (*ask*)

6 Since and For

Complete the following sentences with either *since* or *for*:

- a We haven't seen him three weeks.
- b She has lived in this house a long time.
- c I haven't heard from him I came to England.
- d I have had this suit nearly five years.
- e I haven't spoken English I was a child.
- f She hasn't been here last week.
- g She's been out of town the last two weeks.
- h I've been waiting 9 o'clock.

- i She's been working for the same firm 1965.
- j She has been in hospital five days.
- k I've known Michael many years.
- l I haven't worn any other shoes I bought these.

PAPER 2

1 Put the verbs in parentheses into the correct tense. Use Past Simple or Past Continuous only:

EXAMPLE: When I (*come*) home, the children (*do*) their homework.

When I came home, the children were doing their homework.

- a When I (*see*) her, she (*speak*) to the waiter.
- b She (*say*) she (*leave*) the country the following day.
- c While I (*cut*) out the pictures, my wife (*paste*) them into an album.
- d When we (*arrive*) at the theatre, some other people (*sit*) in our seats.
- e I (*meet*) him while I (*go*) to the office.
- f The phone (*ring*) while I (*have*) lunch.
- g I (*do*) my homework before I (*go*) to bed. (*be careful*)
- h When our former French teacher (*speak*) to us, she (*speak*) only French.
- i When the bell (*ring*), we (*do*) a test. When it (*stop*), the teacher (*tell*) us to continue writing.
- j While I (*listen*) to the radio, my children (*do*) their homework.
- k The moment he (*hear*) the good news, he (*telephone*) me.
- l When I (*live*) in London, I often (*go*) to the theatre.

2 Complete the phrasal verb by adding the missing particle. Choose from:

on, out, up, back, away, off.

- a Eat your dinner or I won't let you go
- b Take that old dress and put a good one.
We're going
- c Mary's and won't be before 11 o'clock.

- d Switch all the lights before you leave.
- e John has taken me twice this week.
- f When you hear your name called, please stand
- g Get the bus here and get at the third stop.
- h I don't feel like cooking. Let's eat tonight.
- i I thought you were still When did you get?
- j A button has come my jacket.

3 Make the following sentences (a) interrogative, (b) negative; then write questions asking about the italicized words:

EXAMPLE: He went *home*.

Did he go home?

He didn't go home.

Where did he go?

- a John lives *in London*. (Two questions)
- b She left *at three o'clock*.
- c She saw the film *three times*.
- d We come here *twice a week*.
- e We have lunch *in the canteen*.
- f The French lesson ends *at twelve o'clock*. (Two questions)
- g They meet each other *once a week*.
- h He sent it by post *because he wanted to surprise her*.
- i Gerda buys her clothes *in Bond Street*. (Two questions)
- j They stayed there *for an hour*.

4 Put the verbs in parentheses into the Passive Voice, using the tenses suggested:

EXAMPLES: The house (*clean*) every day. (Present Simple)

The house is cleaned every day.

The money (*steal*) during the night. (Past Simple)

The money was stolen during the night.

- a The book (*leave*) on the table. (Future Simple)
- b The meal (*cook*) when I arrived. (Past Continuous)
- c The grass (*cut*) once a week. (Present Simple)
- d This suit (*make*) in England. (Past Simple)
- e The missing child (*find*). (Present Perfect)

- f The house must (*sell*) before the end of the month. (Infinitive)
- g Four different languages (*speak*) in Switzerland. (Present Simple)
- h You can't go in; the house (*paint*). (Present Continuous)
- i It ought (*do*) before Friday. (Infinitive)
- j The book (*translate*) into many languages. (Present Perfect)

5 Conditional Sentences

Put the verbs in parentheses into the correct tense:

EXAMPLES: If I pass my driving test, I shall buy a car.

If I don't pass my driving test, I shan't buy a car.

I will do it if he asks me to.

Read it carefully if you want to understand it.

- a If he (*not be*) here by eight o'clock, I shall go home.
- b If you don't take an umbrella, you (*get*) wet.
- c I (*buy*) it if the price is right.
- d I will not take the room if they (*not allow*) me to use the kitchen.
- e If you eat any more food, you (*not be*) able to stand up.
- f If you (*not read*) the story carefully, you won't understand it.
- g If you (*post*) it now, he'll get it in the morning.
- h If the baby (*cry*), give him something to drink.
- i I (*not go*) with you if you don't apologize.
- j If you (*see*) him, tell him to telephone me.

6 Say and Tell

Put in the correct form of *say* or *tell*:

- a He me what you to him last night.
- b She the children a story before they went to bed.
- c She that her child can the time.
- d She to the children, 'You must always the truth.'
- e He to me, '..... John what you me last night.'
- f He me not to him anything.
- g She to the children, 'It's wicked to a lie.'
- h I can't remember what he to me.
- i The teacher that every student would have to a story.

- j 'What did you?' 'I never a word.'
- k Don't anything!
- l me what he the others.
- m You promised not to anybody.
- n The twins are so alike, I can't one from the other.
- o It is that John is leaving the firm.

PAPER 3

1 Put the verbs in parentheses into the correct tense. Use Past Simple or Present Perfect:

EXAMPLE: Her health *has improved* since she *stopped* smoking.

- a I (*not see*) him since he (*change*) his job.
- b She (*not write*) to me since she (*leave*) England.
- c She (*not have*) any trouble since she (*have*) the operation.
- d He (*have*) five different jobs since he (*leave*) school.
- e Since he (*win*) £30,000 on the football pools, he (*not do*) a stroke of work.
- f Since I (*buy*) this car, I (*become*) very lazy.
- g I (*see*) very little of him since he (*get*) married.
- h I (*see*) him six months ago, but I (*not see*) him since.
- i I (*visit*) New York in 1966, but I (*not be*) there since.
- j Since he (*begin*) writing, his whole approach to life (*change*).
- k Since she (*start*) her new diet, she (*lose*) a lot of weight.
- l He (*not stop*) drinking since the party (*begin*).

2 Put in the missing prepositions:

- a I can't conceal anything my sister.
- b She always knows what I am thinking
- c It wasn't good condition when I bought it.
- d Can I rely you to do it?
- e I correspond people from all the world.
- f Try to keep your dog control.
- g His pictures are excellent and are very much demand.
- h a man his age he's very good condition.

- i I'm grateful you your advice.
- j He succeeded passing the examination.

3 Write questions asking about the italicized words:

EXAMPLE: *John* bought a car.

Who bought a car? John.

What did John buy? A car.

- a *Mary* weighs ten stone. (Two questions)
- b *John* has been here since 1965. (Two questions)
- c *The children* went to Paris by train. (Two questions)
- d *John* planted six apple-trees in his garden. (Three questions)
- e She couldn't get in *because she had lost her ticket*.
- f He found *the book on the floor*.
- g He intends to stay there *about a month*.
- h *Henry* found the book in the drawer. (Three questions)
- i The lecture will be given *in the concert hall*.
- j *Mary* is going to buy a dress on Friday. (Three questions)

4 Omission of Relative Pronoun

If you think the relative pronoun can be omitted, put it in parentheses:

EXAMPLE: Is this the book (*that*) you were looking for?

- a The man that we spoke to was a rather unusual person.
- b The book that you lent me was very good.
- c The man that told us that story was lying.
- d The person who owns this shop is my neighbour.
- e The picture which I bought last year is worth much more than I paid for it.
- f The house in which I was born is still standing.
- g The person that you are talking about is my nephew.
- h I met a woman whose name I can't remember.
- i The only person that understood the situation was Victor.
- j I showed him the photograph which you liked so much.

5 Put the following sentences into Reported Speech. The introducing verb must be in the Past Tense:

EXAMPLE: I don't know where she is going.

He said he didn't know where she was going.

- a I can't do it unless you help me.
- b I met him in Paris last month.
- c I have finished the book at last.
- d I'm sorry I won't be able to go.
- e This isn't what I ordered.
- f I'll be here tomorrow.
- g John is arriving tonight.
- h I must go and see him before he leaves.
- i If you do that again, I shall be very angry.
- j I'd like to speak to you when the lesson is over.

6 Complete the following sentences by putting in a suitable gerund in the blank space:

EXAMPLE: I enjoy on a cold day.

I enjoy *walking* on a cold day.

- a Thank you for me how to get there.
- b She began the story last week and hasn't stopped about it.
- c I hate in a queue.
- d Would you mind outside?
- e I prefer to by bus.
- f I wanted to give him a lift but he insisted on on foot.
- g I remember you in Rome two years ago.
- h He denied the money.
- i If you keep on a noise, I shall call the police.
- j My doctor told me to avoid starchy foods. I should have had a good dinner before to see him.

PAPER 4

1 Put the verbs in parentheses into the correct tense. Use Present Perfect (Simple or Continuous) only:

EXAMPLE: I have been waiting for two hours but nobody has arrived yet.

- a I (*read*) for the last two hours, but I (*not finish*) half the story yet.

- b I (*write*) ever since I got up and I only (*write*) three letters.
- c I (*study*) French for the last three years.
- d He (*be promoted*) three times since he (*work*) here.
- e The picture (*hang*) in the same place ever since I bought it.
- f He (*write*) a book for the last six months but (*make*) very little progress so far.
- g I (*visit*) many countries in the last five years.
- h I (*shop*) all the morning, but I (*not buy*) anything yet.
- i Someone (*take*) my book. I (*look*) for it for the last ten minutes but I can't see it anywhere.
- j The telephone (*ring*) four times since I (*sit*) here.

2 Complete the phrasal verbs by putting in the missing particle.
Choose from:

back, up, off, away, out, in, with.

- a 'Put your tongue,' said the doctor.
- b Luckily the bomb didn't go
- c He stayed all night listening to the election results.
- d The police had difficulty in keeping the crowds.
- e I've used all my paint. Can I have some of yours?
- f Some parents don't know how to bring children.
- g Please don't give my secret.
- h What time does the train get ?
- i The shoes are nice, but they won't go my dress.
- j Don't touch it! Wait until it cools
- k He worked quickly so that he would be able to get early.
- l The plane took five minutes late.

3 Join the two sentences by making the second a relative clause.
Omit the pronoun wherever possible.

EXAMPLES: The man is a detective. He is standing in the corner.
The man who is standing in the corner is a detective.
This is the man. We spoke to him last week.
This is the man we spoke to last week.

- a I showed him the letter. I received it this morning.
- b The house is beautiful. My uncle lives in it.
- c That is the boy. He broke your window.
- d I met the man. You sold your car to him.