

TESTS AND DRILLS

in

ENGLISH
GRAMMAR

BOOK 1

(Revised Edition)

by

ROBERT J. DIXSON

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How To Use This Book

The efficiency of this book will depend greatly upon the skill of the teacher who uses it. The book is planned very simply so that there is no real problem of organization of materials. Each lesson is arranged so that the teacher simply starts with the the first exercises of each lesson and proceeds through the remaining exercises. But the problem arises from the following: many teachers, and particularly the inexperienced teacher, consider the exercises to be simple and obvious, and they are unaware of the profound difficulty of these exercises to the non-English-speaking student. It is true that the exercises in themselves are not difficult to do. The theory behind the various grammar exercises is also not complex. English grammar, on the whole, is relatively simple, but the real teaching problem arises from the fact that the teacher must do much more than simply explain the exercises and repeat them once or twice with the students. *The students must be taught to use what they are studying.* They must be given sufficient practice and repetition so that everything they study is retained and made an active part of their everyday conversation. This is the basic problem.

It may be helpful to the teacher if she keeps the following in mind: learning to speak a foreign language is more or less a matter of acquiring a skill. It is a skill similar to the skill acquired in learning to type or to play the piano. It is therefore an ability which comes only with much practice and repetition. The theory involved is generally quite simple. One can understand the theory of typing, for example, after only a few minutes study of the typewriter keyboard, but to learn to type well requires months of patient practice. So it is with learning to speak and understand a foreign language. A student can understand the theory of most of the English grammar principles in this book after a few minutes study, but the ability to use these principles later in speaking English will require constant practice and repetition.

How can this practice and repetition be given within the limits of the usual grammar lesson without tiring or boring the student? This is the task of the teacher.

The following suggestions are offered: First, repeat all exercises several times. Each time go over the exercises a little faster, demanding from the students speed and accuracy. Also, don't try to cover too many exercises each day. Half a lesson is enough for the average class to cover in one day.

Second, ask students to close books and then have them do the same exercise orally—possibly several times. You will have to guide the students in this, and some exercises do not lend themselves to this treatment, but it can be done with the majority of the exercises.

Third, tell the class that you are now going to ask them some questions using the particular grammar principle involved.

Fourth (and this is very important), in the case of each grammar principle studied, have some simple oral drill of your own invention ready for use. These supplemental oral drills are very easy to develop. For example, if you are teaching negatives, it is very easy to say to the class, "Now I am going to give you a series of sentences orally and I want you to change them to negative form." You then give each student a simple sentence such as "I went to the movies last night," and he has to change it to negative form. If the class has already studied question form, you can also make the students put the same sentence into question form for further oral practice. You can next give them a list of negative sentences and make the students change them to positive form. Any such oral device will serve the purpose of giving the class additional practice in using what they are studying. On the elementary level the drills can be very simple. On the advanced level, with a little imagination, they can often be made quite interesting as well as practical. For example, in teaching the perfect form of the auxiliary *should* (*should have*), which is a rather difficult form for foreign students to use, I always proceeded as follows: First, I would run over the exercises several times until the students could do the exercises in the book perfectly. However, I knew from many years of experience in this work that there is a great difference between a student's being able to do the exercises in the book and being able to use the particular principle in speaking the language. Consequently, I then always explained to the class that I was going to give them

a little additional oral drill so that they could practice using this form in their everyday conversation. I would then give them a series of statements which they were to consider as statements of error. They were to correct each of these statements using in their answers, first, *should have* in the negative form and, second, *should have* in the positive form. For example, I would say to the first student, "I waited for you last night on the corner of 33rd Street." He had to reply, "You *shouldn't have waited* for me on the corner of 33rd Street. You *should have waited* for me on the corner of 42nd Street." To the next student I would say, "I sent that letter by surface mail." He then had to answer, "You *shouldn't have sent* that letter by surface mail. You *should have sent* it airmail." To the third student I would make a similar statement, and thus I would pass all around the class until each student had had one or more practice exercises using *shouldn't have* and *should have*. I would also continue this drill for several days during the review section of later lessons. Naturally, after a week or so of this kind of practice, every student in the class understood the principle well and could use it in his everyday speech. Furthermore, the students always enjoyed such drills. They found them fun to do, and they felt that they were actually speaking the language rather than just learning grammar theory from a textbook.

Fifth, institute some regular system of review so that a good part of each lesson is devoted to the repetition of material of earlier lessons. In this way things learned today are not forgotten tomorrow. Instead, everything which has been studied is kept constantly fresh and active.

Sixth, for purposes of variety, occasionally dictate exercises to the class and make the students write as you dictate. They can fill in correct verb tenses, correct mistakes, change to negative or interrogative form, etc.

If the above suggestions are followed, I am sure that the teacher will find that her lessons will become much more effective. The teacher need not adopt all the points mentioned here; she can add other ideas which may fit her particular class situation better. But if she follows this oral approach and adheres less rigidly to the exercises in the book, she will find that her lessons will be more animated, her students will

respond more eagerly to the task at hand. The students will also be able to make practical use of everything which they study, and thus the purpose of this book, as I have conceived it, will have been achieved.

For further conversational practice with the grammar principles of this book, the textbooks *Exercises in English Conversation*, Books 1 and 2, are strongly recommended as supplemental texts. The books have been written to accompany each other, and the exercises of this book parallel the exercises of the conversational books, lesson for lesson.

R. J. D.

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LESSON 1

58. TAG ENDINGS.

a) There is no exact equivalent in other languages for the so-called tag ending in English. The tag ending is a construction added to the end of a sentence in order to express a weak form of question. It is also used to invite confirmation of some fact already known by the speaker.

You know him well, *don't you?*
This bus stops at 42nd Street, *doesn't it?*

b) In most foreign languages there is a standard phrase which is used as the ending to such sentences.* In English, however, each tag ending varies with the sentence to which it is attached. It is based upon the main verb of this sentence and is made up of the auxiliary verb which would be normally used if the main verb were stated in question form, plus a personal pronoun which refers back to the subject.

John left on Wednesday, *didn't he?*
Both boys will return next week, *won't they?*

c) Note, also, that if the sentence is positive the tag ending is negative. If the sentence is negative, the tag ending is positive.

John speaks English well, *doesn't he?*
John doesn't speak English well, *does he?*
Both boys will return next week, *won't they?*
Both boys won't return next week, *will they?*

d) Note further that in sentences in the present and past tenses, where the verb *to be* is the main verb, the same verb is repeated in the tag ending. In other words, no auxiliary verb is used or introduced.**

George is a good student, *isn't he?*
They were late for the meeting, *weren't they?*

*Compare *no es verdad, n'est-ce pas, nicht wahr, non è vero, nie prawda*, etc.

**This is logical since, to form questions with the verb *to be* in the present and past tenses, we do not use an auxiliary verb; we simply place the verb before the subject—See Rule 2c.

EXERCISES

A. Add the proper tag ending:

1. He comes here every day. (He comes here every day, doesn't he?)
2. She can speak French well.
3. They will be here early.
4. He left at two o'clock.
5. He went home early.
6. He has many books.
7. You live uptown.
8. She studies with you.
9. He will be back later.
10. Henry left at two o'clock.
11. Helen will sail on the same ship.
12. Both men look very much alike.
13. You mailed the letter.
14. Mr. Smith spoke to you about it.

B. Add the proper tag ending. Note that all these sentences are formed with the verb TO BE, used either as the main verb or as the auxiliary verb:

1. John is a good student. (John is a good student, isn't he?)
2. They were both absent from the lesson.
3. The wind is blowing very hard.
4. Helen and her sister are both studying English.
5. You are busy today.
6. Helen is sick today.
7. George is a very tall boy.
8. You were absent from class yesterday.
9. It is beginning to rain.
10. Mr. Smith is out of town.
11. They are leaving early in the morning.
12. There are many students absent today.

C. Add the proper tag ending:

1. She goes shopping every day. (She goes shopping every day, doesn't she?)
2. She is a very pretty woman.
3. She is studying English in our class.

4. William buys his clothes on Fifth Avenue.
5. William is a handsome man.
6. William will be here soon.
7. The traffic on Madison Avenue was very heavy.
8. The sun sets at about six o'clock.
9. The sun is setting now.
10. Your teacher was sick yesterday.
11. They went into the church.
12. The shopping district extends for many blocks.

D. *Add the proper tag ending:*

1. He doesn't come here every day. (He doesn't come here every day, does he?)
2. She isn't busy now.
3. They didn't come with her.
4. She can't speak French.
5. They don't live uptown.
6. He didn't visit us last night.
7. She won't be at the lesson tomorrow.
8. They don't know each other.
9. We don't have to come to school tomorrow.
10. They didn't have to work yesterday.
11. He hasn't any money.
12. They didn't arrive on time.

E. *Add the proper tag ending:*

1. John often walks to the post office. (John often walks to the post office, doesn't he?)
2. He never goes there in the morning.
3. He first goes to the window marked "Stamps."
4. He doesn't always buy stamps.
5. There are many people ahead of him.
6. There are only a few people ahead of him.
7. He doesn't always have to wait in line.
8. He didn't have to wait in line yesterday.
9. He won't have to wait in line tomorrow.
10. He gave him the stamps.
11. John didn't receive any change.
12. He put a stamp on the envelope.
13. He didn't mail any packages.
14. But he dropped the letter into the box.

F. Change the following sentences to past and to future time; also add the necessary tag ending in each case:

1. He walks to the post office. (a. He walked to the post office, didn't he? b. He'll walk to the post office, won't he?)
2. First, he goes to the window marked "Stamps."
3. There are usually people ahead of him.
4. He stands in line for several minutes.
5. Then his turn comes.
6. He tells him how many he needs.
7. The man gives him the stamps.
8. John pays him and receives his stamps.
9. He puts a stamp on the letter.
10. He drops the letter into the box.
11. He returns home.
12. He gets home in about ten minutes.

G. Choose the correct form:

1. She never comes to class early, (doesn't she, does she)?
(She never comes to class early, does she?)
2. You are married, (don't you, aren't you)?
3. John writes to his friend every day, (isn't he, doesn't he)?
4. I sat (among, between) two pretty girls.
5. One of them (said, told) me all about the school which she attended.
6. There were many (peoples, people) at the concert.
7. We couldn't hear (anything, something) from where we sat.
8. We sat (near, near to) the back of the room.
9. My book is different (from, than) yours.
10. We expect that John (will be arrive, will arrive) soon.
11. They (speak, speaks) Italian quite well.
12. You don't have to work tomorrow, (do you, have you)?
13. We don't have to work tomorrow (also, either).
14. He makes (much, many) mistakes when he speaks.

LESSON 2

59. FORMATION OF ADVERBS.

a) Many adverbs in English are formed by adding *ly* to the corresponding adjective.

slow	slowly
certain	certainly
quick	quickly

b) There are, however, many special adverbs with no corresponding adjective forms: *soon, here, there, often, seldom, ever, never*, etc.

c) Some words, like *fast, hard, late, early*, etc., may be used both as adjectives or as adverbs without any change of form.

He is a <i>fast</i> walker.	He is a <i>hard</i> worker.
He walks <i>fast</i> .	He works <i>hard</i> .

60. COMPARISON OF ADVERBS.

a) Many adverbs are compared in the same way that adjectives are compared (see Rule 37) by adding *er* to the positive degree (*soon, sooner; late, later*) or by use of *more*. As with adjectives, the comparative form of adverbs is always followed by *than*.

She arrived earlier *than* I.
William came *more* quickly *than* Helen.

b) A few adverbs have special forms in the comparative degree.

<i>Positive</i>	<i>Comparative</i>
well	better
badly	worse
far	farther

61. USE OF *SO*. A common and important use of *so* occurs with "I think," "I believe," "I hope," "I'm afraid," etc.—in responses such as the following: (These responses may be answers to direct questions or simply a comment upon some statement made by another person.)

Helen is coming to the party, isn't she?
"I think so."
or "I don't think so."

Will she be back soon?
"I hope so."
He is too old for such work.
"I'm afraid so."

EXERCISES

A. *Supply the adverb form of the adjective in parentheses:*

1. John left (quick). (John left quickly.)
2. She speaks English (beautiful).
3. He always drives (careful).
4. She works very (hard).
5. We arrived (early).
6. He did the work (easy).
7. We walked very (quick).
8. I feel (some) better.
9. He always does his work (good).
10. He speaks very (fast).
11. She prepares her lessons (careless).
12. They acted (bad) in that matter.

B. *Supply the proper form—adjective or adverb:*

1. He is a very (careful) student. (He is a very careful student.)
2. He always does his work (careful).
3. He learns his lesson (quick).
4. This is an (easy) exercise.
5. I can do this exercise (easy).
6. Mary is a (beautiful) girl.
7. She also sings and plays (beautiful).
8. John was very (foolish).
9. He certainly acted (foolish).
10. It is always (wise) to prepare for the future.
11. They acted (wise) in doing that.
12. We drove to the hospital very (fast).

C. *Express the words in parentheses in comparative form:*

1. John works (careful) I. (John works more carefully than I.)
2. He comes here (seldom) she.

3. I go there (often) he does.
4. They get up every morning (early)
we.
5. He comes here (frequent) he did
before.
6. She plays (good) anyone else.
7. He can run (fast) I.
8. John works (hard) I.
9. He studies (serious) Mary.
10. I go to bed (late) you.
11. He will arrive (soon) they.
12. They came (early) we.

D. *Using So and also the verb given in parentheses, answer or comment upon the following:*

1. Do we have time to telephone him? (think) (Example: I think so.)
2. John won't be angry with us, will he? (not think)
3. The stores are open on Saturdays, aren't they? (hope)
4. Perhaps he will refuse us the money. (not think)
5. It was Cortez who conquered Mexico, wasn't it? (believe)
6. He will probably fail his examination. (afraid)
7. I'm sure that you'll soon feel better. (hope)
8. He is too sick to go to school. (afraid)
9. Will Grace be at the party tonight? (hope)
10. Was he very angry with you? (afraid)
11. Is it too cold to go swimming? (not think)
12. They live near the park, don't they? (believe)

E. *(Review) Change to past and to future time:*

1. John doesn't often walk to the post office. (a. John didn't often walk to the post office. b. John won't often walk to the post office.)
2. Does he ever ride to the post office?
3. What does he buy there?
4. He doesn't go there every day.
5. There aren't any people ahead of him.
6. He doesn't always have to stand in line.
7. Does he sometimes have to stand in line?
8. How long does he have to wait before his turn comes?

9. He doesn't tell him anything.
10. How much does he pay him?
11. How much change does he receive?
12. He doesn't drop the letter into the box.

F. Choose the correct form:

1. Mary always does her work (careless, carelessly). (Mary always does her work carelessly.)
2. John works very (hard, hardly).
3. She speaks better (as, than) John.
4. This book belongs to John, (isn't it, doesn't it) ?
5. This notebook is (my, mine).
6. Whose books are (these, this) ?
7. We (must, had to) study hard last night.
8. I didn't prepare (something, anything) for today's lesson.
9. How many students (was, were) at the meeting last night?
10. Why (you didn't, didn't you) wait for me after the lesson?
11. John spends (much, many) time on his English.
12. Every day Helen (is speaking, speaks) English better.

G. Answer these questions:

1. Do you speak English more rapidly or less rapidly than Helen?
2. Do you speak English slowly or rapidly?
3. Do you usually do well or poorly on your English examinations?
4. Did John act wisely or foolishly in that matter?
5. Does John visit you more often or less often than he does Helen?
6. Do you generally walk rapidly or slowly?
7. Do you generally walk more rapidly or less rapidly than most of your friends?
8. Did you arrive at the party last night earlier or later than John?
9. Do you seldom or often have to go to the post office?
10. Do you do these exercises carefully or carelessly?