

TESTS AND DRILLS

in

ENGLISH
GRAMMAR

BOOK 2

(Revised Edition)

by

ROBERT J. DIXSON

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Prentice Hall Regents
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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

1. SIMPLE NEGATIVE AND QUESTION FORM.

a) In English we form the negative of the verb *to be* by placing *not* directly after the verb.

He is a teacher.

He ~~is~~ *is not* a teacher.

This is a book.

This ~~is~~ *is not* a book.

b) We form questions with the verb *to be* by placing the subject after the verb.

He is a teacher.

Is he a teacher?

This is a book.

Is this a book?

EXERCISES

A. *Change to negative form:*

1. This is a pencil. (This is not a pencil.)
2. This is a book.
3. This is a pen.
4. This is a notebook.
5. This is a chair.
6. This is a window.
7. This is a door.
8. This is a room.
9. This is a table.
10. This is a telephone.*

B. *Change to question form:*

1. This is a book. (Is this a book?)
2. This is a pencil.
3. This is a pen.
4. This is a notebook.
5. This is a chair.
6. This is a window.
7. This is a door.

*The teacher can add to this basic vocabulary if she wishes by pointing to other objects at hand or in the room.

8. This is a room.
9. This is a table.
10. This is a telephone.*

C. *Fill in the blanks:*

- | | |
|--|---|
| 1. This is a book.
a. This is (a)book.
b. is a book.
c. This is a.....
d. This..... a book. | 3. This is a pencil.
a. This..... a pencil.
b. This is..... pencil.
c. is a pencil.
d. This is a..... |
| 2. This is a chair.
a. is a chair.
b. This is a.....
c. This..... a chair.
d. This is.....chair. | 4. This is a telephone.
a. This is.....telephone.
b. is a telephone.
c. This..... a telephone.
d. This is a..... |

D. *Give short answers to each of the following:*

1. Is this a book? (Yes, it is.)
2. Is this a pencil?
3. Is this a pen?
4. Is this a notebook?
5. Is this a chair?
6. Is this a window?
7. Is this a door?
8. Is this a room?*

E. *Give short negative answers to each of the following:*

1. Is this a book? (No, it isn't.)
2. Is this a pen?
3. Is this a notebook?
4. Is this a telephone?
5. Is this a chair?
6. Is this a room?
7. Is this a window?
8. Is this a door?*

*Here again the teacher, at her discretion, can add to this vocabulary, indicating other changes at hand or in the room.

LESSON 2

2. VERB TO BE.

a) The verb *to be* has the following forms in the present tense:

I am	we are
you are	you are
he, she, it is	they are

b) In everyday conversation, we generally use the following contracted forms with *to be*:

I'm	(I am)	we're	(we are)
you're	(you are)	you're	(you are)
he's	(he is)	they're	(they are)
she's	(she is)		
it's	(it is)		
there's		what's	

c) Rule 1a states that we form the negative of the verb *to be* by placing *not* directly after the verb. This is true for all three persons, singular and plural.

He's a teacher.

He's *not* a teacher.

You are a student.

You're *not* a student.

We're students.

We're *not* students.

In addition to the negative contractions *he's not*, *they're not*, etc., the following contractions of *to be* and *not* are commonly used:

I'm not	we aren't
you aren't	you aren't
he isn't	they aren't
she isn't	
it isn't	
there isn't	there aren't

d) Rule 1b states that we form questions with the verb *to be* by placing the subject after the verb. This is also true for all three persons, singular and plural.

He is a teacher.

Is he a teacher?

You are a student.
Are you a student?

3. SIMPLE PLURALS. We form the plural of nouns in English by adding *s* to the singular. There are some irregular plurals:

one pencil	two pencils
one book	two books
one man	two men
one woman	two women

EXERCISES

A. *Fill in the blanks with the correct form of the verb TO BE:*

1. I (am) a teacher.
2. John a teacher.
3. William a student.
4. This a book.
5. This not a pencil.
6. John and Mary students.
7. Two and three five.
8. We students.
9. John a man.
10. Mary a woman.
11. Three and two five.
12. I busy.
13. John busy.
14. Mary busy.
15. Mr. and Mrs. Smith busy.

B. *Change to negative form:*

1. I'm a teacher. (I'm not a teacher.)
2. This is a book.
3. We're students.
4. Two and three are six.
5. John's a teacher.
6. Mr. Smith's a student.
7. She's a man.
8. This is a good book.
9. They're students.
10. John and Mary are good students.

C. *Change to question form:*

1. She's a student. (Is she a student?)
2. We're good students.
3. John's busy.
4. Mr. Smith's a teacher.
5. Four and two are six.
6. Mary's a woman.
7. Mr. and Mrs. Smith are busy.
8. They're teachers.
9. John's a student.
10. I am busy.

D. *Give the plural of the following:*

1. One book, two (One book, two books.)
2. One table, three
3. One man, two
4. One chair, two
5. One teacher, two
6. One pencil, two
7. One woman, two
8. One room, two
9. One student, three
10. One window, five
11. One room, two
12. One notebook, three
13. One telephone, two
14. One pen, two

E. *Choose the correct word:*

1. I (am, is) a teacher. (I am a teacher.)
2. They (are, is) busy.
3. This (is, are) a book.
4. John and Mary (is, are) good students.
5. Five and three (am, are) eight.
6. We (is, are) students.
7. William (is, are) a student.
8. Mary (is, are) a woman.
9. John (is, are) not a teacher.
10. (Are, is) this a book?

11. They (am, are) not busy.
12. I (is, am) busy.

F. *Answer these questions:*

1. Is John a good student? (Yes, he is.)
2. Are you a student or a teacher?
3. Is this a notebook or a pencil?
4. Are you busy today?
5. Is Mary a good student or a bad student?
6. Are you a good student or a bad student?
7. Are John and Mary busy today?
8. Is George a good student or a bad student?
9. Is this a desk or a chair?
10. Is Mr. Smith a man or a woman?

LESSON 3

4. POSSESSIVE ADJECTIVES. The possessive adjectives in English (with their corresponding personal pronouns) are as follows:

I— <i>my</i>	we— <i>our</i>
you— <i>your</i>	you— <i>your</i>
he— <i>his</i>	they— <i>their</i>
she— <i>her</i>	

This is *my* book.

She's in *her* room.

He walks to *his* chair.

a) We form the possessive of most nouns in English by adding 's. Examples: *book's*, *Mary's*, *Mr. Smith's*.

This is *Mary's* book.

The *dog's* tail is very long.

b) We usually form the possessive of nouns that already end in *s* by adding an apostrophe only. Examples: *books'*, *Charles'*, *Mr. Ross'*.

The *students'* books are on their desks.

The *dogs'* tails are very long.

5. POSITION OF ADJECTIVES. An adjective in English always precedes the word it modifies. Adjectives also have only one form and do not change form when they modify singular or plural nouns or nouns of different gender.

This is a *good* book.

He is a *good* student.

They are *good* students.

6. VERB *TO HAVE*. The verb *to have* has the following present tense forms:

I have	we have
you have	you have
he, she, it has	they have

EXERCISES

A. Fill in the blanks with the correct possessive adjective:

1. I walk to (my) chair.

2. John walks to chair.

3. You walk to chair.
4. Mr. Smith walks to desk.
5. Mary walks to seat.
6. Mrs. Smith walks to seat.
7. The boy walks to seat.
8. The girl walks to seat.
9. They walk to chairs.
10. The teacher writes with pen.
11. I write with pen.
12. The students write with pens.

B. *Change the words in italics to possessive form:*

1. This is the book of *John*. (This is *John's* book.)
2. This is the pen of *Helen*.
3. The desk of the *teacher* is new.
4. That's the home of my *teacher*.
5. The friend of my *sister* is very sick.
6. The office of *Mr. Smith* is very large.
7. This is the notebook of *William*.
8. He's the teacher of *Helen*.
9. He's also the teacher of *my friend*.
10. This is the room of *Mr. Smith*.

C. *Change to negative form:*

1. They're good students. (They're not good students.)
2. He's my teacher.
3. John and Mary are students.
4. He's a good teacher.
5. This is my pencil.
6. Mr. Smith's in his office.
7. We're teachers.
8. Seven minus three is two.
9. Five times two is nine.
10. This is their classroom.

D. *Change to question form:*

1. They're good students. (Are they good students?)
2. He is in his office.
3. She is a good student.
4. They're busy.