

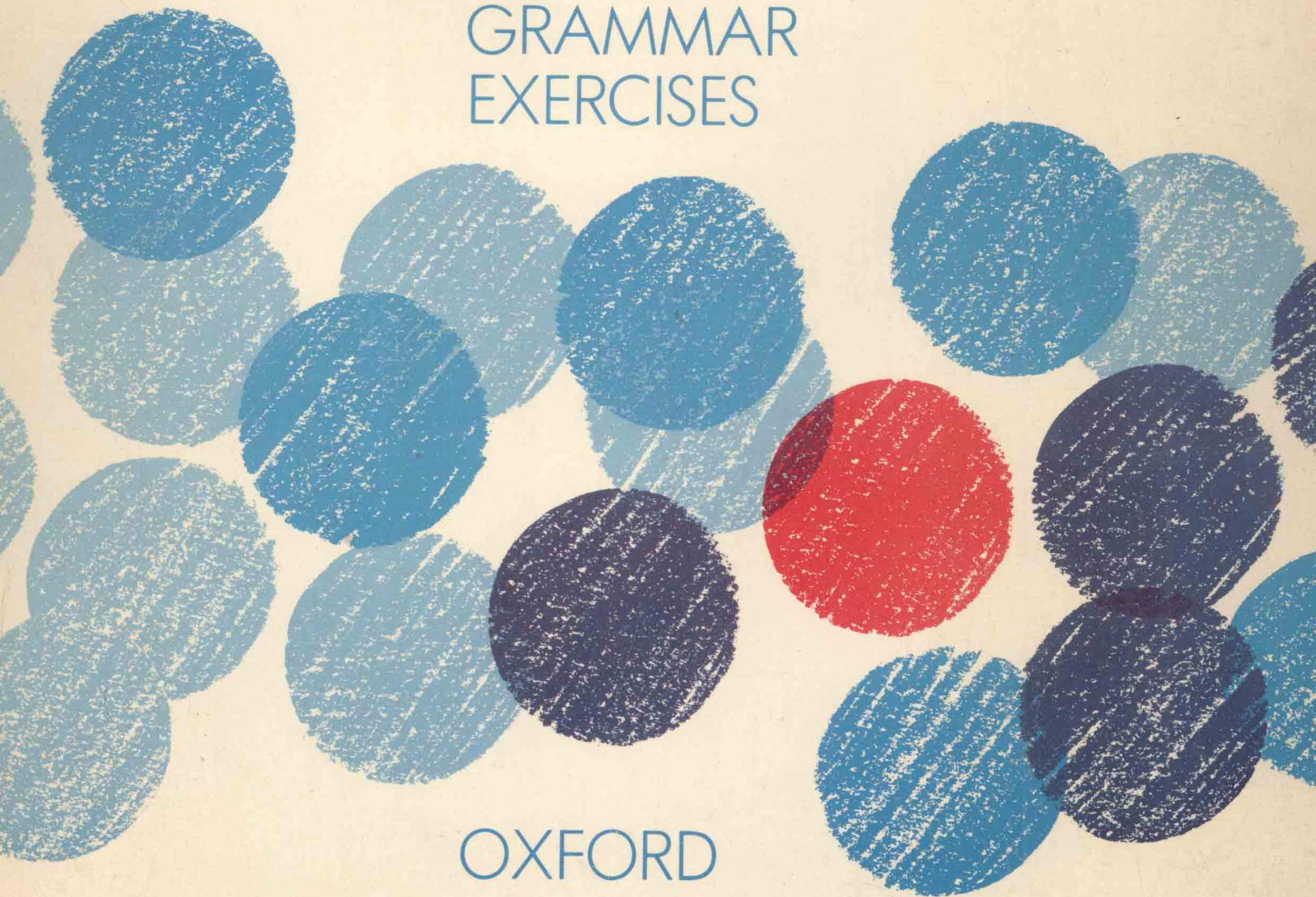
RAYNER W. MARKLEY
WILLARD D. SHEELER

INTERMEDIATE

SPOT DRILLS

ILLUSTRATED
GRAMMAR
EXERCISES

OXFORD



RAYNER W. MARKLEY
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INTERMEDIATE

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PREFACE

Spot Drills provides practice material on specific grammatical points for learners of English as a second language and is designed for use with any major textbook series or as self-study practice.

The 110 units of *Spot Drills: Low Intermediate* cover the grammatical structures and forms which are usually taught in elementary level courses. These one-page units are arranged in three sections: (1) Points concerning the verb phrase (verb inflection, tenses, auxiliaries, etc.); (2) Points concerning the noun phrase (noun inflection, determiners, pronouns, etc.); and (3) Types of sentences (objects, complements, types of questions, imperatives, etc.).

It is not intended or necessary to do the units in order. One can start anywhere and skip around as needed. This is facilitated by the page-by-page format and by the limited vocabulary and structure items used throughout the book. Only structures that have specific units on them are used anywhere in the book. There are, for example, no embedded clauses, passives, or present perfect verb phrases at this level. Furthermore, some structures are not used outside of the units devoted to them. Tag questions are only in the five units 95 through 99. Other examples of such restricted use include negative questions and *There* sentences. The irregular past forms of the 61 verbs presented in Units 23 through 26 (and listed in Appendix B) may be used throughout the book.

Vocabulary follows the major elementary textbooks in using the areas of nationality, language, food, clothing, and objects of the home, classroom, office, and shops. Some additional vocabulary, not commonly found at the elementary level, is used to make some exercises workable and more interesting. Whenever possible vocabulary words are alphabetized. Some of these words are pictured in the drills.

The Drills

"Drills" is a term used loosely; not only mechanical or fluency drills, but also exercises which require making a choice or creating sentences are found in this book. A

progression in the different parts of a unit helps develop fluency in using the grammatical forms, building from simple word formation or substitution to sentence completion or the formation of entire sentences. A completed example is always given to get the drill started. There are three principle types of drills.

Substitution drills require a substitution and usually another change (such as a pronoun or an auxiliary) in the sentence (e.g., 46A). There are also so-called progressive substitutions, in which two different parts of the sentence are substituted (e.g., 71A). Some of these also require a change in the sentence. In the example sentence for a substitution drill the item or items to be replaced are underlined, and the item that changes (if any) is **boldfaced**.

Fill-in exercises require that a word (or group of words) be added to complete a sentence. It may be a function word (e.g., 52B) or a word chosen from a list (e.g., 45B) or from two words in parentheses (e.g., 43A).

Sentence formation exercises, as the name indicates, require that complete sentences be formed. Usually a model is given and other sentences are to be formed like it (e.g., 50B), sometimes in answer to a question (e.g., 54A). In some cases cued words are given in scrambled order (e.g., 43C); some are matching exercises (e.g., 47A). When two different sentences are to be formed, the cued words for each sentence are separated by double slashes // (e.g., 52A). Sentence completion exercises are similar to fill-ins or sentence formation except that the sentence is begun for the student (e.g., 47C, 64A).

Many drills have provision for two students to take part (e.g., 45C, 46C, 47B). In making a reply in these, and in any drill or exercise, only natural responses should be used. This means making any necessary pronoun substitution and shortening of predicates.

The use of integral pictures or tables in each unit is a feature of this exercise book that allows for considerable communication practice and creativity on the part of the student. Note that the student is not asked to give a grammatical analysis.

Supplementary Material

The supplementary material at the back of the book includes appendices of helpful grammatical tables, some teacher's notes, and an answer key. This section of teacher's notes has some ideas and suggestions for expanding the drills (that is, doing them again in a slightly different way) or cross-references to other pertinent drills or pictures. Since more than one page of practice will be needed for some grammatical points, teachers are encouraged to adapt other drills frequently. There are also notes in this section to clarify certain aspects of drills that may not be obvious. However, there is no general

grammatical explanation in the book. It is expected that the teacher will provide whatever is needed before doing the drills. The examples at the beginning of each unit do focus on the purpose of the unit.

The drills can be used in a variety of language learning situations to supplement courses organized from widely different approaches. Whether coming to a new grammatical topic or spotting a need for extra practice, the teacher can quickly turn to the appropriate Spot Drill.

R.W.M.
W.D.S.

April 1983

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SECTION ONE

1 Present of be: Affirmative

am is are

A. Form sentences like the model. Substitute the subject. Use **am**, **are**, or **is**.

We are warm.

Ex. She
She is warm.

- | | |
|--------------|------------------------|
| 1. You | 7. Mrs. Jessup |
| 2. I | 8. Mr. and Mrs. Winter |
| 3. It | 9. The animals |
| 4. They | 10. This milk |
| 5. He | 11. Her hand |
| 6. She and I | 12. The children |

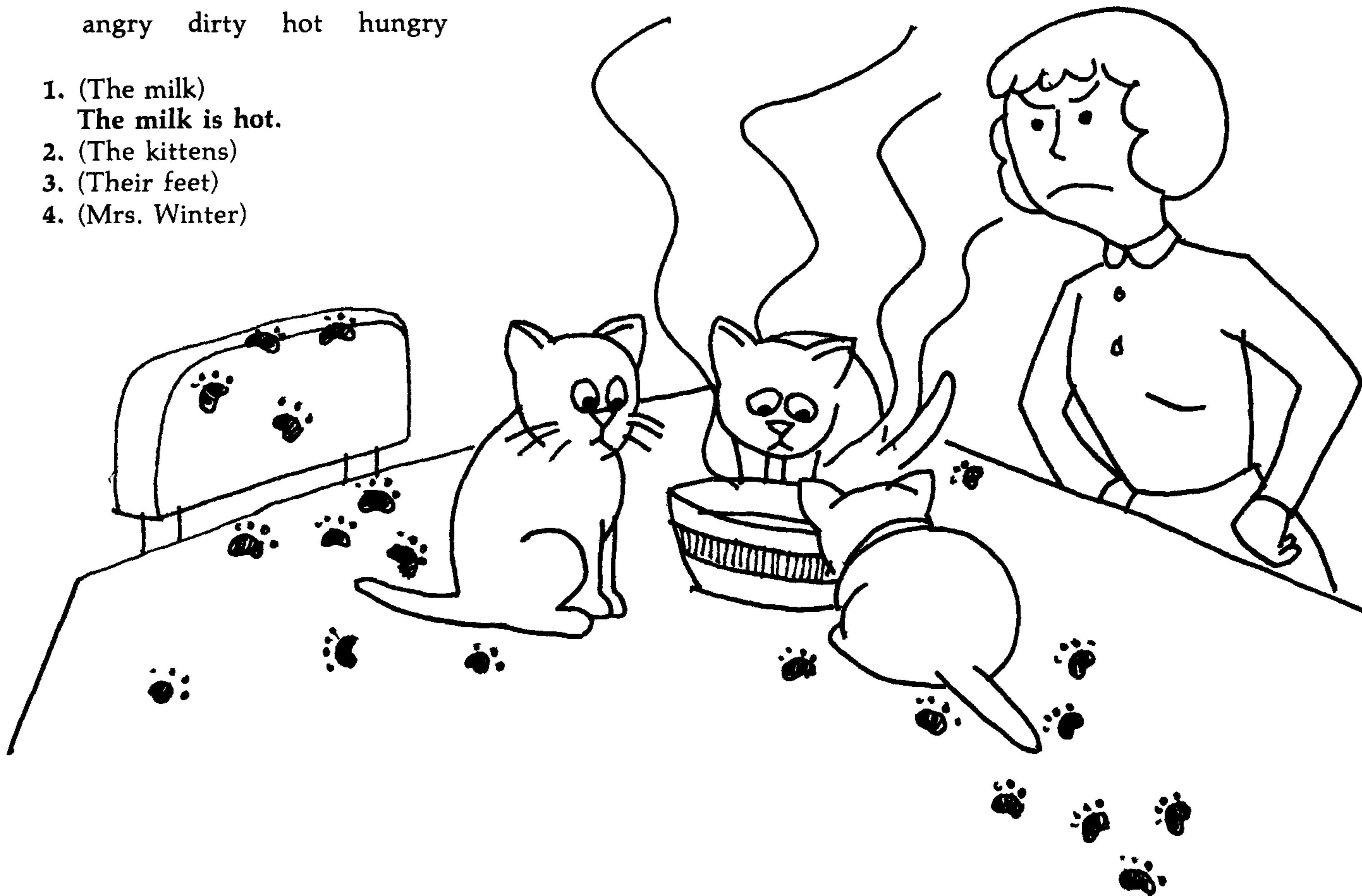
B. Fill in the blanks with **am**, **are**, or **is**.

1. This room is small.
2. Those buildings are stores.
3. Ralph is a dentist.
4. They are on the floor.
5. I am in the class.
6. Ralph and you are late.
7. Swimming is my favorite sport.
8. The lamp and the vase are broken.
9. Mr. and Mrs. Watson are here.
10. I am a new student.
11. Mrs. Jessup, you are wonderful.
12. Your sister is outside.
13. The boss and I are forty years old.
14. His parents are in South America.
15. Mrs. Jones and her daughter are in Room 606.

C. Form sentences about the picture. Use a form of **be** and an adjective from the list.

angry dirty hot hungry

1. (The milk)
The milk is hot.
2. (The kittens)
3. (Their feet)
4. (Mrs. Winter)



2 Present of be: Affirmative Contractions

I'm we're
you're you're
he's, she's, it's they're

A. Form sentences like the model. Substitute the subject pronoun or the complement of **be**. Use the correct contracted form of **be**. Do 1-13 in order.

She's in this room.

Ex. We
We're in this room.

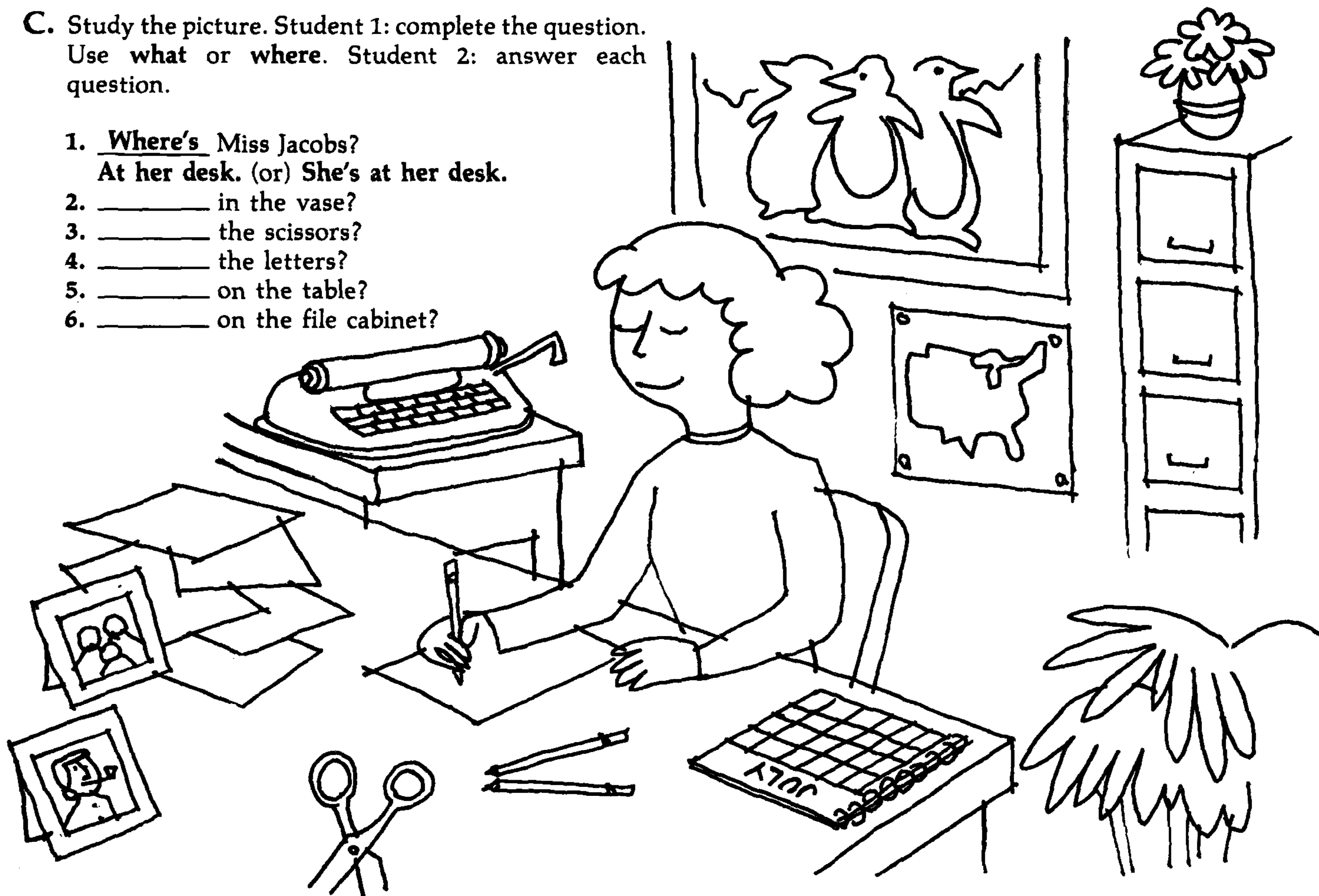
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|-----------------|---------------|
| 1. He | 8. They |
| 2. on the phone | 9. very nice |
| 3. You | 10. She |
| 4. by the door | 11. a pilot |
| 5. I | 12. I |
| 6. It | 13. ready now |
| 7. in the box | |

B. Fill in the blanks with words in parentheses and a form of **be**. Use the contraction 's if possible (the bat's but the class is).

1. The ball's lost. (ball)
2. Your watch is on the desk. (watch)
3. An elephant a big animal. (elephant)
4. What the time? (What)
5. That college a good place. (college)
6. The class over. (class)
7. Who that young man? (Who)
8. Where Mr. Frantz? (Where)
9. This ride rough. (ride)
10. Her house next to mine. (house)
11. The garden beautiful. (garden)
12. A vase on the dining room table. (A vase)

C. Study the picture. Student 1: complete the question. Use **what** or **where**. Student 2: answer each question.

1. Where's Miss Jacobs?
At her desk. (or) She's at her desk.
2. What in the vase?
3. Where the scissors?
4. Where the letters?
5. Where on the table?
6. Where on the file cabinet?



3 Present of be: Negative (is/'s not)

I am not. I'm not.
 You are not. You're not.
 He is not. He's not.

A. Form sentences like the model. Substitute the subject pronoun or the complement of **be**. Use the correct contracted form of **be**. Do 1-12 in order.

It's not right.

Ex. They
 They're not right.

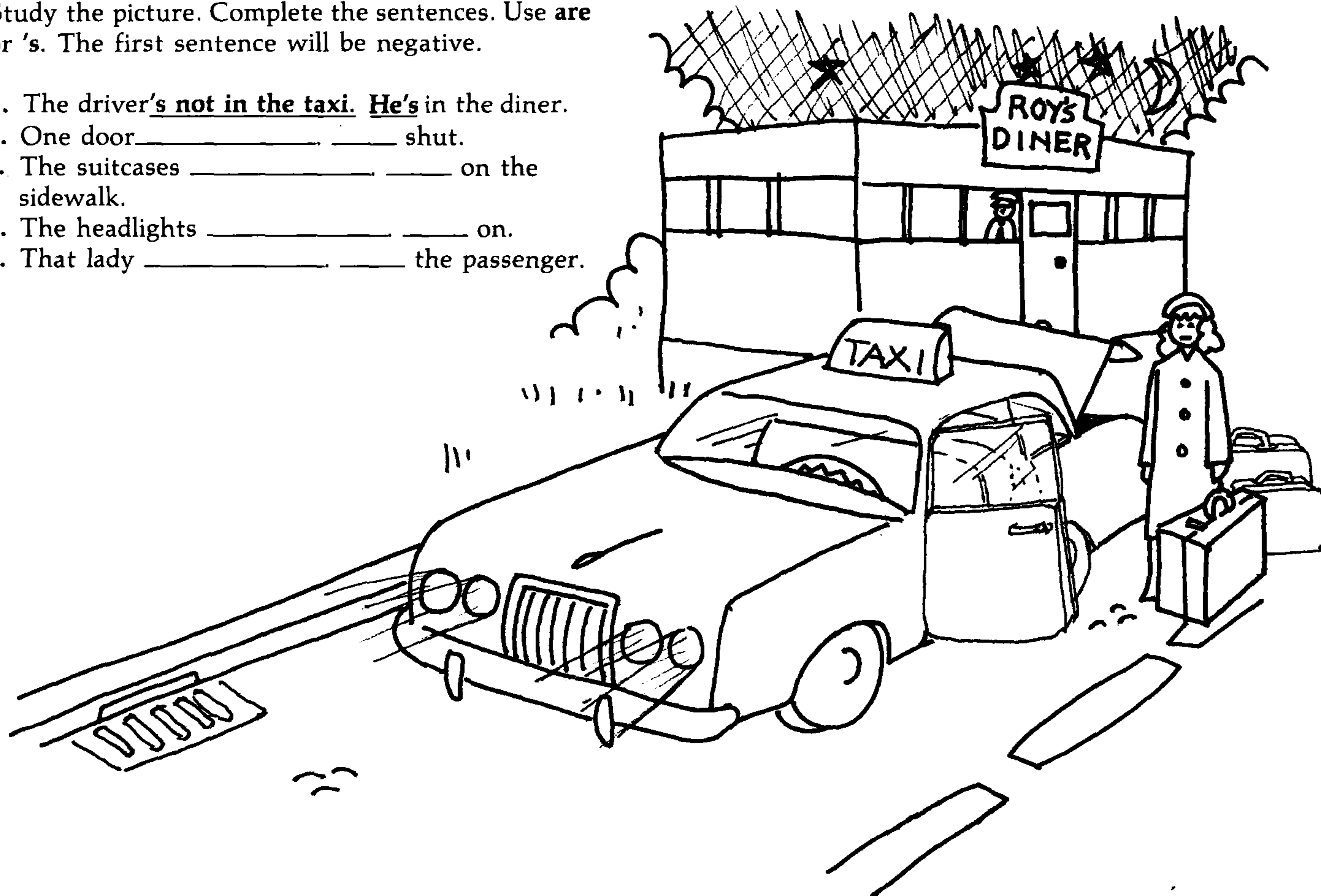
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|-----------------------|-------------------|
| 1. You | 7. I |
| 2. in the right place | 8. He |
| 3. It | 9. You |
| 4. We | 10. good swimmers |
| 5. She | 11. They |
| 6. a good swimmer | 12. ready |

B. Fill in the blanks with the correct full form of **be** and the word **not**.

- The waiters are not in the kitchen.
- The milk _____ in the refrigerator.
- The car _____ in the garage.
- The children _____ in their room.
- The park _____ clean.
- The air and water _____ the same temperature.
- Our teacher _____ an American.
- Mr. Kessler and I _____ accountants.
- A whale _____ a fish.
- Howard and Bill _____ engineers.
- You and Mrs. Schetter _____ late.
- Your glasses _____ on right.

C. Study the picture. Complete the sentences. Use **are** or **'s**. The first sentence will be negative.

- The driver's not in the taxi. He's in the diner.
- One door _____ shut.
- The suitcases _____ on the sidewalk.
- The headlights _____ on.
- That lady _____ the passenger.



4 Present of be: Negative (isn't)

He/She/It isn't
We/You/They aren't

A. Form sentences like the model. Substitute the subject. Use the verb **isn't** or **aren't**.

The glass isn't full.

Ex. The cups
The cups aren't full.

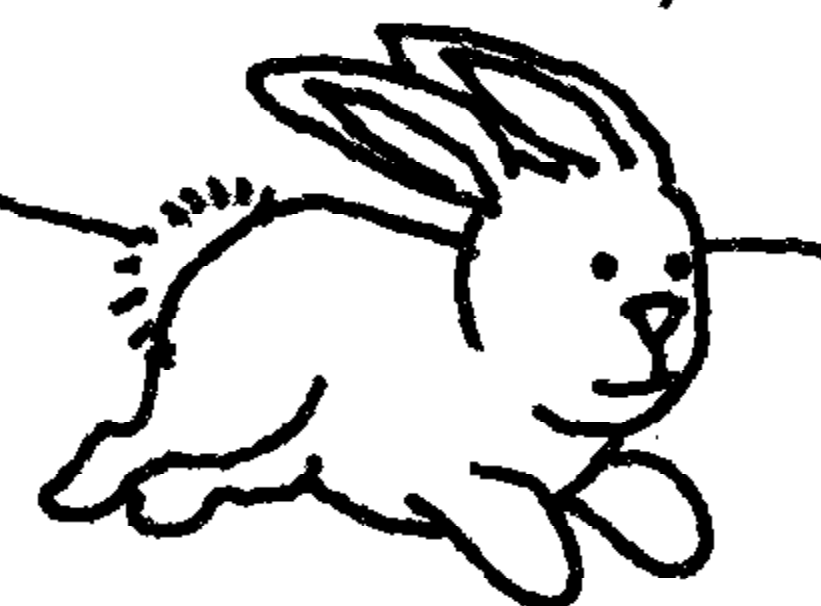
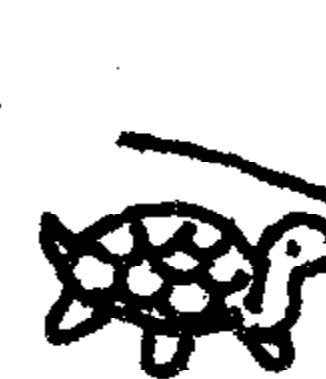
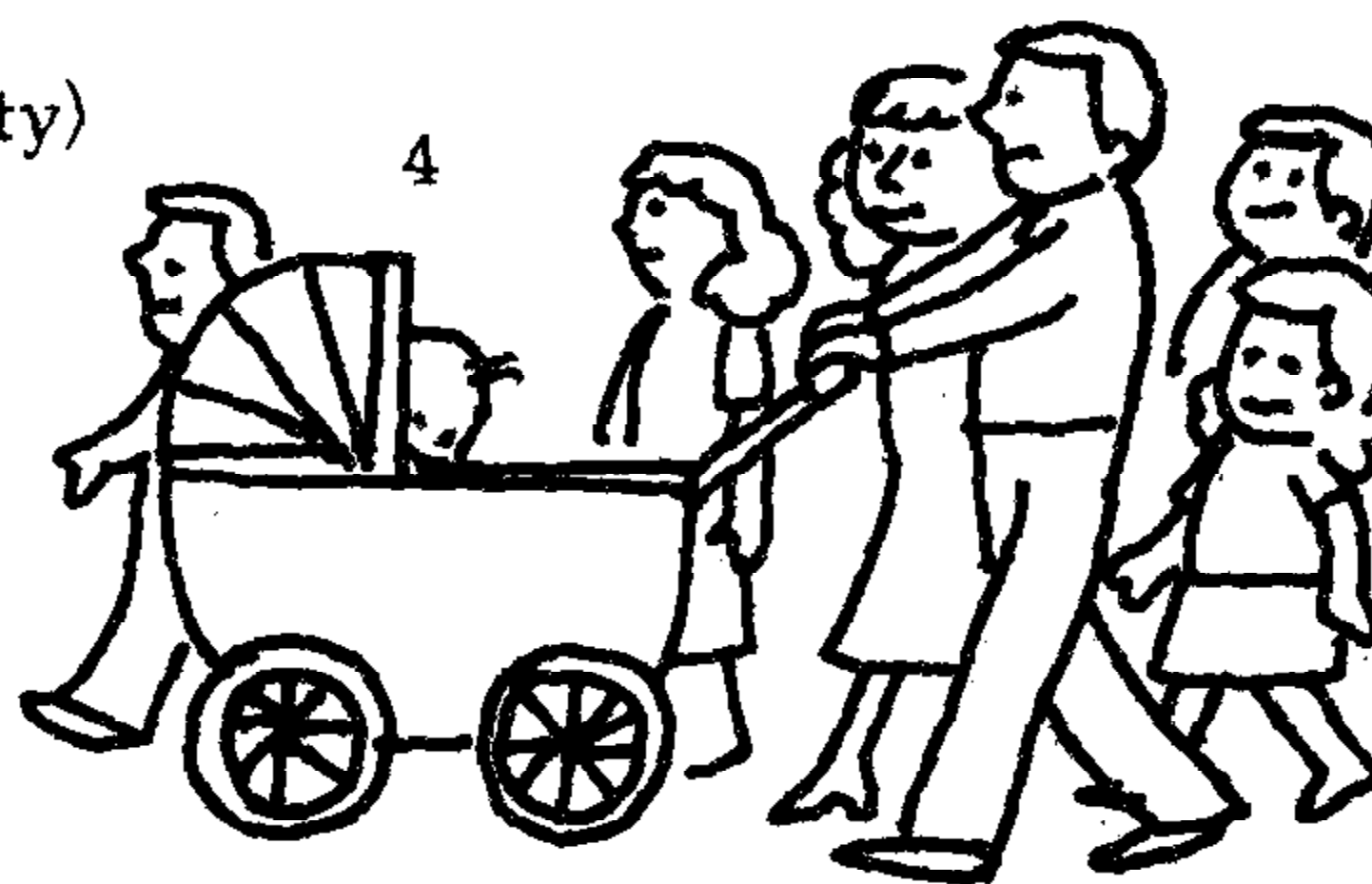
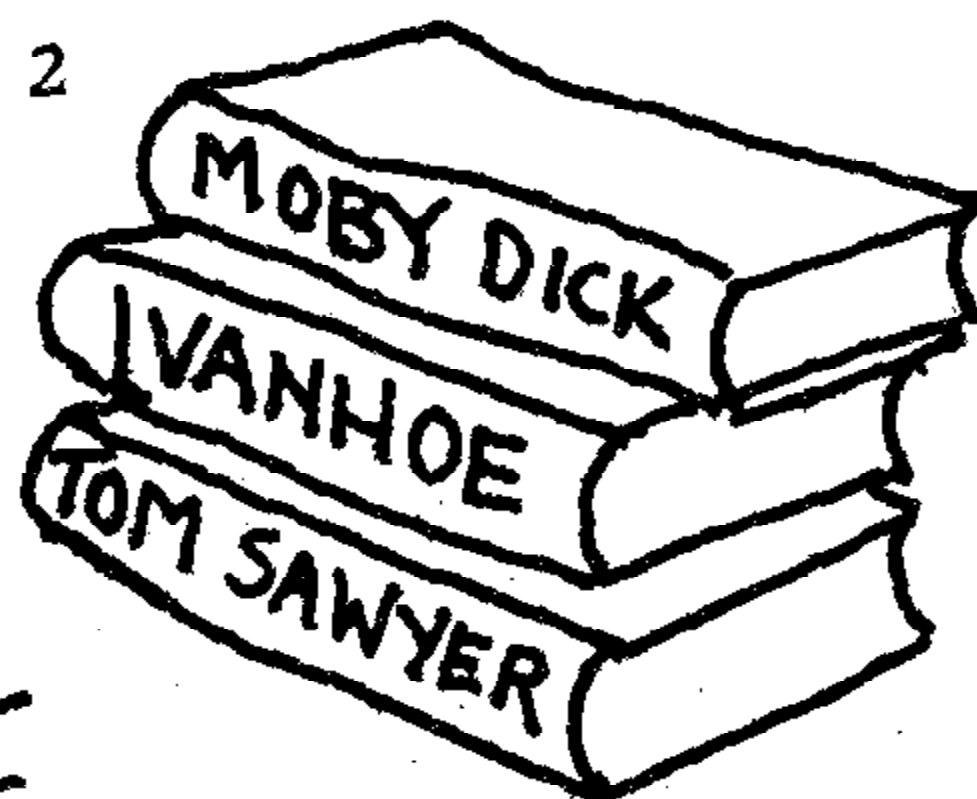
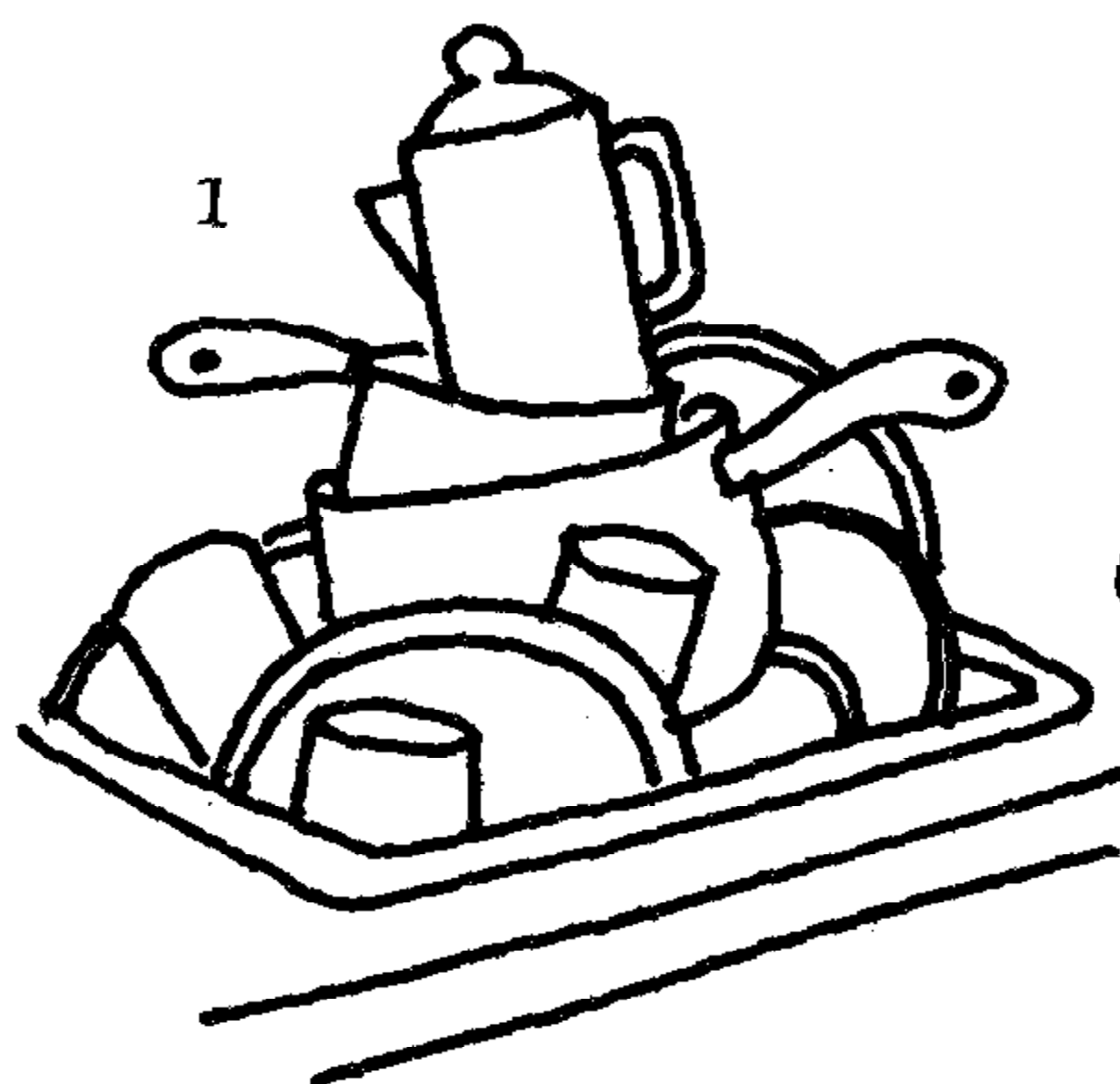
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|-------------------|------------------|
| 1. The theater | 7. The elevators |
| 2. The trash cans | 8. Many buses |
| 3. My stomach | 9. Her calendar |
| 4. Her wallet | 10. The bag |
| 5. My suitcases | 11. His pockets |
| 6. The airplane | 12. That bottle |

B. Fill in the blanks with a pronoun and **isn't** or **aren't**.

1. Rocks are hard. They aren't soft.
2. Butter's yellow. _____ red.
3. Mr. Aoki's Japanese. _____ Chinese.
4. The cows are lost. _____ here.
5. The house is across the street. _____ on the corner.
6. Your shirts are at the cleaners. _____ in the closet.
7. That girl's a cafeteria worker. _____ a student.
8. Penguins are birds. _____ fish.
9. This ring's for Carol. _____ for you.
10. Those boxes are only half full. _____ ready.
11. The typewriter is over here. _____ electric.
12. The salt and pepper are in the kitchen. _____ on the table.

C. Form a negative and an affirmative sentence about each picture.

1. The dishes aren't clean. They're dirty. (clean, dirty)
2. The books _____ (closed, open)
3. The street _____ (quiet, noisy)
4. John _____ (single, married)
5. The juice _____ (sweet, sour)
6. The turtle _____ (quick, slow)
7. The rabbit _____ (quick, slow)



THE RABBIT IS QUICK.
THE TURTLE IS SLOW.

5 Present of be: Questions and Short Answers

Is she a nurse?	Yes, she is.
Are they at home?	No, they aren't.
Are you ready?	No, I'm not.

A. Student 1: ask questions like the model. Student 2: give short **yes** or **no** answers. Do 1-12 in order.

Is he a mechanic?

Ex. Mary

Is Mary a mechanic? Yes, she is.

- | | |
|------------------|-------------------------|
| 1. in the garage | 7. you (plural) |
| 2. the tools | 8. the teacher |
| 3. Bill | 9. your friend |
| 4. hungry | 10. in the hospital |
| 5. they | 11. on the second floor |
| 6. tired | 12. all right |

B. Student 1: read the sentence. Then ask a yes/no question. Student 2: give a short answer like the example.

Ex. Bill's tired. (Mary//Yes)

Is Mary tired? Yes, she is.

- I'm afraid. (you//No)
- That clock's wrong. (your watch//No)
- Her hair's brown. (her eyes //Yes)
- The car's in the garage. (the tools//Yes)
- The potatoes are in the oven. (the cookies//No)
- Mary's at the hospital. (Bill//Yes)
- I'm out of white paper. (the typist//No)
- Miss Warner's here. (Mr. and Mrs. Young//Yes)
- You're in the front row. (I//No)
- These are cheese sandwiches. (That//Yes)

C. Student 1: ask questions about each picture. Use words from the list. Student 2: give a short **yes** or **no** answer.

happy heavy hungry light
lively thirsty tired unhappy

- Is the East team happy? Yes, it is.
(or) Are the East players unhappy? No, they aren't.



6 Present of be: Question Word Questions

Who }
What } is a librarian?
Where }
When } are the meetings?

A. Fill in the blanks with a question word and is or are.

- | | | | |
|----------------------------------|------------------|--------------------------|------------------|
| 1. <u>Where's</u> Marie's house? | On 44th Street. | 5. _____ your boots? | In the closet. |
| 2. _____ the games? | On the weekends. | 6. _____ the next train? | Pretty soon. |
| 3. _____ the captain? | Simpson is. | 7. _____ those things? | Radios. |
| 4. _____ the winners? | Stella and Mike. | 8. _____ that young man? | My big brother. |
| | | 9. _____ their names? | Smith and Brown. |
| | | 10. _____ Joyce? | At the library. |

B. Student 1: read the sentence. Student 2: ask a question about the words in parentheses. Use a question word. Student 1: then choose an answer from the list.

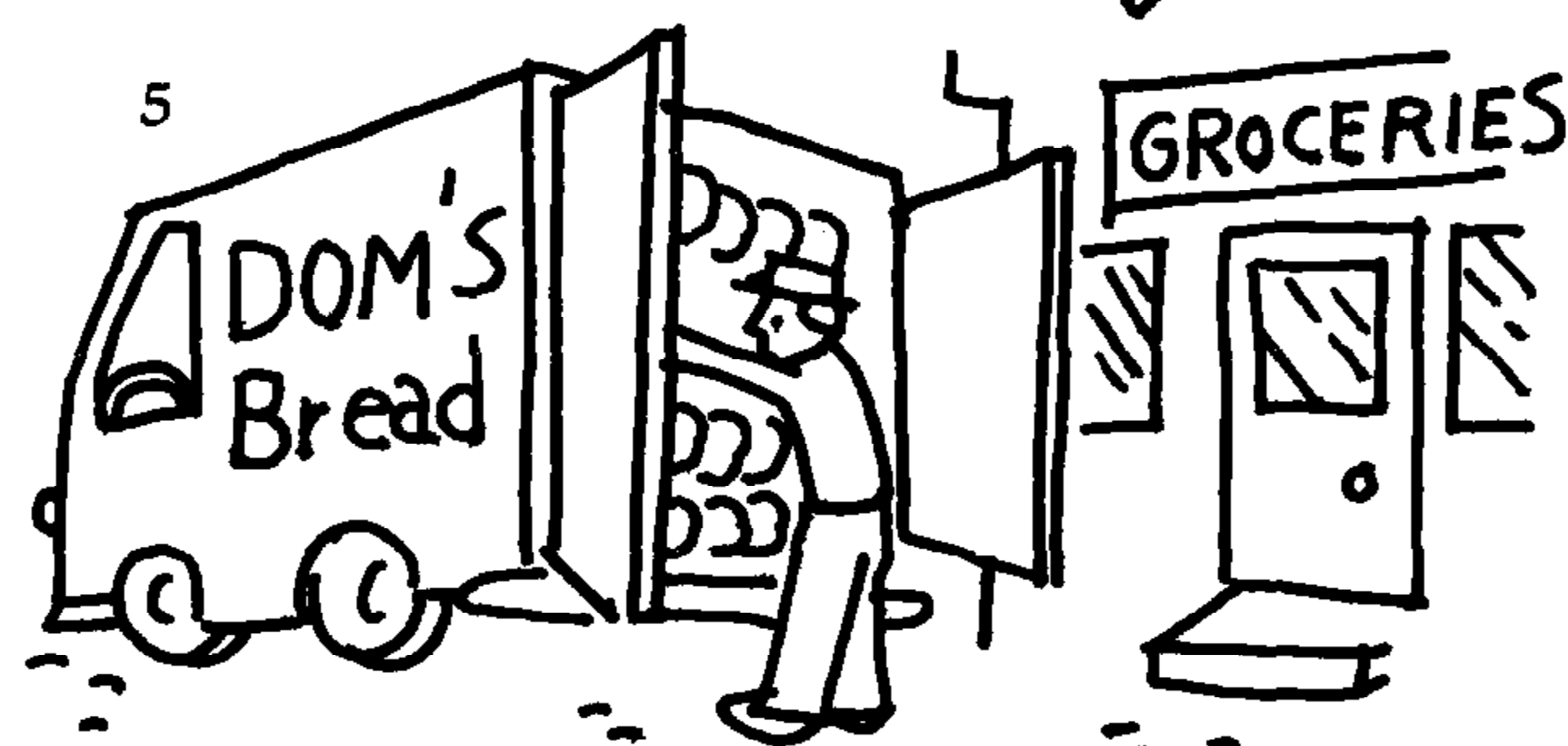
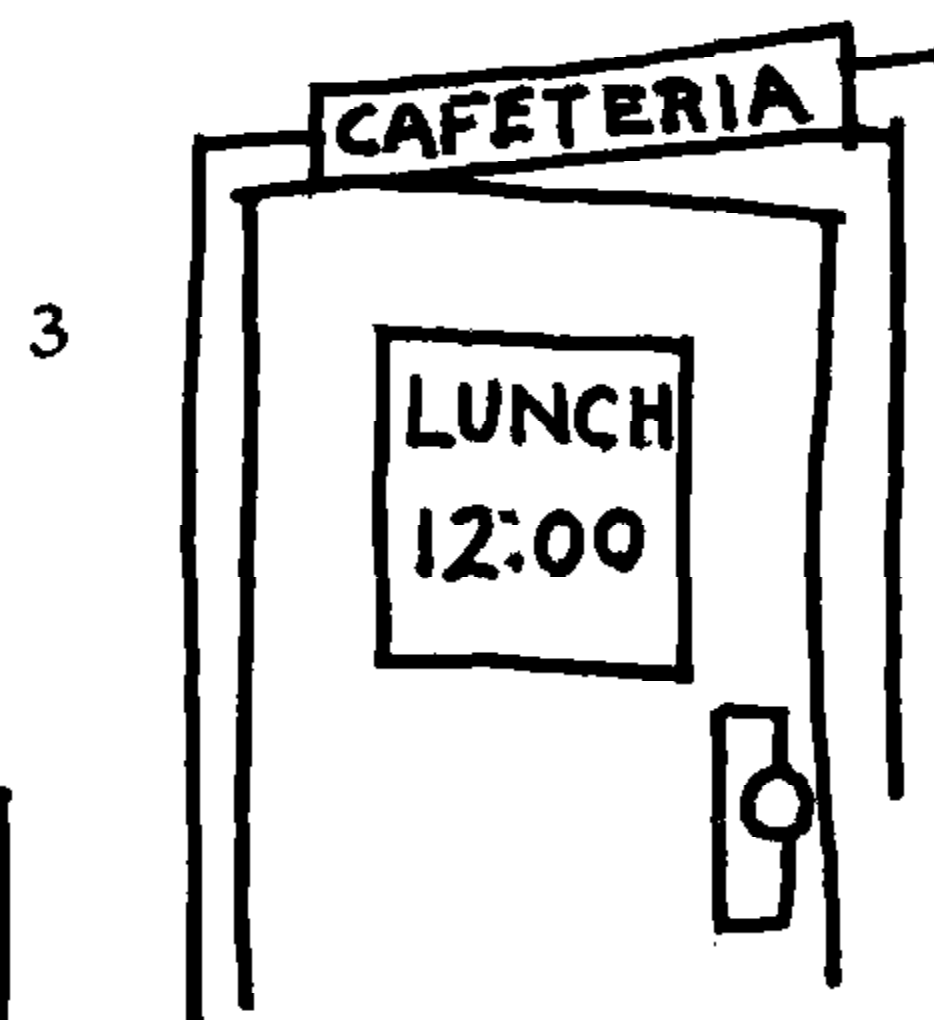
A Ford.	In the summer.	Today.
The vegetables.	Fish.	Terry Jones.
His sister.	On Q Street.	

Ex. Annette Jones is my brother's wife.
(Julia Johnson)
Who's Julia Johnson? His sister.

- The sales meeting's next Tuesday. (the election of officers)
- Penguins are birds. (sharks)
- Steve's car is a Volkswagen. (Martha's car)
- Brian's birthday is in February. (his brothers' birthdays)
- The chicken is in the oven. (the refrigerator)
- The library's on Grand Avenue. (the railroad station)
- Winters is the vice-president. (the president)

C. Study the pictures. Student 1: ask questions with what's, where's, or where are. Student 2: answer each question.

- What's on the table? A birthday cake.
(or) Where's the birthday cake? On the table.



7 Past of be: Affirmative and Negative

was were
wasn't weren't

A. Form sentences like the model. Substitute the subject. Use **was** or **were**.

The dishes **were** in the kitchen.

Ex. She
She **was** in the kitchen.

- | | |
|-----------------|-------------------|
| 1. Some glasses | 7. Al and Vic |
| 2. We | 8. He |
| 3. The napkins | 9. The vegetables |
| 4. It | 10. The cookbook |
| 5. The butter | 11. They |
| 6. I | 12. The rice |

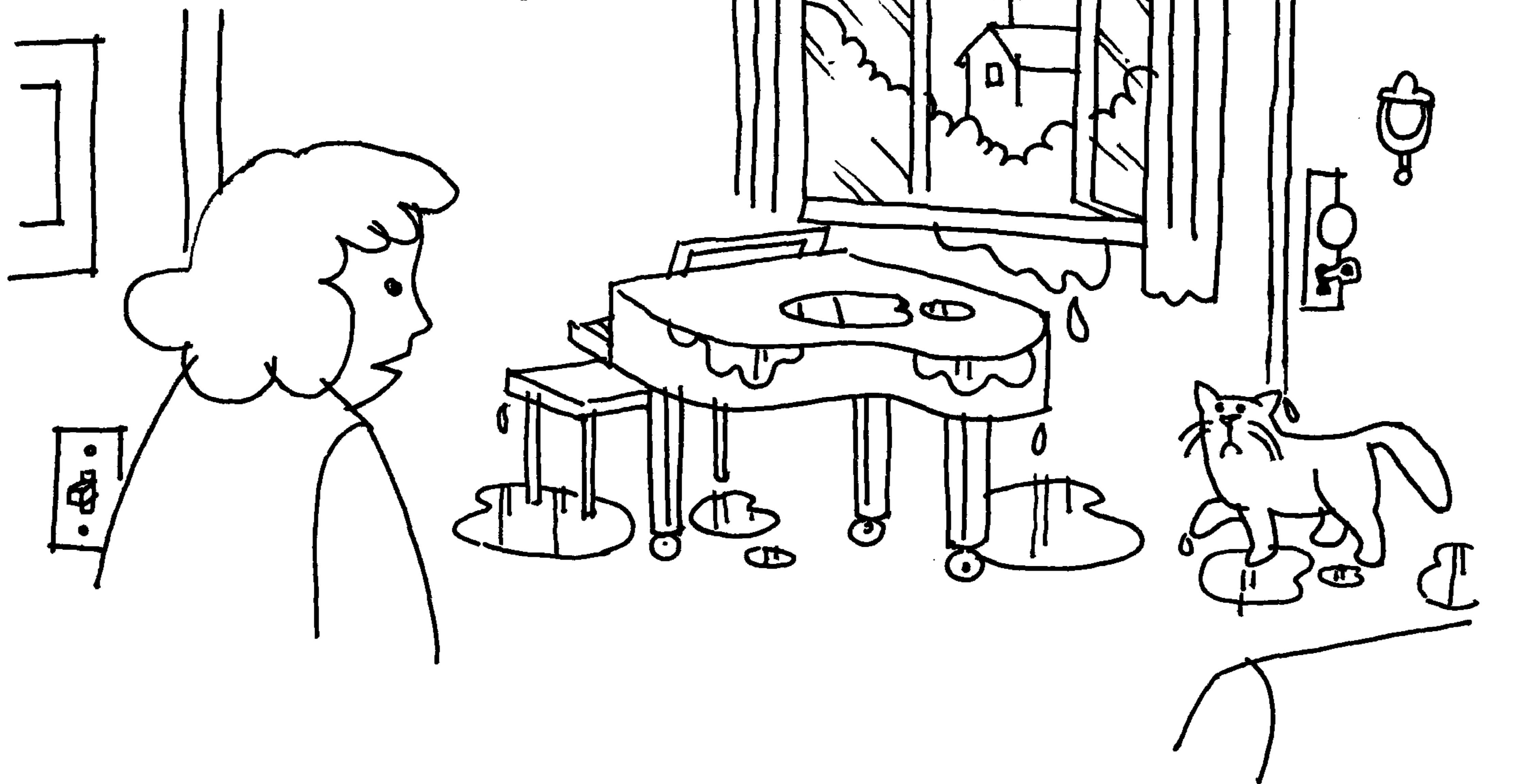
B. Form a negative and an affirmative sentence like the example.

Ex. She/fat//thin
She **wasn't** fat. She **was** thin.

1. We/interested//bored
2. He/young//old
3. They/in New York//in Miami
4. You/in your house//in a restaurant
5. I/vice-president//president
6. His grandfather/from Belgium//from Holland
7. Miss Wade/the teacher//a student
8. The school/in the suburbs//downtown
9. He and I/good swimmers//just beginners
10. Helen/married//single
11. Mr. Greer/in the office//at lunch

C. Form negative and affirmative sentences about the picture. Use the past forms of **be**.

- | | |
|-------------------------------|-----------------------|
| 1. The cat _____ | 3. The key _____ |
| The cat wasn't inside. | 4. Mrs. Kinkaid _____ |
| The cat was outside. | 5. The door _____ |
| 2. The windows _____ | 6. The piano _____ |



Past of be: Questions and Short Answers

Was he at home? Yes, he **was**.
Were they students? No, they **weren't**.

- A.** Student 1: ask questions like the example. Use **was** or **were**. Student 2: give a short **yes** or **no** answer.
- B.** Student 1: ask questions about subjects 1–12. Use **was** or **were** and a complement from the list a–l. Student 2: give a short answer.

Ex. they/in the garage

Were they in the garage? Yes, they were.

1. she/the receptionist
2. we/in the right building
3. I/right
4. you/ready for the trip
5. it/by the door
6. the letters/important
7. the Critchfields/at home
8. your friends/angry
9. Jean/a winner
10. Mr. Jamison/on that bus
11. you and your husband/downtown

1. the chair//Yes a) exciting
2. the child//No b) like the back
3. the cups//Yes c) lonesome
4. the doors//No d) near the coast
5. the front//Yes e) on sale
6. the game//No f) above the classroom
7. the islands//Yes g) shut
8. January//No h) strong
9. your office//Yes i) together
10. the ropes//No j) a warm month
11. the toys//Yes k) with the saucers
12. you and Al//No l) for little children

1. Was the chair on sale? Yes, it was.

- C.** Student 1: ask yes/no questions about each picture.
Student 2: give short **yes** or **no** answers.

1. (Al)
Was Al a good boy? No, he wasn't.
2. (many people)
3. (the apples)
4. (the brakes)

