

Liondale English Language Series

Volume 1

Grammar and vocabulary practice
for intermediate and advanced students

Marc Loewenthal

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Introduction

This book is the first in a series of books exploring aspects of grammar, vocabulary, pronunciation and spelling which are often neglected by standard textbooks, grammar books and vocabulary practice books. For example, some exercises in the Grammar section look at familiar grammar, such as Simple and Continuous tenses, in such a way as to get the learner to review what s/he knows already and explore it further. Other grammar exercises look at specific areas of grammar, such as the use of articles with days of the week, which the learner may not have noticed or considered before, but which need to be mastered for the learner to be a competent user of the language.

Apart from the Grammar section there are four others. The Vocabareas section looks at ways of practising and expanding vocabulary through collocation, affixation, categorisation and word formation. The Word Focus section practises in detail the meanings and usage of particular common words, such as *hand*, *hold* and *life*, particularly in phrases and common expressions. The Word Groups section practises literal and extended meanings of vocabulary based around a central theme, such as money, weather or numbers. The Wordplays section practises skills, such as spelling and proofreading, through exercises which involve searching for words with a letter missing or with an extra letter. It also aims to increase vocabulary building through word puzzles and wordplays.

These exercises are intended both for classroom use and for self study. They are particularly useful for teachers to follow up grammar or vocabulary which has been presented and practised in the classroom. Equally, self-motivated students can use them for self-study by reading the notes for each activity first and then checking the answers after they have finished. Other volumes to come in this series will also focus on the above themes. If you find these materials useful and enjoyable, we hope you will welcome the new volumes when they come out.

GRAMMAR

This section consists of twenty exercises which either explore aspects of grammar not always covered in standard grammar books, or extend more basic grammar. It is recommended that students practise these aspects of grammar in class and do these exercises as extension and consolidation activities. Teachers should ensure that students look through the notes for each exercise before tackling it.

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Notes on exercises

1. *Would*: future or past?
2. Double passives
3. Present tense oppositions: Simple or Continuous?
4. Past tense oppositions: Simple, Perfect or Continuous?
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7. Relative clauses: omitting the pronoun
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15. Two-form adverbs 1
16. Two-form adverbs 2
17. *-ing* forms: Gerund, Continuous, Participle or Adjective?
18. Articles with days of the week
19. Verbs with or without prepositions 1
20. Verbs with or without prepositions 2

Grammar Notes

1. *Would*: future or past?

One of the most common uses of *would* is to denote hypothetical and unlikely situations in the present and future:

a. *What would you do if you won the lottery? Would you give me some money?*

However, it is also used to denote events and situations in the past which happened regularly, much like *used to*:

b. *When I was young, my father would take me to watch the local football team every Saturday.*

This exercise is designed to help the learner distinguish between the two uses. In some cases, either use is possible, but one is more likely than the other. This will be indicated in the answers where necessary.

2. Double passives

Verbs which take an object can usually be used in the passive:

The witness saw three men running from the bank. → Three men were seen running from the bank (by the witness).

Verbs which take two objects can have two passives:

a. *Some people gave money to the beggar. → Money was given to the beggar (by some people).*

b. *Some people gave the beggar money. → The beggar was given money (by some people).*

In these examples, the passive sentence *b.* is more natural in everyday speech than sentence *a.* This exercise practises the formation of passive sentences like this with other verbs which take double objects.

1. *Would*: future or past?

Read the sentences below and decide if they refer to the future or the past, or possibly either, depending on the context. Write F (future), P (past) or E (either) in the space at the end of each sentence.

1. You look really tired and run down. You've been working far too hard. I'd take a long holiday if I were you. _____
2. We'd always play chess indoors if it was raining. _____ That's why I'm such a good chess player today.
3. I haven't seen my cousin John for months. If he visited me now, I'd take him straight out for a meal. _____
4. This house is far too small for my family now, but I can't afford a bigger one. I'd buy a much bigger house if I won the lottery. _____
5. In the winter it would snow quite a lot. _____ Nowadays, though, the temperature rarely gets below freezing point.
6. I used to do a lot of winter sports as a child and I still do. It would be lovely if it snowed in winter so we could go skiing. _____
7. I've always enjoyed having you round to my house. It would be nice if you could come to visit me more often. _____
8. I know you've got a lot of work to do and I would love to help you if I had more time. _____
9. I've always enjoyed cooking. I would help my grandmother make cakes if she was visiting. _____
10. We would go abroad on holiday if we had enough money. _____ The trouble is it's always been so expensive.
11. The government would pass as many laws as it could if it had enough votes in parliament. _____
12. If the government were more organised, it would be able to pass as many laws as it wanted. _____

2. Double passives

Read the sentences and choose a verb and an object from the each of the two lists below to complete them. Remember to put the verb in an appropriate tense and form of the passive.

<i>Verbs</i>	<i>Objects</i>
<i>bring, hand, leave, loan, offer, owe, pay, promise, refuse, send</i>	<i>a replacement, over £1m, an email, our meals, the other half, too little, entry, a saloon car, double time, an envelope</i>

1. I wanted to sell my car at the auction today, but I _____
_____ for it, well below the real value of the car, so I didn't sell.
2. When the spy asked for the money for the secret plans, he _____
_____ with £10,000 in it.
3. The service at the restaurant was terrible. We _____
_____ by the waiter an hour after we ordered and they were cold.
4. The boys tried to get into the night club, but they _____
_____ because none of them could prove they were over eighteen.
5. Marion's really lucky. Her rich aunt died last month and, as her favourite niece, she
_____ in the will.
6. I'm really angry with the car hire company. We _____
_____ when we booked, but they gave us a smaller one on the day.
7. My boss says, if I work over the weekend to finish the new computer project, I
_____, so I'm going to do it.
8. So far I've received half the money for the work I did, so _____ still _____
_____, and I expect to get it next week.
9. The garage couldn't fix my car in time for my trip, so I _____
_____ till next week. It's really nice, much better than mine.
10. Don't worry about missing the meeting. You _____
_____ straight after the meeting with all the minutes attached.

VOCABAREAS

This section consists of twenty exercises dealing with areas of vocabulary such as prefixation, suffixation, similar words and words linked semantically.

Contents

Notes on exercises

1. Words with or without *a-*: adjective/adverb
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15. Categories 5 - Animals
16. Collocations 1 - Adjective + Noun
17. Collocations 2 - Noun + Verb
18. Collocations 3 - Verb + Noun
19. Collocations 4 - Noun + Noun
20. Collocations 5 - Quantifier + Noun

Vocabareas Notes

1. Words with or without a-: adjective/adverb

2. Words with or without a-: noun - adverb

3. Words with or without a-: verb - adjective/adverb

Some words in English can take a prefix *a-* (not the negative prefix *a-* as in *moral* - *amoral*), which can change the meaning of the word in various ways, depending on the type of word. In most cases it also changes the part of speech.

Exercise 1 practises adjectives and adverbs of this type. The adjectives are known as predicative, which means that they can not go before a noun, and usually follow the verb *to be* and various other verbs.

Exercise 2 practises adverbs which are formed from nouns and Exercise 3 practises predicative adjectives and adverbs which are formed from verbs.

1. Words with or without a-: adjective - adverb

Each of these adjectives creates a predicative adjective or an adverb with the prefix a-. Put the appropriate form of each one, with or without a-, in the correct space.

back, broad, like, live, loud, lone, wry

1. On the flight over I was the _____ passenger in first class. It was fantastic having nobody else around.
2. I really hate _____ people. They think everyone needs to hear them.
3. Most snakes lay eggs, but some give birth to _____ young.
4. As I watched the train pull out of the deserted station, I looked around and then the realisation hit me: I was finally completely _____.
5. Can you take this book _____ to the library for me if you're going there?
6. I can't believe James and Ryan aren't brothers. I mean, they look so _____ that it's difficult to tell which one is which.
7. Pete always manages to come out with a _____ comment when he sees someone famous making a fool of themselves. He's so witty.
8. Tony's so much _____ his father. He takes after him a lot. He even has the same mannerisms and talks in the same way.
9. When you travel to many places, you have to have a _____ mind or you might constantly be offended by local customs and practices.
10. I was completely taken _____ by the news that my brother had been arrested for armed robbery. It was a total surprise.
11. Some people find it's easier to learn new vocabulary if they read it _____ so that they can hear the pronunciation.
12. I'll have to keep a close watch on the preparations for the wedding to make sure things don't go _____. It would be terrible if anything went wrong.
13. I'm fed up with living in this country. The weather's so bad and it's so expensive. I'm going to move _____, somewhere hot like Australia.
14. It's an incredible story of survival. Tim Hicks was lost for ten days in the desert with little food and water, but searchers still found him _____.

WORD FOCUS

This section consists of twenty exercises dealing with single common words which have a variety of meanings, collocations, expressions and associations. Some of them are literal and some are abstract or metaphorical.

In some cases one or more words have to be changed to fit grammatically into the sentence. These are usually tense changes for verbs and sometimes plurals for nouns. Each exercise has instructions for the completion of that particular exercise.

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3. End 2
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10. Hand 3
11. Hand 4
12. Hard 1
13. Hard 2
14. Hard 3
15. Hit
16. Hold 1
17. Hold 2
18. Life 1
19. Life 2
20. Life 3

1. Change

Choose the correct word or phrase to go in the gaps in the sentences. You may have to change some forms to fit the sentences.

changeable, change down, change hands, change over, change round, for a change, loose change, no change, sea change, small change

1. During the civil war the town _____ three times, until it was finally captured and held by the Southern Army.
2. If you see traffic lights ahead, be ready to _____ through the gears so that, if the lights go red, you can stop smoothly in a low gear.
3. I try not to carry a lot of _____ around in my pockets, just enough to buy a drink or a snack if I need it.
4. Ever since Maurice had his accident, there's been a _____ in his behaviour. Before it, he was confident and sociable, but now he's moody and unfriendly.
5. The doctors say that there's _____ in Dad's condition. He's still critical, but we hope he will improve.
6. The weather is so _____ these days that you don't know what clothes to put on when you go out or whether to take an umbrella.
7. Stanley's so rich that a £50 note is just _____ to him, just like three or four pounds would be to us.
8. Can you help me move this sofa to the other wall? I like to _____ the furniture in here every few months to keep the house looking fresh.
9. I'm fed up with staying in and watching TV. Let's do something different tonight. We can go out to a club and spend a bit of money _____.
10. We're still using the old computer system, but we're going to _____ to the new one after the summer holiday.

WORD GROUPS

This section consists of twenty exercises dealing with groups of words with meanings relating to a particular concept, practice or topic. Each exercise has instructions for the completion of that particular exercise.

Contents

Notes on exercises

1. Special uses of cardinal numbers
2. Special used of ordinal numbers
3. Colour words referring to parts of the body
4. Gestures and facial expressions
5. Memory words
6. Verbs meaning *read* or *write*
7. Body postures
8. Travel verbs
9. Streets and roads
10. Print media
11. Geographical features 1
12. Geographical features 2
13. Shopping and buying things
14. Computer words
15. Internet and related areas
16. Weather
17. Tastes and smells
18. Money 1
19. Money 2
20. Water words

1. Special uses of cardinal numbers

Choose the correct phrase to go in the gaps in the sentences. You may have to change some forms to fit the sentences.

foursquare, high five, one-and-only, one by one, one-dimensional, one-off, one-sided, one-way, ten a penny, two-faced, two-time, two-way

1. England played well and scored five goals, but the match was far too _____, because the other team played so badly.
2. Every time the volleyball team win a point, they all give each other _____ to celebrate. It's like they've won the game each time.
3. Because they had worked so hard during the sales week, all the store's sales staff got a _____ bonus payment of £200 each.
4. Tonight, we present to you the greatest singing star in history of the world, the _____ Michael Jackson! Let's hear it for him!
5. Jenny's really upset. She found out that her husband was _____ her with another woman. She says she's going to leave him.
6. I liked the action and the plot in the film, but I felt the characters were a bit _____ and not realistic or interesting enough.
7. After the armed police had surrounded the bank, the six robbers came out _____ with their hands on their heads.
8. We know that you're having a difficult time, but we're all standing _____ behind you and we'll support you to the end.
9. There's no point in going down that road. It's a _____ street. You'll have to go round and come back up.
10. Don't believe a word Jo says. She'll tell you one thing and tell me something completely different. She's the most _____ person I've ever met.
11. I remember when mobile phones cost hundreds of pounds, but you can get cheap ones everywhere now. They're _____ in London.
12. You have to work hard together with your wife to make your marriage work. It's a _____ process, with a lot of give and take.

WORD PLAYS AND GAMES

This section consists of twenty exercises with word plays consisting of missing letters and word associations. The word plays entitled Vagrant Vowels and Recalcitrant Consonants feature on eflworksheets.com, though the exercises here play with different words. The other word plays entitled Double-ups and One Way or Another, are introduced here for the first time.

In exercises with Recalcitrant Consonants and Vagrant Vowels, there are some words which have either a missing letter or an extra one, thereby creating a new word, for example, *beat* - *bet* or *scream* - *cream*. The learner has to read the text carefully to identify the words in question and decide how to change the word. This may involve adding a letter or removing one. In some exercises, the letter is the same one for each word, for example, *scream* - *cream*, *smile* - *mile*, whereas in others the learner has to find a different letter for each word identified. The idea here is to help learners check written work carefully for mistakes, as well as to amuse them and increase their vocabulary.

The main aim of the exercises entitled One Way or Another is to look at word combinations which can have either word first or second in the combination. For example, if we take the words *back* and *date*, we can make the combinations *backdate* and *date back*. The combinations may be compounds written as one word, as in *backdate* or as two words, as in *date back*. In each case the meaning of the combinations is invariably different.

The main aim of the exercises with Double-ups is to provide practice in forming compound words, especially nouns and verbs. In each case there are three words which are used to create two different compounds, with one of the words “doubling up” as the second element of the first compound, and the first element of the second compound. For example, the three words *street*, *car* and *sick* can make two compounds: *streetcar* and *carsick*. The learner may have to supply the “double-up” word, for example, *street* _____ *sick*, or the first and last words, for example _____ *car* _____. Each compound word has a definition to help the learner work it out.

Each activity has a short explanation at the beginning outlining exactly what learners needs to do. They should be read carefully before the exercise is attempted.

Contents

1. Recalcitrant consonants 1: extra *r* or *l*
2. Recalcitrant consonants 2: missing *r* or *l*
3. Recalcitrant consonants 3: missing *s* or *c*
4. Recalcitrant consonants 4: missing *p* or *b*
5. Recalcitrant consonants 5: extra and missing *s*
6. Vagrant vowels 1: missing *a*
7. Vagrant vowels 2: missing *e*
8. Vagrant vowels 3: *i*, *o*, *u*
9. Vagrant vowels 4: one vowel too many
10. Vagrant vowels 5: one vowel too many
11. One way or another 1
12. One way or another 2
13. One way or another 3
14. One way or another 4
15. One way or another 5
16. Double-ups 1
17. Double-ups 2
18. Double-ups 3
19. Double-ups 4
20. Double-ups 5

1. Recalcitrant consonants 1: extra *r* or *l*

In this text there are twelve words with an extra letter. Seven have an extra *r* and five have an extra *l*. Underline each word in the text and write the new word in the list at the bottom.

Dead Easy – a Crime Story

Crime fiction is the latest popular trend in books. I think it's the most exciting type of writing around. I read a really great book the other day called Dead Easy. It was written with a lot of tension, excitement and flair. It takes place in Italy with two political factions who come together to commit a bank robbery for reasons too complicated to explain here.

The band of robbers set up a camp in a shed outside a town and spend two weeks making their plans. Then one night under cover of a thick fog they creep into the town to carry out the crime. One of the criminals has managed to get hold of a false identity as a security guard, and he unlocks the door to let them in. While they are grabbing the money, because of their sloppy planning, they don't realise that the guard was actually planted by the police and trips them off that the robbers are there.

Anyway, to cut a long story short, the cops arrive and there's a big gun fight. The robbers' hopeless situation is plain; their plot has failed, and soon there are a lot of them lying dead on the floor. However, a few of them escape, and that's when it starts to get really interesting as the relationships between them become strained. The climax is really breathtaking and there's one final twist. Go out and claim your copy now. You won't be disappointed.

-
1. _____; 2. _____; 3. _____;
 4. _____; 5. _____; 6. _____;
 7. _____; 8. _____; 9. _____;
 10. _____; 11. _____; 12. _____

1. Grammar Answers

Exercise 1

1. F; 2. P; 3. F; 4. F; 5. P; 6. E; 7. F; 8. F; 9. E; 10. E; 11. E; 12. F

Exercise 2

1. was offered too little; 2. was handed an envelope; 3. were brought our meals; 4. were refused entry; 5. was left over £1m; 6. were promised a saloon car; 7. will be paid double time; 8. I'm (still) owed the other half; 9. was loaned a replacement; 10. will be sent an email

Vocabareas Answers

Exercise 1

1. lone; 2. loud; 3. live; 4. alone; 5. back; 6. alike; 7. wry; 8. like; 9. broad; 10. aback; 11. aloud; 12. awry; 13. abroad; 14. alive

Word Focus Answers

Exercise 1

1. changed hands; 2. change down; 3. loose change; 4. sea change; 5. no change; 6. changeable; 7. small change; 8. change round; 9. for a change; 10. change over

Word Groups Answers

Exercise 1

1. one-sided; 2. high fives; 3. one-off; 4. one-and-only; 5. two-timing; 6. one-dimensional; 7. one by one; 8. foursquare; 9. one-way; 10. two-faced; 11. ten a penny; 12. two-way

Word Plays and Games Answers

Exercise 1

1. friction/fiction; 2. fraction/faction; 3. blank/bank; 4. bland/band; 5. clamp/camp; 6. shred/shed; 7. flog/fog; 8. flake/fake; 9. trips/tips; 10. crops/cops; 11. fright/fight; 12. dread/dead

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