

# Introduction

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*Testing Your Grammar* was written for high-intermediate and advanced students of English as a second language. The text was first envisioned as a series of practice grammar tests for students taking English language proficiency exams. In the end, however, it developed into a far more comprehensive review of grammatical structures of English. The text covers major aspects of English grammar, including count and noncount nouns, agreement, verb tense, modals, comparisons, and complex clauses, that students need to manage in order to improve their proficiency in English. Each unit contains an explanation of the grammar points presented and a number of exercises to help students monitor their progress.

For this new edition, *Testing Your Grammar* has undergone many changes. Some of the units have been enlarged or significantly modified. Mistakes in the text have been corrected and explanations reworked so that they are clearer and easier to read. Examples have been added. The order of some of the units has been changed to improve the flow of the text. Students wrote to request that explanations be included in the answer key. These have been added.

There are eighteen grammar units in *Testing Your Grammar*. The basic format of each unit remains unchanged. First, there is a brief *pretest*. By means of the pretest, students can start to assess their control of the grammar points covered in the unit. The pretest is followed by a grammar *explanation*. Some of the units have more extensive explanations than others, but in general the goal of this text is to summarize information as succinctly as possible, using basic, uncomplicated terminology and omitting points that students are already expected to know as well as minute details and subtle nuances in grammar that are not a priority for learners at this level of English. *Exercises* that follow the explanation provide practice on the points discussed in the unit. A *final test* at the end of each unit, except for unit 11, helps students evaluate their strengths and weaknesses.

A *review test* is found at the end of every two units. It is a quick review of some of the materials in the two preceding units as well as in other prior units. These tests can be given as they appear in the text or used later in the course as part of a general review. Following unit 18, there are four *examinations* for either pre- or posttesting. An *answer key* with explanations is provided at the end of the text.

Units do not need to be used in order, and instructors are encouraged to rearrange them to suit their individual needs. However, if units are rearranged, *review tests* may have to be postponed.

There are two main item types in the text. The first is **multiple choice**. In some exercises, students must choose between two possible answers; in others, they must choose among four. The latter is

more representative of standardized tests, but the former is practical because the incorrect choices that are supplied illustrate typical student errors. The second type is **error recognition**. In some exercises, students must decide if the italicized portion of a sentence is correct. In other exercises, students must choose from four italicized portions of a sentence the portion that is incorrect. The latter is more typical of standardized tests. However, the former allows the students to more quickly discover and clarify uncertainties they have about a particular grammar point.

*Testing Your Grammar* is most effectively used in a classroom with teacher supervision. Checking answers to the *pretest* in class leads into a discussion of the various points in the unit. Grammar explanations, questions, and additional examples from the instructor and the students make for a lively class hour. Instructors can slow down or quicken the pace of the class as necessary. Specific exercises can be done in small groups, giving students the opportunity to explain and defend their choices to other students. Homework can be checked, and additional feedback and practice material can be provided by the teacher. Teachers can explain differences in conversational and academic or formal English, and they can consult grammar reference books for more in-depth discussion of any grammar point.

This having been said, it is possible for individual students to work through part or all of *Testing Your Grammar* on their own. For this reason the answer key with explanations is provided at the end of the text. The pages of the text are perforated so that the answer key can be removed.

*Testing Your Grammar* does not provide students with task-based or other grammatically based speaking and writing activities. Teachers are encouraged to supplement the text with their own materials in order to help them meet the objectives of their particular course.