

BUILDING ENGLISH SENTENCES

with adverbs

Eugene J. Hall

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Contents

ONE:	Adverbs Defined Adverbs of Manner Adverbs of Place Adverbs of Time	1
TWO:	Position of Adverbs of Manner, Place, and Time.	19
THREE:	Adverbs of Frequency Position of Adverbs of Frequency	37
FOUR:	Adverbs of Sequence Adverbs of Degree Sentence Modifying Adverbs Some Adverbs that Present Special Problems	47
FIVE:	Adverbial Clauses Verbals as Adverbs	65
Index		81

Foreword

This series of books is designed to give oral and written practice on the basic sentence patterns of English. It also shows the ways in which basic patterns can be combined into longer sentences. By pointing out similarities of structure, it should help prevent students of English from getting lost in a syntactic maze.

Language is not just a finite number of patterns and sentences. More important, it is a system for creating and understanding sentences that have never been uttered before. These books contain exercises that will give students of English the ability to generate and comprehend new sentences. They contain extensive drills on the basic syntactic patterns of English, the handful of patterns that are repeated over and over again even in the longest sentences. They also provide drills on the essentially repetitive nature of syntactic composition. The aim of these books is to give a cumulative, synthesizing, and meaningful experience with the language.

Building English Sentences is not intended as a complete course in English, but rather as a series of exercises to supplement courses that already exist. Because of its emphasis on the syntactic aspect of language experience, it does not include material on phonology or on many of the cultural features that are necessary to achieve complete understanding. Therefore, it is suggested that **Building English Sentences** be used in conjunction with complementary English-language series, such as NTC's *Orientation in American English*.

The basic types of practice in this book of **Building English Sentences** are:

1. *Substitution*, for which the instructions are always "Complete the sentences." These are similar to substitution drills that are found in many modern textbooks, though in **Building English Sentences** they have been put in a format that permits the student to use them as written exercises also.
2. *Transformation*, for which the instructions always begin with "Change..."
3. *Combination*, for which the instructions always begin with "Add..."

Within these basic exercises there are, of course, many variations. There are, for example, both simple substitutions, in which only one item is varied, and mixed substitutions, in which more than one item is varied. Many kinds of changes and combinations can be made.

The drills are designed so that they can be given orally. In the substitution exercises, blanks are left for the items to be supplied in order to complete the sentences. In all other drills, the cues to be provided by the teacher are given on the left side of the page. On the right side, an example of the correct response is given. In doing the exercises orally, the recommended method is to have the students *repeat both the cue sentences and the responses* after the teacher, and then to have the students *give only the correct responses* from the cues provided by the teacher.

After the exercises have been prepared orally, they can be assigned as written work, with the answers to be written in the spaces provided in the right-hand column on each page, or in the blanks in the substitution drills.

One of the greatest problems in language teaching is the process of synthesizing a language which has been taught analytically, structure by structure. It is hoped that these books will make a contribution toward this necessary final step in the language experience.

EUGENE J. HALL

1 Adverbs Defined . . . Adverbs of Manner . . . Adverbs of Place . . . Adverbs of Time

A

1. For the purposes of this book, adverbs will be defined as words, phrases, or clauses which are NOT a part of a noun phrase, including its adjectival modifier, a verb with its auxiliaries, or a predicate adjective. The sentence **The little boy was playing** consists only of a noun phrase and a verb phrase. In the sentence **The little boy was always playing happily out in the street**, the phrase **out in the street** will be considered as an adverb, as will the words **always** and **happily**.
2. Words that are used only as function words and serve no other purpose than signaling a structure will NOT be considered as adverbs. This includes, for example, **not**, which only signals negative constructions; **more**, when it signals the comparative; or **most**, when it signals the superlative.
3. Intensifiers, which according to classic definition are adverbs, will NOT be so considered for the purposes of this book, since they seem to form a distinctive word class in English.
4. Clauses which have traditionally been considered adverbial WILL be so considered for the purpose of this book whether or not they can also be considered as sentence modifiers. In the sentence **He didn't give me his book because he needed it**, the clause beginning with **because** will be considered as an adverb although it can also be considered as a sentence modifier.
5. In a very real sense, adverbs are "everything else" in an English sentence; that is, everything which does not fit in the function slots of subject, verb, direct object, indirect object, predicate noun, and predicate adjective.
6. The words most commonly considered as adverbs are adverbs of manner, particularly those derived from adjectives.

He does careful work.
He does his work carefully.
7. Adverbs of manner generally answer the question **How?**

Exercise 1: Complete the sentences.

He does his work carefully.

- | | |
|----------------------|-----------------------|
| 1. _____ carelessly. | 4. _____ rapidly. |
| 2. _____ neatly. | 5. _____ efficiently. |
| 3. _____ quickly. | 6. _____ nervously. |

He does his work carefully.

7. _____ sloppily.

8. _____ energetically.

9. _____ enthusiastically.

10. _____ tirelessly.

11. _____ lazily.

12. _____ competently.

Exercise II: Change the sentences so that the adjective becomes an adverb.

He's a quick worker.

He does his work quickly.

1. She's a careful typist.

1. _____

2. She's a neat typist.

2. _____

3. He's a careful worker.

3. _____

4. He's a careless worker.

4. _____

5. She's a smooth dancer.

5. _____

6. They're quick workers.

6. _____

7. She's a slow typist.

7. _____

8. He's a loud talker.

8. _____

9. He's an awkward dancer.

9. _____

10. He's an ingenious worker.

10. _____

11. He's a clever speaker.

11. _____

12. He's a nervous speaker.

12. _____

B

There are a number of words ending in -ly which are used only as adjectives.

That was a very neighborly thing to do.

Exercise I: Complete the sentences.

That was a very neighborly thing to do.

1. _____ lovely _____

2. _____ fatherly _____

3. _____ brotherly _____

That was a very neighborly thing to do.

4. _____ cowardly _____
5. _____ manly _____
6. _____ worldly _____
7. _____ friendly _____
8. _____ womanly _____

C

There are some common single-word adverbs of manner which do not end in -ly.

He drives fast.

She works hard.

NOTE: Well is the adverb for good; it is also an adjective referring to state of health.

Exercise 1: Complete the sentences.

He drives fast.

1. He walks _____
2. He eats _____
3. He reads _____
4. He talks _____

She works hard.

5. She studies _____
6. She plays _____
7. She tries _____
8. She pushes _____

They arrived late.

9. They got up _____
10. They slept _____

11. They had dinner _____

12. They went to bed _____

He went straight to the point.

13. He walked _____ to the door.

14. He ran _____ to the house.

15. He drove _____ into the tree.

16. He went _____ to his office.

She drives quite well.

17. She cooks _____

18. She sews _____

19. She types _____

20. She understands _____

D

1. Single-word adverbs of manner have the properties of adjectives. They have a comparative degree:

He walks more quickly than I do.

He walks less quickly than I do.

2. They have a superlative degree:

He expresses himself the most clearly of all.

He expresses himself the least clearly of all.

3. They can be used in expressions of equality:

He doesn't express himself as clearly as Frank.

4. They can be preceded by intensifiers:

He drives frighteningly fast.

Exercise I: Complete the sentences.

She types more slowly than anyone else in the office.

1. _____ quickly _____
2. _____ rapidly _____
3. _____ vigorously _____
4. _____ carefully _____
5. _____ carelessly _____
6. _____ efficiently _____
7. _____ accurately _____
8. _____ sloppily _____

Exercise II: Change the sentences so that less replaces more.

She types more carefully
than anyone in the office.

She types less carefully
than anyone in the office.

- | | |
|--|----------|
| 1. She reads more quickly than I do. | 1. _____ |
| 2. He talks more rapidly than his wife. | 2. _____ |
| 3. He catches on more quickly than he used to. | 3. _____ |
| 4. He speaks more forcefully than his boss. | 4. _____ |

She types more carefully
than anyone in the office.

She types less carefully
than anyone in the office.

5. He writes more easily than he speaks.
6. They exercise more regularly than they used to.
7. He types more slowly than he writes.
8. He runs more rapidly than I do.

5. _____
6. _____
7. _____
8. _____

Exercise III: Complete the sentences.

He expressed himself the most clearly of all.

1. _____ forcefully _____
2. _____ cogently _____
3. _____ compellingly _____
4. _____ hesitantly _____
5. _____ reluctantly _____
6. _____ interestingly _____
7. _____ painfully _____
8. _____ eloquently _____

Exercise IV: Complete the sentences so that least replaces most.

He expressed himself the most
clearly of all.

He expressed himself the least
clearly of all.

1. He speaks the most interestingly of all.
2. She types the most accurately of anyone in the office.
3. He spoke the most eloquently of anyone in the class.
4. He dived in the water the most reluctantly
of all the children.
5. He catches on the most quickly of anyone in
the class.

1. _____
2. _____
3. _____
4. _____
5. _____

He expressed himself the most
clearly of all.

6. He exercises the most vigorously of anyone
in the neighborhood.
7. She does her hair the most attractively of all
those women.
8. She cries the most easily of any woman
I've ever known.

He expressed himself the least
clearly of all.

6. _____

7. _____

8. _____

Exercise V: Complete the sentences.

He doesn't work as hard as you do.

1. _____ talk _____ fast _____
2. _____ type _____ accurately _____
3. _____ walk _____ rapidly _____
4. _____ try _____ hard _____
5. _____ swim _____ well _____
6. _____ speak _____ convincingly _____
7. _____ understand _____ well _____
8. _____ catch on _____ quickly _____

Exercise VI: Add the intensifiers to the sentences.

He drives fast.
+ terribly

1. He works slowly.
+ exceedingly
2. He spoke eloquently.
+ quite
3. They understand each other well.
+ fairly
4. She smiled at him charmingly.
+ very

He drives terribly fast.

1. _____
2. _____
3. _____
4. _____

He drives fast.
+ terribly

He drives terribly fast.

5. She dresses attractively.
+ very

5. _____

6. He catches on quickly.
+ amazingly

6. _____

7. She works hard.
+ astonishingly

7. _____

8. He speaks loudly.
+ too

8. _____

Exercise VII: Add the intensifiers to the sentences. The first intensifier should go with the adjective, the second with the adverb.

That pretty girl types carefully.
+ stunningly, very

That stunningly pretty girl types
very carefully.

1. That pretty girl also types carefully.
+ very, amazingly

1. _____

2. That placid man works hard.
+ seemingly, terribly

2. _____

3. That winning smile of hers convinced him quickly.
+ completely, very

3. _____

4. That beautiful blonde works hard.
+ really, astonishingly

4. _____

5. That high voice of hers got his attention quickly.
+ piercingly, very

5. _____

6. That quiet fellow pursues his goals energetically.
+ apparently, quite

6. _____

7. That old man works quickly.
+ terribly, amazingly

7. _____

8. That pretty girl is smiling at us charmingly.
+ strikingly, very

8. _____

E

Many prepositional phrases are used as adverbial expressions of manner.

He walked in a peculiar way.

Exercise I: Complete the sentences.

He spoke in a loud voice.

- | | |
|------------------------------------|-----------------------------------|
| 1. _____ with a smile on his face. | 6. _____ with a lisp. |
| 2. _____ with a gleam in his eye. | 7. _____ in a hesitant manner. |
| 3. _____ in a soft voice. | 8. _____ by fits and starts. |
| 4. _____ in a thundering tone. | 9. _____ without hesitation. |
| 5. _____ with authority. | 10. _____ with an obvious effort. |

Exercise II: Combine the sentences so that the second becomes a prepositional phrase used as an adverbial expression of manner with the first sentence.

He spoke. There was a sneer
on his face.

He spoke with a sneer
on his face.

- | | |
|--|-------------------|
| 1. She was laughing. There were tears
in her eyes. | 1. _____
_____ |
| 2. He walked in. There was a smile
on his face. | 2. _____
_____ |
| 3. He came out of the room. There were tears
in his eyes. | 3. _____
_____ |
| 4. He announced the news. There was a grin
on his face. | 4. _____
_____ |
| 5. He made the announcement. There was a quiver
in his voice. | 5. _____
_____ |
| 6. She called the children. There was anger
in her tone. | 6. _____
_____ |

He spoke. There was a sneer
on his face.

He spoke with a sneer
on his face.

7. He glanced at her. There was impatience
in his look.

7. _____

8. She paused. There was a look of surprise
on her face.

8. _____

F

Some prepositional phrases are reduced; that is, the preposition is omitted.

She sent the package by parcel post.

She sent the package parcel post.

He entered the room with his hat in his hand.

He entered the room, his hat in his hand.

Exercise I: Complete the sentences.

She sent the letter special delivery.

1. _____ the letter air mail.

2. _____ the letter surface mail.

3. _____ the package parcel post.

4. _____ the package air freight.

5. _____ the goods surface freight.

6. _____ the letter regular mail.

7. _____ the packages first-class mail.

8. _____ the junk mail third class.

Exercise II: Change the sentences so that the phrase is reduced by omitting the preposition.

He walked in with his hand
outstretched.

He walked in, his hand
outstretched.

1. He left with a sheepish look
on his face.

1. _____

2. He talked to them with a sneer
on his face.

2. _____

3. He walked toward them with a threatening
look in his eyes.

3. _____

He walked in with his hand
outstretched.

He walked in, his hand
outstretched.

4. He spoke to them with a bullying tone
in his voice.

4. _____

5. She watched them with fear
in her eyes.

5. _____

6. She hesitated with a look of concern
on her face.

6. _____

7. They left the room with a doubt still
in their minds.

7. _____

8. He walked in with his hands
in his pockets.

8. _____

G

With the passive, prepositional phrases with **by** express the agent.

The XYZ Company sells those books.

Those books are sold by the XYZ Company.

Exercise I: Complete the sentences.

Those houses were built by the ABC Corporation.

1. _____ sold _____
2. _____ financed _____
3. _____ constructed _____
4. _____ bought _____
5. _____ put up _____
6. _____ completed _____
7. _____ demolished _____
8. _____ purchased _____

Exercise II: Change the sentences from active to passive.

An electrician installed the power line.

The power line was installed by an electrician.

1. A mechanic made the repairs.
2. The company across the street manufactures the components.
3. A decorator arranged the furniture.
4. An architect designed their new house.
5. An engineer planned the factory.
6. A surgeon performed the operation.
7. A farmer planted the seeds.
8. A social worker wrote this report.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

H

The present participle is often used as an adverbial expression of manner.

He entered the room shouting.

Exercise I: Complete the sentences.

He entered the room shouting.

1. _____ laughing.
2. _____ smiling.
3. _____ talking.
4. _____ waving his arms.

5. _____ frowning.
6. _____ scowling.
7. _____ crying.
8. _____ gesturing wildly.

Exercise II: Combine the sentences so that the second is shortened to a present participle acting as an adverbial expression of manner modifying the first sentence.

He ran around the block.
He was panting.

He ran around the block panting.

1. He walked out. He was scowling.
2. They left the movie. They were laughing.

1. _____
2. _____

He ran around the block.
He was panting.

He ran around the block
panting.

3. She came out of the theater. She was crying.
4. He walked down the street. He was singing.
5. He came out of the room. He was whistling a tune.
6. He crossed the street. He was watching the traffic carefully.
7. He listened to the lecture. He was frowning with concentration.
8. She worked at her desk. She was humming a happy tune.

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1

1. Another type of adverbial expression is the adverb of place. Adverbs of place answer the question **Where?**
2. There are only a few single-word adverbs of place, **here** and **there** being by far the most common. Many of the others are prepositional phrases which usage has reduced to single words, such as **upstairs** and **outdoors**.
3. Many directional words such as **up** and **down** are commonly compounded with verbs to form multiple-word verbs.

He put the book down.

He put down the book.

We will not consider these as adverbs when they follow verbs with which they are commonly associated.

Exercise 1: Complete the sentences.

He left it here.

1. _____ there.
2. _____ upstairs.
3. _____ outside.
4. _____ outdoors.

5. _____ inside.
6. _____ indoors.
7. _____ downstairs.
8. _____ downtown.