

USING ENGLISH

your second language

DANIELSON • HAYDEN



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USING ENGLISH

YOUR SECOND LANGUAGE

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USING ENGLISH: YOUR SECOND LANGUAGE

Dorothy Danielson and Rebecca Hayden

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PREFACE

Using English: Your Second Language is intended as a main or supplementary textbook for college students or adults who have completed basic courses in English as a second language and are well on their way to effective communication in speech and writing. Students with a fairly high level of proficiency in English should be able to cover the material in a 40 to 50 hour course of study; students who still need considerable oral and written practice of basic structures will possibly need twice that amount of time.

Although we expect that most intermediate and advanced students will be reasonably proficient in the language, we have nonetheless aimed at fairly complete coverage. The earlier units—on questions, attached statements and rejoinders, commands and requests—have more of an oral than written emphasis and, on this basis, might be considered more elementary. Later units—on clauses and punctuation—emphasize written work and might be considered more advanced and sophisticated. Beyond that, we have made no assumptions about the order of difficulty of the various units.

The units can be taken up in the order in which they appear in the book, or material throughout the book can be selected for study as the need arises. Admittedly there are some disadvantages to the self-contained type of unit—mainly the necessity to include in one place both simple and difficult material on relative clauses, indefinite articles, verb tenses, and so on; however, the flexibility gained seems worth the price. Parts of the book can be assigned to complement other reading and writing assignments, and problem areas can be either reviewed quickly or studied in depth. The material to be reviewed in each unit will naturally depend on the degree of proficiency of the students. In addition to review, however, each unit will surely contain expansion of the known and quite possibly the challenge of the unknown.

Within each unit, examples are followed by explanation and drill. The drill is usually short (a “minidrill”) when it is used mainly to reinforce a point or to see whether the student comprehends and can use the structure; it is somewhat longer when it constitutes part of the explanation. The latter is often the case when the material is essentially for list learning—for example, verbs followed by *to* or *for* + indirect object.

With quite advanced students, the teacher may bypass the examples and explanations and go directly to the minidrill, proceeding rapidly until students reach material that is difficult for them. With less advanced students, however, the examples, explanations, and

minidrills may not always be sufficient. When this is the case, supplementary drills, preferably drills that relate to the immediate experience of the students, can be added.

Exercises at the end of each unit are for the most part cumulative. The degree of control in these exercises varies, but the student has considerable freedom to create his own sentences and to express his own ideas.

The book also has devices to enable students to use it as a handy reference. In shaded sections at the bottom of appropriate pages, there are, for example, lists of contractions, irregular nouns, irregular and two-word verbs, as well as guides to the pronunciation and spelling of plural nouns and third-person singular verbs. Section numbers in the margins and two indexes—one for words and one for topics—simplify the finding of information.

Because the list of those who have given valuable suggestions and assistance through criticism or experimenting with the material is unbelievably long, we cannot possibly thank each one individually. However, we should like to single out for special thanks David P. Harris, director of the American Language Institute, Georgetown University, and members of his staff for criticism of an early version of the manuscript; David DeCamp, University of Texas, for his suggestions after reading a still earlier version; Martha Kornblum of Queens College and Ronald Wardhaugh, director of the English Language Institute, University of Michigan, for their thoughtful reviews of the final manuscript.

We are indebted to Allis Bens, director of the American Language Institute, California State University, San Francisco, and members of her staff for trying out much of the material; and to Alice C. Rowbotham, former head of Independent Study, University of California Extension, for encouraging us to develop a short course based on several units of the book. We express appreciation to colleagues at California State University, San Francisco, for insights gained in discussions of analysis and presentation of material; to former graduate students, now young colleagues teaching English as a second language, for their interest in the book and for encouraging us to complete it; and to the many students from all over the world for the pleasure, challenge, and enrichment they have given us.

We are most appreciative of the consideration of families, friends, colleagues, and editors, especially Larry Danielson, Ray L. Grosvenor, Aurora Quiros Haggard, Jagdish Jain, Maurine Lewis, William H. Oliver, Lois Wilson, and Thurston Womack. Last but not most of all, we wish to thank Daniel Glicksberg, California State University, San Francisco, who brought his formidable critical faculties to bear on two meticulous readings of our very detailed and technical manuscript, offering innumerable notes on content and format.

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YES / NO QUESTIONS

AND RESPONSES

IS/ ARE/ WAS/ WERE Questions and Short Responses

1.1 This painting is by Picasso.

Is that painting by Picasso, too?

These paintings are by Braque.

Are those paintings by Braque, too?

Hiroshige was a Japanese painter.

Was Hiroshige a landscape painter?

There **were** some art exhibits last month.

Were there some art exhibits the month before?

- Notice that the verb is in the first position in the questions above.
- Native speakers use both rising and falling intonation on questions of this type. The rising intonation seems to be more common. *Examples:*

Was Hiroshige a painter? or: Was Hiroshige a painter?

1.2 Is this painting by Picasso?

Yes, it is.

Are those paintings by Braque?

Yes, they are.

Was Hiroshige a Japanese painter?

Yes, he was.

Was Gertrude Stein a painter?

No, she wasn't.

Were those men art critics?

No, they weren't.

- Pronouns replace noun subjects in short responses; a form of **be** is repeated in the response.

1-3 Are **you** a painter? Yes, **I** am.

Are you painters? Yes, **we** are.

Is he a sculptor? Yes, **he** is.

- You becomes **I** or **we** in the answer.
- There are no contractions in short affirmative responses consisting of only a pronoun + a form of **be**. *Examples:*

Yes, **I** am. (NOT: Yes, I'm.) Yes, **we** are. (NOT: Yes, we're.)

Yes, **he** is. (NOT: Yes, he's.) BUT: Yes, we're late.

1-4 Are **they** sculptors, too? No, they **aren't**.

Is she a poet? No, she **isn't**.

Are you a poet? No, I'm not.

- Contractions are customary in short negative responses. **I + am + not** becomes **I'm not**. With other pronouns, however, two types of contractions are possible. *Examples:*

No, **she** **isn't**. No, **she's** not.

(See the shaded area for more information on contractions.)

1-5 Were **there** some art exhibits last month? Yes, **there** were.

Is **there** a museum on Third Street? Yes, **there** is.

Are **there** many theaters in this area? No, **there** aren't.

- **There** is in the subject position in these questions; **there** is also repeated in the response.

1-6 **There** are many **theaters** in this area.

Isn't **there** a **theater** in the next block?

- Notice that the verbs in the preceding examples are both singular and plural; the verbs do not agree with **there** but with the noun or pronoun.
- Notice the contraction of **there** and **is** (**there's**).

1-7 DRILL In this drill, one person asks the question and another answers according to his knowledge or opinion. Ask someone whether ...

1. there is a good movie in town →
Is there a good movie in town? → Yes, there's a good film at the Metro.
2. there are many movie theaters in the downtown area →
Are there many theaters in the downtown area? → Yes, there are quite a few.
OR: *No, there's only one.* OR: *I don't really know.*
3. there is a theater that shows mainly foreign films
4. the theaters are usually crowded on weekends
5. the theaters are closed on Sundays and holidays
6. there was a Charlie Chaplin film on television last night

1-8 Is **this** the museum director?

Yes, **it** is.

Was **that** Mrs. Lee?

No, **it** wasn't.

Are **those** your friends?

No, **they** aren't.

Are **these** your children?

Yes, **they** are.

- Notice in the short responses that **this** and **that** become **it**, and **these** and **those** become **they**. **It** is used even when talking about people (for example, the museum director and Mrs. Lee).

CONTRACTIONS

Contractions are customary in conversational English. They are generally acceptable in all but very formal writing and speaking.

Pronoun + **be** or auxiliary:

I'm	he's	she's	it's	we're	you're	they're
I'll	he'll	she'll	it'll	we'll	you'll	they'll
I've	he's	she's	it's	we've	you've	they've
I'd	he'd	she'd	—	we'd	you'd	they'd

Be or auxiliary + **not**:

isn't	aren't	wasn't	weren't	hasn't	haven't	hadn't
doesn't	don't	didn't	can't	couldn't	won't	wouldn't
shouldn't	mustn't	needn't	oughtn't			

Auxiliary + **have**:

could've	would've	should've	might've	must've
----------	----------	-----------	----------	---------

In spoken English, **is** frequently contracts with a preceding noun, and the vowel in **are** is often dropped. These pronunciations are not ordinarily represented in written English.

Written English

My vacation **is** in June.
Their vacations **are** in July.

Spoken English

"My vacation's in June."
"Their vacations're in July."

'd = had, as in I'd (he'd/ she'd/ we'd/ you'd/ they'd) better go, or would, as in I'd (he'd, etc.) rather go.

1-9 My brother is an engineer.

Is **yours** an engineer, too?Yes, **he** is.Is **hers** also an engineer?No, **he** isn't.

Mr. Nader's office is on the fourth floor.

Is **yours** on the fourth floor, too?No, **it** isn't.Is **hers** on the second floor?Yes, **it** is.Are **theirs** on the first floor.Yes, **they** are.

- When the subject of a question is a possessive pronoun like **yours, mine, ours, hers, his, theirs**, the pronoun in the short response depends on the person or thing being talked about. For example, in the first set of the preceding examples, the pronoun in the response is **he** because the person being talked about is "my brother." What would the pronoun in the short response be if the person being talked about were "my sister" instead of "my brother"? What is being talked about in the second set of examples?

1-10 DRILL Give short responses according to your knowledge or opinion.

1. Is February 22nd a legal holiday in the United States? → Yes, *it is*.
2. Is that George Washington's Birthday? → Yes, *it is*.
3. Was there another famous American President born in the month of February?
4. Was it Abraham Lincoln?
5. Is Abraham Lincoln's Birthday on February 12th?
6. Is **yours** on February 12th, too?
7. Were your parents born in February?
8. Are their birthdays holidays?
9. Is July 4th a holiday in the United States?
10. Is that Independence Day?
11. Are there any religious holidays in the United States?
12. Are those holidays Christmas Day and Easter Sunday?

IS ... GOING/ HAVE ... GONE/ CAN ... GO Questions and Short Responses

1-11

The Rembrandt exhibit **has** opened.

Has the Hiroshige exhibit opened?

They **are** going to see the exhibit next Saturday.
 Are you going to see it next Saturday, too?

You **should** have asked them to go with you.
 Should we have asked them to go with us?

I **can** meet you there.
 Can you meet me there?

- The first word (auxiliary) of a verb phrase introduces the question. The other words of the verb phrase remain after the subject.
- Questions with I and we are natural when the speaker is uncertain or is asking for advice or permission or extending an invitation.

Natural

Have I told you about Marjorie?
 Are we going to see her tomorrow?
 Shall we dance?

Unnatural

Have I lived here long?
 Are we talking to Marjorie now?
 Are we dancing now?

1-12 **Has** the Rembrandt exhibit opened? Yes, it **has**.

Have you seen it? Yes, I **have**.
 Had you seen it before? No, I **hadn't**.
 Are they going next Saturday? Yes, they **are**.
 Can we meet them there? Yes, we **can**.

- The same auxiliary occurs in the question and the response.

1-13 **DRILL** In this drill, one person asks the question and another gives a short response.
Situation: A Rembrandt exhibit has recently opened at a local art museum. Ask someone whether he/she ...

- has seen the exhibit yet →
Have you seen the exhibit yet? → No, I haven't. OR: Yes, I have.
- is going to see it soon →
Are you planning to see it soon? → No, I'm not.
- has thought about going next Saturday
- would like to go with you
- can get in cheaper with a student card
- would give you a ride to the museum

Ask someone whether you ...

7. can take pictures in the museum →
Can I take pictures in the museum? → *No, you can't. (Cameras aren't allowed.)*
8. should plan on spending several hours at the museum
9. could go with him/her
10. could get in free
11. should read something about Rembrandt before you go
12. can borrow a book on Rembrandt from the museum library

DO/ DOES/ DID Questions and Short Responses

1-14

The meeting **begin**s at eight o'clock tonight.
Does the lecture **begin** at eight o'clock tomorrow night?

They **plan** to attend the lecture.
Do you **plan** to attend the lecture?

They **attended** the last lecture.
Did they **attend** the lecture before that?

- **Do, does, or did** occurs in the first position. The simple form of the verb follows the subject. *Example:*

Does John **plan** to attend the lecture? (NOT: Does John plans. ...)

1-15

Does the lecture begin at eight o'clock?	Yes, it does .
Do they plan to attend the lecture?	Yes, they do .
Did they attend the last lecture?	No, they didn't .

- **Do, does, and did** occur in both the question and the short response.

1-16

DRILL In this drill, one person asks a question and another gives a short response.
Situation: Your English teacher gave you a long assignment yesterday. Ask someone whether he/she ...

1. did the assignment last night →
Did you do the assignment last night? → *Yes, I did.* OR: *No, I didn't.*
2. found the assignment difficult

3. usually studies in the library
4. usually studies with a friend
5. went to the library last night

Ask someone whether (name or names of people in the group) ...

6. usually comes to class on time →
Does (Joe) usually come to class on time? → Yes, he does. OR: No, he doesn't.
7. usually study together
8. usually sits in the front row
9. usually sit in the last row
10. speaks Chinese
11. speak Spanish
12. speaks English at home

Long Responses

- 1-17** Does that bus go downtown? Yes, it goes as far as First Street.
Is there a bus stop here? No, but there's one across the street.
Is the bus service good? Yes, it is. In fact, it's very good.
- Long responses are seldom a mere repetition of information in the question. The response usually contains a *qualification*, a *contradiction*, or *additional information*.
 - Sometimes the speaker answers *yes* or *no* and then gives other information. *Examples:*
Are you going to take the bus downtown? No, I'd rather walk.
Do you often walk to the office? Yes, I need the exercise.
 - Giving other information is especially common in responses to requests or invitations in question form. (See also §5.10 through 5.16.) *Examples:*
Would you like to play golf on Saturday? I'm sorry, but I can't make it.
Could we play next Saturday? Yes, that would be fine.

1-18 DRILL Answer *yes* or *no*, and give other information. Tell about yourself.

1. Have you studied English long?
2. Did you study English in high school?
3. Did you study any other languages in high school?
4. Were all your high school courses taught in English?
5. Do you ever speak English at home?
6. Do you speak English with your friends?
7. Have you read any books in English lately?
8. Do you read any magazines regularly?

YES/ NO Questions versus Choice Questions

1-19 — Would you like **tea or coffee?** (Please state your choice.)

— Coffee, please.

— Would you like **cream or sugar?** (Do you want anything in your coffee?)

— No, thank you. I like it black.

- The intonation pattern is important in distinguishing a choice question from a yes/no question. The first example ("Would you like tea or coffee?") clearly asks the person addressed to make a choice. He cannot say just **yes** or **no** but must state his preference ("Coffee, please"). He **can**, of course, refuse both ("I don't care for either, thank you").
- The second example asks whether the person addressed wants anything at all in the coffee.

1-20 **DRILL** Look at the cue on the left; then ask the question, and give an appropriate response.

Yes/No

1. Do you want cream or sugar? → *Yes, a little of both, please.*

Choice

2. Would you like milk or cream in your coffee? → *Cream, please.*

Yes/No

3. Would you like lemon or sugar in your tea?

Choice

4. Do you take lemon or cream in your tea?

Choice

5. Do you want your coffee black or with cream?

Choice

6. Do you want to have lunch at twelve o'clock or at one o'clock?

Choice

7. Do you want to go to the Elephant Room or the Campus Inn?

Yes/No

8. Shall we ask Fred or Jack to join us?

Negative Questions and Responses

1-21

Mr. Kerr **isn't** a professor.

Isn't Mr. Hill a professor?

They **haven't** met Mr. Kerr.

Haven't they met Mr. Hill?

They **don't** know Mr. Kerr.

Don't they know Mr. Hill?

- Contractions are quite customary in negative statements; notice the position of the contraction in the questions.
- Uncontracted **not** conveys an emphatic or a very formal tone in both statements and questions. *Examples:*

He has **not** met Mr. Kerr.

Has he **not** met Mr. Kerr?

- Negative statements, in a sense, are the opposite of affirmative statements. Mr. Kerr *is* or *isn't* a professor. *Examples:*

Mr. Kerr **isn't** a **professor**. He's a **doctor**.

However, negative questions are very much like affirmative questions; they differ only in degree or point of emphasis. *Compare:*

Is Mr. Kerr a professor?

(I really don't know. Please tell me.)

Isn't Mr. Kerr a professor?

(Something makes me think he is. Please tell me if I'm wrong.)

- Answers to negative questions are like answers to affirmative questions; they depend on the situation, not on the form of the question.

1-22 DRILL Complete the sentences, following the pattern of the first two examples. (In oral practice, stress the pronoun in the answer.)

Joe:

1. She **isn't** here.
2. She **wasn't** at home.
3. She **can't** go with us.
4. She **isn't** going to the meeting.
5. She **didn't** give us her address.
6. She **hasn't** paid for her dress.

Jim:

- I know that, but *isn't hé here?*
 I know that, but *wasn't hé at home?*
 I know that, but
 I know that, but
 I know that, but
 I know that, but

1-23 DRILL Complete the answers.

1. Wasn't there a concert last night?
2. Wasn't the concert sold out?
3. Didn't they go to the concert?
4. Isn't there a concert tonight?
5. Aren't there any tickets left?
6. Doesn't the box office open at one o'clock?
7. Haven't you got a ticket?
8. Can't we get tickets before the performance?

Yes, *there was*.

No, *I don't think so*.

Yes, *they went with us*.

Yes,

Yes,

No,

No,

Yes,