

ADVANCED

English

EXERCISES

Fuller and Wasell

N SERIES IN ENGLISH AS A SECOND LANGUAGE

GRANT TAYLOR, Consulting Editor

ADVANCED ENGLISH EXERCISES

A PRACTICE BOOK FOR ADVANCED STUDENTS

By **HELENE R. FULLER** and **FLORENCE F. WASELL**
Edited by **THOMAS LEE CROWELL, Jr.**

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SAXON SERIES IN ENGLISH AS A SECOND LANGUAGE

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ADVANCED ENGLISH EXERCISES
AMERICAN ENGLISH READER
AMERICAN READINGS
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Preface

A language is a set of habits. A habit is formed through repetition. An action becomes a habit when it is performed automatically, without conscious thought. Much can be and should be taught with the aid of rules—that is, deductions through observation of recurrent similarities. The ability to see analogies makes learning easier and, therefore, speedier. However, learning to use a language is not learning rules but acquiring habits.

After a student has become aware of the most prevalent habits—the so-called fundamentals—of the English language, he needs two things: practice in those fundamentals and a widening acquaintance with and practice in the numerous other habits of the language. This book has as its purpose the fulfilling of those two needs. It has grown out of the experience of the authors and a number of their colleagues with teaching students beyond the beginning and intermediate level of proficiency. Those teachers know the needs of those students, and those teachers know how to satisfy the needs of those students.

The exercises are of three major types: grammar, vocabulary, and composition. Many of the exercises—for example, those on word order—have been devised to provide rapid, intensive oral practice in class. Those done outside of class should be copied in their entirety. Students profit greatly from copying words and constructions in context. Copying increases students' awareness of matters which are part of the writing system of English: spelling, capitalization, punctuation, and so on. It reinforces those matters which many students confuse or disregard in their speaking: articles, prepositions, and inflections.

The grammar exercises furnish intensive practice on sources of difficulty for the advanced student. The exercises have also been

prepared so that one or more of a particular grammatical category may be used in class and others may be assigned as homework.

The vocabulary exercises can be done concurrently with the grammatical exercises. The words have been drawn from modern literary writing. The technique of the exercises stems from the fact that vocabulary building is most efficiently accomplished through acquaintance with words in context. The exercises are best used as homework: the student hands them in after copying them in their entirety as an essay, underlining the words which he selects from the groups at the top. Since words are more easily learned and remembered if their correct pronunciation is known, the teacher may find it desirable on a day before an exercise is due to pronounce all the words at the top and then to read all the exercise without filling in the blanks. When the students' copies have been corrected and returned, the teacher may then have the students read the exercise aloud.

An outstanding feature of this book resides in the procedure for using the model compositions (beginning with Exercise 183) and their corresponding review exercises (beginning with Exercise 201). After a point of grammar has been studied and mastered by the class, the teacher assigns an appropriate model composition which reinforces that point by setting it in context and in composition organization and style. The student copies the model composition accurately as a homework assignment. In the following meeting the teacher collects the copies. Then, the students write the corresponding review exercise, an exercise in word order, in class. The exercise contains all the elements of the model composition unconstructed. The main elements of a sentence are on the first line, and the necessary secondary elements are under their corresponding nucleus. The manipulation of the elements gives the student concrete drill in the arrangement of words in English, and the presence of all the necessary words reduces to a minimum his chances of making an error. Because the student has copied the model composition previously, he will not have any major difficulty in reconstructing

the sentences. Therefore, no more than ten minutes of class time should be taken up with the review exercise.

After the class has finished the review exercise, it is collected, and each student then writes his original impromptu composition on a topic similar to that of the model composition. For that he substitutes his own experiences, thoughts, and conditions for those which are in the model, retaining, however, the models of expression—the patterns—of the model. The teacher should emphasize that the student should carry over into his own work as much as possible from the model composition.

The same technique can be employed with other exercises in this book—e.g., 26-32 and the vocabulary exercises—which have the form of a model composition, or the teacher can prepare his own. After the students have copied and handed in the model composition, the teacher can use a variation of the review exercise: he can either dictate or write on the board the main elements of each sentence and have the students supply the missing elements from memory. The chance of error increases with the variation, but the faculty of memory, most important in language learning, is stimulated more.

The list of most frequently misspelled words at the end of the book is a compilation from thousands of compositions written by advanced students. The words are arranged according to frequency of occurrence of misspelling in those compositions: *too* was the most often misspelled, and *worried* was the least.

Here is my method of using the list. On one day I pronounce in class a half column assigned in advance. I use natural, colloquial pronunciation: unstressing customarily unstressed syllables; not exploding final *p's*, *b's*, etc.; using syllabic *n* in words like *sudden*. The students repeat each word in unison after me. I point out similarities in the spelling and pronunciation of certain words and give the students all possible kinds of mnemonic aids such as the rule of doubling final consonants. On a following day I dictate five sentences containing words previously gone over in class. The sentences are plain, short, everyday sentences.

Whenever possible, the sentences exemplify grammatical matters currently or previously taught; for instance, if I have been teaching word order of questions, I include some questions; if future tense, some "are going to" sentences; if conditional, some conditional sentences; if reported speech, some direct and indirect quotations. I do not try to use all the assigned words in one dictation: a sampling accomplishes the purpose of getting the students to study the whole group. I am always careful to include a few words from earlier groups so that the students will constantly review. It is an excellent idea to make the sentences related—to have a connected paragraph.

Here is the procedure for the dictation itself. Before starting the first dictation, I give the students the following directions. I tell them to write on alternate lines so that I will have space to correct their mistakes. Then, I tell them that from the moment I begin until I take up their papers, they must not say a word: they can not ask me to repeat. Since every sentence will be said four times, they should be able to grasp a word later if they do not understand it the first time. Next, I tell them to listen—not begin to write—when I say a sentence the first time so that they can comprehend the meaning of the whole sentence.

I say the first sentence in as natural a way as possible, with ordinary phrasing and intonation. Then, I repeat it in phrases, pausing after each phrase to allow the students to write the words. For instance, I say, "The boy . . . came to school . . . yesterday." I never isolate *the* or *a*: I always pronounce them as if they were an unstressed part of the following word or phrase.

Then, I say the sentence a third time so that the students can check what they have written. I proceed to the second sentence, say it as a natural sentence, repeat it in phrases, and then say it again as a natural sentence. I continue until I have finished all the sentences. Finally, I go back and say each sentence, one after the other, for the fourth time. I collect the papers, take them home, mark out misspellings, write in corrections, score them, and return them the next day. I count off for *a*'s and *the*'s omitted,

incorrectly inserted, or confused, and for missing final *s*'s and *ed*'s. If a student makes more than a certain number of errors, I have him rewrite the entire dictation.

The dictation procedure may seem inordinately long, but once it is established five sentences can be given in ten minutes or less. The dictation gives the student not only drill in spelling, but also—and more important—training in hearing unstressed articles, final consonants, etc.—in other words, natural speech.

The spelling exercises in the book may be used either as homework or as dictation to be given in the manner outlined above. You can hold the students responsible for the punctuation and, of course, the capitalization.

In the back of the book there is a list keying the exercises to sections in Crowell, *Index to Modern English*, and to Taylor, *Mastering American English*.

In the preparation of the exercises the authors and I gratefully acknowledge the generous assistance of numerous colleagues, including Norman Kelvin, Louis Levi, and, in particular, Elaine H. Baruch.

Thomas Lee Crowell, Jr.

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EXERCISE 1 Word Order—Statements

Directions: Arrange the following groups of words in customary word order to make complete sentences.

Example

- | | | |
|---|---|--|
| 1. reading
is
she
book
an
now
English | } | <i>She is reading an English book now.</i> |
|---|---|--|

2. usually
the
library
at
studies
John

3. frequently
Peter
strolls
campus
the
on
in
evening
the

4. studying
year
this
in
Jules
is
Paris

5. Frank
finishing
degree
is
year
this
his

6. never
in
dormitory
his
James
is
the
afternoon
in

7. roommate
my
often
goes
the
to
theater

- | | | |
|--|---|---|
| 8. son
their
earning
is
own
living
now
his | 9. Lucille
rather
a
pretty
lady
young
is | 10. blue
old
silk
dress
wearing
Jeannette
is
an |
| 11. the
movies
Lucy
always
to
goes
evening
the
in | 12. overseas
gift
square
in
a
cardboard
is
box
the | 13. Professor Mack
own
method
telling
has
a
his
of
joke |
| 14. often
is
late
Donald
to
class
his
o'clock
nine
in Main Hall | 15. students
the
always
are
late
afternoon
class
to
the
in | |

EXERCISE 2 Word Order—Yes/No Questions

Directions: Change each of the sentences you made in Exercise 1 into a question that can be answered with either *yes* or *no*.

Example: *Is she reading an English book now?*

EXERCISE 3 Word Order—Negatives

Directions: Change each of the sentences you made in Exercise 1 into a negative.

Example: *She is not reading an English book now.*

EXERCISE 4 Word Order—Wh Questions

Directions: Change each of the sentences you made in Exercise 1 into as many questions as possible by replacing some of the words with the *wh* words *who*, *whom*, *whose*, *what*, *which*, *where*, *when*, *why*, and *how*.

Example: *Who is reading an English book now?*

What is she reading now?

What kind of book is she reading now?

EXERCISE 5 Word Order—Statements

Directions: Arrange the following groups of words in customary word order to make complete sentences.

1. Philip
at two o'clock
call for
will
Jennifer

2. intends
graduate
to
in June
Susan

3. yesterday
the lesson
explained
the teacher
class
in

4. money
salesman
to
Bernice
the
gave

5. a
gave
Mrs. Brown
daughter
her
present
Saturday

6. will
his party
his friends
George
invite
to
next week

- | | | |
|--|---|--|
| 7. to
by
car
Washington
going to go
tomorrow
Samson
is | 8. pie
son
baked
for
a
Mrs. Joyce
her
last week | 9. soon
bank
receive
will
Joe
a
the
loan
from |
| 10. carefully
day
every
drives
bus
the
Lawrence
school
to | 11. gave
Jane
ride
a
father
her
corner
to
the | 12. the
stadium
much
very
Warren
night
liked
concert
the
at
last |
| 13. Thursday
him
on
they
met
house
Wilson
the
at
accident
by | 14. a
Marie
mother
her
and
will
bright
buy
red
tomorrow
dress | 15. Mr. Miller
afternoon
game
the
baseball
to
goes
children
every
with
Saturday
his |

EXERCISE 6 Word Order—Yes/No Questions

Directions: Change each of the sentences you made in Exercise 5 into a question that can be answered with either *yes* or *no*.

Example: *Will Philip call for Jennifer at two o'clock?*

EXERCISE 7 Word Order—Negatives

Directions: Change each of the sentences you made in Exercise 5 into a negative.

Example: *Philip won't call for Jennifer at two o'clock.*

EXERCISE 8 Word Order—Wh Questions

Directions: Change each of the sentences you made in Exercise 5 into as many questions as possible by replacing some of the words with *wh* words.

EXERCISE 9 Word Order—Statements

Directions: Arrange the following groups of words in customary word order to make complete sentences.

- | | | |
|------------|----------|----------|
| 1. plane | 2. had | 3. money |
| the resort | Muriel | made |
| left | has | Donald |
| an hour | vacation | much |
| late | this | has |
| the | her | week |
| | year | this |
| | for | |

- | | | |
|---|--|---|
| 4. plans
his
friends
his
to
Peter
announced | 5. father
me
letter
a
my
wrote
last Friday | 6. doorbell
answered
hurry
a
in
Sally
the |
| 7. times
many
Toby
eaten
restaurant
has
at
that | 8. dinner
before
eat
to
children
usually
like
candy | 9. the brothers
the
saw
three
acts
play
the
of |
| 10. bought
very
valuable
platinum
yesterday
Mrs. Parker
a
watch | 11. beach
family
gone
has
the
that
a
to | 12. received
Mary
red
pocketbook
her
for
birthday
a |
| 13. opera
Marilyn
been
has
to
times
several
the
month
this | 14. nurse
the
frequently
park
the
is
in
children
with
the | 15. bathers
into
waters
the lake
icy
of
in May
the
plunged
the |

EXERCISE 10 Word Order—Yes/No Questions

Directions: Change each of the sentences you made in Exercise 9 into a question that can be answered with either *yes* or *no*.

EXERCISE 11 Word Order—Negatives

Directions: Change each of the sentences you made in Exercise 9 into a negative.

EXERCISE 12 Word Order—Wh Questions

Directions: Change each of the sentences you made in Exercise 9 into as many questions as possible by replacing some of the words with *wh* words.

EXERCISE 13 Word Order—Statements

Directions: Arrange the following groups of words in customary word order to make complete sentences.

1. written
Jimenez
Platero y Yo
by
was

2. tomorrow
be
Jules
will
library
the
in

3. Louise
at
school
often
loses
pens

4. streets
quickly
the
ran
students
the
down

5. very
allowance
Paul
quickly
spends
usually
his

6. Ecuador
in
been
my
has
teacher
never