

Modern English

SECOND EDITION

VOLUME TWO

William E. Rutherford

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William E. Rutherford

UNIVERSITY OF SOUTHERN CALIFORNIA



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PREFACE

This book is intended for use by learners whose native language is not English. Volume One, designed for those with little prior exposure to English, gives students fundamental abilities to communicate in both the spoken and the written language. Volume Two enables learners to extend those skills to English of greater complexity and sophistication. Although the two volumes are about equal in size, Volume One contains fifteen units, Volume Two nine. Each of these nine units provides instruction and practice in speaking, understanding, grammar, sound and spelling, word formation, punctuation, reading, and writing.

The present revision retains some features of the original edition but otherwise departs from it in fundamental ways. Most significantly, the book now devotes as much attention to language *use* as to language *form*, and it assigns primary importance to the function of language as a vehicle for communication and expression. Accordingly, exercises are contextual wherever possible, facts of grammar are frequently explained with reference to social situations, principles are taught for choosing among alternative grammatical structures, and much of the material in the book focuses on English beyond the sentence level. In addition, the previous proliferation of new vocabulary has been brought under control; the major areas of grammar are treated in depth and revisited in later units; the writing exercises are both more comprehensive and more numerous; information and exercises on sound-spelling correspondences have been added; most of the dialogs have been replaced; and the basic format of the book has been completely altered for the sake of clarity, convenience, and flexibility. Purely manipulative exercises are no longer to be found in the text. However, those instructors who favor the use of such drills will find them sketched out in the Instructor's Manual accompanying this volume. Generalizations about the language display eclecticism rather than theoretical orientation to a particular linguistic model.

What has not been revised, however, is the notion that it is still worthwhile to make language generalizations for purposes of classroom teaching and learning. Those instructors familiar with the first edition will also note that a dialog and a reading selection in each unit are still the source for all the structure presented in that unit, that a number of the original exercises have been kept, and that supplementary lists of structurally similar lexical items are still an important feature of the book.

I wish to thank the critics, too numerous to cite individually, of the original edition of *Modern English*, including, especially, the many students and instructors who have had occasion to use the book in recent years at the American Language Institute, University of Southern California. Among the instructors who have experimented with the present volume, special thanks go to Marvin Coates for having given unstintingly of his time in offering many valuable insights and suggestions. Similar help has come from Esther Blake, James Butler, Virginia Heringer, Noel Houck, Martin Mould, Donald Pederson, and Ronald Shook. I am grateful to my colleague Professor Jacquelyn Schachter for many stimulating discussions of matters both theoretical and practical concerning the teaching and learning of English for international students.

W. E. R.

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Preparatory Unit

This unit, consisting entirely of writing exercises, is designed to serve either of two purposes: (1) to provide a review of the major areas of English grammar for students who have worked through Volume One or (2) to provide a sample of the kind of knowledge presumed to be in the possession of the student who is starting out with Volume Two. For such students this unit also serves as an introduction to the various conventions of exercise format and language representation that are a feature of both volumes. The numbers in brackets at the end of each exercise explanation designate the parts of Volume One where the relevant grammar points are discussed.

a • Write a very brief solution to each of the following riddles.¹ [2-9]

1. What table has no legs?

a time table

2. What is the difference between an old penny and a new dime?

nine cents

3. What has four legs and flies?

4. What is it that only dogs have?

¹From *Encyclopedia of Humor*, copyright © 1968 by Joey Adams. Reprinted by permission of the publisher, The Bobbs-Merrill Company, Inc.

5. What is full of holes, yet holds water?

6. What is all over the house?

7. Who wears the biggest hat?

8. What gives milk and has one horn?

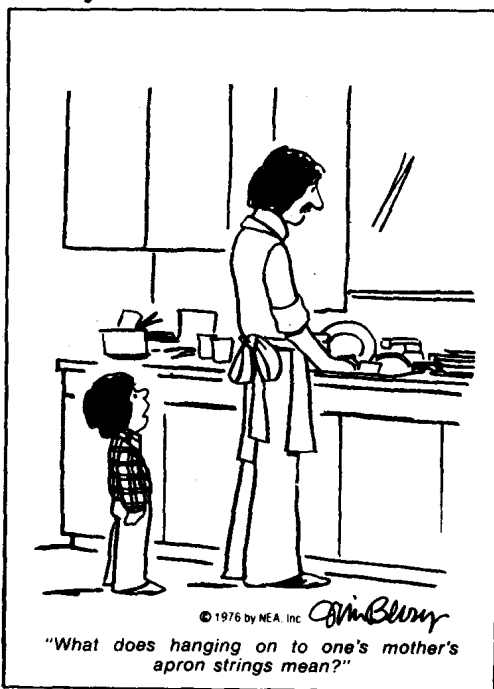
9. What is it that never asks any questions, yet requires many answers?

10. Should a person stir his coffee with his right hand or his left hand?

11. What do you sit in, sleep on, and brush your teeth with?

b • Learners of English sometimes make mistakes with certain kinds of questions. Instead of saying **What does “apron” mean?**, for example, a student might say ***What means “apron”?** or ***What “apron” means?** or ***What does mean “apron”?** (The sign * always indicates that something is wrong.) The correct form, therefore, is **What does X mean?** What is the “X” part of the question accompanying the following cartoon? What does it mean? [2-8]

Berry's World



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c • In each of the blank spaces of the dialog below, write one of the following: (i)s, (a)m, (a)re, do, did, can, (wi)ll, may, must, should, could, happens to, would, have to. In some cases more than one choice is appropriate. [3-9, 11, 20; 4-9, 10, 11, 22, 23, 29, 30]

ETHEL It must₁ be time to get on the plane, do₂ n't you think, Harry?

HARRY No. ₃ n't be nervous, Ethel. They' ₄ call us when it' ₅ time.

LOUDSPEAKER All passengers for flight number 51 ₆ now board.

HARRY There. You ⁷ _____ n't believe me, ⁸ _____ you? We
⁹ _____ board now.

ETHEL We ¹⁰ _____ show the tickets to the stewardess, I sup-
pose. You ¹¹ _____ have them, ¹² _____ n't you?

HARRY Of course. How ¹³ _____ I forget an important thing like
that?

ETHEL Frankly, Harry, it ¹⁴ _____ n't be the first time. I guess
these ¹⁵ _____ be our seats.

STEWARDESS Attention, please. You ¹⁶ _____ fasten your seat belts
and observe the "no smoking" signs.

ETHEL You heard that, ¹⁷ _____ n't you, Harry? You ¹⁸ _____
fasten your seat belt.

HARRY Yes. I' ¹⁹ _____ not deaf, you know. . . . What ²⁰ _____
you doing, Ethel?

ETHEL What ²¹ _____ you think? This ²² _____ my first flight,
²³ _____ n't it? I' ²⁴ _____ praying.

HARRY It ²⁵ _____ n't your turn, Ethel. You' ²⁶ _____ likely to
live to a hundred.

ETHEL But suppose it ²⁷ _____ be the pilot's turn?

d • The following sets of descriptions refer to the occupational potential of different people. Within each set the pieces of information or "clues" move from the general to the particular. After each such clue, speculate on the occupational possibilities using the modals **could**, **should**, and **will**, as in the models.² [4-9, 10, 11]

1. A George is very good with his hands.

B Perhaps he could be a carpenter.

A He likes to work with clay.

B Maybe he should be a sculptor.

²This exercise is an adaptation of one by Virginia Heringer appearing in a forthcoming issue of TESOL Newsletter.

A But he's learning how to repair cars.

B Then he'll probably be a mechanic.

2. A Sally has a good eye for detail.

B _____

A She likes to take pictures of people.

B _____

A But she's finishing a degree in art history.

B _____

3. A Barry is well developed physically.

B _____

A He likes to ride horses.

B _____

A But he's finishing his training with the Forestry Service.

B _____

4. A Martha has a good way of relating to other people.

B _____

A She likes to help those who are in trouble.

B _____

A But she just declared her candidacy for the next election.

B _____

e • This exercise is similar to d, except that the person in each set already has a job. Again, taking the clues supplied, guess at the occupations, this time using the modals **might (possibly)**, **may (very well)**, and **must**. [4-9, 10, 11]

1. A Linda's job requires her to sit at a desk.

B She might possibly be an editor/accountant/
teacher/executive/and so on.

A She has to make a lot of notations and corrections.

B She may very well be an editor/teacher/
and so on.

A She reads other people's manuscripts.

B Then she must be an editor.

2. (The rest of the clues are to be found in the Instructor's Manual.)

f • In the blank spaces write the form of the verb that seems most appropriate. [5-21, 22, 23]

The story is told (1) tell of a young boy who attempted (2) attempt to lift out of the way a heavy stone that _____ (3) block his car. His father _____ (4) happen to come by and _____ (5) notice his son's failing efforts. The father _____ (6) say to him, "Son, I don't think you _____ (7) use all your strength."

"Yes, I _____ (8) be," the boy _____ (9) reply impatiently.

"No, you _____ (10) be not," _____ (11) say the father. "You _____ (12) ask me for no help whatsoever."³

g • **Already** vs. **yet**. Correct the false impressions contained in the following questions by writing answers according to the models. [10-25, 26]

1. When do we do exercise b?

We've already done it.

2. When did we do Unit 16?

We haven't done it yet.

3. When does class begin?

4. When did we finish the course?

5. When will (name) have a chance to speak?

6. When did you finish learning English?

³Adapted from *A Complete Treasury of Stories for Public Speakers*, by Morris Mandel. Reprinted by permission of Jonathan David Publishers.

7. When will we do some writing?

8. When did the period end?

9. When will the teacher speak to us?

h • In each of the blanks below write **a(n)**, **the**, or **X** (for nothing), as required. [7-7, 8, 9]

A₁ certain very rich woman decided she needed a₂ little culture. She walked into _____₃ famous art shop. _____₄ first painting she saw was from _____₅ brush of one of _____₆ masters. It was _____₇ beautiful study of _____₈ vagrant in _____₉ ragged clothes sitting on _____₁₀ park bench. _____₁₁ woman became very angry. "I'll never give _____₁₂ beggar _____₁₃ cent again," she said. "He's too poor to buy _____₁₄ suit of clothes, but he's got _____₁₅ money to have somebody paint _____₁₆ picture of him."⁴

i • Convert the following representations into sentences using **-er/more . . . than**. [8-26]

1. France produces [X+] coal [Italy produces [X] coal]

France produces more coal than Italy (does).

2. France produces [X+] coal [France produces [X] oil]

France produces more coal than (it does) oil.

3. There is [X+] coal in France [There is [X] coal in Italy]

4. There is [X+] coal in France [There is [X] oil in France]

⁴Adams, op. cit.

5. People find television [X+] entertaining [People find radio [X] entertaining]

6. People find television [X+] entertaining [People find television [X] educational]

7. [X+] people find television entertaining [[X] people find radio entertaining]

8. [X+] people find television entertaining [[X] people find television educational]

9. It is [X+] easy to speak English [It is [X] easy to speak Latin]

10. It is [X+] easy to speak English [It is [X] easy to write English]

j • Convert the following representations into a paragraph containing as . . . as and -er/more . . . than constructions. Try to avoid the unnecessary repetition of words. [8-19, 26]

There are many [X+] languages spoken in the world. [There are [X] countries in the world]. In some countries, for example, [X] many different languages are spoken [There are [X] many provinces in some countries]. On the other hand, [X+] people speak certain languages [[X] people live in the countries where those languages originated]. There are [X] many English speakers in the world, for instance, [There are [X] many people in England, France, and the Soviet Union combined]. It is [X+] easy today to identify all these languages [It was [X] easy several centuries ago to identify all these languages].

k • Rewrite the following groups of sentences by changing the sentences in brackets into relative clauses. Make any further possible alterations that you wish: relative clause reduction, substitution of an -ing form, use of with. [12-6, 7, 8]

1. Sandra Cobb is a woman [The woman has problems [The problems need attention]]

Sandra Cobb is a woman ^{who has} ^{that need} with problems needing attention.