

Marcella Frank

MODERN ENGLISH

EXERCISES FOR NON-NATIVE SPEAKERS

Part I PARTS OF SPEECH

Second Edition

second edition

MODERN ENGLISH

**exercises for
non-native speakers**

**PART I:
parts of speech**

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Preface to the Second Edition

This new edition of *Modern English: Exercises for Non-native Speakers* retains the format of the first edition. The teacher will find the same carefully presented exercises that offer a wide range of practice in a systematic manner. Most of the exercises from the first edition have been kept, but some have been shortened to make room for others that are equally useful. I have replaced or revised sentences that were not clearcut examples of the usage being studied or that teachers found objectionable or outdated. Also, I have tried to clarify some of the explanations and instructions. Finally, I have omitted the summarizing exercises at the end of each chapter in Part Two.

This second edition has several new features that should increase its usefulness.

1. Reviews have been added to the texts:

To Part One, a review for each chapter. Review sentences have been taken mainly from the sentences already in the chapter. These reviews can also be used as tests.

To Part Two, a final review section of all the structures in Part Two. Each exercise in this section gives practice in combining sentences to produce several possible structures rather than just one structure. Students have the chance here to see which grammatical structures are available for the same meaning. Integrated within this practice are the punctuation, position, variety of usage, or possible omission of some structure words.

2. Objective tests have been added to both Part I and Part II. The test items in Part One cover mainly the structures practiced in this part. In Part Two, the test items include structures studied in both volumes.
3. In Part Two, a brief section has been added to give students help in preparing for the TOEFL test. This section covers problems in agreement and number, fragments and run-on sentences, verb tenses, verbals, word forms, word order, prepositions and conjunctions, articles, comparison, parallelism, repetition.
4. The instructor's manual that accompanies this second edition has been expanded to give not only the complete answers to the exercises but also abundant guidance to teachers using the books. There are further explanations of some of the structures, and suggestions on how to introduce the practice on many of the structures, as well as how to use some of them in communicative situations.

5. The answers have been set up in the manual in such a way that they can be reproduced for use by students for self-study.

Students who use these workbooks have available to them two of my reference books. Advanced students can get reference information from *Modern English: A Practical Reference Guide*. (Prentice-Hall, Englewood Cliffs, N.J., 1972). Less advanced students can refer to my recently published *Writer's Companion* (Prentice-Hall, Englewood Cliffs, N.J., 1983), a small, compact guide to usage and writing.

At this time, I wish to express my appreciation to Robin Baliszewski, Brenda White, and Eva Jaunzems of Prentice-Hall, Inc. for their great help in seeing this second edition through to completion.

Marcella Frank
New York, New York

Preface to the First Edition

The purpose of the two volumes of *Modern English: Exercises for Non-native Speakers* is to provide advanced students of English as a foreign language with much carefully controlled and integrated practice on points of usage that continue to trouble such students. While the emphasis of these exercises is on written work, many of them may be used for oral drill as well.

The exercises are arranged systematically for ease of location. They progress from the less difficult to the more difficult, from strict control to looser control. Explanations are kept to a minimum; students understand what they are to do from the examples, many of which are given in contrast.

It would be desirable to use the workbooks in conjunction with *Modern English: A Practical Reference Guide* (Prentice-Hall, Englewood Cliffs, N.J., 1972), which describes in detail the facts of usage on which the practice in the workbooks is based. However, the exercises have been set up so that the workbooks can be used independently of the reference guide.

The chapters in the workbooks are correlated with the chapters in the reference book. Thus, the sequence of practice moves from usage connected with the parts of speech to usage connected with the complex syntactic structures. As in the reference guide, the chapters on parts of speech have been influenced by structural grammar, those in complex syntactic structures by transformational grammar.

PART I: PARTS OF SPEECH

Each chapter on a part of speech begins with a chart outlining the structural features of the part of speech (function, position, form, markers). This outline is based on the description in *MODERN ENGLISH: A Practical Reference Guide*. Then come many exercises on word forms (inflectional and derivational suffixes, spelling peculiarities and irregularities), word order and other troublesome usages connected with each part of speech.

PART II: SENTENCES AND COMPLEX STRUCTURES

The complex structures that have been chosen for practice are those derived from simple basic sentences. Mastery of these structures is especially important for writing since they provide grammatical shapes for the expression of predications and thus relate grammar to meaning. The structures that are included are clauses, verbals, abstract noun phrases, and appositive phrases.

Each chapter on the complex structures is introduced by a chart that illustrates the various types of the structure. This is followed by transformational exercises involving: a) changes from the basic subject-verb-complement; b) the position(s) of the structure; c) the punctuation of the structure; d) substitutions for the structure; e) abridgment of the structure. At the end of each chapter is an exercise requiring a one-sentence summary of a paragraph.

I wish to acknowledge my special indebtedness to Milton G. Saltzer, Associate Director of the American Language Institute, New York University, for making it possible for me to try out a preliminary edition of these workbooks for several semesters at our Institute. Thanks are also due to my colleagues for their useful suggestions and comments, and to the students of the American Language Institute for helping me see which exercises needed improvement or change.

M.F.

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1

Nouns

STRUCTURAL DESCRIPTION OF NOUNS

Function	Sentences	Position
1. subject of verb	<i>John loves Mary.</i>	before the verb
2. object of verb		after the verb
a. direct object	<i>John loves Mary.</i>	
b. indirect object	<i>John sent Mary money.</i>	
c. retained object	<i>Mary was sent some money.</i>	
3. object of preposition	<i>I took it from John.</i>	after a preposition
4. complement		after the verb
a. subjective (after verbs like be)	<i>John is the president.</i>	
b. objective	<i>They elected John president.</i>	
5. noun adjunct	<i>John waited at the bus stop.</i>	before a noun
6. appositive	<i>John, president of his club, gave a speech.</i>	after a noun
7. direct address	<i>John, come here.</i>	usually at the beginning of the sentence

Form		Markers
Inflectional Endings	Derivational Endings	Determiners:
-s for plural	-ment; -ion;	<i>The</i> _____ (articles)
	-a(e)nce;	<i>My</i> _____ (possessives)
's or s' for possessive	-ure; -age;	<i>This</i> _____ (demonstratives)
	-th; -ness;	<i>Four</i> _____ (numbers)
	-hood; -ship;	<i>Some</i> _____ (indefinite pronouns)
	-ity; -ing	
	for a person <i>who</i> :	Descriptive adjectives:
	-er; -or;	<i>Large</i> _____
	-ist; -ant; -ian	Prepositions:
		<i>In</i> _____
		Other nouns:
		<i>Bus</i> _____

1-1

FUNCTION OF NOUNS

A noun is often the head word of the grammatical structure in which it appears.

Subject	<i>The house on the corner belongs to my uncle.</i> (House is the head word of the entire subject the house on the corner .)
Object of verb: direct object	<i>My husband sells expensive Chinese antiques.</i> (Antiques is the head word of the direct object expensive Chinese antiques .)
indirect object	<i>My uncle sold that rich couple some expensive antiques.</i> (Couple is the head word of the indirect object that rich couple . Indirect objects are used after verbs such as bring, buy, give, make, owe, pay, sell, send, teach, write .)
Object of preposition: (in a prepositional phrase)	<i>The price of those antiques is very high.</i> (Antiques is the head word of the object of the preposition those antiques . Some common prepositions are in, of, on, at, by, for, about, from, to, after .)
Complement: ¹ subjective complement	<i>My uncle is the richest man in town.</i> (Man is the head word of the subjective complement the richest man in town . Subjective complements appear after verbs like be, seem, appear, remain, become .)
objective complement	<i>I consider my uncle a very fortunate man.</i> (Man is the head word of the objective complement a very fortunate man . Objective complements are used after verbs such as appoint, consider, elect, name, nominate, select, choose .)

Underline each noun in the following sentences and write its function above it—subject, direct or indirect object of verb, object of preposition, subjective or objective complement. Use the abbreviations **S, DO, IO, OP, SC, OC**.

EXAMPLE: The children in that family have bad manners.

S
OP
DO
 The children in that family have bad manners.

1. The customer sent the store a letter complaining about the service.
2. Her daughter was the only student in the school who won a prize.
3. The first President of the United States was George Washington.
4. The American people elected George Washington President.

¹The word *complement*, in its broadest sense, also includes the object of the verb. In its narrowest sense it refers to the subjective complement only. A noun used as a subjective complement is also called a predicate noun.

5. The old man paid the boy some money for the newspaper.
6. The company considers Mr. Jones the best man for the job.
7. Her son became a famous musician because of her encouragement.

1-2

PLURAL FORMS OF NOUNS

Nouns are usually made plural by the addition of *s*. A number of nouns have other plural forms.

1. *es plural*

- a. nouns ending in sibilant sounds spelled with *s, z, ch, sh, x*
- b. nouns ending in *y* preceded by a consonant: *y* is changed to *i*
- c. one-syllable nouns ending in a single *f* or *fe*: *f* is changed to *v*

- d. nouns ending in *o*:
es only
s only

es or *s*

classes, churches, dishes, boxes *but* **monarchs** (*ch* spells a [k] sound)

ladies, countries, boundaries *but* **toys, keys** (*y* is preceded by a vowel)

leaves, thieves, knives *but* **sheriffs, staffs, beliefs, chiefs**
Some words may also have a regular plural—
scarfs *or* **scarves**, **dwarfs** *or* **dwarves**.

Negroes, heroes, echoés, potatoes, tomatoes, embargoes
terms in music—**pianos, sopranos**

o preceded by a vowel—**cameos, radios**

others—**photos, zeros**

cargoes *or* **cargos**, **volcanoes** *or* **volcanos**, **mulattoes** *or* **mulattos**

2. *other types of plural*

- a. *-en* ending
- b. internal vowel change
- c. no change

children, oxen, brethren²

teeth, mice, men

deer, sheep, series

Write the plural for the following nouns. Use the dictionary when necessary.

apology _____

fox _____

businessman _____

mosquito _____

sheep _____

torch _____

bush _____

embargo _____

Negro _____

species _____

quantity _____

story _____

²An older plural for **brother**, now used mainly in religious or literary contexts.

tariff _____
 dash _____
 attorney _____
 hero _____
 wharf _____
 valley _____
 means _____
 thief _____
 volcano _____

roof _____
 quiz _____
 supply _____
 epoch _____
 studio _____
 bus _____
 fallacy _____
 wife _____
 arch _____

1-3 FOREIGN PLURALS OF NOUNS

Singular Ending	Plural Ending	
-us	-i	stimulus—stimuli, radius—radii
-a	-ae	larva—larvae, vertebra—vertebrae
-um*	-a	memorandum—memoranda, stratum—strata
-is	-es	crisis—crises, parenthesis—parentheses
-on*	-a	criterion—criteria, phenomenon—phenomena
-ex, -ix	-ices	vortex—vortices, matrix—matrices

*There is a tendency for foreign words adopted in English to develop regular plural forms. Thus dictionaries now also give **memorandums, criterions**.

Write the plurals of these foreign words that have been taken over into the English language. Note which of these words also have regular plural endings. Use the dictionary when necessary.

criterion _____
 axis _____
 alumna _____
 alumnus _____
 diagnosis _____
 datum³ _____
 index _____

minutia _____
 stratum _____
 cactus _____
 nebula _____
 stimulus _____
 bacterium³ _____
 vertebra _____

³These words are rarely used in the singular.