

Modern English

SECOND EDITION

VOLUME ONE

William E. Rutherford

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William E. Rutherford

UNIVERSITY OF SOUTHERN CALIFORNIA



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To my mother,
ELEANOR T. RUTHERFORD,
and the memory of my father,
J. WILLIAM RUTHERFORD

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PREFACE

This book is intended for use by learners whose native language is not English. Volume One is designed to give students who have had very little prior exposure to English 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. Each volume consists of fifteen units, and each unit provides instruction and practice in grammar, sound and spelling, word formation, 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, 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 reviewed 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 none is now longer than ten or twelve lines; 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 in the early stages of learning 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.

W. E. R

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Unit 1



1-1 DIALOG

DINNER TIME

MRS. BLAKE Dinner's ready!
MR. BLAKE Coming.
SALLY Just a second, mother. I'm on the phone.
TOM (entering the room) Hi, everybody. Am I late?
MRS. BLAKE No, you aren't. You're just in time.
MR. BLAKE Tom, do you know my boss, Mr. Carson?
TOM No, I don't. How do you do, Mr. Carson?
MR. CARSON I'm happy to meet you, Tom.
SALLY We've already met, Mr. Carson. How are you?
MR. CARSON I'm fine, thanks. And you?
MRS. BLAKE (interrupting) Sit down, everybody. The food will get cold.

VOCABULARY

Verbs	Nouns	Adjectives	Fixed Expressions
come/came/come	dinner	ready	just a second
enter (entrance)	mother	fine	(just) in time
know/knew/known	(tele)phone	late	How do you do?
(knowledge)	room	cold	How are you?
meet/met/met	everybody		thanks
sit down/sat/sat	food	Adverbs	
get/got/gotten		already	
interrupt (interruption)			

1-2 ■ DIALOG VARIATION

1. *Just a second. (minute)*
Just a second, please.
Wait just a second.
2. *How do you do?*
Pleased to meet you.
(I'm) Happy to meet you.
(It's) Nice to meet you.
3. *How are you?*
How is everything?
How are things (with you)?
4. *I'm fine, thanks.*
Fine, thanks.
Just fine, thanks.

1-3 SOUND PATTERNS

We will often need to refer directly to the **sounds** of English. We want to do this independently of the letter or letters of the alphabet that correspond to a particular sound. We will therefore make use of a set of pronunciation symbols, which will always appear between slant lines (/ /). These symbols are generally the same ones that you will find when you look up a word in the dictionary to find out how to pronounce it. The symbols are listed for you here together with sample words from the vocabulary of this unit. Pronounce these words after your instructor.

CONSONANTS

Symbol		Example
/b/	boss	/bôs/
/d/	dinner	/d'înr/
/f/	fine, phone	/fîn/, /fõn/
/g/	get	/get/
/h/	house	/hous/
/k/	come, think	/kũm/, /thĩngk/
/l/	late	/lāt/
/m/	meet	/mēt/
/n/	nice	/nīs/
/ng/	thing, think	/thĩng/, /thĩngk/
/p/	pass	/pas/
/r/	room	/rũm/
/s/	sit, nice	/sīt/, /nīs/
/sh/	should, sugar	/shud/, /shugar/

/t/	<i>two</i>	/tū/
/th/	<i>thanks</i>	/thǎngks/
/th/	<i>that</i>	/thăt/
/v/	<i>very</i>	/vērē/
/w/	<i>won't</i>	/wūnt/
/y/	<i>yes</i>	/yēs/
/z/	<i>zoo, please</i>	/zū/, /plēz/
/zh/	<i>pleasure</i>	/plězhər/
/ch/	<i>change</i>	/chānj/
/j/	<i>just</i>	/jüst/

VOWELS AND VOWEL COMBINATIONS

Symbol		Example
/ā/	<i>cake</i>	/kāk/
/ǎ/	<i>pass</i>	/pās/
/ē/	<i>meet</i>	/mēt/
/ě/	<i>ready</i>	/rěde/
/ī/	<i>like</i>	/līk/
/i/	<i>dinner</i>	/dīnr/
/ō/	<i>phone</i>	/fōn/
/ō/	<i>got</i>	/gōt/
/ū/	<i>room</i>	/rūm/
/u/	<i>good, sugar</i>	/gud/, /shúgər/
/ǔ/	<i>come</i>	/kǔm/
/ô/	<i>boss</i>	/bôs/
/ou/	<i>how</i>	/hou/
/oi/	<i>boy</i>	/boi/
/ə/	<i>sugar, dinner, pleasure</i>	/shúgər/, /dīnr/, /plězhər/

1-4 ■ The following words, taken from the Dialog for this unit, are represented only by their sound symbols. See if you can recognize them and say them correctly.

- | | |
|--------------|-------------|
| 1. /plēz/ | 7. /mēt/ |
| 2. /gět/ | 8. /mět/ |
| 3. /dū/ | 9. /mǔthər/ |
| 4. /thǎngks/ | 10. /yū/ |
| 5. /fīn/ | 11. /mī/ |
| 6. /kōld/ | 12. /doun/ |

1-A • (See page 15.)

SPEECH ACT

- Do you know Mr. Carson?
—No, I don't. *How do you do*, Mr. Carson?
—We've already met, haven't we?
—Yes. *How are you*?

1-5 ■ In the blank spaces supply either **How do you do?** or **How are you?**, whichever is appropriate.

1. —Let me introduce you to my teacher, Mr. Taylor.
—_____, Mr. Taylor?
2. —You remember Mr. Taylor, don't you?
—Yes, of course. _____?
3. —The phone's for you. It's Jack.
—_____, Jack?
4. —I'd like you to meet our guest of honor, Paul Abbott.
—_____, Mr. Abbott?

B

1-6 ■ DIALOG IMPROVISATION

(Try to re-create or even improvise a variation of the Dialog at the beginning of this unit, as you remember it.)

- MRS. BLAKE Dinner's ...
MR. BLAKE Com-
SALLY Just a second. I'm on ...
TOM Hi, everybody. Am I ...
MRS. BLAKE No, you aren't. You're ...
MR. BLAKE Tom, do you know ...
TOM No, I don't. How do ...

MR. CARSON Happy to . . .

SALLY We've already met, Mr. Carson. How . . .

MR. CARSON I'm . . .

MRS. BLAKE Sit down, everybody. The food will . . .

Yes-no questions with **be** and modals.

—Hi, everybody. *Am I* late?

—No, *you aren't*. You're just in time.

- 1-7 Yes-no questions containing **am**, **is**, **are**, **can**, **will**, and a few other verbs are formed by putting these words at the beginning of the sentence. Notice also the rising intonation:

(*I'm late*)
Am I late?

(*Dinner's ready*)
Is dinner ready?

(*The food will get cold.*)
Will the food get cold?

- 1-8 The simplest answer to many yes-no questions contains **am**, **are**, **will**, and so on without the rest of their sentences:

—*Am I* late?

—No, *you aren't* (late).

—*Is dinner* ready?

—Yes, *it is* (ready).

—*Will the food* get cold?

—Yes, *it will* (get cold).

1-9 ■ CONVERSION

(Say the following sentences as questions instead of statements.)

1. Dinner's ready.
Is dinner ready?
2. I'm late.
3. They're fine.
4. The food's cold.

5. I'm in time.
6. You're on the phone.
7. Tom's late.
8. We're ready.
9. We can sit down.
10. It'll get cold.

1-10 ■ QUESTIONS

(Answer briefly the following questions, with reference to the Dialog in Section A wherever possible.)

1. Is Sally on the phone?
Yes, she is.
2. Is Tom late for dinner?
No, he isn't. (He's just in time.)
3. Is dinner ready?
4. Is Mr. Blake coming?
5. Will the food get cold?
6. Is Tom Mr. Blake's boss?
7. Is everybody sitting down?
8. Is Mr. Carson late?
9. Are you American?
10. Am I English?

1-11 ■ Introduce the person sitting next to you on your right to the person sitting next to you on your left, according to the models found in the Dialog.

-I'd like you to meet _____.

-How do you do, _____?

-I'm happy to meet you, _____.

1-C. ● (See page 15.)



1-12 READING

DINNER TIME (continued)

MR. BLAKE Sally, pass the fruit, will you please?
SALLY Sure, Dad. Here you are.
MR. BLAKE Thanks.
SALLY You're welcome.
MRS. BLAKE Mr. Carson, won't you have some more cake? It won't last very long in this house.
MR. CARSON No thanks, Mrs. Blake. It's delicious, but I'm watching my weight, you know.
MRS. BLAKE Well, at least have some more coffee.
MR. CARSON Gladly.
TOM There's the phone. I think it's for me. Excuse me.
MRS. BLAKE Certainly. Shall we take our coffee to the living room?
MR. CARSON That's fine with me.

* * *

MR. CARSON It's getting late, Mrs. Blake. I should be going.
MRS. BLAKE I'm sorry you can't stay longer . . . Tom, get Mr. Carson's coat.
MR. CARSON The dinner was wonderful. And many thanks for your hospitality.
MR. BLAKE Not at all. It was a pleasure.
MR. CARSON It was good seeing you again, Sally. Nice meeting you, Tom.
TOM Here's your coat, Mr. Carson.
MRS. BLAKE Give my regards to Mrs. Carson.
MR. CARSON I will. And thank you again.
MR. BLAKE Our pleasure. See you tomorrow.
MR. CARSON Goodbye.
SALLY So long, Mr. Carson.

CULTURAL NOTES Mr. Carson addresses Tom and Sally by their first names even though he has just met them. This is a recognition by Mr. Carson that Tom and Sally are at least one generation younger—they could even be children—and are still economically dependent on their parents. Mr. Carson and Mr. Blake would probably address each other by their first names since they are well enough acquainted for one to have the other to dinner. It is entirely appropriate, however, for Mrs. Blake, who knows Mr. Carson only as her husband's occupational superior, to address Mr. Carson by his last