Marcella Frank

MODERN ENGLISH

EXERCISES

FOR NON-NATIVE SPEAKERS

Part II
SENTENCES AND COMPLEX STRUCTURES

Second Edition

second edition

MODERN ENGLISH

exercises for non-native speakers

PART II: sentences and complex structures

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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or revised sentences that were not clearcut examples of the usage being studied or that teachers found objectionable or outdated.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 on 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

Sentences

TYPES OF SENTENCES

1. *Simple sentence*—Contains one full subject and predicate. Takes the form of:
   a. *a statement* — **He lives in New York.**
   b. *a question* — **How old are you?**
   c. *a request or command* — **Please close the door.** (The subject *you* is understood.)
   d. *an exclamation* — **What a terrible temper she has!**

2. *Compound sentence*—Contains two or more sentences joined into one by:
   a. *punctuation alone* — **The weather was very bad; all classes were canceled.**
   b. *punctuation and a conjunctive adverb* — **The weather was very bad; therefore all classes were canceled.**
   c. *a coordinate conjunction* (***and, or, but, yet, so, for***)
      When such sentences are joined coordinately, they are each called independent clauses. — **The weather was very bad, so all classes were canceled.**

3. *Complex sentence*—Contains one or more dependent (or subordinate) clauses. A dependent clause contains a full subject and predicate beginning with a word that attaches the clause to an independent clause (called the main clause).
   a. *adverbial clause* — **All classes were canceled because the weather was bad.**
   b. *adjective clause* — **Children who are under twelve years must be accompanied by their parents.**
   c. *noun clause* — **I can't understand why you did such a thing.**

4.	*Compound-complex sentence*—Contains two or more independent clauses and one or more dependent clauses.	**All classes were canceled because the weather was bad, and students were told to listen to the radio to find out when classes would begin again.**

COORDINATION WITHIN SENTENCES—WITH *AND, OR, BUT*

Words	He works **quickly** and **efficiently.**
Phrases	**Bored by the conversation,** but **not wanting to leave,** he walked out into the garden.
Clauses	He said **that he was tired** and **that he was going to bed.**

SUBORDINATION WITHIN SENTENCES—NOMINAL, ADJECTIVAL, OR ADVERBIAL ELEMENTS

	Nominal (Noun) Function	Adjectival Function	Adverbial Function
Words	Sports are enjoyable.	She bought an **expensive** lamp.	He came **unwillingly.**
Phrases	*gerund*—**Swimming in the lake** is fun. *infinitive*—**To swim in the lake** is fun.	*prepositional*—**The lamp on the table** is expensive. *participial*—The lamp **standing on the table** is expensive.	*prepositional*—He came **against his will.**
Clauses	**That he should enjoy sports** is understandable.	**The lamp which is standing on the table** is expensive.	He came **although he was unwilling.**

All complex structures are either clauses or phrases, and function as nouns, adjectives or adverbs. Clauses contain *full subjects and predicates*. Phrases are of two kinds. A phrase that begins with a preposition is called a *prepositional phrase;* a phrase that begins with a form from a verb (either a participle or an infinitive) is called a *verbal phrase*.

1-1
REQUESTS AND COMMANDS (IMPERATIVE MOOD)

The simple form of the verb is used for requests, commands, or instructions.

Second person, singular and plural:

Open the door.
Don't open the door.

First and second person together:

Let's open the door.
Let's not open the door.
(Here the request takes the form of a suggestion.)

An adverb may precede the imperative verb:

Always open that door slowly.
Don't ever open that door.

Formulas of politeness such as **please, will** (or **would**) **you please** often accompany requests.

Change the following sentences to imperative form.

EXAMPLE: a. You must cook the meat very slowly.
Cook the meat very slowly.

b. You shouldn't do your homework when you're tired.
Don't do your homework when you're tired.

c. We should take a break soon.
Let's take a break soon.

1. You must never leave this door unlocked.

2. You will first go to the post office and then to the bank.

3. We must not encourage him to believe we can help him.

4. You must always obey your father even when he seems too strict.

5. To get the right color, you must mix equal parts of red and blue.

6. We shouldn't waste so much time with small details.

7. To get there, you must turn right at the bridge.

8. You shouldn't ever listen to him.

9. You will deliver this package at once.

10. You and I should take care of this right away. We shouldn't wait any longer.

11. We should hurry if we want to get home in time for dinner.

_____

12. As soon as you hear from them, you must let us know.

_____

13. When you leave the house, you must turn off all the lights and you must close all the windows.

_____

_____

1-2
EXCLAMATORY SENTENCES

Exclamations may begin with **what** or **how.**

What—a noun ends the exclamatory phrase

What delicious fruit this is![1]
What delicious pineapples these are!
What a delicious pineapple this is!

How—an adjective or adverb ends the exclamatory phrase

How graceful she is!
How gracefully she dances!

The subject and the verb in an exclamatory sentence retain normal word order except in poetic or literary style—**How green was my valley!**

Change the following statements to exclamations. Begin with what, what a, or how. Be sure to put the subject before the verb.

EXAMPLE: a. She has a pleasant personality.
What a pleasant personality she has!

b. These are expensive towels.
What expensive towels these are!

c. This lecture is boring.
How boring this lecture is!

d. He walks awkwardly.
How awkwardly he walks!

[1]An exclamatory sentence may also end with a period—**What delicious food this is.** The period lessens the impact of the exclamation.