

MODERN ENGLISH

*exercises for
non-native speakers*

PART I

*parts of
speech*

MARCELLA FRANK

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non-native speakers***

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parts of speech***

MARCELLA FRANK

New York University

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Preface

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*, 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 illustrated 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.

After the student has done the intensive work offered in these workbooks on the correct use of words and sentences, he will have mastered the first stages of writing and should be ready for work in writing paragraphs and compositions.

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.

Marcella Frank
New York, New York

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1

Nouns

STRUCTURAL DESCRIPTION OF NOUNS

<i>Function</i>	<i>Sentences</i>	<i>Position</i>
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

<i>Form</i>		<i>Markers</i>
Inflectional Endings	Derivational Endings	Determiners:
-s for plural	-ment; -ion;	<i>The</i> _____ (articles)
	-a(e)nce;	<i>My</i> _____ (possessive)
's or s' for possessive	-ure; -age;	<i>This</i> _____ (demonstrative)
	-th; -ness;	<i>Four</i> _____ (number)
	-hood; -ship;	<i>Some</i> _____ (indefinite pronoun)
	-ity; -ing	
	for a person	Descriptive adjectives:
	<i>who</i> : -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 the head word of the grammatical structure in which it functions.

Subject	<i>The house on the corner belongs to my uncle.</i> (House is the head word of the 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 like 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 like 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**.

1. All the children in that family have bad manners.
2. The customer sent the store a letter complaining about the service.
3. Her daughter was the only student in the school who won a prize.
4. The first President of the United States was George Washington.
5. The American people elected George Washington President.
6. The old man paid the boy some money for the newspaper.

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.

7. The company considers Mr. Jones the best man for the job.
8. Her son became a famous musician because of her encouragement.

1-2

PLURAL FORMS OF NOUNS

Nouns are regularly 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, echoes, potatoes, tomatoes, embargoes

terms in music—**pianos, sopranos**

o preceded by a vowel—**cameo, radio**

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 where necessary.

apology _____

ox _____

businessman _____

fox _____

sheep _____

mosquito _____

bush _____

salmon _____

Negro _____

torch _____

quantity _____

embargo _____

tariff _____

species _____

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

dash _____	story _____
attorney _____	memento _____
hero _____	quiz _____
wharf _____	supply _____
valley _____	epoch _____
means _____	studio _____
thief _____	bus _____
volcano _____	fallacy _____
arch _____	wife _____

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
-eau	-eaux	bureau—bureaux, plateau—plateaux

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

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 where necessary.

criterion _____	minutia _____
axis _____	stratum _____
alumna _____	cactus _____
alumnus _____	nebula _____

datum³ _____bacterium³ _____

index _____

vertebra _____

chateau _____

syllabus _____

thesis _____

focus _____

formula _____

appendix _____

hypothesis _____

emphasis _____

1-4**INFLECTED POSSESSIVE FORMS**

1. Use **'s** for all nouns not ending in **s**.
 - a. *singular nouns*—The **girl's** dress is expensive.
 - b. *irregular plurals of nouns*—The **children's** dresses are expensive.
2. Use **'** for all nouns already ending in **s**.
 - a. *plural nouns*—The **girls'** dresses are expensive.
 - b. *singular nouns, especially proper nouns*—**Dickens'** (also **Dickens's**) novels are excellent.
3. Use **'s** at the end of a group of nouns—The **Queen of England's** throne; the **boy from Canada's** mother.

The inflected possessive form is generally preferred for words referring to animate beings, the **of** phrase for words signifying things or ideas. However, the inflected form may also be used with nouns that represent: time (**a day's journey**), natural phenomena (**the earth's atmosphere**), political entities (**Japan's industrialization**), aggregates of people working together (**the company's new refinery**).

Change the **of** phrases in the following sentences to inflected possessive forms.

EXAMPLE: a. The parents *of the students* were invited to the graduation.

The students' parents were invited to the graduation.

b. It has always been the policy *of this newspaper* to report the news honestly and accurately.

It has always been this newspaper's policy to report the news honestly and accurately.

1. The house *of Mr. Jones* has recently been sold.

2. The crew *of the ship* decided to go on strike.

³These words are rarely used in the singular.

3. He was irritated by the attitude *of his friends*.

4. The rays *of the sun* shine on all.

5. The hunters are now on the trail *of the deer*.

6. The doctor is waiting for the report *of the X-ray technician*.

7. The distance *of the earth* from the moon is now known.

8. The unwillingness *of the two countries* to negotiate their differences may lead to warfare between them.

9. The reputation *of this railroad* for safety and reliability has brought about its prosperity.

10. The hair *of the baby* is becoming lighter.

11. People are not deceived for long by the outrageous lies *of that woman*.

1-5

COUNTABLE vs. NONCOUNTABLE NOUNS

Some nouns are not used in the plural. Such noncountable nouns may be:

1. *mass nouns* (representing concrete objects in their undivided form)
 - a. foods—**sugar, coffee, milk, chicken, meat, fish**
 - b. metals, minerals, gases, etc.—**gold, iron, coal, oil, oxygen, sulphur**
2. *abstract nouns* (including fields of study, sports)—**democracy, beauty, philosophy, chemistry, tennis.**