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CORRECTION GUIDE

- adv** Use the distinctive adverb form (148).
- agr** Correct the error in agreement: Verb with subject (86); pronoun with antecedent (109).
- cap** Use a capital letter (286).
- case** Use the appropriate case form of the pronoun (127).
- cf** Correct the comma fault (228, 240, 256).
- comp** Correct the error in the comparison: Use the appropriate form of the modifier (152). Make the comparison logical (189). Make the comparison complete (190).
- d** Correct the error in diction by choosing a more precise word. Consult a dictionary.
- dm** Give the dangling modifier a word to modify (169).
- frag** Revise so that the fragment is not punctuated as a complete sentence (224).
- fp, ll** Correct the faulty parallelism by placing in the same grammatical form those elements joined by the coordinating conjunction (208).
- gr** Revise the sentence to give it grammatical coherence (Chaps. 1-4).
- ital** Use italics appropriately (277).
- lc** Use a lowercase letter in place of the capital letter (286).
- mm** Shift the modifying word, phrase, or clause to an unambiguous position (163).

Ek4 93/01

CORRECTION GUIDE

- mood** Use the verb form to indicate the appropriate mood (71).
- om** Add the omitted word necessary for logical completeness (175).
- pred** Correct the illogical subject-predicate relationship (187).
- red** Omit the redundant word or word group (194).
- ref** Clarify reference of the pronoun (119).
- rep** Revise the sentence to avoid awkward repetition.
- shift** Correct the shifting construction of tense (59), voice (69), or mood (83) of related verbs; of person (110) or number (113) of pronouns.
- slang** Substitute a standard expression for the slang expression. Consult a dictionary.
- sp** Correct the spelling error. Consult a dictionary.
- sub** Logically subordinate the related sentence elements (213).
- tense** Choose the correct tense form of the verb (49).
- trite** Replace the trite expression with one more appropriate.
- wdy** Revise to correct the wordy construction (196).
- x** Correct the obvious error.
- ^** Insert the word carelessly omitted.
- Spell out the circled abbreviation or number.
- ¶** Begin a new paragraph here.
- no ¶** Join this paragraph to the one preceding it.

ENGLISH REVIEW MANUAL
a program for self-instruction

INTRODUCTION

This book offers you a way to review selectively the principles of written English. Its programmed form of presentation enables you to learn efficiently with or without the direct supervision of an instructor.

The design of the text arises from the particular needs of advanced students who have studied grammar and usage in elementary and high schools. If you have had such training, you probably do not need another exhaustive course in English. Yet writing clear and effective prose for college courses and for a profession normally requires some additional study. This book accordingly provides a system which permits you to identify your individual deficiencies; in this way you can study as much or as little as you need, concentrating on those problems with which you have difficulty.

Since this is a programmed text, you should acquaint yourself with its organization before you begin to study.

First, glance through the book briefly. Notice that it is divided into individual paragraphs called *frames*. Notice also that certain frames, called *express frames*, are set apart in boxes. Each frame calls for one or more responses; the correct responses are in the margin beside the frames. As you will see, a blank space may represent one missing word, or it may represent several missing words.

The express frames—those set off in boxes—are at the beginning of each short sequence of frames dealing with a particular subject. When you begin study, cover the answer column with an envelope or a folded piece of paper and read the first express frame. If you can complete it without difficulty, skip over the intervening frames to the next express frame. Your ability to complete an express frame indicates that you do not need to study the frames of the sequence which directly follows it.

Be sure to use wisely your option of skipping sequences. When completing an express frame, do not guess. Be sure you have a reason for your response. Any difficulty you encounter in completing an express frame is simply a

signal that you need to study the following sequence of frames.

Be sure also to complete all the short review sequences. These are identified in the same way that the express frames are, by a box. If you do poorly on a review sequence, go over the preceding frames and identify the source of your difficulty before you proceed.

Students who used a preliminary version of this text discovered that they studied most efficiently during short periods—twenty minutes to a half-hour long. Therefore, you will probably find that you will get the most from this text if your own study periods are relatively short.

Here in brief are your guides for using this text.

1. Complete all the express frames in turn.
2. If you have any difficulty with an express frame, skip it and complete the frames of the sequence which directly follows.
3. Complete all the short review sequences.
4. Repeat a section if you have difficulty with a review sequence.
5. Keep your study periods brief.

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1

BASIC SENTENCE PARTS and MAJOR PARTS of SPEECH

SUBJECT AND PREDICATE

Almost all the low,
dense fog disappeared
within two hours after
sunrise.

1A Draw a single line beneath the words of the subject in the following sentence, a double line beneath the words of the predicate.

Almost all the low, dense fog disappeared within two hours after sunrise.

- The sentence is the basic unit of expression.

Wood burns.

Wood

This sentence expresses something about _____.

- The subject of a sentence names what the sentence is about.

Wood burns.

subject

Wood is the _____ of this sentence.

- The predicate of a sentence asserts something about the subject.

Wood burns.

predicate
subject

Burns is the _____ of this sentence because it asserts something about the _____ *Wood*.

- *Men work.*

Men
work

The subject of this sentence is _____. The predicate is _____.

- All sentences have two parts: the naming part, which is called the _____, and the asserting part, which is called the _____.

subject
predicate

- Sentences usually have subjects and predicates made up of more than one word.

Mature men work diligently.

In this sentence *Mature men* is the _____, *work diligently* is the _____.

subject
predicate

- *The most popular girl came to the party.*

In this sentence, _____ is the subject, _____ is the predicate.

*The most popular girl
came to the party*

- *Several tall, husky troopers arrived in a squad car.*

The subject of this sentence is _____. The predicate is _____.

*Several tall, husky
troopers
arrived in a squad car*

1B *Here are several problems.*

The subject of this sentence is _____. The predicate is _____.

*several problems
Here are*

- In English sentences the subject generally comes before the predicate.

The rain came down.

In this sentence *The rain*, the _____, comes before *came down*, the _____.

subject
predicate

- The subject, however, may come after the predicate.

The rain came down.

Down came the rain.

The subject of both these sentences is _____.
The predicate is _____.

*The rain
came down
(down came)*

- *Down came the rain.*

In the foregoing sentence the _____ comes before the _____.

predicate
subject

- We often use *here* and *there* to introduce the predicate of a sentence. Neither of these words can be the subject.

Here comes Charlie.

Charlie comes here.

Although *Here* introduces the predicate in the first sentence, the subject of both of these sentences is the name _____.

Charlie