

ENGLISH

2200

**A PROGRAMED COURSE
IN GRAMMAR & USAGE**

**COLLEGE
EDITION**

**JOSEPH C.
BLUMENTHAL**

**THIRD EDITION
WITH INDEX**

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ENGLISH 2200

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A Programed Course in Grammar and Usage

JOSEPH C. BLUMENTHAL

HARCOURT BRACE JOVANOVICH, INC.

New York San Diego Chicago San Francisco Atlanta
London Sydney Toronto

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ISBN: 0-15-522719-X

Printed in the United States of America

**THE
COLLEGE
SERIES**

English 2200

English 2600

English 3200

Tests for English 2200

Tests for English 2600

Tests for English 3200

Alternate Tests for
English 3200

**ANSWER KEY
FOR EACH TEST BOOK**

About the Author

Joseph C. Blumenthal received his A.B. and A.M. degrees from the University of Michigan. He also did graduate work at the University of Chicago and at Columbia University. From 1938 to 1959 he was head of the English Department at Mackenzie High School in Detroit. He is now devoting his full time to textbook writing. Among his writings are the *Common Sense English* series, the *English Workshop* series (with John F. Warriner and others), and *The English Language* series (with Louis Zahner and others).

About the Third Edition

This edition retains the index that is intended to make *English 2200* more useful to students and instructors by giving them ready access to the entire body of material treated in the text. Each entry is indexed by frame and page numbers to facilitate reference.

The Test Booklet

The 60-page test booklet designed for use with *English 2200* consists of a Pre-Test, two parallel tests for each of the eleven units, two Halfway Tests, and a Final Test.

Preface

English 2200, *English 2600*, and *English 3200* are the original programmed courses in grammar, usage, sentence-building, capitalization, and punctuation. Since the introduction of the series in colleges in 1963, it has proved effective in teaching the elements of English to more than a million students of all abilities in a wide range of institutions: state and private universities, community, junior, and four-year colleges, vocational and technical institutes, and business colleges.

The Self-Teaching Method

Like their predecessors, the 1981 College Editions of the series are self-pacing, self-correcting, thorough, and flexible. They are programmed to make the learning of grammar and usage a positive, success-oriented experience. Each lesson in *English 2200*, *English 2600*, and *English 3200* contains twenty to forty sequential learning "frames." Each frame has three elements: an easy-to-understand explanation of a small but significant step in the mastery of the lesson topic; a question or statement about the topic to which the student must respond; and the answer to the preceding frame's question. Students perform and correct their work individually, at their own pace. Correct responses are immediately reinforced and incorrect responses are corrected at once. This step-by-step format, based on decades of in-class testing and refinement, provides the immediate positive reinforcement and encouragement students need to maximize learning.

Three Parallel, Graduated Programs

English 2200, *English 2600*, and *English 3200* are parallel in approach and design and may therefore be used cumulatively. As their titles indicate, they vary in length according to the number of frames, and they vary in emphasis. *English 2200* and *English 2600* focus on the parts of speech and how they are combined into correctly punctuated sentences. In *English 2200*, students are introduced to words that make up and enrich sentences. In *English 2600*, they expand on this knowledge by studying the function of verbs, subjects, and modifiers, as well as the patterns of simple sentences. *English 3200* guides students directly from one unit on the simple sentence to six units on more sophisticated ways of handling sentences. It treats compound and complex sentences, devices of subordination, and techniques for writing sentences with variety and smoothness.

Pedagogical Flexibility

College instructors have found that the cumulative programmed format of the series offers an extraordinary degree of pedagogical flexibility. They have used the same book as a basic text for an entire class, as an independent course of study for individuals, as a review for groups outside the classroom, and as a remedial text for individuals or groups. These last two uses have made the series especially attractive to writing laboratories and learning centers. Further, because the three programs in the series cover the same principles of grammar and usage, they may be used sequentially in three graduated courses or even together in a single class. For example, using the results of the diagnostic Pre-Test for *English 2600*, instructors may assign students either *English 2200*, *English 2600*, or *English 3200*. Instead of spending many class hours on details of grammar and usage, instructors assigning these self-teaching programs are free to devote more time to the teaching of writing, vocabulary, spelling, and other skills.

Indexes

A detailed index, useful to both instructors and students, follows each programmed course. Every entry in the index is followed by the frame number and

the page, in parentheses, on which the frame appears. The frames indexed are those containing key concepts, definitions, or illustrations. For example, under the entry “fragment” in the index to *English 3200* are eleven sub-entries; these entries direct students to various kinds of fragments, as well as to methods for correcting them. Students may turn to particular entries to answer their own questions about specific points of grammar and usage. Besides offering a handy reference, however, the index is a useful aid for planning remedial and review exercises. When students reveal that they have not yet mastered a particular concept, the instructor, by consulting the index, can guide them to review the appropriate frames. Students who require help in correcting specific errors when revising a composition may be alerted to frames that show them how to identify and remedy those errors.

Test Booklets and Answer Keys

A 60- or 64-page test booklet for each volume in the series is provided free to college instructors in class quantities, one booklet for each textbook ordered. Additional copies of the test booklets are sold separately and may be ordered from the publisher. An alternate test booklet, parallel in form and content to the original, is available for *English 3200*. When placing orders for *English 3200*, instructors should indicate whether they wish the original or the alternate test booklets. In addition, an Answer Key for each of the test booklets is available to instructors.

Each test booklet contains a diagnostic Pre-Test, two parallel Mastery Tests (labeled A and B) for each unit in the textbook, two parallel Halfway Tests, and a Final Test.

This testing apparatus considerably enhances the flexibility of the series. Whether a test is given to individual students or to an entire class at the same time depends on how the textbook itself is used. If students proceed at their own rate until they complete the entire book, individual testing will be necessary. If the class waits until all students complete a given unit before proceeding to the next unit, the class may be tested simultaneously. The Pre-Test enables instructors to determine a student's overall grasp of fundamentals, to identify his or her strengths and weaknesses, and to plan an individualized program while avoiding material the student has already mastered.

The inclusion of parallel Mastery Tests offers flexibility in meeting the needs of a specific class and in providing for various classroom situations. For example:

1. Test A may be used as a pre-test for every unit and Test B as a final test.
2. Test A may serve as a practice test and Test B as the official test.
3. Test A or B may be used as a makeup test for students who did not achieve satisfactory scores on their first test.
4. Tests A and B may be used with different classes or with alternate rows in the same classroom.

No matter how the tests are used, one idea, basic to the method of programmed learning, should be kept in mind: a response should have an immediate reinforcement.

To the Student

English 2200 is a programmed course in grammar, sentence-building, correct usage, and punctuation. A feature of this edition is an index that can help you locate a particular topic quickly when you need it for reference or review.

If this is your first experience with a programmed textbook, you may be puzzled by its appearance. As you leaf through its pages, you may wonder why it looks so different from other books you have studied.

Why the zebra-like pages with alternating bands of gray and white?

Why is the material divided into small bits, or *frames*?

Why don't you read the pages from top to bottom as you do other books?

Why are the answers printed in the marginal strips where they can be so easily seen?

English 2200 looks so different because it is built upon some modern learning principles. For many years, the problems of learning have been studied scientifically in colleges and universities all over the country. As a result, new discoveries have been made that can make learning faster, surer, more thorough (and, we hope, more fun). *English 2200* is based on some of the most important of these discoveries.

1. In a programmed course, often called simply a *program*, the material is broken down into very small and carefully arranged steps—approximately 2,200 in this book—through which you reason your way, one step at a time. There is no separation between explanation and exercise, as in other language textbooks; the two are tightly interwoven. Every step, or *frame*, calls for a written response, which requires both *thinking* and *concentration*. The advantages of “reasoning your own way” instead of “being told” have been known to good teachers ever since the days of Socrates. By thinking your way through the program, you are likely to understand better and to remember longer.

2. Programs are constructed to prevent mistakes before they happen. The psychologists call this “errorless learning” and have proved its importance by scientific experiment. The steps are so small and their arrangement is so orderly that you are not likely to make many errors. When an error occurs, you catch it immediately by turning the page for the answer. You are corrected before a wrong habit can become established. You spend your time *learning*—not *unlearning*. Using a programmed textbook is like having a private tutor who watches you as you work and who sets you back on the track the moment you wander off.

3. A very important factor in this method is what the psychologists call *reinforcement*. Its importance in learning cannot be stated too strongly.

With the usual textbook, you first study the lesson (which you may or may not understand completely). Then you apply what you have studied to an exercise. Unfortunately, you do not find out until some time later (often the next day) whether you did the exercise correctly. With *English 2200* you discover immediately whether your answer is right or wrong. At this point something very interesting and mysterious happens. The instant you find out you are right, the idea “takes root,” so to speak, in your brain. This does not happen as successfully when time (even a moment or two) is allowed to elapse before you discover that you are right.

Finding out immediately that you are right is called *reinforcement*, and the quicker and more often this happens, the better you learn and remember. A reinforcement is something like a reward; and if you have ever taught a dog tricks, you know from experience how the biscuits speed up learning.

4. With programmed instruction you can advance at your own speed. Since you work by yourself, no one needs to wait for you, and you don't need to wait for anyone else. Many students complete an entire course of study in a fraction of the time usually required by the traditional textbook method. The time you save by this method can be used profitably in other language activities.

How to Use English 2200

Each step, or frame, requires that you perform some operation. For example, in many of the frames you will do one of two things:

1. If there is a blank line, write in the missing word or letter.

Example: Jones is the name of a person.

2. If there are two or more words or letters in parentheses, underline the correct answer.

Example: Jones is the name of a (person, place).

(Note: Your instructor will tell you whether to write your answers in this book, in a notebook, or on sheets of paper.)

The first work frame is Frame 2 (on page 3). After you complete Frame 2, turn to Frame 3, *in the same position* on the next *right-hand* page (page 5). In the column to the left of Frame 3, you will find the correct answer to Frame 2. If your answer is not correct, turn back and correct it before doing Frame 3. You will always find the answer to a frame in the column to the left of the frame that you are to do next. Thus you find the answer to Frame 3 to the left of Frame 4, the answer to Frame 4 to the left of Frame 5, and so on.

Go completely through the book, taking only the top gray frame on each *right-hand* page (3, 5, 7, 9, 11, and so on) until you reach the end. When you reach the end of the book, turn back to page 1 and follow the second band—a white one—through the book, still working only on the *right-hand* pages. Then proceed to the third horizontal band, which is gray, going through all the *right-hand* pages. Continue in this way through the fourth, fifth, and sixth bands. When you come to the last white band on the last *right-hand* page (Frame 1128), turn back to page 2 and start reading the gray bands at the top of the *left-hand* pages. Continue through the book, following each horizontal band through the *left-hand* pages. The last frame is 2249 on page 372.

The alternating bands of white and gray will make it easy for you to stay on the same horizontal band as you advance through the book. Since both frame and answer are numbered (each in the lower right corner), you will always know where you are and where to go next.

Getting the Most from English 2200

1. Whenever you are unsure about the correct answer to a frame, read the frame again very carefully, looking for clues. You will generally find a clue that guides you to the right answer. As the lesson advances, fewer and fewer clues will be given; so if you make a mistake, you will need to go back a few frames to try to correct your thinking. If you still don't understand where your mistake lies, ask your instructor for help.

2. Take as much time as you need in figuring out your answer. But once you write your answer, turn immediately to the next frame to check its cor-

rectness. Scientific experiment has proved that the more quickly you check your answer, the better you learn. *Even the delay of a few seconds makes a big difference.*

3. Don't cheat yourself out of the valuable experience of thinking. Don't look at the answer in the next frame until *after* you have figured it out for yourself. Thinking things through takes effort, but it is this kind of effort that results in the most effective kind of learning. You are not working for grades on these lessons because the lessons will not be scored. In fact, you will always end with a perfect score because you are expected to correct each error immediately (and you will probably make very few). However, your instructor may want to evaluate your work by administering and scoring the tests that accompany *English 2200*. "Peeking ahead" for the answer will not give you the reasoning ability you will need to pass the tests.

If you use *English 2200* in the mature way in which it is designed to be used, you may discover that, working at your own pace, you have achieved a better command of the fundamentals of your language—and in a much shorter time. You may also find that you have developed your ability to think and concentrate in ways that will help you in your other studies. You will have profited from letting science help you with its most recent and exciting discoveries about how people learn.

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