ENGLISH 3200

A PROGRAMED COURSE IN GRAMMAR & USAGE

COLLEGE EDITION

JOSEPH C. BLUMENTHAL

THIRD EDITION WITH INDEX

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A Programed Course in Grammar and Usage

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HARCOURT BRACE JOVANOVICH, INC.

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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 3200* 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 Booklets

A 60-page test booklet and a booklet of alternate tests are available for use with *English 3200*. Each booklet consists of a Pre-Test, two parallel tests for each of the twelve units, two Halfway Tests, and a Final Test.

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Preface

English 2200, English 2600, and *English 3200* are the original programed 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 programed 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 programed 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 programed 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 subentries; 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 programed learning, should be kept in mind: a response should have an immediate reinforcement.

To the Student

English 3200, Third Edition with Index, is a programed course in grammar, sentence-building, usage, and punctuation designed to provide a quick recapitulation of the elements of language. A very substantial part of this programed text deals with devices of sentence construction and types of subordination. The book also has lessons on the placing of modifiers, dangling construction, parallelism, the reference of pronouns, and other grammatical concepts.

If this should be your first experience with a programed textbook, you will be interested in knowing why programed instruction is regarded as a major advance in education. Programed texts are making rapid headway as a teaching method for the following reasons:

1. When a course is programed, it is broken down into very minute and carefully arranged steps—approximately 3,200 in the case of the present book—through which you reason your way, one small step at a time. There is no separation, as in conventional textbooks, between explanation and exercises; the two are woven tightly together. Every step—or frame—calls for a written response, which requires both *thinking* and *concentration.* Thinking your way, step by step, through a program is like following a very gradual path up a steep mountain. Without becoming winded or losing your footing, you suddenly discover that you have reached the top.

2. Programs are constructed on the principle of "errorless learning." The steps are so small and their order is so logical that, with reasonable concentration, you are not likely to make many mistakes. Should you, now and then, write the wrong answer, you are corrected immediately—before the error can become established. It is as though a watchful teacher were constantly looking

over your shoulder, ready to put you back on the track the moment you wander off. Using a programed textbook is the nearest approach to having a private tutor.

3. With the usual language textbook, you first study the explanation, which you may or may not understand thoroughly. Next, you apply what you have studied to the exercises in the text—often with a feeling of uncertainty. Usually, it is not until the next day that you discover whether or not you did the exercises correctly.

With *English 3200,* however, as soon as you turn the page you find out whether your reasoning was right. At this point something very important happens. The instant you find out that your answer is right, all doubt disappears and the idea "takes root," so to speak, in your brain.

The psychologists who developed programing call this *reinforcement,* and it is a most important factor in learning. The more often reinforcement takes place and the more quickly it follows the writing of your answer, the better you learn.

4. With programed instruction, you can progress at your own best rate. Many students have completed entire courses in a fraction of the time required by the traditional textbook method and have demonstrated a better mastery of the subject matter. With programed instruction, your mind is constantly in high gear. You lose no time waiting for other students to recite, correcting other students' papers, or listening to a discussion of other students' mistakes. In the rapidly developing world of today, education is becoming a longer and longer road. The time you save by this new scientific method can be used to advance yourself in literature, composition skills, discussion, and creative activities.

How to Use English 3200

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.

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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 the book or to write them in a separate notebook or on separate 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 colored 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 colored, 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 1620), turn back to page 2 and start reading the colored bands at the top of the *left-hand* pages. Continue following each horizontal band through the *left-hand* pages. The last frame is 3232 on page 534.

The alternating colored and white bands 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 3200

1. Whenever you are puzzled for the correct answer to a frame, read the frame very carefully again. Many of the frames contain clues that guide you to the right answer, although the clues gradually diminish as the lesson advances. You are not likely to make a mistake very often. When you do, look back a few frames and try to straighten out your thinking. When you can't

help yourself, consult your instructor. With an ordinary textbook, it is difficult for your instructor to discover where your thinking jumped the track. With a programed text, your instructor can help you immediately at the precise point where you need assistance.

2. Take as much time as you need in figuring out your answer. But once you write your answer, *lose no time* in turning to the next frame to check its correctness. Scientific experiment has proved that the quicker you check your answer, the better you learn. *Even the lapse of a few seconds makes a big difference.*

3. *English 3200* is designed for students mature enough to want to improve their minds by thinking things through for themselves—the most effective way of learning and remembering. No student has paid a greater compliment to this book than the one who said, "It makes me think too much." Exercising your brain, like exercising your muscles, is sometimes a bit strenuous. But it is this effort that will develop your power to think systematically and to reason logically.

If you use *English 3200* in a mature way, you may discover that you have acquired a better knowledge of grammar and usage—and in a fraction of the usual time. You may find, too, that you have developed your ability to think and to concentrate in a way that will be useful to you in all your studies. You will have profited by the latest and most exciting discoveries of science about how people learn!

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