

Thirteenth Edition

ENGLISH FUNDAMENTALS

Donald W. Emery

John M. Kierzek

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FORM

B

English Fundamentals

Form B

Thirteenth Edition

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Preface

With the thirteenth edition of *English Fundamentals*, the book enters its eighth decade of service to students of the English language. Although the book is remarkably different in 2004 from its first version, produced in 1933, its fundamental qualities and its fundamental purpose remains the same. Students will still find in this new edition a straightforward and complete explanation of the language system we call English. Each basic idea is clearly explained and exemplified so that students can gain control of the operating principles of the language. Each lesson contains recognition exercises and, wherever possible, active writing exercises to reinforce the instruction in the minds of the students. A comprehensive system of tests at the end of the book allows students to check their progress and their mastery of the concepts as they work through the text.

ORGANIZATION AND APPROACH

As in previous editions, the first six lessons establish a foundation by introducing to the students the basic systems of the language by dealing with subject-verb combinations, basic sentence patterns, and systems of modification. These first lessons lay the groundwork for further study by showing the students the organizing principles of sentences. These first lessons are designed to serve as an introduction to an analysis of the language, and students should work through them first.

Once the foundation is established, the pattern of the text moves from basic structures to more complex sentence patterns. The building blocks of complex structures, clauses and phrases, offer an opportunity to learn to write more sophisticated and effective sentences. Once the more advanced principles are in place, the text provides instruction in writing correctly as well as effectively. Students learn to recognize fragments and run-on sentences, and they practice correcting these problems by revising problematic sentences. Each lesson in the advanced sections includes active production of written work through sentence combining, embedding drills, and transformation exercises. The last lessons focus the students' attention on refining their use of the language by asking them to look at punctuation, usage, spelling, and capitalization. These lessons contain short paragraphs to be revised and corrected.

The final instructional section deals with the writing process, laying out the orderly steps that allow students to develop essays and academic papers. The composition stage begins with subject selection, moves into extensive work on invention, discovering ideas, and gathering information that will naturally lead to the production of a clear, supportable thesis. From that point, students learn to select content and arrange it in an orderly presentation. The discussion of the process then shifts to revision. Revision begins with an assessment of the thesis and the content selected to support the thesis. Then the process focuses on paragraph evaluation and work on correctness. In addition to this careful explanation of the writing process, the unit contains a section on the rhetoric of the paragraph, teaching both the basic tools of paragraph development and a wide selection of paragraph patterns such as comparison/contrast, analysis, and process. The basic concepts of unity, coherence, and completeness in

paragraphs are then carefully explained and exemplified. The examples and exercises in this section, as well as in the earlier sections, come from a number of disciplines, including science and business.

The text concludes with 20 progress tests and three appendices. The first appendix contains 11 sentence-combining exercises that are additional to and separate from the extensive work on combining, embedding, and transformation found in the practice sheets and exercises. The second appendix contains diagnostic tests for those who wish to identify in advance areas of language skills that need special attention. The third appendix is an answer key for the practice sheets. This key is published in the text itself to provide an opportunity for students to check their own work and thus work independently where such work is necessary and advisable.

Finally, the comprehensive index makes the text useful as a handbook after the student has worked through the lessons.

ENDURING FEATURES

- Takes a step-by-step approach so that students will progressively build on their grammar skills as they advance through the text.
- Includes examples and exercises that come from a number of disciplines, including science and business, to accommodate the interests of a wide range of students.
- Offers practice sheets, one for each lesson, that allow students to work at a beginner's level on the principles introduced in the lesson.
- Includes exercise sets in each chapter that offer intensive practice on the principles of the lesson.
- Encourages students to utilize the grammar skills they have learned within sentence and paragraph constructions.
- Offers a section on sentence combining along with accompanying sentence-combining exercises.

NEW TO THIS EDITION

Several new features appear in this thirteenth edition:

- *An emphasis on sequences.* The emphasis on sequences begins in the first lesson by showing how words, either identical or similar, change their function in sentences, as when one sentence uses *change* as a noun, the next uses *change* as a verb, and a third uses a new form of the word, *changeable*. In subsequent lessons, short units of connected text (three, four, or five sentences using the same frame of reference) accustom the students to viewing text as communication. Finally, the units on punctuation, usage, spelling, and capitalization contain exercises that are blocks of text made up of a paragraph of narrative or discussion.
- *Review pages called Check Sheets.* Review pages have been included at the end of units 1–5. The basic concepts dealt with in the lessons in the unit appear in a simplified, somewhat less technical presentation in these Check Sheets. It is nearly impossible to study the working principles of a language without using technical terms, in the same way that no one studies biology or chemistry without learning

the terminology of the discipline. At the same time, however, every textbook needs to accommodate a variety of learning styles. These new Check Sheets, because they present material in a simplified way and are graphically more open in style, assist students whose learning style works better with such a format.

- *Updated Practice Sheets and Exercises.* As in previous editions, the Practice Sheets and Exercises work in concert to lead the students from a simple presentation for basic understanding of principles to examples of more sophisticated applications of the same principles. It is perhaps easiest to think of the Practice Sheets as short examples that focus attention directly on the principle and the Exercises as a longer, more sophisticated presentation of that same principle as it works together with others to form more effective sentences. This new edition contains more than 45 pages requiring active production of sentences.
- A *Companion Website* offers students even more opportunities for grammar and writing practice.

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Contents

Preface ix

Part 1

Basic Sentence Patterns 1

Lessons, Practice Sheets, and Exercises

1 The Simple Sentence; Subjects and Verbs 1

Practice Sheet 1 • Subjects and Verbs 5

Exercise 1 • Subjects and Verbs 7

2 Verbs, Adjectives, Adverbs, and Prepositions 9

Practice Sheet 2 • Parts of Speech 15

Exercise 2 • Parts of Speech 17

Exercise 2A • Subjects and Verbs 21

3 Basic Sentence Patterns with Intransitive Verbs 23

Practice Sheet 3 • Sentence Pattern 2 27

Exercise 3 • Subjects and Verbs 29

4 Basic Sentence Patterns with Transitive Verbs 31

Practice Sheet 4 • Complements of Transitive Verbs 35

Exercise 4 • Complements 37

5 Forms of the Verb; Auxiliary Verb 39

Practice Sheet 5 • Auxiliary Verbs; Basic Sentence Patterns 43

Exercise 5 • Complements 45

6 Alterations of Basic Sentence Patterns 47

Practice Sheet 6 • Alterations of Basic Sentence Patterns: Passive Verbs; Questions 53

Exercise 6 • Alterations of Basic Sentence Patterns: Passive Verbs; Questions 55

Check Sheet 57

Part 2

Clauses and Phrases 61

Lessons, Practice Sheets, and Exercises

7 Coordination: Compound Sentences 61

Practice Sheet 7 • Coordination: Compound Sentences 65

Exercise 7 • Coordination: Compound Sentences 67

8 Subordination: Adverb Clauses 71

Practice Sheet 8 • Adverb Clauses 77

Exercise 8 • Adverb Clauses 79

9 Subordination: Adjective Clauses 83

Practice Sheet 9 • Adjective Clauses 87

Exercise 9 • Adjective Clauses 89

10 Subordination: Noun Clauses 93

Practice Sheet 10 • Noun Clauses 99

- Exercise 10 • Noun Clauses 101
Exercise 10A • Subordinate
Clauses 105

**11 Subordination:
Gerund and
Infinitive Phrases 109**

- Practice Sheet 11 • Gerund and
Infinitive Phrases 113
Exercise 11 • Gerund and Infinitive
Phrases 115

**12 Subordination: Participial
and Absolute Phrases 119**

- Practice Sheet 12 • Participial and
Absolute Phrases 123
Exercise 12 • Participial and
Absolute Phrases 125
Exercise 12A • Complements in
Phrases 127

Check Sheet 131

Part 3
.....

Sentence Building 137

Lessons, Practice Sheets, and Exercises

**13 Completeness:
Dealing with Sentence
Fragments 137**

- Practice Sheet 13 • Identifying
Sentence Fragments 141
Exercise 13 • Correcting
Sentence Fragments 143
Exercise 13A • Correcting
Sentence Fragments 145

**14 Misplaced Modifiers;
Dangling Modifiers 147**

- Practice Sheet 14 • Misplaced
Modifiers 151
Exercise 14 • Misplaced
Modifiers 153
Practice Sheet 14A • Dangling
Modifiers 155

- Exercise 14A • Dangling
Modifiers 157

15 Subordination 159

- Practice Sheet 15 • Subordination
163
Exercise 15 • Subordination 165

**16 Parallel Structure;
Comparisons 167**

- Practice Sheet 16 • Parallel
Structure; Comparisons 171
Exercise 16 • Parallel Structure;
Comparisons 173

Check Sheet 175

Part 4
.....

Punctuation 179

Lessons, Practice Sheets, and Exercises

17 Commas to Separate 179

- Practice Sheet 17 • Commas to
Separate 183
Exercise 17 • Commas to
Separate 185
Exercise 17A • Commas and
Semicolons to Separate 187

18 Commas to Enclose 189

- Practice Sheet 18 • Commas to
Enclose 193
Exercise 18 • Commas to
Enclose 195
Exercise 18A • Commas:
All Uses 197
Exercise 18B • Commas and
Semicolons: All Uses 199

**19 Tricky Punctuation
Marks 201**

- Practice Sheet 19 • Tricky
Punctuation Marks 207
Exercise 19 • Tricky Punctuation
Marks 209

20 End Marks; Summary of Punctuation Rules 211

Practice Sheet 20 • Review of Punctuation 215

Exercise 20 • Review of Punctuation 217

Exercise 20A • Review of Punctuation 219

Check Sheet 221

Part 5

Usage 223

Lessons, Practice Sheets, and Exercises

21 Using Verbs Correctly: Principal Parts; Tense 223

Practice Sheet 21 • Using Verbs Correctly: Principal Parts; Tense 229

Exercise 21 • Using Verbs Correctly: Principal Parts; Tense 233

22 Using Verbs Correctly: Subject-Verb Agreement 235

Practice Sheet 22 • Using Verbs Correctly: Subject-Verb Agreement 239

Exercise 22 • Using Verbs Correctly: Subject-Verb Agreement 241

23 Using Pronouns Correctly: Reference; Agreement 243

Practice Sheet 23 • Using Pronouns Correctly: Reference; Agreement 249

Exercise 23 • Using Pronouns Correctly: Reference; Agreement 251

24 Using Pronouns Correctly: Case 253

Practice Sheet 24 • Using Pronouns Correctly: Case 259

Exercise 24 • Using Pronouns Correctly: Case 261

Exercise 24A • Using Pronouns Correctly: Reference and Case 263

25 Using Modifiers and Prepositions Correctly 265

Practice Sheet 25 • Using Modifiers Correctly 269

Exercise 25 • Using Modifiers and Prepositions Correctly 271

26 A Glossary of Usage 273

Practice Sheet 26 • Appropriate Use 281

Exercise 26 • Appropriate Use 285

Check Sheet 289

Part 6

Spelling and Capitalization 295

Lessons, Practice Sheets, and Exercises

27 Spelling Rules; Words Similar in Sound 295

Practice Sheet 27 • Spelling Rules; Words Similar in Sound 301

Exercise 27 • Spelling Rules; Words Similar in Sound 303

28 Plurals and Capitals 305

Practice Sheet 28 • Plurals and Capitals 309

Exercise 28 • Plurals and Capitals 311

29 Spelling List 315

Practice Sheet 29 • Spelling 319

Exercise 29 • Spelling 321

Practice Sheet 29A • Spelling 323

Exercise 29A • Spelling Review 325

Exercise 29B • Proofreading and Correcting 327

Part 7

Writing Paragraphs and Essays 329

- 1 An Overview of College Writing 329
- 2 Writing Effective Paragraphs 335
- 3 Writing Longer Essays 341

Part 8

Progress Tests 347

- 1 Subjects and Verbs 349
- 2 Complements 351
- 3 Subordinate Clauses 353
- 4 Verbal Phrases 355
- 5 Dangling Modifiers 357
- 6 Sentence Building 359
- 7 Subordination 361
- 8 Commas and Semicolons: Compound Units 363
- 9 Punctuation: All Marks 365

- 10 Punctuation: All Marks 367
- 11 Verbs 369
- 12 Pronouns 371
- 13 Modifiers: Appropriate Use 373
- 14 Usage 375
- 15 Spelling Rules; Words Similar in Sound 377
- 16 Spelling 379
- 17 Spelling 381
- 18 Plurals and Capitals 383
- 19 General Review: Proofreading 385
- 20 General Review: Proofreading 387

Appendixes

- Appendix A • Sentence Combining 389
- Appendix B • Diagnostic Tests 401
- Appendix C • Answer Key to Practice Sheets 415

Index 423

1

Basic Sentence Patterns

Lessons, Practice Sheets, and Exercises

Lesson 1

The Simple Sentence; Subjects and Verbs

While you might find it difficult to produce a satisfying definition, you probably know that the sentence is a basic unit of written or oral expression. Thus, if you were asked, you might define a sentence as “an orderly arrangement of words that makes sense.” If you wished to be more specific and more formal, you might say a sentence is “a self-contained grammatical unit, usually containing a subject and a verb, that conveys a meaningful statement, question, command, or exclamation.”

You need to understand the basic construction of the sentence in order to write and speak effectively and correctly. In the first few lessons of this book, you’ll examine the parts that make up a sentence and the distinctive characteristics of a few types of sentences that serve as the basic structures of more complicated units.

To begin, be sure you can recognize the two indispensable parts of a sentence:

1. The **subject**: the unit about which something is said.
2. The **predicate**: the unit that says something about the subject.

Although the predicate usually includes other modifying words and phrases, the indispensable part of a predicate is the verb, the word (or words) that says what the subject does or is. Here are a few things to remember about the subject–verb relationship:

1. In a sentence that reports a specific action, the verb is easily recognized. For instance, to find the subject and verb in *The rusty bumper on the front of my truck rattles noisily*, ask the question, “What happens?” The answer, *rattles*, gives the verb. Then, by asking the question “Who or what rattles?”, you will find the subject, *bumper*. Notice that neither “front rattles” nor “truck rattles” makes the basic statement of the sentence.
2. Some sentences do not report an action. Instead, the sentence says something about the *condition* of the subject. It points out a descriptive quality of the subject or says that something else resembles or is the same thing as the subject. In this kind of sentence, you must look for verbs like *is*, *are*, *was*, *were*, *seem*, and *become*. Such types of verbs are often called *describing (linking) verbs*. They are words that are almost impossible to define because they lack the concrete exactness and action of verbs like *rattle*, *throw*, *smash*, and *explode*.

In a sentence using a describing verb, the subject usually reveals itself easily. For example, in the sentence “The long first chapter seemed particularly difficult,” the verb is

2 • Part 1: Basic Sentence Patterns

seemed. The question “Who or what seemed?” provides the subject, *chapter*. The other possible choices—*long*, *first*, *particularly*, and *difficult*—do not make sense as answers to the question “Who or what seemed?”

3. Very often the subject of a sentence has material between it and its verb:

The *price* of potatoes *is* high. [The subject is *price*, not *potatoes*.]

Each of my sisters *is* tall. [The subject is *each*, not *sisters*.]

Only *one* of these watches *works*. [The subject is *one*, not *watches*.]

4. Most modern English sentences place the subject before the verb, but in some sentences, the verb precedes the subject:

Behind the house *stood* [verb] an old *mill* [subject].

Under the table *sat* [verb] a large *cat* [subject].

A very common type of sentence with the verb–subject arrangement uses *here* or *there* preceding the verb:

There *are* [verb] three willow *trees* [subject] in our yard.

Here *is* [verb] the *list* [subject] of candidates.

5. Casual, informal language often combines short verbs and subjects with apostrophes representing the omitted letters:

I’m (I am)

It’s (It is)

You’ve (You have)

They’re (They are)

For your first practice work, you’ll be using only a single subject for each sentence. Within this limitation, the subject is always a noun or a pronoun. Before the first practice, it would be wise to review a few facts about nouns, pronouns, and verbs so that you can recognize them easily.

NOUNS

A **noun** is a word that names something, such as a person, place, thing, quality, or idea. If the noun names just any member of a group or class, it is called a *common noun* and is not capitalized:

man, city, school, relative

A noun is a *proper noun* and is capitalized if it refers to a particular individual in a group or class:

Albert Lawson, Toledo, Horace Mann Junior High School, Aunt Louise

Most nouns have two forms; they show whether the noun is naming one thing (singular number) or more than one thing (plural number, which adds *s* or *es* to the singular): one *coat*, two *coats*; a *lunch*, several *lunches*. Proper nouns are rarely pluralized, and some common nouns have no plural form—for example, *honesty*, *courage*, *ease*, and *hardness*. (Lesson 28 examines in detail the special spelling problems of plural nouns.)

Nouns often follow *the*, *a*, or *an*, words that are called **articles**. A descriptive word (an adjective) may come between the article and the noun, but the word that answers the question “What?” after an article is a noun:

Article	(optional adjective)	noun
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A (or The)	happy	girl.
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Another way to identify nouns is to recognize certain suffixes. A **suffix** is a unit added to the end of a word or to the base of a word (see Supplement 1).^{*} Here are some of the common suffixes found in hundreds of nouns:

age [breakage]; ance, ence [resistance, insistence]; dom [kingdom]; hood [childhood]; ion [prevention]; ism [nationalism]; ment [movement]; ness [firmness]; or, er [investor, loser]; ure [exposure]

PRONOUNS

A **pronoun** is a word that substitutes for a noun. There are several classes of pronouns. (See Supplement 2.) The following classes can function as subjects in the basic sentences that you will examine in these early lessons:

Personal pronouns substitute for definite persons or things: *I, you, he, she, it, we, they*.

Demonstrative pronouns substitute for things being pointed out: *this, that, these, those*.

Indefinite pronouns substitute for unknown or unspecified things: *each, either, neither, one, anyone, somebody, everything, all, few, many*, and so on.

Possessive pronouns substitute for things that are possessed: *mine, yours, his, hers, its, ours, theirs*.

VERBS

A **verb** is a word that expresses action, existence, or occurrence by combining with a subject to make a statement, to ask a question, or to give a command. One easy way to identify a word as a verb is to use the following test:

Let's _____
(action word)

Any word that will complete the command is a verb: “Let’s *leave*.” “Let’s *buy* some popcorn.” “Let’s *be* quiet.” This test works only with the basic present form of the verb, not with forms that have endings added to them or that show action taking place in the past: “Let’s *paint* the car” (not “Let’s *paint*ed the car”).

^{*}In some lessons of this book, you will find notations referring you to a supplement that appears at the end of the lesson. Read the supplement *after* you have thoroughly studied the lesson. The lesson contains the essential information that is vital to your understanding of subsequent lessons and exercises. The supplement presents material that has relevance to some points of the lesson. The supplements at the end of this lesson are found on page 4.