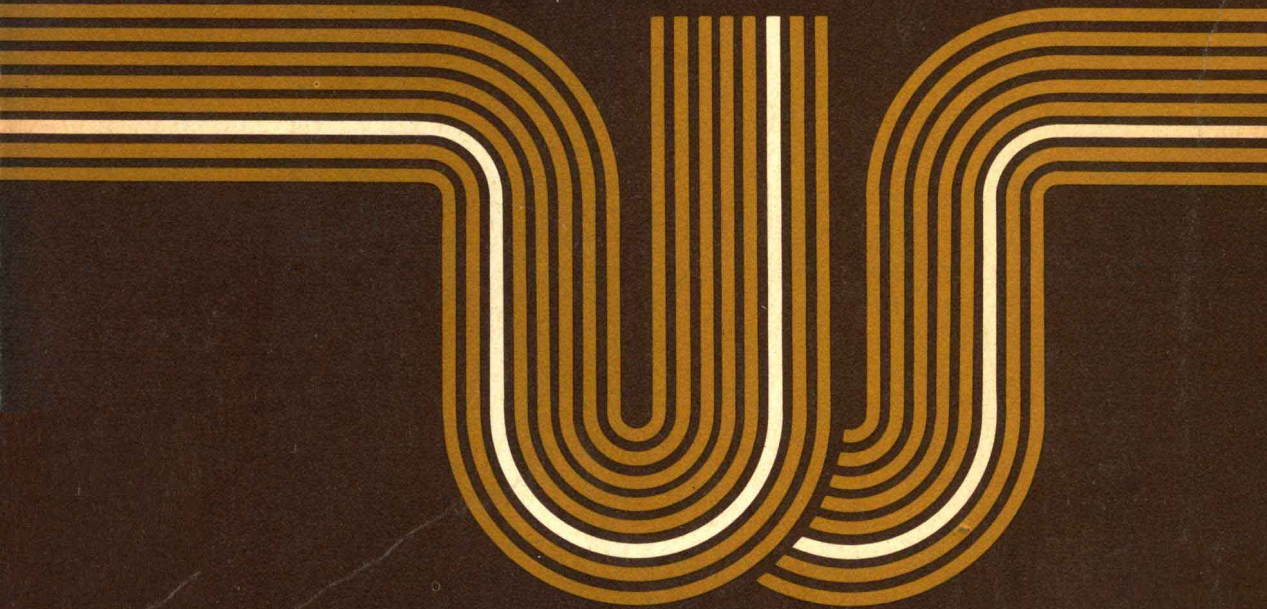


English Workshop

FIFTH COURSE

Joseph C. Blumenthal



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Joseph C. Blumenthal was head of the English Department at Mackenzie High School in Detroit from 1938 until 1959. He now devotes full time to textbook writing. He is the author of *English 2200*, *English 2600*, and *English 3200*.

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The Framework of the Simple Sentence

Every automobile, no matter what kind it may be, starts with a simple framework or chassis to which thousands of parts are added to make a complete car, ready to be driven away. Sentences, too—no matter how long or complicated they may be—are built around a very simple framework, or *sentence base*. Our first step in the ENGLISH WORKSHOP is to take another look at this all-important framework, which must be right if our sentences are to perform smoothly and efficiently, like a well-made car.

LESSON 1

The Subject and Verb

You remember, of course, that the normal English sentence has two parts. The part about which a statement is made is the *subject*. The part that makes a statement about the subject is the *predicate*.

The principal word in the subject, usually a noun or a pronoun, is called the simple subject—or more often just the subject.

The principal word or group of words in the predicate is called the verb.

Notice how the subject and the verb, printed in red, provide the framework which supports the entire sentence:

COMPLETE SUBJECT

The old wooden bridge
The snow on the mountain

PREDICATE

finally collapsed.
melts in the spring.

A subject consisting of two or more simple subjects is called a compound subject.

A predicate having two or more verbs is called a compound predicate.

COMPOUND SUBJECT A taxi and a bus | collided at the corner.

COMPOUND PREDICATE Many people | work at night and sleep during the day.

In selecting subjects and verbs, you will make fewer mistakes by always selecting the verb first. If the verb is *jumped*, you will then ask yourself, “*Who* or *what* jumped?” If the verb is *disappeared*, you will ask, “*Who* or *what* disappeared?” The answer to this question will always tell you the subject.

EXERCISE First draw a vertical line to separate the complete subject from the predicate. Then underline the verb or verbs with two lines and the simple subject or subjects with a single line. (Add 4 points for each correctly marked sentence.)

- A. The magnificent colors of the sunset | gradually faded away.
- B. We | drove to the side of the road and waited for help.
1. Newspapers often differ in their interpretation of the news.
 2. The doors of the garage open and close automatically.
 3. The food and the service improved greatly under the new management.
 4. Ships from many parts of the world anchor in San Francisco Bay.
 5. Only a few stunted trees grow on the sides of the mountains.
 6. Our dog always sits in the window and watches for me.
 7. The mournful cry of a coyote echoed over the lonely hills.
 8. A huge, spreading maple stands in front of the church.
 9. The frisky terrier leaped at the mirror and barked at its reflection.
 10. An intelligent person always listens to both sides of an argument.
 11. A certain friend of my parents always phones at dinner time.
 12. Crime and corruption increased alarmingly during the Tweed era.
 13. The suspense of this exciting novel begins on the very first page.
 14. My only key to the house fell through a crack in the steps.
 15. The long train rumbled to a stop, backed up, and stopped once again.
 16. The lazy fellow merely turned over and went back to sleep.
 17. American colleges and universities rank among the best in the world.
 18. Two thousand visitors from all over the world came to the conference.
 19. The manager often steps into the shop and works with the employees.
 20. The new, flag-draped ship slid down the greased rails, plunged into the water, and began its life on the sea.
 21. My carefully written theme dropped into the mud puddle.
 22. The coach and the referee disagreed about the play.
 23. The head of the committee asked for everyone's help.
 24. A large black cat with yellow spots suddenly darted from the bushes.
 25. A wild duck rose from the water and skimmed over the treetops.

A Closer Look at Verbs

A **verb** is a word that expresses action or helps to make a statement.

Action Verbs The action verb is the powerhouse of the sentence. It is the word in the predicate that “carries the punch.” It may show physical action (*run, throw, jump, eat*) or mental action (*think, decide, wonder*). The action verb always suggests *doing, acting, moving*.

Linking Verbs A noun or adjective by itself cannot make a statement about the subject. For example, we do not make sense if we say “Anne president” or “Anne happy.” By adding *linking verbs*, we can make these words into statements about the subject *Anne*: “Anne *was* president”—“Anne *seems* happy.” The linking verbs *was* and *seems* express no action at all. Instead, they link the words *president* and *happy* to the subject *Anne* and help to make a statement about it.

A good test for a linking verb is to see whether we can substitute *is* or any other form of the verb *be* for it.

EXAMPLES The story **is** clever. (clever story)
 The room **looks** (is) cheerful. (cheerful room)
 The shoes **feel** (are) tight. (tight shoes)
 The applicant **seemed** (was) confident. (confident applicant)

The most common linking verbs are the various forms of the verb *be* (*am, is, are—was, were, been*). Other verbs often used as linking verbs are *seem, appear, become, look, feel, sound, taste*, and *get* (when it means *become*).

Helping Verbs In the previous lesson, each verb consisted of only a single word. However, the main verb often requires the help of other verbs to make its meaning more exact. These useful verbs are called *helping verbs*. We often use one, two, or even three of the following helping verbs with the main verb to give the exact shade of meaning we intend:

| | | |
|----------------------|------------------------|----------------------------|
| HELPING VERBS | be (am, is, was, etc.) | shall, should; will, would |
| | have (has, had) | may, might; can, could |
| | do (does, did) | must, ought |

A verb consisting of two or more words is often broken up by an adverb. This adverb modifies the verb by telling *how* or *when* the action occurs.

EXAMPLES I **shall** remember his kindness.
 I **shall** **always** remember his kindness. (*Always* is an adverb.)
 We **could** have sold the farm.
 We **could** **easily** have sold the farm. (*Easily* is an adverb.)
 Dale **will** be getting her diploma.
 Dale **will** **soon** be getting her diploma. (*Soon* is an adverb.)

EXERCISE Underline the verb (or verbs) in each sentence, making sure that you include any helping verbs that may be present. Be careful, too, not to underline any adverb (like *not*, *soon*, or *quickly*) that may stand between parts of the verb. (Add 5 points for each correct sentence.)

1. Luisa has been studying the properties of light in science class.
2. Her first experiment was very simple.
3. She looked through a tube of paper and then bent it.
4. Naturally she could not see through the bent tube.
5. Light will not travel around corners without a periscope.
6. Luisa will make a periscope for homework tonight.
7. She must have two mirrors and some cardboard.
8. The teacher may arrange a class trip to a naval museum.
9. Her class would then see an actual periscope.
10. Today the class will investigate the effects of a prism on light.
11. The white light should form a band of colors or a spectrum like a rainbow.
12. In 1800 William Herschel examined the same band of colors and wondered about their heat.
13. The red band at one end of the spectrum had the highest temperature according to Herschel's thermometer readings.
14. The human eye cannot detect any color next to the red band.
15. The thermometer measured even greater heat from this invisible infrared band.
16. Photographs can be taken in the dark with infrared light.
17. Beyond the violet light at the other end of the spectrum is ultraviolet light.
18. Ultraviolet light cannot be seen by humans, but it produces a suntan.
19. Some insects can see ultraviolet light.
20. Some of the students had already known about these invisible forms of light.

Words That Complete the Verb

Some sentences, as we have seen, are built around a two-part base—*subject* and *verb*. In most sentences, however, a third part is necessary to make the meaning of the sentence complete.

EXAMPLES The package arrived. (complete)
 The package contained?..... (incomplete)
 The price increased. (complete)
 The price seemed?..... (incomplete)

Every verb that does not by itself make a complete statement about the subject must be completed by the addition of another word. This word that completes the meaning of the incomplete verb is called a *complement*, the grammar term for “completer.” Learning the difference between the two types of complements will help you solve many of the language problems that lie ahead.

1. We saw in the previous lesson that *every* linking verb is incomplete. A linking verb, therefore, must be followed by a word that it links to the subject. This word—a noun (pronoun) or an adjective—is called a *subject complement*. It is a *complement* because it completes the meaning of the verb. It is a *subject complement* because it describes or means the same thing as the subject of the sentence.

A subject complement completes the meaning of a linking verb and describes or identifies the subject.

EXAMPLES The price seemed fair. (*Fair* describes *price*.)
 Ed Bullins is a playwright. (*Playwright* identifies *Ed Bullins*.)

2. Action verbs may be either complete or incomplete. Any action verb that is incomplete must be followed by a word that completes its meaning. This word—usually a noun or a pronoun—is called a *direct object*.

A direct object receives the action of the verb or shows the result of this action.

EXAMPLES The storm delayed the train. (Delayed *what*? Train.)
 My grandfather bakes his own bread. (Bakes *what*? Bread.)

An indirect object precedes a direct object and tells to whom (or what) or for whom (or what) the action of the verb is done.

Notice that an indirect object can always be replaced with a prepositional phrase beginning with *to* or *for*:

EXAMPLES

| | | |
|--------------------|-----------------------------|-------------------|
| | i.o. | d.o. |
| The counselor gave | Frank (= to Frank) | some good advice. |
| | i.o. | d.o. |
| We made | ourselves (= for ourselves) | some sandwiches. |

An indirect object is rarely found without a direct object.

EXERCISE In the following story the subject complements, direct objects, and indirect objects are printed in *italics*. Indicate in the parentheses the use of each italicized word using the abbreviations below. (Add 5 points for each correct answer.)

s.c. = subject complement *d.o.* = direct object *i.o.* = indirect object

1. Margaret Fuller was a *woman* () of extraordinary intellect and energy. 2. Born in 1810, she was reading *Latin* () at the age of six. 3. John Quincy Adams attended her *debut* () in Boston in 1826. 4. Her parents gave *society* () a *thinker* () rather than a social butterfly. 5. She became a *member* () of a literary circle including Ralph Waldo Emerson and Henry David Thoreau. 6. These transcendentalist writers began their own quarterly *magazine* (). 7. They chose *her* () as editor of the quarterly. 8. Under Margaret Fuller's editorship the *Dial* became a *focus* () for an emerging American literature. 9. She also taught *children* () *foreign languages* (). 10. In 1843 she made *herself* () an international *reputation* () with the first women's liberation manifesto. 11. Her book, *Woman in the Nineteenth Century*, was *revolutionary* () in its day. 12. Today its contentions sound *familiar* (). 13. Margaret Fuller also became the first female newspaper *reporter* (). 14. Horace Greeley of the *Tribune* was her *employer* (). 15. At first she wrote literary *reviews* () for the *Tribune*. 16. Later she championed social *reforms* () like the abolition of capital punishment and better treatment for the mentally ill. 17. Margaret Fuller spent her last *years* () in Italy as a foreign correspondent and sympathizer with the Italian republican cause.

Finding the Subject

Don't always expect to find the subject at the beginning of the sentence. The subject is what the predicate tells about, not what happens to come first. There are several types of sentences in which you find the subject in other positions.

In selecting subjects and verbs, you will make fewer mistakes by always selecting the *verb first*. You will then ask yourself *Who?* or *What?* followed by the verb you select. The answer to your question will always tell you the subject.

Let's try this surefire method with several types of sentences in which the subjects do not come first.

1. Interrogative Sentences In sentences that ask questions, you will generally find the subject wedged between the main verb and its helper.

EXAMPLES Will Julia drive? (Who *will drive*? Julia. *Julia* is the subject.)
How does my hat look? (What *does look*? Hat. *Hat* is the subject.)
What are you singing? (Who *is singing*? You. *You* is the subject.)

2. "Turned-about" Sentences For the sake of variety or emphasis, the verb is sometimes put ahead of the subject.

EXAMPLES Up shot the flames. (What *shot*? Flames.)
Away sped the sled. (What *sped*? Sled.)
Closer and closer came the thunder. (What *came*? Thunder.)

We sometimes start a sentence with a direct object or subject complement to give it special emphasis.

EXAMPLES Such food I have never eaten. (*Food* is a direct object.)
Dark was the night. (*Dark* is a subject complement.)

3. Sentences Beginning with "Here" or "There" If the subject in this type of sentence is a noun, not a pronoun, look for it after the verb.

EXAMPLES Here come the fire engines.
There is a scratch on the record.
There are no seeds in this grapefruit.

4. Imperative Sentences In sentences that give orders or make requests, the subject *You* is generally understood, though not expressed.

EXAMPLES (You) Give me your promise.
(You) Please pass the sugar.

EXERCISE First underline the verb with two lines. Then locate the subject by asking *Who?* or *What?* before the verb and underline it with one line. In sentences that give orders or make requests, you will, of course, underline only the verb. Be sure to underline the helping verb when the verb consists of more than one word. (Add 4 points for each correct sentence.)

1. Down went all ten pins.
2. Where did you get these rare coins?
3. There are billions of cells in the human body.
4. Here are the names of the winners.
5. A more enthusiastic audience I have never seen.
6. Just put yourself in my place!
7. All over the floor went the popcorn.
8. Must each family contribute one dish?
9. Higher and higher rose the waves.
10. Neither can I understand his purpose.
11. There in shreds was my new shirt!
12. With what weapon did he slay the dragon?
13. Look at the scratches on that new table!
14. Never have I seen a more violent storm!
15. Here come the refreshments for our party.
16. Not a single vegetable would that child eat.
17. There are many harmless snakes in these woods.
18. Where does a tornado get its immense power?
19. Has your team been winning recently?
20. Out of the oven came the steaming pudding.
21. The expression on Dad's face I shall never forget.
22. Put your dime in this slot.
23. There was no excuse for her outburst of temper.
24. Into the fire went a huge piece of wood.
25. Seldom would she speak of this experience.

A Note on Spelling

Writing may be thought of as a way of recording the sounds of speech by the use of symbols that represent those sounds. The letters in our alphabet are the symbols we use to represent our speech sounds. If we had a different letter for each sound, spelling would be easy; just a matter of knowing which letter to use for each speech sound. Unfortunately, English spelling is not that simple. There are more sounds than there are letters in the alphabet to represent them, and so the task of learning to spell in our language is somewhat complicated.

The complications, however, may be partially overcome by becoming aware of, and learning, the many *spelling patterns* that do exist. These patterns involve the use of various combinations of letters of the alphabet to spell certain sounds.

To show the *sounds* of a word, rather than the letters, a special phonetic alphabet has been developed. Using this phonetic alphabet will help you understand the relationship between sounds and letters, and thereby help you to become a better speller.

On page 252 and inside the back cover are two charts. The first one, entitled “Consonant Sounds and Their Common Spellings,” summarizes twenty-four main consonant sounds of English, the symbols used to represent these sounds, and common ways of spelling them. The *symbol* for each consonant sound is written between a pair of slanted lines. For example, the symbol /k/ stands for the sound of the first letter in the word *kit*, as you can see by looking at the chart. The sound /k/ may also be spelled by the letters *c* (as in *cold*), *ck* (as in *lick*), or *k* (as in *like*).

The second chart, “Vowel Sounds and Their Common Spellings,” shows the symbols for fourteen main vowel sounds, and the vowel sound called a *schwa*. If you look at the vowel sound /ī/ on the chart, you will see the several patterns or ways in which the sound may be spelled. For example, in the word *line*, it is spelled with the letter *i* followed by a consonant (*n*), which, in turn, is followed by an *e*. (The letters **VCe**, standing for *vowel, consonant, e*, represent *one* of the ways or patterns in which the sound /ī/ may be written in English.) Other ways include *-igh* as in *high*, *-y* as in *try*, *-ie* as in *die*.

The spelling patterns reflected in these two charts should help to balance the irregularities in English spelling. The point is, that *despite* exceptions and seemingly illogical spellings, our spelling system exists as it does for good historical reasons and is, on the whole, a predictable system.

LESSON 5

Spelling: Pronunciation Can Sometimes Help

Have you ever spelled *athlete* with an *a* between the *h* and the *l*, or *probably* without the *a* and *b* that precede the *ly*, or *modern* with the *r* and *e* in reverse order? Such common spelling errors result, not from any special difficulties inherent in the words, but rather from faulty or sloppy pronunciation.

The three words mentioned in the paragraph above are examples of the three

commonest types of mispronunciation that cause misspellings: *adding* a letter or letters; *omitting* a letter or letters; *reversing* the order of letters.

Pronounce correctly, clearly, and carefully the words in the three lists below, paying special attention to the letters printed in red. (List 1 contains words to which a letter or letters are often incorrectly added; list 2, words from which a letter or letters are omitted; list 3, words in which the order of certain letters is reversed.)

| 1 | 2 | 3 |
|-------------|--------------|------------|
| athletic | arctic | perhaps |
| drowned | accidentally | prefer |
| chimney | lengthen | children |
| across | bachelor | cavalry |
| film | history | jewelry |
| mischievous | temperature | tragedy |
| entrance | environment | perform |
| lightning | several | perspire |
| laundry | practically | irrelevant |
| umbrella | literature | northern |

EXERCISE A Add the missing letter or letters to each word below so that the word is correctly spelled. These are words commonly misspelled because of faulty pronunciation. Before completing a word, say it carefully and clearly. Consult a dictionary if you aren't sure of the pronunciation. The meaning of each word is given in parentheses. (Add 5 points for each correctly spelled word.)

1. int. . . . duce (to acquaint)
2. su. . . . rise (to astonish)
3. p. . . . spiration (sweat)
4. p. . . . pare (to make ready)
5. stre. . . . th (the quality of being strong)
6. pu. . . . kin (a round, orange squash)
7. p. . . . scription (an order for medicine)
8. int. . . . pret (to explain or translate)
9. cont. . . . dict (to assert the opposite of)
10. p. . . . duce (to manufacture)
11. West. . . . n (a cowboy movie)
12. gen. . . . lly (usually)
13. e. . . . m (a kind of tree)
14. boun. . . . ry (that which marks a limit)
15. burg. . . . ar (one who breaks in and steals)
16. fin. . . . ly (at long last)
17. temp. . . . ment (disposition)
18. barb. . . . ous (not civilized or cultured)
19. lab. . . . tory (the workroom of a scientist)
20. quan. . . . ty (amount)

EXERCISE B Be prepared to write from dictation all of the words taught in this lesson.

Building Vocabulary

When you see a movie or a television play, how quickly you form an opinion of each character! And words play no small part in your judgment. After only a few sentences are spoken, you feel that you know a number of important things about each character.

From your vocabulary, people quickly come to conclusions about your background, your education, your personality, your interests, and your intelligence. You might want to think about whether the impression that your vocabulary makes on other people is the impression of yourself that you wish to give.

Each of the ten vocabulary lessons in your ENGLISH WORKSHOP will present ten useful words. Doubtless, some of these words are already familiar to you. However, like everybody else, you probably know the meaning of many more words than you actively use. These exercises will do more than add useful words to your vocabulary. They will boost your “word power” by pushing into active service some of the words you understand but perhaps seldom or never use.

LEARNING A NEW WORD

1. Learn to pronounce the word, using, if necessary, the charts on page 252 and on the inside of the back cover.
2. Note the word's part of speech.
3. Study and learn the definition.
4. Cover the definition with a sheet of paper and try to recall the meaning of the word. Try to use the word in a sentence of your own.
5. Learn other forms of the word if any are given.
6. Do the exercises thoughtfully.

alleviate /ə lē vē āt/, *v.* To lessen; to relieve an undesirable condition: *The heat alleviated the pain in my shoulder. The kind attentions of friends alleviated her sorrow.*

animosity /án ə mós ə tē/, *n.* Extreme dislike that is active and outspoken; hatred: *By his concern for them, Socrates showed that he felt no animosity toward his jailers.*

commendable /kə ménd ə bəl/, *adj.* Worthy of praise; admirable: *The captain's courage in landing the crippled plane was commendable.*

conducive /kən dú siv/, *adj.* Helpful in bringing something about: *Relaxation is conducive to good health. Hot weather is not conducive to study.*

corroborate /kə rób ə rāt/, *v.* To make more certain; to prove true, especially by providing further evidence: *Several classmates corroborated her statement that she had been in*

class on the day of the blizzard.—corroboration /kə rób ə rā shən/, *n.* *The mayor asked for corroboration of the charges.*

destitute /dés tə tūt/, *adj.* Extremely poor; without the basic needs of life: *The flood left many people destitute.*

eradicate /i rád ə kāt/, *v.* To destroy; to wipe out; to get rid of completely: *Chemicals are used to eradicate insects. Crime will decrease if we eradicate poverty.*

erratic /i rát ik/, *adj.* Changeable; not steady; doing strange, unexpected things: *An erratic pitcher might pitch well one moment and wildly the next.*

irksome /úrk səm/, *adj.* Tiresome; tedious: *To do a monotonous task for too long a time is irksome. Shelling nuts is an irksome task.*

sedative /séd ə tiv/, *n.* A drug which quiets the nerves or relieves pain: *After the accident, my brother was given a sedative.*