



FIRST COURSE

# ENGLISH WORKSHOP

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*with*

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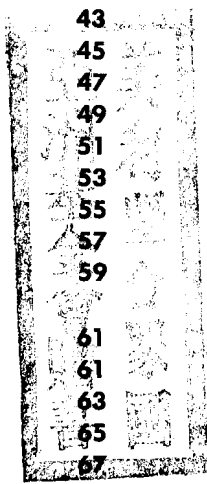
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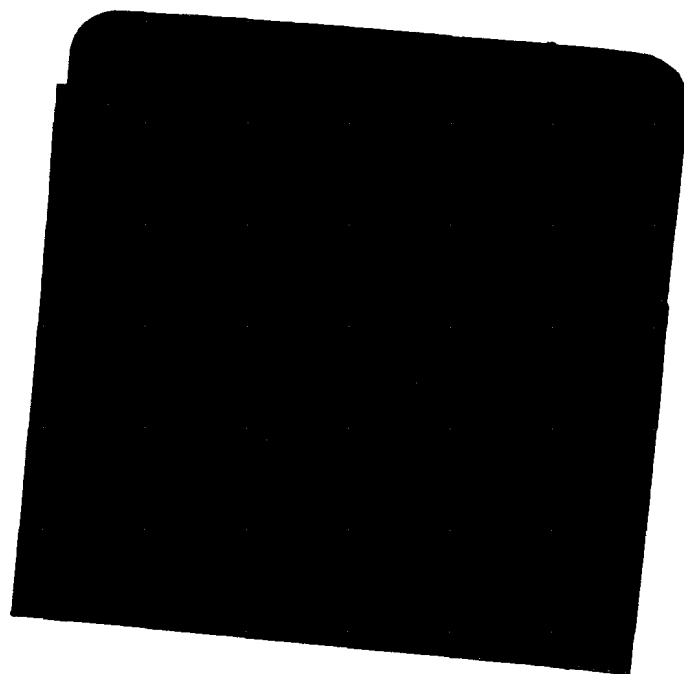
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## The Sentence

When we say something or write something, we want to be understood by other people. We want our words to make sense. When you put words together and they do not make sense, you have written (or spoken) nonsense, and other people will not understand you.

In this chapter, we shall study some of the basic rules for making sentences that people will understand.

### LESSON 1

## What Is a Sentence?

Let's look first at three different groups of words:

EXAMPLES    around the corner on two wheels (Something must have been going too fast. What was it? A baby carriage? A road grader?)  
                  broke in the middle (What broke?)  
                  the fierce, high winds (What did the winds do?)

If you said any of these groups of words, someone who heard you might complain that he did not understand you, or might ask you what you meant. That is because none of these groups of words say anything by themselves. They leave the listener dangling. They are not sentences. But look at these groups of words:

EXAMPLES    The ice cream truck skidded *around the corner on two wheels*.  
                  The film *broke in the middle*.  
                  *The fierce, high winds bent* the television antenna.

Anyone who heard (or read) these groups of words would know what they mean. They are complete in themselves. They are sentences.

**A sentence is a group of words expressing a complete thought.**

Note that when we write a sentence, we show where the sentence begins by using a capital letter. We show where it ends by using a punctuation mark — a period, a question mark, or an exclamation point.

EXAMPLES    The new factory manufactures tires.  
                  Why did you leave the movie before it was over?  
                  That motorcycle almost crashed!

**EXERCISE A** Half of the groups of words that follow are sentences, but the beginning capital letters and the end punctuation have been left out. In the space at the left of each, write *S* if the group is a sentence and *NS* if it is not. (Subtract 6 points for each error.)

- ..... 1. three leading businessmen organized a fund-raising drive
- ..... 2. she drove to Mexico City with her parents
- ..... 3. saying that custard was her favorite dessert
- ..... 4. the road made a hairpin turn
- ..... 5. the new jet liners carry five-hundred passengers
- ..... 6. the cost of a new car when you trade it in every year
- ..... 7. stayed up watching television until after midnight
- ..... 8. a red light blinking on and off at the top of the tower
- ..... 9. we got lost on the new express highway
- ..... 10. he saw her in the baked goods section of the supermarket
- ..... 11. every possible shade of red and pink
- ..... 12. before he could swim out to his sister
- ..... 13. until there was a pile of sawdust
- ..... 14. naturally there were ants at the picnic
- ..... 15. after dinner on Sunday, we all went for a drive in the country
- ..... 16. before doing any of the extra-credit problems at the end of the book

**EXERCISE B** Complete the following sentences by writing in each blank the word or words in parentheses that complete the thought. (Subtract 12 points for each incorrect sentence.)

- 1. Jennifer and Mac ..... to go swimming. (love, loving)
- 2. .... dived into the water. (They both, If they)
- 3. The water ..... really too cold for swimming. (being, was)
- 4. .... came out right away. (And, Jennifer)
- 5. Mac would not ..... that he was cold. (admit, admitting)
- 6. .... wanted to swim a little longer. (Because he, He)
- 7. Next day ..... sneezed at breakfast. (because he, Mac)
- 8. Jennifer ..... it served him right. (saying, said)



## Subject and Predicate

There are all sorts of sentences, some long and some short. All of them, however, have two necessary parts: a *subject* and a *predicate*.

**The subject of a sentence is that part about which something is being said.**

**The predicate of a sentence is that part which says something about the subject.**

EXAMPLE Cynthia Jane moved here from Canada.

The sentence is *about* Cynthia Jane. *Cynthia Jane* is the subject of the sentence. What is being said about Cynthia Jane? *Cynthia Jane moved here from Canada; moved here from Canada* is the predicate of the sentence.

In the following examples, the subject is separated from the predicate by a blue line. The part of the sentence before the line is the *subject*. The part after the line is the *predicate*. As you read each sentence, ask yourself *what it is about* (the subject) and *what it says about the subject* (the predicate).

EXAMPLES The truck | carried six brand-new cars straight off the boat from Europe.  
The meadow in a clearing in the woods | was carpeted with daisies.

Notice that the subject of a sentence may be quite long and the predicate quite short — or the other way around. The important thing, of course, is not length at all, but the job the words do in each part of the sentence. In the first example, the words that tell us what the sentence is about are *the truck*, which is therefore the *subject*. Every other word tells what the truck did, and belongs, therefore, to the *predicate*. The second example uses several words to say what the sentence is about. The *subject* is *The meadow formed by a clearing in the woods*. The four remaining words tell us about this subject and are the *predicate* of the sentence.

**EXERCISE A** Use a vertical line to separate the subject and the predicate in each of these sentences. (Subtract 6 points for each error.)

- A. Dad bought a new car last week.
1. This new car is for his personal use.
  2. He goes to work in it.
  3. We kept our old car.
  4. We have never had two cars before.

5. The old car is for the use of the whole family.
6. Dad's new car is a small one.
7. My sister and I call it "The Bug."
8. Both the new car and the old car are painted red.
9. Half of the cars on our block are painted red.
10. Most of the people in our neighborhood must like red especially.
11. Several families on our block have two cars.
12. Almost all of the second cars are small.
13. Many of these smaller cars are made in Europe.
14. The European manufacturers ship them to this country by boat.
15. The duty on imported cars is, of course, considerable.
16. The small European cars are often quite low in price, however, even with the duty.

**EXERCISE B** In the following sentences, underline the subject once and the predicate twice. If you are not sure what the subject is, ask yourself what the sentence is about (the subject) and what is being said about it (the predicate). (Subtract 7 points for each incorrectly marked sentence.)

- A. The frightened men ran across the street into the police station.
1. The late arrival of one passenger delayed the plane an hour.
  2. Some people can speak both French and English.
  3. The sore place on Harry's foot made him limp.
  4. The famous movie actress concealed her disappointment.
  5. Hardly any news photographers were present.
  6. The lights in the houses along the shore came on one by one.
  7. Every lighthouse has its own way of shining its light.
  8. Two plain-clothes police detectives questioned him.
  9. A goose with six goslings waddled down to the pond.
  10. One got lost in the crowd at the department store.
  11. An old-fashioned kerosene lamp gives enough light for reading.
  12. All of us were quite hungry by noon.
  13. The steep hills of Duluth are hard on brakes.
  14. Ken lost his jacket somewhere on the way home from school.

## Finding the Verb

The predicates you studied in Lesson 2 are called *complete predicates*. Most complete predicates contain a main word (or group of words) known as the *simple predicate*. The simple predicate is the most important part of the predicate—it is the *verb* of the sentence.

In many sentences, you can leave out all of the predicate except the verb and the sentence will still more or less make sense. This is because the verb is the most active and informative part of the predicate. It does the basic job of *telling something about the subject*.

**The simple predicate, or verb, is the main word or group of words in the complete predicate.**

EXAMPLE The train | **moved**.

This is a complete sentence with a one-word predicate, *moved*, which is the verb. The predicate always contains a verb, but it often contains more.

EXAMPLE The train | **moved** slowly across the viaduct to the other shore.

This time, *the train* is still the subject, and the predicate is all the rest of the sentence. But the verb is still *moved*. It gives the basic information about the train.

The verb in a sentence may be a group of words. The added words that make up a complete verb are called *helping verbs* — they help the main verb make a statement. In the following examples, the verbs are printed in blue and the helping verbs are underlined.

EXAMPLES The train | was **blowing** its whistle.

He | had **heard** the rumor before.

I | will have **left** before dawn.

The examples illustrate two of the commonest helping verbs. *Was* is a form of the helping verb *to be*, whose other forms are *am*, *is*, *are*, *were*, and *been*. *Had* is a form of the helping verb *to have*, which also includes *has*. These two important helping verbs are often combined with other helping verbs, such as *shall*, *will*, *can*, *could*, *should*, *would*, *will have*, *can be*, *should have been*.

**EXERCISE A** Draw a line between the subject and the predicate. Then underline the verb, including any helping verbs. (Subtract 7 points for each incorrectly marked sentence.)

1. An artist from our town gave our school a picture.
2. He came into the school one day with the picture under his arm.

3. He asked one of the students the way to the principal's office.
4. The principal's office had been moved.
5. The flustered student forgot this.
6. He gave the artist the wrong directions.
7. The artist lost his way.
8. The principal was going past his old office just then.
9. He noticed a bewildered stranger.
10. The students should be delighted with the new picture.
11. Several wild ducks in flight appear in it.
12. A broad, weedy marsh lies below them.
13. Hunters like this kind of picture especially.
14. It should remind the boys of hunting season.

**EXERCISE B** Underline the verbs in the paragraph below, including helping verbs. (Subtract 3½ points for each error.)

#### SMOKE EATERS

1 Just before noon, the siren in the fire station sounded. The fire  
2 department had received news of a major forest fire. The fire had  
3 been raging for two hours already. It was out of control. The  
4 men at the scene called for help from our fire department. Our  
5 fire department always helps in such emergencies. The firemen  
6 drove their trucks fifteen miles. At the scene of the fire, they  
7 rushed their equipment into action. They put their hoses into the  
8 river. With the pumps on the trucks, they sprayed water on the fire.  
9 They coughed because of the smoke. Breathing was becoming dif-  
10 ficult. The smoke also made their eyes red. No one would envy  
11 a fireman at times like this. Despite all their efforts, the fire raged  
12 for hours. The heat forced the firemen back. Anyone would have  
13 felt discouraged. Slowly, however, a change came over the sky. Then  
14 suddenly the rain was pouring down on them. Torrents of rain  
15 quickly dampened the fire.

## Complete Subject and Simple Subject

Like the predicate of a sentence, the subject often consists of several words.

EXAMPLE The dark-haired boy from Omaha swam across the lake.

What is the sentence about? The sentence is about the dark-haired boy from Omaha. *The dark-haired boy from Omaha* is called the *complete subject* of the sentence. Actually, the subject is neither about dark hair nor about Omaha. There is a main word in this, and in every complete subject. The main word in this complete subject is *boy*. The other words merely tell us *which particular* boy swam across the lake. *Boy* is called the *simple subject*.

**The simple subject is the main word in the complete subject.**

In this book, the *simple subject* will be referred to simply as the *subject*. You will have no trouble locating the subject of a sentence if you find the verb first. When you have found the verb, ask the question *who?* or *what?* before the verb. The answer will always be the subject of the sentence.

EXAMPLES A nine-car passenger train was stolen. (*What* was stolen? *Train* was stolen. *Train* is the subject.)

A visitor from outer space asked to see our leader. (*Who* asked? *Visitor* asked. *Visitor* is the subject.)

Usually, a group of words must have a subject (and a verb) or it cannot be a sentence. The only important exception is the *imperative* sentence, which states a command or makes a request.

IMPERATIVES Open the window! Wait your turn, please.

Imperative sentences do not have an expressed subject. The subject *you* — the person to whom we are speaking — is the *understood subject* of an imperative sentence.

**EXERCISE A** Underline the complete subject once and the verb (including helping verbs) twice. Two of the sentences are imperatives, with no expressed subject to underline. (Subtract 8 points for each incorrectly marked sentence.)

A. The whole basketball team will stay for dinner.

1. Any well-behaved boy would have known better.
2. A coin-operated phonograph is called a juke box.
3. I must have dropped our tickets for the movie.
4. Give them to your father right away.
5. George will have left for the movies already.
6. That bad-tempered ticket-seller gave me the wrong change.
7. The first cars in the parade passed near us.
8. Suckling pig is one of Mother's favorite dishes.
9. We can sleep out in our tents tonight.
10. Please send the package to me by parcel post.
11. Two letters for you are lying on the hall table.
12. The months of July and August are usually very humid here.
13. He must have finished his breakfast by now.

**EXERCISE B** Underline the complete subject, and then write the simple subject in the blank at the right. (Subtract 7 points for each incorrectly marked sentence.)

1. Seven bearded miners appeared without warning. ....
2. The excited townspeople watched them warily. ....
3. This isolated desert town never had seen such a sight. ....
4. No passing traveler had mentioned seeing them. ....
5. Nobody knew anything about the miners. ....
6. The exhausted strangers trudged down the street. ....
7. They went straight to the county clerk's office. ....
8. Nothing could stop the hungry, thirsty men. ....
9. Each and every miner filed a claim. ....
10. These new claims lay together on Bald Mountain. ....
11. Several curious townspeople questioned the miners. ....
12. The miners cautiously evaded their questions. ....
13. The exact location of their claims remained a secret. ....
14. The silent, secretive group stayed around town for  
several days. ....

## Sentences with Compound Parts

Many sentences have subjects with more than one part or verbs with more than one part (or both). We call these more complicated sentence parts *compound subjects* and *compound verbs*.

**When two (or more) connected verbs in a sentence have the same subject, the two (or more) of them together are called a compound verb.**

EXAMPLES Joe intercepted a pass and ran for a touchdown.  
Mrs. Snell minds the baby and cooks dinner at the same time.  
Olga played the piano and sang Swedish songs.

Subjects can be compound, too.

**When two (or more) connected subjects in a sentence have the same verb, the two (or more) of them together are called a compound subject.**

EXAMPLES Women and children got into the lifeboats first.  
Trains, planes, and cars account for most passenger traffic.

There are also sentences with both compound subjects and compound verbs.

EXAMPLES Mary and Bill hated skiing but loved skating.  
Mom, Dad, and my brother flew to Chicago and drove back.

Notice that compound subjects are usually connected by *and* or *or*. Compound verbs may be connected by *and*, *or*, or *but*. These connecting words are called *conjunctions*. Commas are used to separate the parts of a compound verb or subject having more than two parts.

COMPOUND SUBJECT Bill, Dick, and Roger have been nominated for class president.

COMPOUND VERB The rocket lifted from the pad, soared upward, and went out of sight.

**EXERCISE A** Draw two lines under the verbs in the following sentences. Then write CV (for compound verb) in the blank to the left of any sentence that contains a compound verb. (Subtract 8 points for each incorrectly marked sentence.)

. CV . . . A. The hurricane shook houses and blew down trees.

. . . . . 1. The scene was one of devastation and destruction.

- ..... 2. One family found their automatic washer two blocks away and brought it home in a wheelbarrow.
- ..... 3. Some parts were missing and never were found.
- ..... 4. Repairs to the washer would cost over one hundred and fifty dollars.
- ..... 5. Instead, they gave up and bought a new one.
- ..... 6. They watched expenses with great care.
- ..... 7. They started from scratch and rebuilt their house.
- ..... 8. A plumber came and pumped sand out of the cellar.
- ..... 9. Damage to the foundation and the wall was repaired.
- ..... 10. Another man scraped and varnished the floors.
- ..... 11. Upholstered furniture was spoiled and could not be saved.
- ..... 12. The flood, however, had not reached the second floor.

**EXERCISE B** Draw one line under the subjects in the following sentences. Write *CS* (for compound subject) in the blank to the left of any sentence that contains a compound subject. (Subtract 8 points for each incorrectly marked sentence.)

- .. *CS* .. A. A dog and a boy with a limp got out of the car.
- ..... 1. Tourists and sightseers visit the skyscraper.
- ..... 2. The overfilled pitcher promptly spilled.
- ..... 3. The lights on the neon sign flashed brightly.
- ..... 4. The headlights of the on-coming cars blinded them.
- ..... 5. Tables and chairs were turned topsy-turvy.
- ..... 6. Pictures on the wall shook with the explosion.
- ..... 7. Jagged rocks and pieces of dirt fell on the roof.
- ..... 8. The quarry foreman and the watchman called the ambulance.
- ..... 9. The wallpaper and the gold paint were peeling off.
- ..... 10. Two hawks soared above the valley on outspread wings.
- ..... 11. A fireman leaned out the window and dropped a small dog into the net.
- ..... 12. A clown and a chimpanzee rode at the head of the parade.



## Simple and Compound Sentences

A *simple sentence* has only one subject and only one verb, although both may be compound. All of the sentences we have studied so far have been simple sentences.

A *compound sentence*, on the other hand, has two (or more) subjects and each subject has its own verb. It is really two (or more) simple sentences joined together, usually by a conjunction.

**A compound sentence consists of two or more simple sentences usually joined by a connecting word.**

**SIMPLE SENTENCES**      Michael caught a three-pound trout. We cooked it over an open fire.

**COMPOUND SENTENCE**   Michael caught a three-pound trout, **and** we cooked it over an open fire.

Notice the conjunction *and* which connects the two parts of the compound sentence. The conjunctions *but*, *or*, and *nor* may also be used to join the parts of a compound sentence. A comma is placed before the conjunction.

The big difference between a simple sentence and a compound sentence is not that one is long and the other short. A simple sentence may be quite long. A compound sentence may be quite short. But a compound sentence can always be broken up into its parts and the parts will still be sentences — they will make sense by themselves.

**EXAMPLES**   A short, fat farmer and a little mongrel dog raced down the lane and dashed out onto the highway. (simple sentence with compound subject — *farmer* and *dog* — and compound verb — *raced* and *dashed*)

Fish swim, **but** birds fly. (compound sentence: *Fish swim* and *birds fly* make sense by themselves and can be written as two separate simple sentences)

**EXERCISE A**   Underline each subject once and each verb twice. Circle *C* if the sentence is compound, or *S* if the sentence is simple. Remember that a simple sentence may have compound parts. (Subtract 11 points for each incorrectly marked sentence.)

C   S   1. Leonardo da Vinci and Columbus were almost the same age.

C   S   2. Both lived during the Renaissance, and both had a strong desire for knowledge.