

CORRECT ENGLISH

FIRST COURSE



TANNER

CORRECT ENGLISH

Author of "Composition and Rhetoric"



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PREFACE

This book is intended to precede "Correct English, Second Course" or any similar book. The author has endeavored to produce a volume that will serve as a complete textbook in grammar, sentence structure, diction, spelling, and oral and written composition. He has likewise tried to observe a proper balance between speaking and writing, between grammar and composition, and between composition and the study of words.

The sentence receives more emphasis than any other unit of composition, and to it is related all the work in grammar, vocabulary-building, and spelling. In both oral and written composition the making of good sentences is treated as an essential of correct and effective expression.

The specimens of composition, both the selections from standard authors and those from student writers, and also the pictures, have been carefully chosen for their appropriateness and their direct appeal to high-school pupils. The numerous composition assignments are based largely on the major interests of boys and girls and on actual situations that arise frequently in their home, school, and community life.

The order observed in grouping the material in six parts is not meant to indicate the order of study for every class. Teachers who prefer to begin with composition may take first Part Three, Part Four, or Part Five and use Parts One and Two for supplementary assignments. Most teachers will doubtless find it advisable to make assignments in the study of words (Part Six) in connection with the work in grammar, sentence structure, and composition. The chapter divisions, together

with the system of cross reference, the complete table of contents, and the full index, render the book easily adaptable to a wide variety of needs and preferences.

The test exercises placed first in the book should be used in the order that each teacher thinks will be most helpful to the class. The author believes that teachers may be able to save considerable time and improve the quality of work by using these exercises to diagnose the needs of their classes and of individual pupils both at the beginning of the year and at intervals during the year. They may also serve as material for review. Cross references given in the Teacher's Manual accompanying this book indicate how the test exercises may be correlated with sections in the text. Material for use in all dictation exercises is provided in the Teacher's Manual.

Though "Correct English, First Course" contains an abundance of exercise material, those teachers who wish to give their pupils additional written practice in grammar, sentence structure, punctuation, and word study will find "Exercises in Correct English" very useful. The eighty exercises, bound in convenient tablet form, are valuable for drill and test purposes.

For assistance in the preparation of this book grateful acknowledgment is made to the following persons: to numerous teachers for composition material from their classes; to students and to editorial boards of various school publications for specimen compositions; to the Northeastern Junior High School, Somerville, Massachusetts, for the picture "A School Election"; to Miss Caroline M. Doonan, of the Newton High School, for reading the proof sheets; and to the author's wife for several exercises and specimen letters and much valuable criticism.

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CORRECT ENGLISH

TEST EXERCISES FOR REVIEW AND DIAGNOSIS

Purpose of the test exercises. At the beginning of the school year, as we resume our study of speaking and writing, it will be well for us to test our skill in the use of good English. This we can accomplish in part by means of the exercises in this introductory section. In doing these exercises, which will provide us a brief review of grammar and composition, we shall find out how much English we really know. We shall learn at the same time what our immediate needs in grammar and composition are, and thus we shall be able from the very outset to direct our efforts more intelligently toward acquiring greater skill in speaking and in writing.

How to use the test exercises. The helpfulness of the test exercises will depend, for each of us, on the spirit in which we do them. Let us regard them as "setting-up" exercises in preparation for our work in grammar and composition for this school year. Let us make good use of this "warming-up." Being in at the start and securing the lead by a clean, quick "get-away" will do much to insure our coming in as leaders at the end of the contest.

The exercises are intended to test our *individual* ability as students of English. In doing each exercise let us depend, therefore, as in all other school work, wholly on our own efforts. Let us be honest with ourselves and refrain from asking aid.

I. TEST EXERCISES IN GRAMMAR

GRAMMATICAL KNOWLEDGE

Importance of grammatical knowledge. In order to speak and write correctly, we should have an accurate knowledge of grammar and employ this knowledge intelligently in devising and in revising our sentences. It is not enough to *make* a correct sentence. This we often do through imitation alone. We must *know* that a sentence is correct and be able to tell why it is correct. If a sentence contains errors, we must be able to correct them and to justify our corrections. Until we have acquired grammatical knowledge, the making of sentences is guesswork, and punctuation is a haphazard process. The following exercises will enable us to make certain helpful tests of our present grammatical knowledge.

TEST EXERCISE 1

Turn a sheet of composition paper so that its length is horizontal. Divide the sheet into eight equal columns. At the top of each column write the name of one of the parts of speech. Now study the following sentences carefully. Determine the part of speech of each word by noting what it does in the sentence in which it stands. Then write it in the proper column. Remember that the use of a word in a sentence determines the part of speech to which it belongs. Do not confuse possessive pronouns and possessive adjectives.

- ✓ 1. A large crowd greeted the young aviator.
2. He was entertained by the American ambassador.
3. Self-reliance and energy are two essentials of success.
- ✓ 4. This is the best book that I have read this year.
5. During vacation we amused ourselves by camping and fishing.
- ✓ 6. Few persons could remember seeing him before.
7. Before his company, marched the wounded officer.
- ✓ 8. Alas, help came too late, for the swimmer's strength failed.
- ✓ 9. After a hasty glance at each book, she chose mine.
10. Oh, what difference does that make?

11. *Nice* is a word that is often very carelessly used.
12. Whom shall we choose president of our club?
13. Their experience was entirely different from ours.
14. Each worked harder at his lessons.
15. There the delighted child stood before the roaring fire.

TEST EXERCISE 2

Tell the case, number, gender, and use of each noun and each pronoun in the sentences in Test Exercise 1.

TEST EXERCISE 3

In the following sentences point out each pronoun, and tell its person, number, case, and use:

1. She did not tell them who was coming to our house.
2. This is the kind of book that I enjoy.
3. Mine is a better pen than yours.
4. Are these yours? No, they are hers.
5. When she asked, "Who are you?" I replied, "It is I, the boy whom you sent for."
6. Everybody was invited, but none of us went.
7. Each did whatever the other requested.
8. They did not give us their summer address.
9. I asked each of them, "Who of you will tell me where he has hidden himself?"
10. We never buy for him such books as those.
11. He himself assured us that he did not know what they had done.
12. Can you find Helen and me in the picture? That is she, and this is I.
13. We have examined both, but we cannot recommend either.
14. Here are all that we have left. Which do you prefer?
15. We have whatever you need in school.

TEST EXERCISE 4

In a column at the left side of a sheet of composition paper list all the verbs and verb phrases in Test Exercises 1 and 3. Opposite each verb or verb phrase state whether it is transitive, intransitive, or copulative, and tell its person, number, and tense.

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TEST EXERCISE 5

Write the principal parts of the following verbs :

begin	drag	lay	ride	set	take
break	drink	lead	ring	sing	tear
burst	eat	lie	rise	sit	throw
come	go	loose	run	speak	wear
do	know	lose	see	swim	write

TEST EXERCISE 6

Write two original sentences to illustrate the correct use of each of the following verbs. In the first sentence of each pair use the past tense of the verb ; in the second sentence use one of the perfect tenses. Under each verb or verb phrase used *transitively* in your sentences draw *one* line ; under each one used *intransitively* draw *two* lines.

- MODEL. 1. I accidentally *broke* the vase. (Past tense)
 2. The dam *has broken*. (Present perfect tense)

begin	drag	know	ring	set
come	eat	lay	run	sit
do	go	lie	see	take

TEST EXERCISE 7

Point out all the adjectives in the following sentences. Give the comparison of each adjective that can be compared, and tell what word or words it modifies.

1. Our high school developed two winning teams last year.
2. This sort of weather makes me sleepy.
3. Your plants look healthy and seem very hardy.
4. One's first attempt is often unsuccessful.
5. The aviator, unaffected by his recent ill luck, took part in the next contest.
6. In his leisure moments he read an absorbingly interesting historical novel.
7. After a night of refreshing sleep she felt better.

8. That red-haired boy yonder won several points in our recent athletic meet.

9. A beautiful blue bowl containing red tulips had been placed in the exact center of the large round table.

10. The frightened little man became more embarrassed when he discovered whose hat he had taken.

TEST EXERCISE 8

Point out all adverbs in the following sentences. Give the comparison of each adverb that can be compared, and tell what word or words it modifies.

1. Eagerly the soldiers pressed forward.
2. They had already been repulsed twice.
3. Where have you been lately?
4. We cannot come today, but we will come later.
5. She works deftly and silently.
6. Recently I have not felt entirely well.
7. Let us camp here tonight.
8. Our opponents gradually came nearer and nearer to our goal.
9. Patrons should always notify the manager promptly of any lack of courtesy on the part of employees.
10. There she stood, clearly silhouetted in the doorway, gazing intently into the darkness.

TEST EXERCISE 9

In the following sentences should an adjective or an adverb be used? Choose the right word, and explain your choice.

1. He came (quick, quickly) to our rescue.
2. This fruit tastes (bitter, bitterly).
3. We can do the work (easy, easily) in an hour.
4. The patient seems (some, somewhat) better.
5. We left home (real, very) early that morning.
6. The old soldier looked (sad, sadly).
7. Did you sleep (good, well) last night?
8. Her voice sounded (shrill, shrilly).
9. Try to speak more (distinct, distinctly).
10. We were (sure, surely) tired when we reached home.

TEST EXERCISE 10

In the following sentences point out each word that completes or helps to complete the meaning of a verb. Classify it as a noun, a pronoun, or an adjective, and tell whether it serves as a predicate nominative, a predicate adjective, a direct object, or a predicate objective.

1. For years she has been our neighbor and friend.
2. In the evening we read the book aloud.
3. Tonight she was radiantly happy.
4. Our class elected Malcolm treasurer.
5. Mother named my youngest sister Barbara Ann.
6. Such wanton deception made us angry.
7. His new work soon became uninteresting and tiresome.
8. The war made them enemies.
9. The coroner asked the witnesses many questions.
10. Twenty years of undisputed possession made the property theirs.

TEST EXERCISE 11

In the following sentences point out all prepositions and conjunctions. Tell the object of each preposition. Tell whether each conjunction is used to connect words, phrases, or clauses, or whether it introduces a subordinate clause.

1. During his brief but eventful life he accomplished much.
2. At his meals he drinks nothing but water.
3. In front of the house were flowering shrubs, and behind it there was a grove of pine trees.
4. After packing our trunks, we went to call on our friends before we left town.
5. After they had completed their tasks, they sat around the fire before their tents.
6. We have seen neither him nor his brother since Tuesday.
7. Since neither of them had been seen for several days, we organized a searching party to find them.
8. Training hunting dogs for wealthy owners has for many years been his chief occupation.