

ENGLISH WORKSHOP

REVIEW COURSE

INTRODUCTION FOR STUDENTS

ENGLISH WORKSHOP REVIEW COURSE teaches you important skills involved in writing and speaking standard English. If you are a senior, you will already have studied most of these skills. Nevertheless, you will readily admit that there is still room for improvement in your writing and speech. Even if your writing is grammatically and mechanically correct, you recognize the need for more practice in composition, especially in the construction of sentences which are clear and smooth as well as correct. Of course, you may still be uncertain about mechanics: uses of capital letters and punctuation marks. You may still need drill in grammar and usage.

You should work through Parts One, Two, and Three, studying the lessons in order because they are cumulative. Near the end of each chapter there is a Chapter Review, which is followed by a Cumulative Review. To do well on these review lessons, you should have mastered all the preceding lessons. Some of the Cumulative Reviews (see "Cumulative Review: Standardized Test Form," pp. 104, 124, 161, 206) are written in approximately the form of the most commonly used standardized tests. If you do well on the Reviews, you should do well on the standardized tests your school requires you to take from time to time. At regular intervals you will find lessons on vocabulary and spelling. Each of these is part of a carefully planned, cumulative program which should be studied in the order in which the lessons come. ¶

Part Four is called *Writing Compositions*. There is little value in learning the rules of standard English unless you have opportunities to apply them in writing. Although it is the final section in the book, Part Four should not be left for a few weeks of concentrated composition work at the end of the course but should be used regularly during your study of Parts One, Two, and Three. Your teacher will assign the lessons in Part Four at appropriate times throughout the year.

ENGLISH WORKSHOP REVIEW COURSE will help you to develop your vocabulary, improve your spelling, and use English according to the dictates of modern usage. But the most important thing it will do for you is show you how to improve your writing by careful revision. The book contains a great many exercises on revising passages which are not well written. Through these exercises you will learn what to look for when you are revising your own writing and how to make improvements in it. Your work on the exercises in the book will carry over to the work on your own themes only if you make it do so. If you conscientiously correct and revise your own themes in the same way that you correct and revise the exercises in the book, the quality of your writing will improve.

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Part One

A REVIEW OF GRAMMAR TERMS AND MECHANICS

CHAPTER ONE

Review of Grammar Terms

This first chapter in Part One begins with a diagnostic test. By taking this test you will reveal to your teacher and to yourself how much of the material in the chapter you remember from your earlier work in English. It is entirely possible, for example, that you already know English grammar terms so well that you will not need to review them in Chapter One. If this should be true, begin your work in the book with Lesson 7, Chapter Review. Perhaps, however, the diagnostic test will reveal competence in some areas of grammar but weaknesses in others. For example, should you demonstrate complete knowledge of the parts of speech and the parts of the sentence base, but not of phrases and clauses, you could easily begin your work with Lesson 4. Use of the diagnostic test will save you from needlessly studying material you already know.

Diagnostic Test

PARTS OF SPEECH In the numbered spaces below each sentence, give the part of speech of the correspondingly numbered underscored words. Use the following abbreviations:

n. = noun

v. = verb

prep. = preposition

adj. = adjective

pron. = pronoun

adv. = adverb

conj. = conjunction

(Add 2 points for each correct answer.)

She 1 dreams the 2 dreams of youth.

1

2

In 3 speech class my 4 speech was praised.

3

4

Do all you can 5 for 6 him, 7 for he needs help.

5 6 7

The test was repeated 8 later 9 because 10 everyone had done 11 badly.

8 9 10 11

She is wearing a 12 dark blue dress.

12

PARTS OF THE SENTENCE BASE In the numbered spaces below each sentence, write the *subject* (s), *verb* (v), and *complement* (c). Use the following abbreviations to tell the kind (k) of complement: *s.c.* for *subject complement*; *d.o.* for *direct object*; and *i.o.* for *indirect object*.

Neither of the boys is working.

13 (s) 14 (v)

Lydia is always confident.

15 (s) 16 (v) 17 (c) 18 (k)

Static sometimes spoils radio reception.

19 (s) 20 (v) 21 (c) 22 (k)

Tomorrow will be a good day.

23 (s) 24 (v) 25 (c) 26 (k)

My uncle in California gave me a set of golf clubs.

27 (s) 28 (v)

29 (c) 30 (k) 31 (c) 32 (k)

Complete the statements that follow each sentence by writing the appropriate word or words in each numbered blank.

A visitor from the nineteenth century would be amazed at our scientific knowledge.

The two prepositional phrases in this sentence are 33 and 34

The first phrase modifies the word 35 and is therefore a(n) 36 phrase.

The number of women who join the police force is increasing.

The subordinate clause in this sentence is 37 The subject of this clause is 38

The verb is 39, and the complement is 40

This kind of complement is called a(n) 41

Whoever breaks the tape first will be the winner.

The subordinate clause in this sentence is 42

The subject of the clause is 43 ; the verb in the clause is

44 ; the complement in the clause is 45

The complement in the clause is the kind called a(n) 46

. This subordinate clause is used as the part of speech called a(n) 47 The entire subordinate clause is the 48 of the sentence.

When you are ready, give the signal.

The subordinate clause in this sentence is 49

. The whole clause is used as the part of speech called a(n) 50

LESSON 1

Nouns, Pronouns, Adjectives

A noun is a word used to name a person, place, thing, or idea.

A proper noun names a particular person, place, thing, or idea. A common noun does not name a particular person, place, thing, or idea. A proper noun begins with a capital letter.

PROPER NOUN

St. Louis
Margaret Mead
Chevrolet
Republican

COMMON NOUN

city
woman
automobile
political party

A pronoun is a word used in place of a noun. It may stand for a person, place, thing, or idea.

Bernice Brown was elected president. **She** had been treasurer. (In the second sentence the pronoun *she* is used in place of the noun *Bernice Brown*.)

The boys spent all **their** money on an old car. Later **they** were sorry **they** had bought **it**. (The pronouns *their* and *they* are used in place of the noun *boys*; the pronoun *it* is used in place of the noun *car*.)

Review the following classification of pronouns, and familiarize yourself with the words in each list. The starred words on the lists are also used as adjectives.

PERSONAL PRONOUNS

I, me	he, him	it	they, them
you	she, her	we, us	

POSSESSIVE FORMS OF THE PERSONAL PRONOUNS

my, mine	his	its	their, theirs
your, yours	her, hers	our, ours	

Relative pronouns are used to introduce subordinate clauses.

Interrogative pronouns are used in questions.

RELATIVE AND INTERROGATIVE PRONOUNS

who	* which	* what
whom	* that	whose

DEMONSTRATIVE PRONOUNS (point out *which one*)

* this	* these	* that	* those
--------	---------	--------	---------

INDEFINITE PRONOUNS

* all	* each	* many	* one
* any	* either	* neither	* several
anybody	everybody	nobody	* some
anyone	everyone	none	somebody
* both	* few	no one	someone

An adjective is a word used to modify a noun or a pronoun.

Modify means to describe, to make the meaning of a word more definite. An adjective may modify a noun or a pronoun in one of three ways:

1. by telling *what kind*: *green* hat, *small* car, *French* people
2. by pointing out *which one*: *this* argument, *that* picture
3. by telling *how many*: *three* months, *many* letters

Adjectives, which usually precede the words they modify, may also come after.

EXAMPLE Jeff brought the pizza, **golden** and **bubbly**, to the table.

An adjective may be separated by a verb from the word it modifies.

The day seemed **endless**. (*endless* day)

You are **wrong**. (*wrong* you)

EXERCISE In this exercise some of the nouns, pronouns, and adjectives are italicized and numbered. Write in the numbered space what part of speech (*noun*,

pron., or *adj.*) each word is. If the word is a pronoun, write in the second space the noun it stands for. If the word is an indefinite pronoun, write *indef.* If the word is an adjective, write the word it modifies. (Add 4 points for each correct item.)

- a. In (1) *Roots*, Alex Haley (1)
 traces the (2) *dramatic* (2)
 story of (3) *six* generations (3)
 of (4) *his* mother's family. (4)
- b. As a (5) *young* boy in (5)
 (6) *Tennessee*, Haley had (6)
 heard from his grand-
 mother stories of "the Af-
 rican," the (7) *first* ances- (7)
 tor (8) *who* was brought as (8)
 a slave from Africa.
- c. Haley spent (9) *twelve* (9)
 years tracking down his
 (10) *ancestry*. (10)
- d. (11) *He* enlisted the (11)
 (12) *help* of countless li- (12)
 brarians and (13) *archi-* (13)
vists, who helped him trace
 the 200-year-old history.
- e. Haley discovered that the
 African, (14) *whose* name (14)
 was Kunta Kinte, had
 been born in the (15) *tiny* (15)
 village of (16) *Juffure* in (16)
 The Gambia.
- f. In 1767, when Kunta
 Kinte was a (17) *teen-ager*, (17)
 four men seized (18) *him* (18)
 while he was in the

(19) *forest* chopping (19)
wood.

g. Haley's ancestor was only

(20) *one* of thousands (20)

held captive aboard a (21)

(21) *dismal* slave ship.

h. In (22) *September* of 1767, (22)

Kunta Kinte was sold to a

planter from Virginia for

850 (23) *dollars*. (23)

i. Haley learned all these

facts from his research, (24)

(24) *which* he used in the

moving (25) *account* of his (25)

roots.

LESSON 2

Verbs, Adverbs, Conjunctions

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

The action expressed by a verb may be action involving actual physical motion, or it may be action performed by the mind; that is, action may be either physical or mental. The verb *believe* expresses mental action.

Verbs which do not express action are called *linking verbs* when they act as a link between the subject and a noun, pronoun, or adjective that describes or identifies the subject. In acting as a link, they help to make a statement.¹

Bertha **was** successful. (*Was* helps to make a statement about Bertha; it links *Bertha* and *successful*; it does not express action.)

EXAMPLES The room **seems** warm.

Miles **will be** the teacher.

She **is** the winner.

That soup **tastes** salty.

The commonly used linking verbs are the forms of the verb *be* (*am, is, are, was, were*, and verbs of more than one word ending in *be* or *been*). Often the following words are used as linking verbs: *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste*.²

¹ Linking verbs are sometimes called "state-of-being" verbs

² Some of these linking verbs may also be action words I *smell* the dinner (action) The dinner *smells* good (linking)

A verb may be made up of more than one word. The parts of such a verb may be separated by other words.

EXAMPLES **Have** you **done** your homework? You **could** at least **try**.
 We **did** not **read** the assignment. Anna **was** recently **promoted**.

EXERCISE A Underline the twenty verbs in the following sentences. Above each action verb, write *A*; above each linking verb, write *L*. Many of the verbs consist of more than one word. The word *not* is not a verb. (Add 5 points for each correctly marked verb.)

1. Look at the map, and tell me what town we are approaching.
2. This map could be clearer; it does not show the new expressway.
3. Find a newer map among the ones that are available.
4. You can ask directions when we come to a gas station.
5. I enjoy good maps because they satisfy my curiosity.
6. Could you draw a map of your home town?
7. A climate map looks different from a political map, but it is not as interesting to me.
8. Accurate maps and charts are important to sailors and aviators, who must be expert map readers.
9. On the map the border country seems hilly, and the coastal area appears flat.
10. The deposits of a river may build a delta, which forms at the mouth of the river.

An adverb is a word used to modify a verb, an adjective, or another adverb.

As the modifier of a verb, an adverb may tell *how*, *when*, *where*, or *to what extent* the action of the verb is done.

EXAMPLES Rita measured the chemicals carefully. (measured *how*)
 We will leave early. (will leave *when*)
 I have been there. (have been *where*)
 We went far. (went *to what extent*)

An adverb may modify an adjective.

EXAMPLE The speech was unexpectedly brief.

An adverb may modify another adverb.

EXAMPLE The orchestra played unusually well.

EXERCISE B Circle each of the ten adverbs in the following sentences and draw an arrow to the word the adverb modifies. (Add 5 points for each correct answer.)

1. Al Young generously offered to take us in his boat to try our new water skis.
2. We really believed we could skim gracefully over the water after a few minutes on our skis.
3. Soon we were roaring toward the ski area; there we dropped Cheryl overboard with the skis and tow rope.
4. When Cheryl was ready, Al gunned the motor hard, and Cheryl rose suddenly above the surface.
5. She reeled wildly to the right and then careened to the left before plunging into the boat's wake.

A conjunction is a word that joins words and groups of words.

The three kinds of conjunctions are (1) coordinating conjunctions, (2) subordinating conjunctions, and (3) correlative conjunctions. When the words in the following lists join words or groups of words, they are conjunctions.

1. Coordinating conjunctions: *and, but, or, nor, for, yet*
2. Subordinating conjunctions:

after	because	so that	when
although	before	than	whenever
as	if	though	where
as if	in order that	unless	wherever
as long as	since	until	while
as though			

3. Correlative conjunctions: *either . . . or; neither . . . nor; both . . . and; not only . . . but (also); whether . . . or*. Correlative conjunctions are always used in pairs.

EXERCISE C The italicized verbs, adverbs, and conjunctions in the following sentences are numbered and also listed below each sentence. In the first space after each word in the list, tell what part of speech it is. In the second space, give information as follows: if the word is a verb, tell whether it is an action verb or a linking verb (*A* or *L*); if the word is an adverb, tell what word it modifies; if the word is a conjunction, tell what kind of conjunction it is. (Add 5 points for each correct item.)

- A. (1) *Later* I (2) *saw* the principal (3) *and* explained our problem.

	Part of Speech	Information
(1) <i>Later</i>	<i>adv.</i>	<i>saw</i>
(2) <i>saw</i>	<i>verb</i>	<i>A</i>
(3) <i>and</i>	<i>conj.</i>	<i>coordinating</i>

- a. "(1) *Make* haste (2) *slowly*" (3) *is* good advice, (4) *but* young people (5) *seldom* (6) *follow* it.

- (1) Make
 (2) slowly
 (3) is
 (4) but
 (5) seldom
 (6) follow
- b. (7) *Extremely* dangerous situations (8) *often* (9) *result* from a combination of (10) *both* recklessness *and* excessive speed.
 (7) extremely
 (8) often
 (9) result
 (10) both . . . and
- c. (11) *As* highway signs (12) *frequently* (13) *remind* us, speed (14) *kills*.
 (11) As
 (12) frequently
 (13) remind
 (14) kills
- d. Industrial experts (15) *know* (16) *well* that accidents (17) *are caused* by carelessness, (18) *and* carelessness (19) *is* (20) *often* due to haste.
 (15) know
 (16) well
 (17) are caused
 (18) and
 (19) is
 (20) often

LESSON 3

Subject, Verb, Complements

Every sentence consists of two parts: the subject and the predicate. The subject of a sentence is that part about which something is being said. The predicate is that part which says something about the subject.

SUBJECT	PREDICATE
The old mansion	was built in 1893.

Although the subject normally precedes the predicate (verb), it may follow the predicate.

PREDICATE	SUBJECT
At the head of the stairs stood	my father.

The whole subject is called the *complete subject*; the whole predicate is called the *complete predicate*.

Simple Subject and Simple Predicate The *simple subject* is the main word or group of words in the complete subject. The simple subjects in the sentences above are *mansion* and *father*.

The *simple predicate* is the main word or group of words in the complete predicate. It is usually referred to simply as the *verb*. The simple predicates in the sentences above are *was built* and *stood*.

Note 1: When the simple predicate consists of more than one word, these words may be separated by other words.

EXAMPLE Have you **been** away? (Simple predicate: *have been*)

Note 2: In a sentence expressing a command or a request, the simple subject is understood to be the word *you*, although *you* does not appear in the sentence.

EXAMPLE Write your homework in ink. (Simple subject: *you* [Write])

Note 3: A simple subject and a simple predicate may be compound; that is, they may consist of two or more words connected by *and* or *or*.

EXAMPLE Fred and I came early and prepared the field. (Compound subject: *Fred, I*; compound verb: *came, prepared*)

Note 4: The simple subject is never in a prepositional phrase.

EXAMPLE **Neither** of the candidates **impresses** me. (The sentence does not say *candidates impress*; it says *neither impresses*. *Candidates* is in a prepositional phrase.)

EXERCISE A Draw one line under the simple subject and two lines under the simple predicate (verb) in each of the following sentences. In a command or request, add the simple subject *you*. You will be able to identify the subject more easily if you cross out the prepositional phrases. (Add 10 points for each correctly marked sentence.)

(*you*)
A. ~~Before the driving test,~~ study the traffic laws carefully.

1. Most drivers regularly obey traffic laws.
2. Obedience to the law assures your own safety.
3. Stop at every stop sign and look in both directions.
4. Above the roar of traffic shrilled a traffic controller's whistle.

5. At busy intersections drivers must always watch for pedestrians.
6. One of the results of accidents is a heavy repair bill.
7. Never drive faster than the speed limit.
8. Did you and Frank take your driving test on Saturday?
9. Father and Mother have always been expert drivers.
10. Joe took the car without permission and ran into a tree.

COMPLEMENTS

The simple subject and simple predicate, or verb, are essential parts of all sentences. Many sentences, however, have a third basic part, a *complement*, or completer, which completes the meaning begun by the subject and verb. There are four kinds of complements: the *direct object*, the *indirect object*, the *predicate nominative*, and the *predicate adjective*. The predicate nominative and predicate adjective are also called *subject complements* because they refer to the subject.

SIMPLE SUBJECT	VERB	COMPLEMENT
The teacher	<i>gave</i>	the answers. (direct object)
The teacher	<i>gave</i>	him the answers. (indirect object)
My brother	<i>is</i>	a pianist. (predicate nominative)
Her grades	<i>have been</i>	satisfactory. (predicate adjective)

Direct Object The direct object is a word or group of words that receives the action of the verb or shows the result of the action. It answers the question *whom* or *what* after an action verb.

EXAMPLES Unfortunately I broke the window.

Together we lifted the box.

Who made this table?

Indirect Object The indirect object precedes the direct object and usually tells to whom or for whom the action of the verb is done.

EXAMPLES I gave **her** your message. (*to her: her is the indirect object; message is the direct object*)

The machine saved **us** hours of work. (*for us: us is the indirect object; hours is the direct object*)

Direct and indirect objects follow action verbs only. Since, like subjects, they are never found in a prepositional phrase, they are never preceded by a preposition.

Predicate Nominative A predicate nominative is a noun or pronoun in the predicate which refers to the same thing as the subject of the verb. It follows a linking verb.