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A MANUAL OF ENGLISH

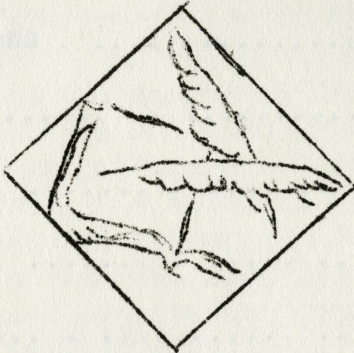
DYKES AND WINSLOW

SPECIAL COLLECTION
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A MANUAL OF ENGLISH

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OAKWOOD COLLEGE, 1967

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HAPPY VOYAGING!

INTRODUCTION

The course in freshman composition at Oakwood College lasts for three consecutive quarters and thus covers one school year. Oakwood requires every entering freshman to take this program and strongly advises that you keep the proper sequence in order to avoid later confusion.

To the many students who feel that the course in composition is a waste of time, we suggest that you regard it as a summing up or a pulling together of the skills you have acquired in the twelve previous years of your school life. Because even so long a period as a year is really a very short time, you will not have the opportunity to spend your class periods learning spelling*, punctuation, and elementary sentence structure. Therefore it will be a sign of your maturity if you should study these subjects independently, asking for help only when you can go no further alone. Instead, you will spend your school hours developing your skills in writing. Sentences you will write, paragraphs, and, finally, compositions, which may be letters, essays, narratives, or any other literary forms which good men have been allowed to write for themselves, their friends, and their posterity.

Why should you learn writing? Out of the Elizabethan period comes Francis Bacon with an answer: "Writing (maketh) an exact man." It is as though he looked down the centuries to see this space age, in which a miscalculation of a fraction of an inch could throw a missile thousands of miles off course. And who would bear the blame? Who, but the man whose writing was not exact?

In freshman composition, aside from writing, you will also do an extensive amount of reading. Again, Francis Bacon speaks: "Reading maketh a full man." You students must fill yourselves with a variety of worthwhile selections with an eye single to developing your own styles in writing. This does not necessarily mean that you will become Charles Lamb or William Hazlitts; but you will gain the pleasure of feeling that your writing will have lifted itself out of mediocrity. You can gain this increased skill only through contact with the greatest minds, a contact gained to the greatest extent through reading.

There is much more to be said, but the writers realize that, as students, you are eager to read the pages that follow these opening remarks. And so they wave you on, with the friendly reminder that they stand ready to help if ever and whenever they are needed.

* "Spelling" here refers to remedial work. Some attention will be given to methods of improving one's general ability to spell correctly.

HAPPY VOYAGING!

GENERAL SUGGESTIONS

I. Concerning the teacher:

1. Remember that the teacher is an individual just as you are, and should be treated with the same courtesy which you expect from him or her.
2. Take a few minutes on the first day to study the teacher. Teachers have different personalities. If, in your opening meeting, you can make some observations about the instructor, it will make for smoother sailing during the year.
3. Make a definite effort to show yourself friendly and receptive to the teacher's instructions. (This does not mean "apple-polishing.") A genuinely friendly feeling does make it easier for you to learn what he has to teach.
4. Remember that the teacher is an adult in status. You may be the same age chronologically, and outside of class you may even be close personal friends. But inside the classroom, remember that he is on the other side of the desk and treat him accordingly. (The story is told that someone wanted to know how Joseph Kennedy would address his son after he became president. The answer was, "In private life, I am sure he would continue to call him 'John' . But once he crosses the threshold of his office, the elder Mr. Kennedy would never call him anything but 'Mr. President.'")
5. The teacher is your friend. If you need help, ask him for a conference; then be sure you have time to thrash out your problem with him. He is willing to meet you halfway if you show yourself cooperative.

II. Concerning your studies:

1. Your first reason for being at Oakwood is to study.
2. Be sure you understand your assignments; then follow directions closely. (More grades are lowered by failure to follow directions than by ignorance.)
3. Whatever the teacher suggests in the way of materials, be sure to use. If you have an alternate suggestion, ask about it first. The chances are that it will be acceptable, but don't take chances!

4. On the following, there are no alternatives:
- a. Use 8 1/2" x 11" paper, wide ruled if obtainable. (Measure the paper if you are not sure. Sometimes the eye is deceiving.)
 - b. For out-of-class work, write in blue, blue-black or black ink or a ball-point pen with ink in these shades.
 - c. If you prefer to type your assignments, make sure you have a margin 1 1/2" to the left and the other 1" (to the right, above, and below.) Use a medium-inked, black ribbon, which you will not allow to become pale. Double-space all typewritten work.
 - d. Fasten your work with clips or staples. No pins! No tearing of edges!
 - e. In class, you may use either ink or a pencil with No. 2 lead, whichever is easier for you to handle.
 - f. See your syllabus for the proper way to endorse your papers.
5. Your handwriting must be legible. If your teacher cannot read what you have written, he cannot give you a grade you may deserve.
6. Turn in your work on time. Failure to do so will endanger your grade.
7. Do not make excuses. (It is said that in the Navy there are three possible answers to questions: "Yes, sir!"
"No, sir!"
"No excuse, sir!")
8. (Note: Serious illness is an extenuating circumstance for late work. However, it should not keep you from doing the assignment as soon as you are able.)

PRONUNCIATION

The ancient Latin writer said, "A word once spoken flies away never to be called back." How careful, then, should we be in our pronunciation of words! You will find in many books detailed suggestions for pronunciation. Utilize these suggestions. Most important of all are using the dictionary, listening carefully, and articulating distinctly.

Master the pronunciation of the following words by repeating them correctly aloud until your ear becomes accustomed to the sound and you no longer make the errors under the "AVOID" column.

DRILL I		DRILL II	
SAY	AVOID	SAY	AVOID
1. Adventist	1. Adventis'	1. began	1. begin (for past tense)
2. athlete	2. athelete	2. burst	2. bust, bursted, buste
3. ask	3. ast, axed	3. became	3. become
4. avenue	4. avenoo	(past)	
5. architect	5. architeck	4. boundary	4. boundry
6. apostle	6. apostel	5. dikes	5. dices
7. against	7. aginst	6. dormitory	6. domitory
8. arduous	8. arjus	7. dragged	7. drug
9. at last	9. at las'	8. drowned	8. drowneded
10. attacked	10. attackted	9. during	9. dooing
11. American	11. Amurican	10. disastrous	10. disasterous
12. Africa	12. Aferca	11. destined	11. destfined
13. accidentally	13. accidently	12. don't know	12. dunno
14. accurate	14. acc'rate	13. except	13. excep'
		14. elm	14. ellum
		15. before	15. befo'
DRILL III		DRILL IV	
SAY	AVOID	SAY	AVOID
1. everything	1. ever'thing	1. government	1. goverment
2. East Indian	2. Eas' Indian	2. friendly	2. frien'ly
3. eleven	3. 'leven	3. for instance	3. for instant
4. cavalry	4. calvary	4. genuine	4. genufne
5. cistern	5. cistren	5. gave	5. giv
6. exactly	6. zackly	6. get	6. git
7. escape	7. excape	7. grievous	7. grievous
8. first	8. firs'	8. getting	8. gittin'
9. foundered	9. foundred	9. generally	9. genrally
10. figure	10. figger	10. congratulate	10. congradulate
11. field	11. fiel'	11. children	11. childern or chilluns
12. for	12. fer	12. credit	12. credick
13. February	13. Febuary	13. catch	13. ketch
		14. haven't	14. haven
		15. have	15. hev
		16. head	16. haid
		17. egg	17. aig
		18. hickory	18. hickry
		19. column	19. colyum
		20. Christ	20. Chris'

Drill V

SAY

1. cost
2. climbed
3. candidate
4. came
5. course
6. chance
7. close
8. kept on
9. give me
10. library
11. let me
12. most

1. cos'
2. clumb
3. canidate
4. come
5. cos'
6. chanct
7. clost
8. kep on
9. gimme
10. liberry
11. lemme
12. mos'

Drill VI

AVOID

1. instead
2. itinerary
3. irrelevant
4. Italian
5. intellect
6. if
7. just
8. let's
9. laboratory
10. least
11. liberty
12. mind

1. instid
2. itinery
3. irrelavant
4. Eyetalian
5. interlect
6. ef
7. jes', jus'
9. les'
9. labatory
10. leas'
11. libidy
12. mine

Drill VII

SAY

1. mischievous
2. must continue
3. might have
4. mouth
5. sort of
6. medicine
7. medieval
8. maintenance
9. often
10. microphone
11. Niagara
12. obstacle
13. of course
14. once
15. picture
16. pastoral
17. pretty (pri ti)
18. perhaps
19. perspiration
20. poor
21. door

1. mischievious
2. mus' continue
3. mighta
4. mouf
5. sorta
6. medisum
7. medeeval
8. maintainence
9. oft en
10. mikerphone
11. Niagra
12. obstikle
13. of cos'
14. onct
15. pitcher
16. pastorial
17. perty
18. prehaps
19. prespiration
20. poe
21. doe

Drill VIII

AVOID

1. pianist
2. poem
3. piano
4. ran (past tense)
5. modern
6. rest
7. yesterday
8. represent
9. recognize
10. story
11. sure
12. stomach
13. somebody
14. something
15. sacrifice
16. translate
17. told
18. that way
19. temperature
20. themselves
21. have to
22. used to
23. United States
24. umbrella
25. worship

1. ple anist
2. pome
3. pie anner
4. run
5. modren
6. res
7. yestidday
8. repersent
9. reconize
10. stoiy
11. sho
12. stomick
13. sombuddy
14. sumpin
15. sakerfice
16. transalate
17. tole
18. thataway
19. tempature
20. theirselves
21. hafter
22. uster
23. Unided States
24. umberella
25. wooship

EXERCISE I

Consulting your dictionary, write beside the word its pronunciation respelling. If any letters are silent, draw a line through the silent letter. Cut on line and hand in to your teacher.

1. almond
2. corps
3. forehead
4. herbage
5. indict
6. glisten
7. salve
8. listen
9. salmon
10. subtle
11. sword
12. succumb
13. psalm
14. gnat
15. toward
16. elm
17. statistics
18. help
19. column
20. detour
21. bouquet
22. chastisement

EXERCISE II

Directions: (Same as those of the preceding) .

1. deaf
2. dictionary
3. sword
4. says
5. surprise
6. poinsettia
7. larynx
8. tremendous
9. robot
10. inveigle
11. suite
12. gala
13. ennui
14. catch
15. sacrilegious
16. err
17. culinary
18. biography
19. abdomen
20. research
21. bouquet
22. chastisement

Exercise II (cont'd.) Please include the words numbers 23 - 30 on the back of page 7. DO NOT CUT OUT.

23. vehement
24. implacable
25. blackguard
26. bade
27. chauffeur
28. superfluous
29. hospitable
30. harass

OUTLINING

An outline will serve you as a map, a blue print, a pattern, a guide to the methodical development of your subject. It will serve your reader as a clear and rapid comprehension of your train of thought.

There are two main types of outlines: the topic outline and the sentence outline. The topic outline is in caption form--a word or phrase which gives the thought "in a nutshell" and takes the form of a noun or a substantive. The sentence outline is composed of complete sentences.

Sometimes the outline is mixed with subheads consisting of grammatically parallel substantives.

The following is an example of the topic outline:

Kinds of Students at Oakwood College

- I. Freshmen
- II. Sophomores
- III. Juniors
- IV. Seniors
- V. Special

The following is an example of the mixed outline:

Some Advantages of City Life

- I. Intellectual Advantages
 - A. To provide educational facilities
 - B. To provide cultural facilities

II. Social Advantages

- A. Furnishing opportunities for joining varied social organizations
- B. Obtaining an intellectual pleasure from association with others.

EXAMPLES OF TOPIC OUTLINES

EXAMPLE 1

The Indo-European Language Family

- I. The "Centum" languages
 - A. Hellenic
 - B. Germanic
 - C. Italic
 - D. Celtic
 - E. Hittite
 - F. Tocharian
- II. The "Satem" languages
 - A. Balto Slavic
 - B. Indo-Iranian

EXAMPLE 2

Qualities of a Successful Athlete

- I. Physical qualities
 - A. Good health
 - B. Suppleness of limbs
- II. Social qualities
 - A. Love of fair play
 - B. Good sportsmanship
- III. Moral qualities
 - A. Self-discipline
 - B. Temperance
 - C. Perseverance

EXAMPLE 3

The Behavioral Sciences

- I. Psychology
 - A. Social Psychology
 - B. Educational Psychology
 - C. Counselling and Guidance
- II. Sociology
 - A. Marriage
 - B. The Family
 - C. Religion

EXAMPLE 4

The Culinary Art

- I. Planning a budget
 - A. Purchasing appropriate quantities
 - B. Purchasing a variety of foods
 - C. Purchasing family favorites
- II. Planning the menu
 - A. Having sufficient variety
 - B. Matching dishes
- III. Cooking the food
 - A. Using tested recipes
 - B. Following recipes carefully
- IV. Serving the meal
 - A. Tasteful decoration of table
 - B. Use of clean cloth, shining dishes and silver
 - C. Tasteful layout of food on the table

EXAMPLE 5

The Life of Christ According to the Gospel of Luke

- I. The infancy, childhood, and youth of Christ
- II. Preparation for ministry
- III. Galilean ministry (Passover to Passover)
 - A. Early Galilean ministry
 - B. First missionary journey through Galilee
 - C. Ministry in and about Capernaum
 - D. The Sermon on the Mount
 - E. Second missionary journey through Galilee
 - F. Third missionary journey through Galilee

- IV. Retirement from public ministry, (Spring to Autumn)
- V. Peraean Ministry, (Autumn to Spring)
 - A. Ministry in Samaria and in Peraea
 - B. Teaching in parables
 - C. The last journey to Jerusalem
- VI. Closing ministry at Jerusalem (Passover)
 - A. Conflict with scribes and Pharisees
 - B. The Olivet discourse
 - C. The crucifixion and burial of Jesus
- VII. The Resurrection
- VIII. Post-resurrection appearances (Adapted from "An Outline of the Gospel of Luke", Seventh-Day Adventist Commentary, 5:665)

EXAMPLES OF SENTENCE OUTLINES

Outline I. Exposition of a Process: Making a Dress

Thesis: Making a dress involves three steps: choosing a style, getting the material, and then constructing the garment.

- I. Making a dress can be a very satisfying experience.
- II. The first step is to choose a style.
 - A. Consult fashion magazines.
 - B. Observe other dresses.
 - C. Have an eye open for a modest simple style.
- III. Choose your material carefully.
 - A. It must be suitable for the occasion.
 - B. It must be suitable for the season.
- IV. Construct the garment.
 - A. Use a pattern.
 - B. Be sure the machine is in good condition.
 - C. Have needles, thread, scissors, tape measure, and pins within easy reach.

- V. There is great satisfaction in wearing a well-fitting dress which you have made for yourself.

Outline II: An Exposition of Individual Character

Thesis: Among other fine qualities those that impress me most in the character of Mary are her resourcefulness, equanimity, and optimism.

- I. I have known Mary Bransom for nine years and have admired her for her fine traits.
- II. There are three traits which particularly impress me.
 - A. She is resourceful.
 1. Reared in an humble home and compelled to be frugal, she knows how to utilize all her resources to the best advantage.
 2. She makes her own clothes simply but tastefully.
 3. Her home and her person are always very attractive as a result of arrangement and taste rather than money.
 - B. She is always self-possessed.
 1. Nothing seems able to ruffle her.
 2. Confronted with any problem, she is always tranquil and level-headed.
 3. She never panics or loses her temper in times of stress.
 - C. She is invariably optimistic.
 1. She never lets the gloomiest situation depress her.
 2. She laughs at her mistakes and is always willing to "try again."
- III. Altogether, Mary is the kind of person whom other people like to be with and from whose company her friends derive much pleasure.

Outline III: An Exposition of Typical Character.

Thesis: The society snob is distinguished by his obsequiousness to those he considers his social "betters," his disdainful attitude to those he considers inferior, and his ignorance of true values.

- I. The snob is well known in every society.
- II. He is marked especially by the following traits.
 - A. He is a sycophant.
 1. He is abjectly servile to those he considers his betters.
 2. He goes to great lengths to be present at all important functions and to meet the important people.
 - B. He "looks down" at those who are not included in the "Who's Who" of his social world.
 1. He has no friends in his own social echelon because he is too busy trying to get into the one above.
 2. In any company he is a bore because he continually talks about himself and the people he knows.
 - C. He has no sense of values.
 1. He does not seek to cultivate friendships which would be lasting and satisfying.
 2. He is impervious to the sly insults thrown at him by those who find his snobbery obnoxious.
 3. He does not realize that his is an object of fun to those who provide amusement for the rest of the crowd.

Outline IV: An Exposition of Causes

Thesis: I chose English as my major field first, because I like the subject, and secondly, because I think I could make a contribution to my community through it.

- I. Since high school days I have liked English and desired to be an English teacher.
- II. I have liked English for the following reasons:
 - A. It deals with a wide range of human experience.

1. In English language classes you learn why you say what you say in the way you say it.
 2. In English literature classes you learn much of history, geography, sociology, psychology, and a host of other things.
- B. The study of **English** makes you less ethno-centric and causes you to acquire a broad sympathy with the rest of mankind.
- III. I think I can make a definite contribution by teaching English.
- A. Although children learn to speak at an early age, they can learn the techniques of their language later under the guidance of a teacher.
 - B. Children and adults need to learn the value of correct speaking and writing.
 - C. I should like to teach in such a way that the aesthetic value of literature is not meaningless to the pupils.
- IV. Truly, the teaching of English is rewarding in that it can broaden your outlook and make life abundantly satisfying.

PARAPHRASING

Definition: A paraphrase is a restatement of another person's thought in one's own words.

Benefits: The student of literature will find that paraphrasing not only increases his vocabulary and power of thought but helps him to understand more fully any literary work.

The student of composition gets the added benefit of better and more varied self-expression.

RULES FOR PARAPHRASING

The following rules for paraphrasing and the examples should be read and re-read several times before the student attempts any paraphrase of his own. Compare and contrast the paraphrase with the original in every case.

1. Become thoroughly familiar with the selection for paraphrase by reading it over as many times as are necessary. Check the meaning of unfamiliar words in your dictionary.

2. A paraphrase is not a word-for-word substitution. Get the full tenor of the entire passage in such a way that you can close the book and relate the passage to a friend.

3. Write the passage freely in your words. If possible, avoid the sentence structure which the author used.

4. Unless you simply cannot find synonyms or synonymous phrases, do not use the author's words.

5. A paraphrase may be much longer than the original since the author has had much more practice than you in putting his thoughts into a nutshell. Be as concise as possible. Remember, however, that your paraphrase should be clear and complete.

6. As far as possible interpret all figures of speech fully.

7. Try to capture the style of the author, his sublimity, his restraint, his artistic selection of his words, his tone, his humor, etc.

8. Poetry cannot always be paraphrased without loss sometimes of its beauty and imagery. You are allowed to change figurative expressions.

9. You should neither add any thought to the original nor omit any thought of the original.

Note any good points in the author's style and reproduce these as far as possible.

10. After your passage is written, compare it with the original and criticize objectively as to omission of any ideas, and correctness.

11. When you are satisfied that everything is satisfactory, rewrite your paraphrase.

EXAMPLE 1

He found himself defeated. (Original)

Paraphrase.

1. He got the worst of it.
2. He was vanquished.
3. He found his efforts futile.
4. He found it impossible to win.
5. Failure stared him in the face.
6. He was beaten.
7. His objective was frustrated.
8. He came face to face with defeat.

EXAMPLE 2 (Original)

"Achievement is no accident. The crowd think it mere chance, just a streak of luck, when a man reaches the pinnacle of success. But there is no such thing as chance. Men achieve success by having a vision of what they wish to accomplish, and then by making that dream a reality."

Paraphrase.

Accomplishment is not a coincidence or a stroke of fortune. The unproductive masses may think so and thus belittle the achievement of a man who has been highly successful in any field. But luck is a myth. Only by having a lofty dream and then making it come true does anyone achieve success.

THE PRÉCIS

A *précis* is a condensed statement or summary of the main thought of a passage. Its length varies, but it is usually one-third the length of the original.

RULES FOR WRITING THE PRÉCIS

1. Become thoroughly familiar with the selection for which you are writing the *précis* by reading it over as many times as are necessary. Check the meaning of unfamiliar words in your dictionary.
2. Use precise, exact, simple words.
3. Outline or summarize the main thoughts.
4. Avoid looseness, wordiness by deleting, combining, and subordination.
5. Two or three paragraphs may be shortened to one or two sentences.
6. Keep the meaning of the passage or article clear.
7. Check carefully to see whether you have retained the main thought.

EXAMPLE 1

The Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures: he leadeth me beside the still waters. He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake. Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me. Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over. Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord for ever."

PRÉCIS

Because the Lord is my shepherd and His presence ever attends me, I shall be protected as long as I live in quiet, comfort, and peace. For this divine care I shall ever be grateful to Him.

MEANS FOR SECURING VARIETY IN SENTENCES

- I. Putting the important idea last.
- II. Inversion -- Placing the subject after the verb and beginning the sentence with a verb.
- A. Verb.
Said he
- B. Prepositional phrase
Within the hour came the news we expected.
- C. Expletive -- "There"
There was once a man whose name was John.
- D. Expletive -- "It"
It will take too long to change the tire.
- E. Predicate adjective
- Red is the color of the tanager.
 - Welcome is the handshake of a friend.
- III. Putting something before the subject.
- A. Object:
- Whom ye ignorantly worship, Him I declare unto you.
 - Him they sought diligently, and with tears.
- B. Adverb: Down fell the mighty oak.
- C. Prepositional Phrase:
- Into the quiet harbor the weary sailors guided their ship.
 - After the concert the students returned to their homes.
- D. Present participle or participial phrase:
- Seeing the multitude, he spoke unto them.
 - Running swiftly, he was able to reach the house ahead of his sister.

E. Past participle:

1. Developed by experts, the plan seemed foolproof.
2. Cuddled in its mother's arms, the baby crowed delightedly.

F. Adjective:

1. Wounded, weak, and weary, the hunter rested awhile before returning to the village.
2. Stronger than his companions, he easily lifted the heavy log.

G. Infinitive:

1. To earn a grade of "A", a student must willingly work long and hard.
2. To make a good cake, one must begin with pure, fresh ingredients.

IV. Putting something between the subject and the verb.

A. Appositive

Electronics, a difficult subject, requires much study.

B. Adjective

The clipper, swift and beautiful, was superseded only by the steamship.

C. Parenthetical expression

Dr. Smith, for example, is an outstanding sociologist.

D. Participle (present)

The rain, pelting against the windows, kept him awake for a long time.

E. Participle (past)

The fox, thwarted in his efforts to reach the grapes, crept away stealthily.

F. Adjective clause

The garden, which he had planted only a few weeks before, was now ready to yield its first harvest.

G. Adverbial clause

Toussaint, although he was born a slave, eventually became ruler of Haiti.

H. Adverb

The woodcutter unnecessarily threw a block after the retreating bear.

I. Prepositional phrase

Latin, in spite of its difficulty, was a bold and magnificent language.

V. Changing the active into the passive voice and vice versa.

(Passive) 1. The duck was chased into the water by the dog.

(Active) 2. The dog chased the duck into the water.

(Active) 1. Robert gave the soldier the money.

(Passive) 2. The soldier was given the money by Robert.

(Passive) 3. The money was given the soldier by Robert.

VI. Substitution

A. Of appositive for a clause

During pioneer days, women worked hard. They cooked, sewed, washed, ironed, and scrubbed without the modern conveniences which we take for granted.

During pioneer days, women worked hard at such jobs as cooking, sewing, washing, ironing, and scrubbing, all without the modern conveniences which we take for granted.

B. Of a simple sentence with a compound verb in place of a compound sentence.

1. A wise man prepares for emergencies, and he is ready for them when they arise.

2. A wise man prepares for emergencies and is ready for them when they arise.

C. Of a dependent clause for a member of a compound sentence.

1. Many people enjoy riding in cars, but they do not often buy them.
2. Although many people enjoy riding in cars, they do not often buy them.
3. Many people who enjoy riding in cars do not often buy them.

D. Of an infinitive for a clause.

1. The boys looked for a tree to cut down.
2. The boys looked for a tree which they could cut down. (clause)

F. Of a participial phrase for a coordinate clause.

1. The children entered the contest without proper preparation, and so they were soon defeated.
2. Having entered the contest without proper preparation, the children were soon defeated.

G. Of a gerund phrase for an independent clause.

1. The students budgeted their time wisely. This act caused them to make better grades and to have some time left for needed relaxation and enjoyment.
2. Wise budgeting of the students' time caused them to make better grades and have some time left for needed relaxation and recreation.

H. Of a noun clause for a member of a compound sentence.

1. The effect of his intemperate habits was evident ; he often was subjected to fits of depression and attacks of various physical ills.
2. The evident effect of his intemperate habits was that he was often subjected to fits of depression and attacks of various physical ills.

VII. Use of various types of sentences.

A. Interrogative

How could Aaron have so conducted himself as to incur the ill-will of his colleagues? (Aaron conducted himself in such a way as to incur the ill-will of his colleagues.)

B. Exclamatory

How he rejoices in the downfall of his enemies! (He rejoices in the downfall of his enemies.)

C. Loose, periodic, balanced, rhetorical question.

D. Climax: See textbook for example.

E. Balanced sentence

Speech is silver; silence, gold.

VIII. Other devices

A. Adverb before the adjective

1. John was exceptionally intelligent for a child of four.

2. The sentence of the judge was inordinately severe.

B. Noun clause as subject.

That they were working against their own interests meant nothing to them.

C. Infinitive as subject.

To prevent the spread of Communism, the Congress resorted to various means.

D. Gerund as subject.

Being silent when one has nothing to say is always the best policy.

IX. Denying the opposite.

(The owner was doubtful of the outcome). The owner was not certain of the outcome.

X. Repetition. See textbook for examples of effective repetition.

XI. Suggestions for improving style.

A. Use forceful nouns and verbs instead of weak ineffective adjectives and adverbs.

1. The self-conceited, boasting man went out of the room quietly.

2. The braggart sneaked out of the room.

B. Use the specific in place of the general.

In autumn the many trees on the mountain presented a beautiful sight.

In autumn the oaks, poplars, maples, and cedars dazzled one with their mani-coloured brilliance.

C. Use the concrete in place of the abstract.

D. To avoid jerky sentence structure, subordinate some ideas by using appositives, compound expressions, phrases (prepositional, participial), dependent clauses, infinitives, and gerunds.

E. Use substitutions for words instead of banal repetition. For example, one may use the following substitutes for "said":

- | | | | |
|-------------------|-----------------|----------------|-------------------|
| 1. answered | 15. conjectured | 29. maintained | 43. blurted out |
| 2. responded | 16. concluded | 30. testified | 44. spoke up |
| 3. replied | 17. deduced | 31. vowed | 45. spoke out |
| 4. rejoined | 18. allowed | 32. spoke | 46. put in a word |
| 5. retorted | 19. ventured | 33. reaffirmed | 47. divulged |
| 6. returned | 20. proposed | 34. repeated | 48. proclaimed |
| 7. came back at | 21. broached | 35. breathed | 49. chattered |
| 8. flashed back | 22. suggested | 36. uttered | 50. exclaimed |
| 9. acknowledged | 23. affirmed | 37. mentioned | 51. mumbled |
| 10. echoed | 24. asserted | 38. stated | 52. muttered |
| 11. answered back | 25. declared | 39. enunciated | 53. mouthed |
| 12. parried | 26. alleged | 40. related | 54. sputtered |
| 13. pleaded | 27. protested | 41. remarked | 55. drawled |
| 14. explained | 28. advanced | 42. observed | 56. lisped |

- | | | |
|----------------------|-------------------|------------------|
| 57. quavered | 71. drawled | 85. screamed |
| 58. minced | 72. lisped | 86. yelled |
| 59. stammered | 73. assured | 87. whispered |
| 60. stuttered | 74. prated | 88. cried |
| 61. hemmed and hawed | 75. blabbed | 89. rattled on |
| 62. harangued | 76. screeched | 90. expatiated |
| 63. lectured | 77. reasoned | 91. soliloquized |
| 64. preached | 78. debated | |
| 65. sermonized | 79. gushed | |
| 66. declaimed | 80. philosophized | |
| 67. held forth | 81. thought | |
| 68. insisted | 82. insinuated | |
| 69. argued | 83. blabbered | |
| 70. ranted | 84. laughed | |

EXERCISE

For this exercise use Roget's Thesaurus and/or any book of synonyms. Before using the thesaurus, try to think of as many expressions as possible relying on your own ingenuity.

Write on theme paper as many substitutions as possible for the underlined expressions.

- a. He went down the street.
- b. The whole campus was excited about the rumour.
- c. I have been besieged with queries about the killing.
- d. He saw that he had been wrong.
- e. Let us now start plans.
- f. Don't "get high blood pressure" [colloquialism] about what you hear.
- g. Don't trust him too much.
- h. She happened to be passing by.
- i. He was elated over the news.
- j. The atmosphere benefits both man and beast.

EXERCISE I (In variety of sentence structure)

DIRECTIONS: Fold along the line and cut out. Write as directed original sentences in the space provided. The Roman numerals refer to the sections in the preceding outline on "Means for Securing Variety in Sentences." Identify as directed.

1. II B (prepositional phrase)

2. II C

3. II D

EXERCISE II

1. III C

4. II E

2. IV A

5. III A

3. IV B

6. III B

4. IV C

7. III C

Exercise I (cont'd.)

8. III D

9. III E

10. III F

EXERCISE II VS

1. III G

2. IV A

3. IV B

4. IV C

Exercise II (cont'd.)

5. IV D

6. IV E

7. IV F

8. IV G

9. IV H

10. IV I

11. V (One sentence only)

EXERCISE III VS

1. VI A

2. VI B

3. VI C

4. VI D

EXERCISE IV VS

1. VI E

2. VI F

Exercise IV (cont'd.)

3. VI G

4. VI H

5. VII A (Two sentences - See model)

6. VII E

EXERCISE V VS

1. VIII A

2. VIII B

3. VIII C

4. IX (One sentence)

EXERCISE VI (Vocabulary)

Review XI E. Using a thesaurus find as many substitutes as you can for the verb "move." See "Index Guide." Select the meaning of "physical action." Write on theme paper.

CONJUGATION

Of what value is the knowledge of the conjugation of verbs? For those who are accustomed to hearing good English from the time they started to speak, this knowledge is of very little value. For those who have been reared in unfavorable conditions under which their ears have not been attuned to "good" usage, knowing the conjugation of a verb may assist in the following ways:

- (1) You will learn the principal parts of a verb and realize that the auxiliary verb "has" or "have" is used with the last form which is the perfect participle. (In some texts the present participle is omitted as one of the principal parts). You will not write or say "have love," "have ran," "you was," "they loves." You will use "have loved," "have run," "you were," "they love.."
- (2) If you are having trouble with variety in sentence structure, you may deliberately use some of the suggestions for securing variety in sentence structure. (See page 18 for some devices you are encouraged to use). The following expressions, therefore, will not be foreign to you:
 - a. Beginning the sentence with a verb. II A
 - b. Putting a participle or participial phrase before the subject. III D and E
 - c. Beginning the sentence with an infinitive. III G
 - d. Putting something between the subject and the verb. IV D and E
 - e. An adjective clause or adverbial clause. IV F and G (a clause must contain a finite verb).
 - f. Changing the active into the passive voice and vice versa. V
 - g. Substitution of a gerund phrase for a dependent clause. VI E
- (3) Because of your knowledge of finite verbs, you will not use incomplete sentences (except where permissible), comma splices, and fused or run-on sentences..

PRINCIPAL PARTS OF A VERB

Present: Love, Loves
 Past: Loved
 Present Part.: Loving
 Past Part.: Loved

ACTIVE VOICE

PRESENT TENSE

SIMPLE

Singular

I love
 you love
 he loves

Plural

we love
 you love
 they love

PROGRESSIVE

Singular

I am loving
 you are loving
 he is loving

Plural

we are loving
 you are loving
 they are loving

EMPHATIC

Singular

I do love
 you do love
 he does love

Plural

we do love
 you do love
 they do love

PAST TENSESingular

I loved
 you loved
 he loved

Plural

we loved
 you loved
 they loved

Singular

I was loving
 you were loving
 he was loving

Plural

we were loving
 you were loving
 they were loving

Singular

I did love
 you did love
 he did love

Plural

we did love
 you did love
 they did love

FUTURE TENSESingular

I shall love
 you will love
 he will love

Singular

I shall be loving
 you will be loving
 he will be loving

Singular

SIMPLE

Plural

we shall love
you will love
they will love

PROGRESSIVE

Plural

we shall be loving
you will be loving
they will be loving

EMPHATIC

Plural

PRESENT PERFECT

Singular

I have loved
you have loved
he has loved

Singular

I have been loving
you have been loving
he has been loving

Singular

Plural

we have loved
you have loved
they have loved

Plural

we have been loving
you have been loving
they have been loving

Plural

PAST PERFECT

Singular

I had loved
you had loved
he had loved

Singular

I had been loving
you had been loving
he had been loving

Singular

Plural

we had loved
you had loved
they had loved

Plural

we had been loving
you had been loving
they had been loving

Plural

FUTURE PERFECT

Singular

I shall have loved
you will have loved
he will have loved

Singular

I shall have been loving
you will have been loving
he will have been loving

Singular

Plural

we shall have loved
you will have loved
they will have loved

Plural

we shall have been loving
you will have been loving
they will have been loving

Plural

PASSIVE VOICE

PRESENT TENSE

SIMPLE

Singular

I am loved
 you are loved
 he is loved

Plural

we are loved
 you are loved
 they are loved

PROGRESSIVE

Singular

I am being loved
 you are being loved
 he is being loved

Plural

we are being loved
 you are being loved
 they are being loved

EMPHATIC

Singular

Plural

PAST TENSESingular

I was loved
 you were loved
 he was loved

Plural

we were loved
 you were loved
 they were loved

Singular

I was being loved
 you were being loved
 he was being loved

Plural

we were being loved
 you were being loved
 they were being loved

Singular

Plural

FUTURE TENSESingular

I shall be loved
 you will be loved
 he will be loved

Plural

we shall be loved
 you will be loved
 they will be loved

Singular

Plural

Singular

Plural

PRESENT PERFECT

SIMPLE

PROGRESSIVE

EMPHATIC

SingularSingularSingular

I have been loved
 you have been loved
 they have been loved

PluralPluralPlural

we have been loved
 you have been loved
 they have been loved

PAST PERFECTSingularSingularSingular

I had been loved
 you had been loved
 they had been loved

PluralPluralPlural

we had been loved
 you had been loved
 they had been loved

FUTURE PERFECTSingularSingularSingular

I shall have been loved
 you will have been loved
 he will have been loved

PluralPluralPlural

we shall have been loved
 you will have been loved
 they will have been loved

SUBJUNCTIVE MOOD

(Active Voice)

PRESENT TENSE

SIMPLE

Singular

If I see
If you see
If he see

PROGRESSIVE

Singular

If I do see
If you do see
If they do see

EMPHATIC

Singular

PAST TENSE

Singular

If I saw
If you saw
If he saw

Singular

Singular

Plural

If we saw
If you saw
If they saw

Plural

Plural

PRESENT PERFECT

Singular

If I have seen
If you have seen
If he have seen

Singular

Singular

Plural

If we have seen
If you have seen
If they have seen

Plural

Plural

PAST PERFECT

Singular

If I had seen
If you had seen
If he had seen

Singular

Singular

SIMPLE

Plural

If we had seen
 If you had seen
 If they had seen

PROGRESSIVE

Plural

EMPHATIC

Plural

SUBJUNCTIVE MOOD

(Passive Voice)

PRESENT TENSE

Singular

If I be seen
 If you be seen
 If he be seen

Singular

Singular

Plural

If we be seen
 If you be seen
 If they be seen

Plural

Plural

PAST TENSE

Singular

If I were seen
 If you were seen
 If he were seen

Singular

Singular

Plural

If we were seen
 If you were seen
 If they were seen

Plural

Plural

PRESENT PERFECT

Singular

If I have been seen
 If you have been seen
 If he have been seen

Singular

Singular

SIMPLE

PROGRESSIVE

EMPHATIC

Plural

Plural

Plural

If we have been seen
 If you have been seen
 If they have been seen

PAST PERFECT

Singular

Singular

Singular

If I had been seen
 If you had been seen
 If he had been seen

Plural

Plural

Plural

If we had been seen
 If you had been seen
 If they had been seen

IMPERATIVE MOOD

Active

do see do see

Passive

do be seen

VERBALS

Infinitives

Active Voice

Passive Voice

Present: to see
 Perfect: to have seen

Present: to be seen
 Perfect: to have been seen

Participles

Present: seeing
 Past: _____
 Perfect: having seen

Present: being seen
 Past: seen
 Perfect: having been seen

Gerunds

Present: seeing
 Perfect: having seen

Present: being seen
 Perfect: having been seen

SUGGESTIONS FOR "GOOD" USAGE

1. Know when to use a and an.
2. Use anyplace, someplace, and everyplace as objects of prepositions and not as substitutes for anywhere, somewhere and everywhere.
Not - I have looked everyplace for him.
But - I have looked everywhere for him.
3. Use very rather than awful in sentences like the following:
Not - It's awful cold today.
But - It's very cold today.
4. Do not use being that for since.
5. Use may to denote permission rather than can.
6. Use cannot help and not cannot help but.
7. Use complexioned, not complected.
8. Avoid disremember.
9. Avoid double negatives.
10. Avoid double subjects: Napoleon, he was a great general.
(My mother, she; Professor Blake, he; James, he; My aunt, she; etc.)
11. The following are "taboo":
hadn't ought
hissself
theirselves
human for human being
later on for later
like for as or as if
John and myself for John and I
read where for read that
good for well (adverb)
where at for where
12. As a matter of courtesy, place the pronoun "I" last.
Not - I and my mother,
But - my mother and I.
13. Watch this compound structure, noun and pronoun, after a preposition.
The pronoun should be in the objective case.
Use "Pray for my mother and me." rather than "Pray for my mother and I."

MINIMUM ESSENTIALS - GUIDE SHEET

I. THEME PAPER AND INK

II. CORRECT FORM

- A. Title on first line. The first line of the compositions should read as if there were no title. It should not contain pronouns referring to nouns in the title.
- B. Beginning theme on third line.
- C. Correct letter form, friendly and business.
- D. Correct endorsing on each assignment.
- E. Correct arrangement of papers-in order.
- F. Use of blue and black ink.
- G. Writing on only one side of the sheet.

III. CAPITALIZATION

- A. First word of a sentence.
- B. First word of a complete direct quotation.
- C. First word and all important words in the titles of compositions.
- D. Books, plays, magazines, newspapers. (Prepositions, articles, and conjunctions are considered unimportant).
- E. Personifications.
- F. Proper names and proper adjectives.
- G. The words north, south, east and west to denote section of the country, but not directions.

IV. PUNCTUATION

A. Period

- 1. At end of declarative and imperative sentence.
- 2. After all abbreviations except per cent. (Mr., St., D.C., etc.)

B. Question Mark after direct questions, but not after indirect.C. Exclamation PointD. Apostrophe

- 1. Possessive case
- 2. Contractions
- 3. Plural of letters, figures, and words
- 4. Omission of numbers in dates
- 5. Misuse of apostrophe

E. Comma

- 1. Addresses, dates, geographical expressions
- 2. Before and, but, for in compound sentences
- 3. After introductory adverbial clauses
- 4. Appositives
- 5. Echo questions

7. Introductory, participial, gerund, infinitive, and long prepositional phrases (part.)
8. With name and the following degree.
9. With "namely," "i.e.," etc.
10. Parenthetical expressions
11. Quotations
12. Series
13. With yes and no
14. Noun of direct address.
15. Direct quotations
16. With introductory words plus expressions like first, second, in the first place, etc.
17. ERRORS - No unnecessary comma
18. Non-restrictive or non-essential

F. Semicolon

1. Between clauses of a compound sentence with conjunction omitted
2. Before conjunctive adverbs.
3. Before and, but, and for, joining lengthy clauses or clauses.
4. Misuse of semi-colon.

G. Colon

1. After salutation in business letter.
2. After an introductory expression which indicates that a list or enumeration follows after: "are these," "as follows," "the following," etc.
3. With references and numbers.
4. With namely, that is, viz., i.e.
5. Misuse of colon

H. Quotation Marks

1. With direct quotations
2. Not with indirect quotations
3. Relative position of quotation marks plus other marks of punctuation

V. PARAGRAPH

- A. Proper indentation
- B. Purpose stated either in
 1. Topic sentence
 2. Its whole contents
- C. No digressions

VI. SENTENCE

A. Incomplete Sentence

- GROUP A. Present participles (phrase)
- GROUP B. Past participle (phrase)
- GROUP C. Noun plus relative clause.

- GROUP D. Phrasal preposition (phrase).
 GROUP E. Unfinished that clause with subject, no predicate.
 GROUP F. Subordinate or dependent adverbial clause.
 GROUP G. Noun modified by present participle.
 GROUP H. Perfect participle (phrase).
 GROUP I. Infinitive phrase.
- B. Agreement
1. Plain subjects and verbs.
 2. Subject with intervening together with.
 3. A number of, the number of, the rest, the remainder.
 4. Indefinite pronouns & verb; indefinite pronouns as antecedents.
 5. Either - or.
 6. There is - are.
- C. No choppy, jerky, sentences - combination.
 D. No run-together sentences.
 E. No comma splice.
 F. Elliptical sentences.
 G. Uniform or parallel construction.

MEANS FOR SECURING VARIETY IN SENTENCES

- I. Putting important ideas at the end.
- II. Inversion - subject after verb and beginning sentence with
- A. Verb
 - B. Prepositional phrase
 - C. Expletive there
 - D. Expletive it
 - E. Predicate adjective
- III. Putting something directly before the subject.
- A. Object
 - B. Adverb
 - C. Prepositional phrase
 - D. Present participle or participial phrase
 - E. Past participle or participial phrase
 - F. Adjective
 - G. Infinitive
- IV. Putting something between subject and verb.
- A. Appositives
 - B. Adjectives
 - C. Parenthetical expression
 - D. Present participle
 - E. Past participle

- F. Adjective clause
 G. Adverbial clause
 H. Adverb
 I. Prepositional phrase
- V. Changing the active into the passive voice, vice versa.
- VI. Substitution.
- A. Of appositive for clause
 - B. Of simple sentence with compound verb instead of compound sentence
 - C. Of an infinitive for a clause
 - D. Of an adverbial clause for a member of a compound sentence
 - E. Of a gerund phrase for a dependent clause
 - F. Of a participial phrase for coordinate clause
 - G. Of a gerund or gerund phrase for an independent clause.
 - H. Of a noun clause for a separate sentence
- VII. Use of various types of sentences .
- A. Interrogative
 - B. Exclamatory
 - C. Declarative
 - D. Simple
 - E. Loose, periodic, balanced, rhetorical question
 - F. Climax
 - G. Balanced sentence
 - H. Long, short, medium
- VIII. Other devices .
- A. Adverb before adjective
 - B. Noun clause as subject
 - C. Infinitive as subject
 - D. Gerund as subject
 - E. Denying the opposite
 - F. Repetition
 - G. Combining

SPELLING

A student is judged, fairly or not, upon his ability to spell. Though English spelling is considered cumbersome and contradictory, there is a good deal of evidence to prove that this statement is not entirely true.

Your textbooks contain some study helps to assist you in improving your spelling; and in the supplementary list attached to this manual, you will find still other references. Meanwhile, a list follows which you should master before leaving freshman English.

These words are divided into three groups: 1 - 170, 171 - 340, and 341 - 509. During each quarter, your teachers will make selections from these groups on which to test you.

Of course, you will also keep your personal spelling lists.

*Notice particularly the words with the asterisk.

- | | | |
|------------------|------------------|--------------------|
| 1. abbreviate | *26. among | 51. breeches |
| 2. absence | 27. analysis | 52. brethren |
| 3. absorption | 28. analyze | 53. Britain |
| 4. accidentally | 29. angel | 54. Britannica |
| 5. accommodate | 30. annihilate | 55. bureau |
| 6. accomplish | 31. answer | 56. business |
| 7. acquaintance | 32. anxious | *57. busy |
| 8. acquire | 33. appropriate | 58. cadence |
| 9. acquisition | 34. appreciate | 59. cafeteria |
| *10. across | 35. argument | 60. calendar |
| 11. actual | *36. around | 61. campaign |
| 12. address | 37. athletic | 62. canvas |
| 13. adequate | 38. author | 63. changeable |
| 14. adolescent | 39. auxiliary | 64. chaperon (e) |
| 15. advice | 40. awkward | 65. characteristic |
| 16. advise | 41. bade | 66. chief |
| 17. advantageous | 42. ballad | 67. choose |
| 18. affect | 43. banana | 68. chose |
| 19. against | *44. before | 69. chosen |
| 20. all right | 45. beginning | 70. column |
| 21. allotted | 46. believe | 71. combated |
| *22. almost | 47. beneficially | *72. coming |
| 23. altar | 48. benefited | 73. committee |
| 24. alter | 49. biscuit | 74. comparable |
| 25. amateur | 50. bouquet | 75. comparative |

76. competent
 77. competition
 78. conceivable
 79. conscience
 80. conscious
 81. continuous
 82. controlled
 83. controversial
 84. convenient
 85. courtesy
 86. courteous
 87. criticism
 88. criticize
 89. curiosity
 90. dealt
 91. debt
 92. deceive
 93. decided
 94. definite
 95. delinquent
 96. descent
 97. describe
 98. description
 99. desperate
 100. despicable
 101. desirable
 102. difference
 103. disappear
 104. disastrous
 105. dissatisfied
 *106. divide
 107. divine
 *108. doesn't
 109. effect
 110. eighth
 111. eligible
 112. embarrass
 113. eminent
 114. emphasize
 115. erroneous
 116. especially
 *117. etc.
 118. excellence
 119. experience
 120. existence
 121. extraordinary
 122. familiar
 123. fascinate
 124. feasible
 125. February
 126. fictitious
 127. fifty-fifth
 128. finally
 129. finance
 130. flexible
 131. forcible
 132. foreign
 133. formerly
 *134. forty
 *135. fourth
 136. friendliness
 137. fundamental
 138. further
 139. gaiety
 140. geniuses
 141. geography
 142. genus
 143. gerund
 144. government
 145. grammar
 146. grammatical
 147. grateful
 148. grievous
 149. guarantee
 150. guidance
 151. handkerchief
 152. handsome
 153. harass
 *154. having
 155. height
 156. hereditary
 157. heroes
 158. heroine
 159. hoarse
 160. homogeneous
 *161. hoping
 162. humorous
 163. hundredth
 164. hymn
 165. hypnotize
 166. iambic
 167. ignorance
 168. I'll
 169. imaginary
 170. imagination
 171. immediately
 172. imperative
 173. impervious
 174. impudent
 175. incidentally
 176. independent
 177. interesting
 178. inveigle
 179. irrelevant
 180. irresistible
 *181. isn't
 182. its
 183. it's
 *184. itself
 185. January
 186. judg(e)ment
 187. judicial
 188. khaki
 189. kindergarten
 190. laboratory
 191. ladies
 192. laid
 193. larynx
 194. later
 195. latter
 196. laundry
 197. laziness
 *198. led
 199. leisure
 200. length
 201. library
 202. license
 203. lieutenant
 204. lightening
 205. lightning
 206. likelihood
 207. livelihood
 208. loneliness
 209. loose
 210. lose

211. losing
 212. loveliest
 213. luminous
 214. lyric
 215. lynx
 216. magazine
 217. magnificent
 218. maintenance
 219. maneuver
 220. mathematics
 *221. meant
 222. medical
 223. medicine
 224. medieval
 225. mediocre
 226. mediocrity
 227. merchandise
 228. metaphor
 229. millennium
 230. miniature
 *231. minute
 232. miracle
 233. miscellaneous
 234. mischievous
 235. missile
 236. misspell
 237. morale
 238. morpheme
 239. mortgage
 240. mountainous
 241. muscle
 242. mustn't
 243. mutinous
 244. mystery
 245. mysterious
 246. narration
 247. naturally
 248. necessary
 249. neighbor
 250. neither
 251. nickel
 252. niece
 253. ninety
 *254. ninth
 255. noticeable
 256. nuclear
 257. nuisance
 258. oasis
 259. obedient
 260. oblige
 261. obligated
 262. oblique
 *263. o'clock
 264. octave
 *265. off
 266. officer
 267. official
 268. omit
 269. omitted
 270. opaque
 271. opinion
 272. opportunity
 273. optimism
 274. orbit
 275. orchestra
 276. ordinance
 277. ordnance
 278. organ
 279. organize
 280. organization
 281. origin
 282. original
 283. originate
 284. ornamentation
 285. ornithology
 286. rotund
 287. orthodontics
 288. orthodox
 289. orthography
 290. oscillate
 291. osmosis
 292. ostensibly
 293. ostentatious
 294. ostracize
 295. outburst
 296. outing
 297. outmoded
 298. outrageous
 299. outstretch
 300. owing
 301. oxidize
 302. oxyacetylene
 303. ozone
 304. oz.
 305. paid
 306. pamphlet
 307. parallel
 308. paralysis
 309. parenthesis
 310. parliament
 311. particular
 312. pastime
 313. patience
 314. peaceable
 315. peculiar
 316. perceive
 317. perception
 318. perform
 319. perhaps
 320. permanent
 321. perseverance
 322. personal
 323. perspiration
 324. persuade
 325. persuasion
 326. phenomenon
 327. phlegm
 328. phlegmatic
 329. phoneme
 330. physician
 331. plagiarize
 332. playwright
 333. pneumonia
 334. pleasant
 335. poem
 336. possession
 337. preamble
 338. preferred
 339. prejudice
 340. prevalent
 341. primitive
 342. principal
 343. principle
 344. privilege
 345. probably

346. professor
 347. psychology
 348. punctuation
 349. pursue
 350. pursuit
 351. quadratic
 352. quantity
 353. quarter
 354. quiet
 *355. quite
 356. quizzed
 357. quotation
 358. radiant
 359. raspberry
 360. readily
 361. realize
 *362. really
 363. receive
 364. recognize
 365. recommend
 366. reference
 367. referred
 368. relieve
 369. religious
 370. remember
 371. reminiscence
 372. respectfully
 373. respectively
 374. restaurant
 375. rhetoric
 376. rhythm
 377. ridiculous
 378. rinse
 379. roommate
 380. sacrifice
 381. sacrilegious
 382. safety
 383. sandwich
 384. Saturday
 385. scene
 386. schedule
 *387. seems
 388. seize
 *389. sense
 390. sensible
 391. sensitive
 392. separate
 393. shining
 394. should
 395. shoulder
 396. significant
 397. similar
 398. simile
 399. simultaneous
 400. sincerely
 401. singeing
 402. sophomore
 403. species
 404. specimen
 *405. speech
 406. solemn
 407. soliloquy
 408. souvenir
 409. strait
 410. straight
 411. strength
 412. strenuous
 413. studying
 414. succeed
 415. superintendent
 416. suppress
 417. surprise
 418. symbol
 419. synonymous
 420. tangible
 421. taxable
 422. temperature
 *423. their
 424. there
 425. they're
 426. thorough
 427. though
 428. thought
 429. through
 *430. till
 431. to
 *432. together
 433. tolerant
 434. tomatoes
 435. tonnage
 *436. too
 437. tragedy
 438. tranquillity*
 439. treacherous
 440. trespass
 *441. tries
 442. trigonometry
 *443. truly
 444. trustee
 445. Tuesday
 446. turbine
 447. turbulent
 448. twelfth
 449. two
 450. umbrella
 451. unanimous
 452. undoubtedly
 453. unforgettable
 454. unnecessary
 *455. until
 456. usage
 *457. used to
 *458. usually
 459. utensil
 460. vacuum
 461. valleys
 462. valuable
 463. various
 464. vengeance
 465. villain
 466. villein
 467. weather
 468. Wednesday
 469. weird
 *470. whether
 471. which
 *472. wholly
 *473. whose
 *474. who's
 475. wield
 476. wintry
 477. wolves
 478. woman
 479. women
 480. won't

* There is a variant spelling, "tranquility."

481. worrying
- *482. woven
483. wrench
- *484. writer
- *485. writing
486. written
487. wrong
488. wrought
489. x-ray
490. xylophone
491. yacht
492. yardage
493. yawn
494. yea
495. yeoman
496. yesterday
497. yield
498. yogurt
499. yoke
500. yolk
501. you'll
502. you've
503. yours
504. you're
505. zealous
506. zed
507. zenith
508. zinc
509. zoology

7. Don't use blame on. Use only blame.

- Not - Mary blamed it on John.
 But - Mary blamed John.

8. Use can for permission, not can. Can means am able or are able.

- Right: You can succeed if you wish to.
Can he use his crutches now? (is he able?)
 Wrong: Can I leave the room now? (permission)
 Right: May I leave the room now?

9. Avoid cannot help but. Use instead cannot help.

- Not - I cannot help but thinking you are right.
 But - I cannot help thinking you are right.

10. Use complexioned, not complexed.

- Not - The robber was a dark complexed man.
 But - The robber was a dark complexioned man.

TABOOS

1. Use a before a word beginning with a consonant or consonant sound.
Use an before a word beginning with a vowel or a vowel sound.
Incorrect: I saw a enemy hiding there.
Correct: I saw an enemy hiding there.
2. Absolute use of so and such.
Not - He was so surprised.
But - He was so surprised that he fainted.
3. Don't use any place or some place unless the preposition precedes it.
Not - I left my pencils some place.
But - I left my pencils somewhere or in some place.
4. Don't use being that. Use since.
Not - Being that you are here, I'll now leave.
But - Since you are here, I'll now leave.
5. Don't use being as for since.
Not - Being as it is very late, we'll no longer
But - Since it is very late, we'll no longer
6. Do not confuse besides meaning "in addition to" and beside meaning "at the side of."
Not - Beside binding his wounds, he carried him to a hospital.
But - Besides binding his wounds, he carried him to a hospital.
7. Don't use blame on. Use only blame.
Not - Mary blamed it on John.
But - Mary blamed John.
8. Use may for permission, not can. Can means am able or are able.
Right: You can succeed if you wish to.
Can he use his crutches now? (Is he able)
Wrong: Can I leave the room now? (permission)
Right: May I leave the room now?
9. Avoid cannot help but. Use instead cannot help.
Not - I cannot help but thinking you are right.
But - I cannot help thinking you are right.
10. Use complexioned, not complected.
Not - The robber was a dark complected man.
But - The robber was a dark complexioned man.

11. Never use disremember.
 Not - I disremember.
 But - I don't remember.
12. Never use hadn't ought. Use ought not.
 Not - He hadn't ought to boast.
 But - He ought not to boast.
13. Do not use telescoped expressions.
 Wrong: I never have nor never will love her.
 (Here you have no past participle to go with have).
 Right: I never have loved her nor ever will love her.
14. Instead of using I haven't got any reason for doing that, use I have no reason or I haven't any reason etc.
15. When the pronoun is the object of a verb and is followed by a modifying participle the construction is correct.
 Correct: I saw him going down the street.
 However, when a gerund is the object or subject, it is preceded by the possessive case.
 Correct: I saw that his going there would be of no avail.
16. Never use hissself for himself.
17. Use the adjective after feel, seem, taste, etc., rather than the adverb if the subject is modified.
 Right: I feel bad.
 Wrong: I feel badly.
18. After forms of "to be" use at home rather than home.
 Not - She is home.
 But - She is at home.
19. Use the comparative degree when comparing two objects. Use the superlative when comparing more than two.
 Right: He is the younger of the two
 Right: He is the youngest of the three.
 Wrong: He is the youngest of the two.
 Wrong: Harry is more active than his two brothers.
 Right: Harry is the most active of the three brothers.

20. Do not use like for as or as if.

Incorrect: He walks like his father walks.

Correct: He walks like his father. or
He walks as his father walks.

In other words, do not use like as a conjunction.

21. Kind is singular in form. Therefore use this with it not these.

Not - I don't like these kind of cakes.

But - I don't like this kind of cakes.

The errors in Theme 1 should not appear in Theme 2. The errors in Theme 2 should not appear in Theme 3. The errors in Theme 3 should not appear in Theme 4, etc.

Be sure to master the Minimum Essentials and the material in the Taboos section. Concentration and alertness will assist you in mastering certain rules in punctuation, capitalization, and certain areas of good usage. "M.E." stands for Minimum Essentials or Guide Sheet. "TAB" stands for Taboos.

THEME 1

Mastery of M.E. - I, II and III.

THEME 2

Mastery of M.E. - IV A, 1, 2; B, C, D 1, 2, 3, 4; E 1, 2, 3, 4, 5.

Mastery of TAB - 1, 2, 3, 4, 5.

THEME 3

Mastery of M.E. - IV E 6, 7, 8, 9, 10, 11, 12, 13.

Mastery of TAB - 6, 7, 8, 9, 10.

THEME 4

Mastery of M.E. - IV E 14, 15, 16, 17; F 1, 2, 3.

Mastery of TAB - 11, 12, 13, 14.

THEME 5

Mastery of M.E. - G 1, 2, 3, 4; H 1, 2; V A, B, C; VI Groups A - 1

Mastery of TAB - 15, 16, 17, 18, 19, 20, 21.

THEME 6

Mastery of M.E. - VI B 1, 2, 3, 4, 5, 6; C, D, E, F, G.

THEME 7

Complete mastery of the preceding Minimum Essentials and Taboos.
Concentration on variety in sentence structure.

THEME 8

Concentration on items under Theme 8 and vocabulary.

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