

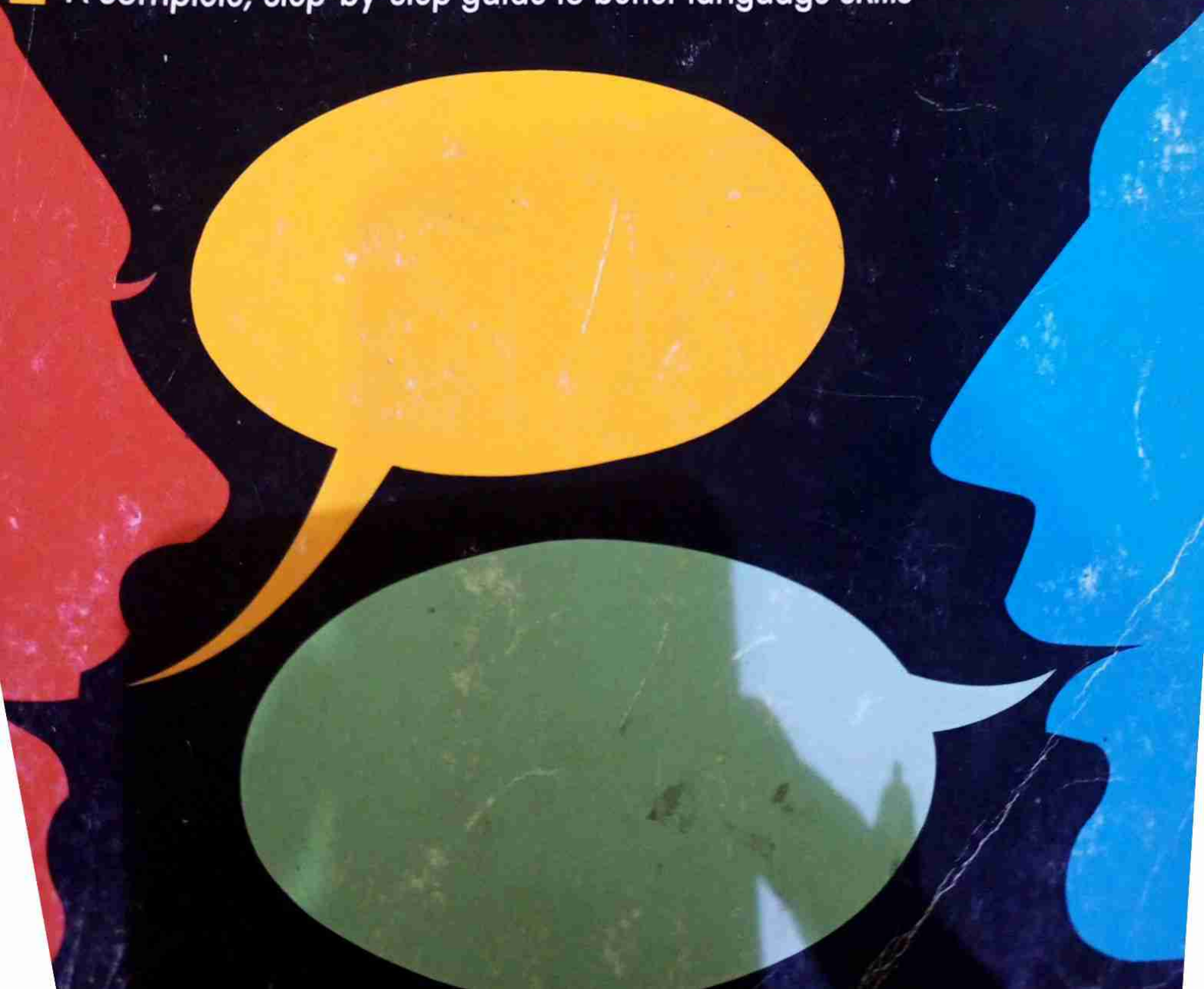
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English Made Simple

Revised Edition

Arthur Waldhorn, Arthur Zeiger

■ A complete, step-by-step guide to better language skills



ENGLISH MADE SIMPLE

REVISED EDITION

BY
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AND
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A MADE SIMPLE BOOK
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PREFACE

If you never hesitate between *between* or *due to*, or *fewer* and *less*, or *index* and *indices*; if you never puzzle over commas, semicolons, and dashes; if you never pause before spelling *purred* and *proceeds*; *conference* and *conferred*, *singing* and *singring*; if you never doubt which words and which may not be abbreviated in the heading of a business letter; if you never survey and which are unnecessary to read past this paragraph.

flexibility of their vocabulary; uneasy about

It is another purpose of this book to help you become purer, more confident and competent in your use of English. It is a book which may not be abbreviated, ambiguous, or ungrammatical in itself, and which may not be abridged, ambiguous, or ungrammatical in its use. It is a book which may not be abridged, ambiguous, or ungrammatical in its use. It is a book which may not be abridged, ambiguous, or ungrammatical in its use.

The book has another purpose as well: to serve as a work of "ready reference." It contains an unusually full table of contents supplementing the index. The authors have tried to credit sources from which they have borrowed distinctive material. If they have occasionally omitted an acknowledgment or altered a quotation, they apologize now and will try to rectify their error soon. Mrs. Dorothy Lataner, who has typed the manuscript expertly and criticized it helpfully, deserves separate and particular thanks.

—ARTHUR WALDHORN
—ARTHUR ZEIGER

—ARTHUR WALDMAN

—ARTHUR ZEIGER

Note: Since this book was first published, many events have taken place. The revised edition contains updating where necessary, but the core of the original material is the same.

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THE SENTENCE AND ITS PARTS

TEST NO. 1

Note: Take this test before proceeding to the first section. Check your answers with those provided at the end of the book. Make note of your major weaknesses, and give particular attention to the sections which try to remedy these weaknesses.

SENTENCE ERRORS

Part I: Choose the correct form for each of the following:

EXAMPLE: Jack and Jill (*is, are*) over the hill. *are*
always off key.

1. Ken is one of those singers who (*is, are*) always off key.
2. There (*go, goes*) Julia and her favorite parakeet.
3. Each of the contestants (*has, have*) a chance to win a trip to the North Pole.
4. The healthiest specimen among the monkeys (*was, were*) chosen to imitate the television actor.
5. I gave ten dollars to the clerk (*who, whom*) I think works on Saturdays only.
6. Between you and (*I, me*) and the bartender, I find Sazaracs potent cocktails.
7. Leave all arrangements to (*her, she*) and (*me, I*).
8. I expected the gentleman caller to be (*he, him*).
9. If one tries to whistle while laughing, (*he, they*) must be highly optimistic.
10. Each of these bananas has a split in (*its, their*) side.
1. Jean's perfume smells (*sweet, sweetly*).
2. Roy (*sure, surely*) is the best catcher in the big leagues.
3. The posse (*sought, sought*) in vain to find the murderer.
4. Years ago, I (*saw, have seen*) Scaramouche in silent films.

15. If he had entered the building, I (*saw, had seen, would have seen*) him.

Part II: Rewrite the following sentences to assure clarity and correctness.

1. If we all strive towards peace, one may hope that the world will be a better place to live in.
2. Wash your hair with *Squeaky Lotion* and then you should use *Eeky Hair Tonic*.
3. I expect Bill to arrive early and bringing his cousin Ann.
4. Put the sodas in the refrigerator that is warm.
5. His ankle broken, his owner had the racing colt destroyed.

SPELLING

Correct any misspelled word. If the word is correct, let it remain as is.

embarrassed	plagiarize	reciept
forcable	adjustable	picknicing
proceed	hieght	manageable
boundries	supersede	benefitted
marraige	dynamoses	valleys

PUNCTUATION

Insert punctuation wherever needed. If no punctuation is needed, let the sentence remain as is.

1. Jane answer the telephone.
2. The athlete who performs well pleases the crowd.
3. If I draw a thousand dollars from the bank I shall be only nine hundred dollars overdrawn.
4. Millie who has several boy friends loves none of them.
5. Gretchen he begged won't you for goodness' sake share a doughnut with me.

VOCABULARY

Part I: Give the opposite of the following words:

EXAMPLE: good bad

1. symmetrical
2. malevolent
3. polygamy
4. benign
5. loquacious

Part II: Give a synonym for each of the following:

EXAMPLE: happy gay

1. gourmet
2. fortuitous
3. plethora
4. remuneration
5. histrionic

THE SENTENCE

A group of words that express a complete meaning makes a sentence. In order to have a meaning, two elements are necessary: a **subject**, a person or thing to speak about, and a **predicate**, something to say about the person or thing.

SUBJECT AND PREDICATE No sentence can exist without both subject and predicate. Suppose, for example, that somebody speaks the name *Pagliacci*. He has not spoken a sentence; for though he has named a person whom he can speak about, he has supplied no **predicate**.

Now, suppose somebody else utters the word *laughs*. He has not a sentence either, because he has named no **person or thing** to say his word about—he has named no **subject**.

If the two words are joined, however, a sentence emerges: *Pagliacci laughs*. It is a "complete thought," a "full meaning." The sentence may be extended by enlarging the subject:*

Pagliacci, the funniest clown in Europe,
laughs.

Or by enlarging the predicate:

Pagliacci laughs mockingly, bitterly, ironi-
cally.

Or by enlarging both subject and predicate:

Pagliacci, the funniest clown in all Europe,
laughs mockingly, bitterly, ironically.

Consider the following group of words:

The beautiful girl of the fairy tale, a drudge
by day and a princess by night.

* The subject here is indicated by the single line drawn beneath it, the predicate by the double line.

Here, a person is named and described in some detail, but the group of words appears somehow incomplete: something else is needed. By adding *has vanished*, the need is supplied.

The beautiful girl of the fairy tale, a drudge
by day and a princess by night, has vanished.

The long group of words underlined simply enlarges the subject, which essentially consists of the word *girl*; a predicate was required and *has vanished* fulfills the requirement.

Now consider this group of words:

Have been stolen by a highly organized and exceedingly clever gang of international thieves operating from a dozen ports throughout the Near East.

Here, again, something is lacking: much has been said—but about what? The subject is lacking.

The jewels have been stolen by a highly or-
ganized and exceedingly clever gang of inter-
national thieves operating from a dozen ports
throughout the Near East.

RECOGNIZING SUBJECT AND PREDICATE In order to decide which word or words make up the subject, simply ask: **Whom or what are we speaking about?**

Barking dogs never bite.

Plainly, dogs are here spoken about; *dogs*, therefore, is the subject. *Barking* simply describes the subject further.

A rare instance of charity by a miser is news.

Since an instance is being spoken about, *instance* is the subject.

In order to decide which word or words make up the predicate, simply ask: What is said about the subject?

A fool and his money are soon parted.

What is said about the subject (*a fool and his money*)? The answer, [*they*] *are soon parted*, makes up the predicate.

The inclusion of proper names in a dictionary might be defended on the ground that it would be convenient to have them there.

Here, the subject is *inclusion* (the full subject is *The inclusion of proper names in a dictionary*); and the predicate, the statement about the subject, is: *might be defended on the ground that it would be convenient to have them there*.

KINDS OF SENTENCES Sentences have three purposes: to state, to ask, and to command.

1. **Sentences that state.** A sentence that makes a statement (or denies it) is called a **declarative sentence**.

The boy stood on the burning deck.

THE PARTS OF SPEECH

The term **part of speech** refers to the job that a word does in a sentence—to its **function** or **use**. Since there are eight separate jobs, words are divided into eight classes or **eight parts of speech**: **noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection**.

JOB, FUNCTION, USE	PART OF SPEECH	EXAMPLES
1. To name a person, place, thing, quality, state, or action.	Noun	Adam, Washington, pen, wit, joy, laughter.
2. To substitute for a noun.	Pronoun	he, she, it.
3. To express action—or non-action (state of being).	Verb	run, talk; think. is, was, will be.
4. To modify or describe (it) the noun and pronoun.	Adjective	strong man, ugly city, limited quantity, few hours.

2. **Sentences that ask.** A sentence that asks a question is called an **interrogative sentence**.

Did the boy stand on the burning deck?

3. **Sentences that command.** A sentence that expresses a command is called an **imperative sentence**.

Boy, stand on the burning deck!

Exercise No. 1

Six of the word-groups below are sentences. Pick them out, underlining each subject once and each predicate twice.

1. Death spares none.
2. Death, which antiquates antiquities and strikes down the innocent.
3. Death, the final adventure, armed with no terrors.
4. Let no man be called fortunate until he is dead.
5. O eloquent, just, and mighty Death!
6. As if every one had meant to put his whole wit in a jest and resolved to live a fool the rest of his dull life.
7. Life is made up of marble and mud.
8. It is life near the bone where it is sweetest.
9. Variety's the very spice of life.
10. Life is just one darned thing after another.

5. To modify any verb, adjective, or adverb.

Adverb think *quickly*, *unusually* ugly, *very* quickly.

6. To show the relationship between a noun or pronoun and some other word.

Preposition cart *before* horse, dog *in* manger, bombs *over* Brooklyn.

7. To join two words or two groups of words.

Conjunction Jack *and* Jill; candy is dandy *but* liquor is quicker.

8. To display emotion.

Interjection Oh! Gosh! Heigh-ho! Hurrah!

A word is a **noun, verb, adjective, or other part of speech**, depending on its use—and on its **use only**. That is to say, a word is a **noun** if it is used like a noun, if it names; it is a **preposition** if it is used like a preposition, if it shows the relationship between nouns; and so on. In

the following passage note that the word *round* is used in five different ways:

Our *round* world—which I shall *round* once more before I die—*spins round* and *round* on its axis, at the same time making a circle *round* the sun that results in the *round* of the seasons.

a. *round* world—adjective, because it modifies the noun *world*.

b. I shall *round*—verb, expresses action.

c. *spins round* and *round*—adverb, modifies verb *spins*.

d. circle *round* the sun—preposition, shows relationship between two nouns, *circle* and *sun*.

e. *round* of the seasons—noun, names something.

hill	noun
pail	noun
of	preposition
water	noun
fall	verb
down	preposition
broke	verb
his	pronoun
crown	noun
came	verb
after	preposition

names a thing
names a thing
shows relationship
water to pail
names a thing
expresses action
shows relationship
Jack to hill
expresses action
substitutes for names
names a thing
expresses action
shows relationship
Jack—the name of
(him).

Exercise: Indicate the part of speech of the italicized words:

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

WORD	PART OF SPEECH	REASON
Jack	noun	names a person
and	conjunction	joins two nouns (<i>Jack, Jill</i>)
Jill	noun	names a person
went	verb	expresses action
up	preposition	shows relationship of <i>went</i> to <i>hill</i>

Exercise No. 2

Indicate the part of speech of the words:

- Mary had a little lamb*
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.
He followed her to school one day,
That was against the rule;
It made the children laugh and play
To see a lamb in school.
- This is my *only* copy, a fact I realized now.
- I *single* out each *single* woman.
- He seems a *stone* image—with a heart of people.
- They *run* wildly to escape the common people.
- We all *love* people in *love*.
- The *quick brown fox jumps* over a *lazy dog* *ingly* at the *water*, but *never dived* into it.
- Ouch!*
- But me no buts.*

THE NOUN

The noun names some person, place, thing, quality, state, or action.

COMMON AND PROPER NOUNS A common noun is a general name, common to all persons and a proper noun is a particular name, denoting a person or thing different from every other.

COMMON NOUN	PROPER NOUN
man	Henry James
city	Washington, D.C.

hill	Bunker Hill
smith	Captain John Smith
book	Tom Sawyer
poem	"Paul Revere's Ride"

Note: Proper nouns are always capitalized. Common nouns are capitalized only when they begin sentences.

Exercise No. 3

Capitalize the proper nouns in the following sentences:

- The *hudson*, a river 306 miles long, flows

to new york bay. It was discovered by a dutch explorer named henry hudson.

2. The students—who came from china and japan—preferred science to history, esperanto to english, mechanics to music. All, however, were required to take a course entitled introduction to american government.
3. Both mammon and mercury were gods once. Today, *mammon* means "riches" and *mercury* signifies "a heavy silver-white metallic element."

CONCRETE AND ABSTRACT NOUNS A concrete noun is the name of anything physical, anything that can be touched, seen, heard, smelled or otherwise perceived by the senses.

An abstract noun is the name of a quality, state, or action. It is an idea, and so may not be touched, seen, heard, smelled or otherwise perceived by the senses.

CONCRETE NOUN: coward, democrat, beggar.

ABSTRACT NOUN: fear, democracy, poverty.

Exercise No. 4

Pick out the concrete and the abstract nouns in the following passages.

1. In proportion as the manners, customs, and amusements of a nation are cruel and barbarous, the regulations of their penal code will be severe.
2. In proportion as men delight in battles, bull-fights, and combats of gladiators, will they punish by hanging, burning, and the rack.

COLLECTIVE NOUNS A collective noun names a group of individuals as if they were one individual. Singular in form, it is plural in meaning.

jury	flock	committee
family	mob	regiment

The collective noun is considered either as a singular or as a plural, depending on the purpose it serves.

The committee was unanimous.

(That is, the committee acted as a unit, as a single individual.)

The committee were arguing among themselves.

(That is, the committee were obviously acting as individuals, not as a unit.)

Exercise No. 5

Underline the collective nouns in the following list:

board, journey, classics, class, ministry, churchmen, nation, people, group, Chinese, books, assembly.

INFLECTION Inflection denotes the change in spelling that a word undergoes to show a change in meaning. Noun inflection, which is termed declension, shows changes in number (*man, men*), gender (*man, woman*), and case (*man, man's*).

NUMBER Number is the form of a noun that shows whether it is singular or plural—whether it refers to one or more than one.

SINGULAR: *girl, country, joy.*

PLURAL: *girls, countries, joys.*

The Plural Number a. Regularly, the plural of nouns is formed by adding -s to the singular: *lands, lovers, books, battles.*

b. Singular nouns ending in -s, -x, -z, -sh, or -ch form the plural by adding -es: *kisses, misses; taxes, waxes; mazes, blazes; dishes, wishes; churches, birches.*

Note: The ending -s, is added when the plural has no more syllables than the singular; the ending -es is added when the plural has one more syllable than the singular. Thus the singular *book* and the plural *books* alike have one syllable; therefore -s only is to be added in forming the plural. But singular *kiss* has one syllable and plural *kisses* has two syllables; therefore -es is to be added in forming the plural. As a cue to spelling, pronounce the singular and plural of the noun.

c. Singular nouns ending in -y preceded by a consonant form the plural by changing the -y to -i and adding -es: *fly—flies; vanity—vanities; soliloquy—soliloquies.**

Note: Singular nouns ending in -y preceded by a vowel form the plural by adding -s: *day—days; chimney—chimneys; monkey—monkeys.*

d. Singular nouns ending in -o preceded by a consonant generally form the plural by adding -es: *hero—heroes; Negro—Negroes; potato—potatoes.* (But there are many exceptions to the

* The u of soliloquy has the sound of the consonant w and so does not violate the principle.