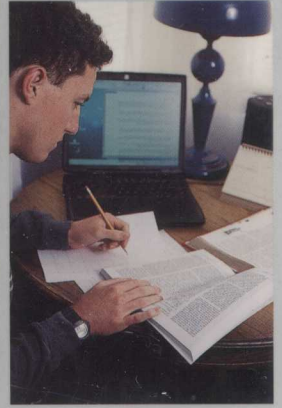
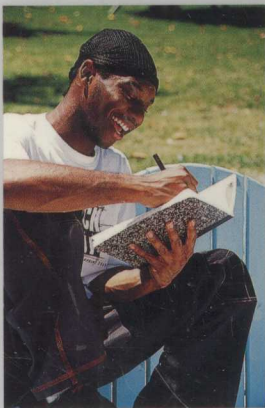


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Foundations First

SENTENCES AND
PARAGRAPHS

WITH READINGS



Laurie G. Kirszner ■ Stephen R. Mandell

Foundations First

SENTENCES AND PARAGRAPHS

WITH READINGS

Laurie G. Kirszner

University of the Sciences in Philadelphia

Stephen R. Mandell

Drexel University

Bedford / St. Martin's

Boston ■ New York

For Bedford/St. Martin's

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Preface for Instructors

When we wrote our paragraph-to-essay developmental writing text, *Writing First: Practice in Context*, we wanted it to be consistent with our priorities as teachers as well as with the realities of college. We believe that in college, writing comes first, and that students learn writing skills most meaningfully in the context of their own writing. *Foundations First: Sentences and Paragraphs* adapts the “practice in context” approach used in *Writing First* to the sentence-to-paragraph course, giving students the practice they need in order to become better writers.

More important, *Foundations First* is the only developmental writing text to offer not just grammar and writing help but a complete collection of resources for developmental students entering college. By providing unique coverage of study skills, vocabulary development, ESL issues, and critical reading, we strive in *Foundations First* to give students the support and encouragement they need to build a solid foundation for success in college and beyond.

In *Foundations First*, as in the classroom—and, we believe, in everyday life—writing is essential. In our text, writing comes first chronologically: the book begins with thorough coverage of the writing process, and most chapters begin with a writing prompt. Writing is also first in importance: extensive writing practice is central to the “grammar chapters” as well as to the “writing chapters” of the text. Throughout the book, students learn to become better writers by applying each chapter’s concepts to writing, revising, and editing their own writing.

We wrote this book for adults—our own interested, concerned, and hardworking students—and we tailored the book’s approach and content to them. We avoided exercises that reinforce the idea that writing is a dull, pointless, and artificial activity. Instead, we chose fresh, contemporary examples (both student and professional) and worked hard to develop interesting exercises and writing assignments. In the book’s style and tone, we aim to show our respect for our audience (as well as for our subject matter), and so we try to talk *to* students, not *at* or *down* to them. Throughout, we strive to be concise without being abrupt, thorough without being repetitive, direct without being rigid, specific without being prescriptive, and flexible without being inconsistent. Our most important goal is a simple one: to create an appealing, engaging text that motivates

students to improve their writing and that gives them the tools they need to do so.

Organization

Foundations First: Sentences and Paragraphs has a flexible organization that lets instructors teach various topics in the order that works best for them and their students. The book opens with a unique chapter on academic survival skills, which is followed by coverage of three major areas: the writing process, sentence grammar, and the reading-writing connection. Unit One provides a comprehensive discussion of the writing process. Units Two through Five present a thorough review of sentence skills, grammar, punctuation, mechanics, and spelling. Unit Six, included only in *Foundations First with Readings*, introduces students to critical reading skills and includes twenty essays (five by student writers). Finally, two appendixes provide additional enrichment for students. Appendix A, "Building Word Power," reviews the vocabulary highlighted in the text and gives students practice exercises and other opportunities for expanding their vocabulary further. Appendix B, "Picture Gallery," provides a collection of images, drawn mainly from fine art, with accompanying discussion questions and writing prompts.

For instructors wishing to emphasize the patterns of development, an Index of Rhetorical Patterns points to essays and other writing samples exemplifying particular modes. (Most of the patterns are covered in Chapter 4, and the essays in Unit Six include at least one example of each pattern.)

Features

We have worked hard to make *Foundations First* the most complete sentence-to-paragraph text available for developmental writers. In addition, recognizing that writers at this level often need help not just with grammar and writing but also with making a successful transition to college, we include unique coverage of study skills and related issues. Finally, as in *Writing First*, we support our "students first" philosophy with innovative features designed to make students' writing practice meaningful, productive, and enjoyable.

A Complete Resource for Developmental Writers

Using a process approach, the text provides comprehensive coverage of the writing process in a flexible format. Chapters 2, "Writing a Paragraph," and 3, "Fine-Tuning Your Paragraph," cover the steps in the process, from invention to final draft, and include all the stages of a model student paper. Chapter 4, "Patterns of Paragraph Development," covers the most frequently taught patterns. For programs that require students to write an

essay by the end of the term, Chapter 5, “Moving from Paragraph to Essay,” offers more in-depth coverage of the essay than any competing text, including multiple drafts of an actual student paper.

Unique “practice in context” activities let students apply each new concept to their own writing. Chapters begin with a *Seeing and Writing* activity that asks students to write a response to a prompt based on a photo or other visual. At the end of the chapter, a *Revising and Editing* activity helps students fine-tune their Seeing and Writing response using what they have learned in the chapter. *Self-Assessment Checklists* in Unit One guide students as they revise and edit their own writing.

Each chapter offers numerous opportunities for practice, revision, and review. Easy-to-grade *Practices* following each section of each chapter form a strand of workbook-style mastery exercises that let students hone specific skills. (These Practices can supplement or replace the Seeing and Writing strand, depending on an instructor’s preference.) Three kinds of *Chapter Review* activities provide additional practice opportunities: an *Editing Practice* featuring a full-length passage gives students an opportunity to edit to eliminate a specific writing problem; *Collaborative Activities* offer creative options for student-centered classroom learning; and a *Review Checklist* recaps the main points of each chapter for quick review. Finally, *Answers to Odd-Numbered Exercises* at the end of the book let students check their own work as they practice and review.

An appendix features additional visuals for writing assignments and in-class discussion. *Appendix B, “Picture Gallery,”* gathers twelve images, each followed by two discussion questions and a writing prompt. This appendix encourages students to use their own observations and insights in their writing.

More Than Just a Grammar Text

Unique coverage of academic survival skills. Chapter 1, “Strategies for College Success,” provides support not found in any competing text, helping students develop effective strategies for adjusting to college, taking notes, completing homework assignments, doing well on exams, and managing time efficiently. A section on Internet strategies shows students how to find and evaluate Web sources—a skill that will help them beyond the composition classroom. Throughout the chapter, exercises encourage students to practice and individualize the strategies presented in the chapter.

A unique integrated approach to building vocabulary in context. *Foundations First* helps students develop their vocabulary with features that are unique among sentence-to-paragraph books: *Word Power* boxes in every chapter help students master specific new words in context, while *Appendix A, “Building Word Power,”* provides opportunities for additional practice.

The most extensive help for ESL students. Chapter 21, “Grammar and Usage Issues for ESL Writers,” discusses in detail concerns of particular interest to nonnative writers. *ESL Tips* in the Instructor’s Annotated Edition guide instructors in helping these students get the most out of the text.

The most comprehensive coverage of critical reading. Chapter 27, “Becoming an Active Reader,” guides students step by step through the reading process and includes a sample annotated reading as well as a series of exercises. Chapter 28, “Readings for Writers,” contains twenty engaging, often provocative readings, five of them by students. Questions following each reading test comprehension and offer topics for writing.

A “Students First” Approach

Students’ writing concerns get serious attention. The tone and level of explanatory material, as well as the subject matter of examples and exercises, acknowledge the diverse interests, ages, and experiences of developmental writers. *Writing Tips* in the margins provide additional information, address common problem areas, and draw connections between chapter topics and nonacademic writing situations. *Computer Tips* give helpful advice for writers working online.

Numerous examples of student writing provide realistic models for students. The text features multiple stages of a paragraph as well as six complete essays. *Student Voices* in the margins communicate the experiences of actual student writers.

The engaging full-color design supports the text’s pedagogy and helps students find information quickly. *Focus boxes* highlight key concepts and important information throughout the book, *quick-reference corner tabs* make the book easy to navigate, and *marginal cross-references* to other parts of the text help students find and review key information quickly.

Ancillaries

Foundations First is accompanied by a comprehensive teaching support package that includes the following items:

Print Resources

- The *Instructor’s Annotated Edition* features numerous teaching tips in the margins, including many ESL tips designed especially for instructors teaching nonnative speakers. The book’s annotations include answers to all the Practices in *Foundations First*.
- *Classroom Resources for Instructors Using FOUNDATIONS FIRST* offers extensive advice for teaching developmental writing as well as chapter-by-chapter pointers for using *Foundations First* in the classroom. Also included are sample syllabi, answers to all the grammar Practices in *Foundations First* (in a format suitable for distribution to students), and sample answers to essay questions.
- *Teaching Developmental Writing: Background Readings* offers nearly three dozen professional articles on topics of interest to developmental writing instructors, accompanied by suggestions for practical applications to the classroom.

- *Supplemental Exercises to Accompany FOUNDATIONS FIRST* offers additional grammar exercises (including material from Exercise Central).
- *Diagnostic and Mastery Texts to Accompany FOUNDATIONS FIRST* complements the topic coverage in *Foundations First*.
- *Transparency Masters to Accompany FOUNDATIONS FIRST* includes student examples of the stages of paragraph and essay writing (from Chapters 2 and 5) and uncorrected essays from the Chapter Reviews to be used for in-class editing activities. The transparency masters are available as a printed package and as files downloadable from the *Foundations First* Web site.

Online Resources

- The *Foundations First* Web site <www.bedfordstmartins.com/foundationsfirst> offers downloadable forms (including all the transparency masters); a PowerPoint presentation that instructors can customize for the classroom; links to other useful materials; and a link to Exercise Central.
- Exercise Central, the largest collection of grammar exercises available with any writing text, includes multiple exercise sets on every grammar topic that give students all the practice they need. Exercise Central can be accessed via the *Foundations First* Web site.

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In our work on *Foundations First*, we have benefited from the help of a great many people.

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We are grateful, too, for the continued support of our families—Mark, Adam, and Rebecca Kirsznier, and Demi, David, and Sarah Mandell. Finally, we are grateful for the survival and growth of the writing partnership we entered into in 1975, when we were graduate students. We had no idea then of the wonderful places our collaborative efforts would take us. Now, we know.

*Laurie G. Kirsznier
Stephen R. Mandell*

A Student's Guide to Using **Foundations First**

What *Foundations First* Can Do for You

It's no secret that writing is essential in most of the courses you will take in college. Whether you write a lab report or an English paper, a midterm or a final, your ability to organize your ideas and express them in writing will affect how well you do. In other words, succeeding at writing is the first step toward succeeding in college. Even more important, writing is a key to success outside the classroom. On the job and in everyday life, if you can express yourself clearly and effectively, you will stand a better chance of achieving your goals and influencing the world around you.

Whether you write as a student, as an employee, as a parent, or as a concerned citizen, your writing almost always has a specific purpose. When you write an essay, a memo, a letter, or a research paper, you are writing not just to complete an exercise but to give other people information or to tell them your ideas or opinions. That is why, in this book, we don't ask you simply to do grammar exercises and fill in blanks; in each chapter, we also ask you to apply the skills you are learning to a piece of your own writing.

As teachers—and former students—we know how demanding college can be and how hard it is to juggle assignments with work and family responsibilities. We also know that you don't want to waste your time or money. That is why in *Foundations First* we make information easy to find and use and provide many different features to help you become a better writer.

The following sections describe the key features of *Foundations First*. If you take the time now to familiarize yourself with these features, you will be able to use the book more effectively later on.

How *Foundations First* Makes Information Easy to Find and Use

Brief table of contents Inside the front cover is a brief table of contents that summarizes the topics covered in this book. The brief contents can help you find a particular chapter quickly.

Detailed table of contents The table of contents that starts on page xi provides a detailed breakdown of the book's topics. Use this table of contents to find a specific part of a particular chapter.

Index The index, which appears at the back of the book starting on page 519, lets you find all the available information about a particular topic. The topics appear in alphabetical order, so, for example, if you wanted to find out how to use commas, you would find the *C* section and look up the word *comma*. (If the page number following a word is **bold-faced**, then on that page you can find a definition of the word.)

List of Self-Assessment Checklists On page xxvi is a list of checklists designed to help you write, revise, and edit paragraphs and even essays. Use this list to find the checklist that is most useful for the particular writing task you are working on.

A handy cross-referencing system Often, an *italicized marginal cross-reference* will point you to another section of the book (for example, "See 2C"). At the tops of most pages of *Foundations First*, you'll find *quick-reference corner tabs* consisting of green-and-blue boxes, each containing a number and a letter. This information tells you which chapter you have turned to and which section of that chapter you are looking at. Together, the cross-references and the tabs help you find information quickly. For example, if a note in the text suggested, "For more on topic sentences, see 3A," you could use the tabs to quickly locate section 3A.

<p>34</p> <p>WRITING EFFECTIVE PARAGRAPHS</p> <p><i>For more on topic sentences, see 3A.</i></p>	<div style="background-color: #cccccc; text-align: center; padding: 5px; margin-bottom: 10px;">2 C</div> <p>Understanding Paragraph Structure</p> <p>A paragraph is a group of related sentences. A paragraph usually begins with a topic sentence, a single sentence that states the paragraph's main idea. This first sentence is indented, written or typed about one-half inch (five spaces) from the left margin. The other sentences in the paragraph provide support for this main idea: explanations, reasons, description, examples, and so on. (Often, a paragraph ends with a final sentence that acts as a conclusion.) A paragraph looks like this:</p>
--	---

How *Foundations First* Can Help You Become a Better Writer

Preview boxes Each chapter starts with a list of key concepts that will be discussed in the chapter. Looking at these boxes before you skim the chapter will help you get an overview of the material that will be covered.

Seeing and Writing activities Most chapters include a two-part writing activity that helps you apply specific skills to your own writing. Each chap-

ter starts with a *Seeing and Writing* exercise that asks you to write about a particular topic. Later, a *Revising and Editing* exercise guides you in fine-tuning your writing.



■ SEEING AND WRITING

If you met a person who had never been to McDonald's, what would you tell him or her about this fast-food restaurant? Look at the picture above, and then write a paragraph that answers this question.

PREVIEW

In this chapter, you will learn

- to identify a sentence's subject (6A)
- to recognize singular and plural subjects (6B)
- to identify prepositions and prepositional phrases (6C)
- to distinguish a prepositional phrase from a subject (6C)
- to identify action verbs (6D)
- to identify linking verbs (6E)
- to identify main verbs and helping verbs (6F)

Focus boxes Throughout the book, boxes with the word *Focus* in a red banner highlight useful information, identify key points, and explain difficult concepts.

FOCUS Identifying Sentence Fragments

In paragraphs and longer pieces of writing, sentence fragments sometimes appear next to complete sentences. You can often correct a sentence fragment by attaching it to a nearby sentence that includes the missing subject or verb. Here, a fragment appears right after a complete sentence.

————— COMPLETE SENTENCE ————— FRAGMENT —————
Okera majored in two subjects. English and philosophy.

To correct the fragment, simply attach it to the complete sentence that contains the missing subject (*Okera*) and verb (*majored*).

Okera majored in two subjects, English and philosophy.

Self-Assessment Checklists Chapters 2, 4, and 5 include Self-Assessment Checklists that give you a handy way to check your work and measure your progress. Use these checklists to revise your writing before you hand it in.

✓ SELF-ASSESSMENT CHECKLIST:

Revising Your Paragraph

- Does your topic sentence state your main idea?
- Do you have enough material to support your main idea?
- Have you explained your ideas fully and clearly?
- Have you used enough examples and details?

Marginal notes In the margins of *Foundations First*, you'll find several kinds of notes that give you additional information in an easy-to-read format. *Writing Tips* offer practical information and helpful hints, including definitions and examples. *Computer Tips* help you make effective use of your computer as you write. *Word Power* boxes define words that you may find useful in working with a particular writing assignment or reading selection. *Student Voices* present the words of real students telling what works and doesn't work for them when they write.

● Writing Tip

Transitional words and phrases used in narration include *first*, *then*, *next*, *after that*, *finally*, and other transitions that signal time order. See 3D.

■ Computer Tip

Use your computer's Tab key to indent points in your outline.

Word Power

dilemma a situation in which one must choose between two courses of action

▼ Student Voices

Notebooks with pocket folders help me keep graded papers, handouts, and class syllabus all in one place, near my notes.

Kevin Cao

Review Checklists Each chapter ends with a summary of the most important information in the chapter. Use these checklists to review material for quizzes or to remind yourself of the main points in the chapter you've been studying.

✓ REVIEW CHECKLIST:

Fine-Tuning Your Sentences

- You can make your sentences more interesting by varying your sentence openings. (See 9A.)
- Try to replace general words with more specific ones. (See 9B.)
- Delete wordy expressions, substituting more concise language where necessary. (See 9C.)
- Avoid clichés (overused expressions). (See 9D.)

Answers to Odd-Numbered Exercises Starting on page 505, you'll find answers for some of the Practice items in the book. When you need to study a topic independently, or when your instructor has you complete a Practice but not hand it in, you can consult these answers to see if you're on the right track.

How *Foundations First* Can Help You Succeed in Other Courses

In a sense, this whole book is all about succeeding in other courses. After all, as we said earlier, writing is the key to success in college. But *Foundations First* also includes sections that you may find especially useful in courses you take later on in college. We have designed these sections so you can use them either on your own or with your instructor's help.

Chapter 1, "Strategies for College Success" Here you'll find tips for making your semester (and your writing course) as successful as possible. Included are effective strategies for taking notes, completing homework assignments, doing well on exams, and managing your time efficiently. A section on Internet strategies shows you how to find and evaluate Web sources—a skill that will be useful in all your courses.

Appendix A, "Building Word Power" This practical guide tells you how to get the most out of your dictionary. It also offers tips for building your vocabulary and gives you opportunities to practice using the words you've encountered in the Word Power boxes.

We hope *Foundations First* will help you become a better writer and student. If you have suggestions for improving this book, please send them to: Laurie Kirsznar and Stephen Mandell, c/o Bedford/St. Martin's, 33 Irving Place, New York, NY 10003.

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