


COMPOSITION FIVE

SKILLS FOR WRITING

SECOND EDITION

J. Kenneth Sieben
Lillian Small Anthony

An Instructor's Manual is available. It may be obtained through your local Scott, Foresman representative or by writing to the English Skills Editor, College Division, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

An experimental set of computer-assisted instructional programs for individual or small-group use exists. This software package, for use with the IBM pc computer, consists of seven diskettes and includes all the reading comprehension, vocabulary context, grammar, mechanics, spelling, and structural analysis exercises in *Composition Five*, Second Edition. Information about this package may be obtained by contacting the Marketing Manager, Humanities, College Division, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

Acknowledgments

Bryce Flynn/Picture Group, p. xviii; © Joel Gordon, p. 28; Barbara Alper/Stock Boston, p. 66; Cindy Burnham/Picture Group, p. 98; John C. Meyers/Picture Group, p. 126; Brent Jones/Atoz Images, p. 156; Nik Kleinberg/Picture Group, p. 194; Scott Foresman, p. 220; Ann Chwatsky/Leo DeWys, p. 258; Elizabeth Crews, p. 294; David Ahrenberg/Atoz Images, p. 326; Brent Jones, p. 362; Jean-Claude Lejeune, p. 400.

ISBN 0-673-18003-4

Copyright © 1985, 1982 Scott, Foresman and Company.
All Rights Reserved.
Printed in the United States of America.
23456-MVN-88878685

PREFACE

Composition Five: Skills for Writing is intended for use in developmental writing courses or in combined reading and writing courses. We believe that contemporary nontraditional college freshmen, with little background in reading and writing, must immerse themselves deeply in linguistic processes to learn how language works and how it can be made to work for them. Therefore, the five basic language skills—paragraph and essay writing, grammar, mechanics, reading comprehension, and vocabulary/spelling—are integrated within each chapter.

This second edition of *Composition Five* includes several carefully planned revisions. Writing instruction has been expanded to include treatment of the essay as well as the single paragraph. Also, a section on invention has been added to each of the first six chapters to help students develop writing fluency. Four new essays have been added, dealing with single fatherhood, open admissions, computers, and the future job market. In grammar, the treatment of the verb has been expanded, and sentence-combining has been introduced earlier as a vehicle for getting students to write their own sentences. For vocabulary and spelling, an appendix on using the dictionary has been added. The Instructor's Manual contains diagnostic and mastery tests for all the spelling and vocabulary instruction. All of these changes are aimed at strengthening students' linguistic experiences.

Writing

Writing instruction is tied to each chapter's reading so students have models to study for content as well as for technique and style. Writing assignments are tied to the essays, and students are encouraged to develop and expand their initial reactions to them into their own paragraphs and essays.

Chapter 1 presents the basic concept of paragraph organization—main idea and specific details—while concentrating on helping students create effective topic sentences. The use of facts to develop the topic sentence is covered in chapter 2, and expansion through sensory details is treated in chapter 3. The next four chapters deal with basic methods for developing the paragraph—examples, narration, and expository analysis.

Chapter 7 also introduces essay writing and outlines. The remaining six chapters include instructional material on both paragraphs and essays. Comparison/contrast, cause-and-effect, extended definition, and summary paragraphs are covered. Essay topics include the introductory paragraph, the conclusion, the thesis statement, the development of body paragraphs, and the use of transitions.

Grammar

The grammar lessons, which are sequential, use material from the readings as examples of the points illustrated and, where possible, as exercise items. This approach ensures that material used for instruction and for practice is "real."

The basic parts of speech—nouns, verbs, and modifiers—are introduced in the first two chapters. Simple sentence patterns with action verbs and linking verbs are treated in chapters 3 and 4, followed by an analysis of fragment errors resulting from the accidental omission of an essential sentence element, the kind of fragment that occurs as a carry-over from conversation.

Subject-verb agreement and pronoun problems are dealt with in chapters 6 and 7. Chapter 8 takes up the process of coordination along with the run-on and comma splice errors that often result from faulty coordination. Chapters 9 through 12 return to sentence-combining as a technique of expansion through subordination of dependent clauses and verbal phrases. Fragments that result from the use of a subordinate element as a sentence are also analyzed in chapter 12. Finally, the problems of verb tense shift and sequence are treated in chapter 13.

Mechanics

The rules for using capital letters and punctuation marks are drawn inferentially from the readings. Sentences are analyzed and compared so that students can grasp the reason why the writers used or did not use some mechanical element. Again, practice exercises include many sentences from the readings.

Reading

The reading selections, which range from seventh- to twelfth-grade level, are from popular magazines and deal with issues that appeal to college students. "How to Use This Book" shows students how to preview. The first three chapters introduce literal, critical (fact and opinion), and inferential comprehension. The notes that students jot down in answer to the "What Do You Think?" questions serve as the basis for the writing assignments. A vocabulary context exercise accompanies each article.

Spelling and Vocabulary

Spelling and vocabulary structural analysis principles are drawn inductively from the readings.

The Instructor's Manual includes practical suggestions for classroom management. In addition, it contains answers to all the exercises. The placement tests can be used to determine which skills an individual student should work on, and the mastery tests can be used to check progress.

We wish to express our sincere gratitude to our colleagues at Essex County College and at colleges throughout the nation who used the first edition and made so many helpful suggestions for the preparation of the second. We also

wish to thank our reviewers, Professor Mary Ann Braswell of Tallahassee Community College, Professor Christine Briggs of Henry Ford Community College, and Professor Michael J. Kelly of Slippery Rock University. The Second Edition has also been built upon expert opinion acquired through a nationwide users' questionnaire graciously returned to us by the following instructors: Betty Koch, Spartanburg Methodist College; Ruth Hatcher, Washtenaw Community College; Mary Ann Braswell, Tallahassee Community College; Jerry McAninch, Midlands Technical College; Christine Briggs, Henry Ford Community College; Tanya Walker, Cambridge Business School; Charlotte Tannheimer, Endicott College; Tim Summerlin, Lamar University; Sandra Hanson, LaGuardia Community College; and Michael Kelly, Slippery Rock State College. Finally, we thank our editors, Patricia Rossi and Lydia Webster, for their thoughtful advice.

J. Kenneth Sieben
Lillian Small Anthony

CONTENTS

Chapter 1

Reading for Writing: "The College Experience" by William D. Carlson, Ph.D. 1

Improve Your Reading Skills 2

Focus on Writing 5

Prewrite to Invent Ideas—"Brainstorming" 5

Creating the Topic Sentence

Paragraph Writing Assignment:

Topic Sentences to State Your Main Point 7

Understand Grammar 9

Identify Nouns and Verbs 9

Nouns • Verbs • Regular and Irregular Verbs

Practice Good Mechanics 15

Use Capital Letters 15

Improve Spelling 20

Make Nouns Plural 20

Expand Your Vocabulary 24

Roots *grad* and *gress* 24

Chapter 2

Reading for Writing: "Enemy of Youth" by Walter X. Lehmann, M.D. 29

Improve Your Reading Skills 32

Focus on Writing 35

Develop a System to Invent Ideas 35

Use Specific Details 35

Paragraph Writing Assignment: Details to Explain Your Point 38

Creating the Topic Sentence • Choosing Details

Understand Grammar 40

Use Modifiers Correctly 40

Adjectives • Comparison of Adjectives • Adverbs • Irregular Modifiers •
Prepositional Phrases • Modification Through Sentence Combining**Practice Good Mechanics 55**

Use Adjectives in Pairs 55

Commas in Adjective Pairs • Hyphens in Compound Modifiers

Improve Spelling 59Add *-ly* or *-ally* to a Root 59**Expand Your Vocabulary 62**Prefixes *dis-* and *mis-* 62**Chapter 3****Reading for Writing: "Father Makes Breakfast" by Howard Crook 67****Improve Your Reading Skills 70****Focus on Writing 73**

Exercise the Senses to Invent Ideas 73

Use Sensory Details 74

Paragraph Writing Assignment: Sensory Details to Convey Experience 77
Creating the Topic Sentence • Selecting Sensory Details**Understand Grammar 78**

Simple Sentences with Action Verbs 78

Using Subject and Object Pronouns 84

Practice Good Mechanics 85

Use Apostrophes Correctly 85

Contractions • Possessive Nouns • Confusing Words

Improve Spelling 90

Double Final Consonants 90

Expand Your Vocabulary 96Suffixes *-er* and *-ist* 96

Chapter 4

Reading for Writing: "Joy and Pain" by Eda LeShan 99

Improve Your Reading Skills 102

Focus on Writing 106

Invention Through Concrete Examples 106

Use Examples for Illustration 106

Paragraph Writing Assignment: Concrete Examples of Abstract Ideas 108

Creating the Topic Sentence • Selecting Appropriate Examples

Understand Grammar 109

Simple Sentences with Linking Verbs 109

Practice Good Mechanics 116

Commas in Noun Series 116

Improve Spelling 120

The *Seed* Roots 120

Expand Your Vocabulary 122

Roots *ven*, *vene*, and *vent* 122

Chapter 5

Reading for Writing:

"Open Admissions and the Inward 'I'" by Peter J. Rondiñone 127

Improve Your Reading Skills 133

Focus on Writing 137

Invention Through Recalling Stories from Memory 137

Use Narrative Details to Illustrate an Idea 137

Paragraph Writing Assignment:

Narrative Details to Convey Memories 139

Starting the Narrative Paragraph • Choosing Narrative Details •

Closing with the Topic Sentence

Understand Grammar 140

Write Complete Sentences 140

The Phrase Fragment • The Missing Verb Fragment • The Missing Subject Fragment • Sentence Pattern Review • Fragment Review

Practice Good Mechanics 147
• Direct and Indirect Quotations 147

Improve Spelling 151
Clues for *ie* and *ei* 151

Expand Your Vocabulary 154
Prefixes *un-* and *im-* 154

Chapter 6

Reading for Writing:
“Parents: What Do You Owe Your Children?” by Ann Landers 157

Improve Your Reading Skills 161

Focus on Writing 166
Invention Through Imagining the Consequences 166
Real and Theoretical Examples 166
Paragraph Writing Assignment:
Combining Narratives with Examples 170
Creating the Topic Sentence • Developing Theoretical Examples

Understand Grammar 171
Subject-Verb Agreement 171
Problems in Subject-Verb Agreement 177

Practice Good Mechanics 184
Use Punctuation to Set Off Ideas 184
Parentheses • Dashes • Commas

Improve Spelling 188
Drop the Silent Final *-e* 188

Expand Your Vocabulary 191
Suffixes *-ance* and *-ence* 191

Chapter 7

Reading for Writing: "The Computer As a Humanizing Influence in Education" by Robert Newton Barger 195

Improve Your Reading Skills 199

Focus on Writing 201

Part 1: The Single Paragraph 202

Expository Writing

Paragraph Writing Assignment: Using Exposition to Explain Why 204

Part 2: The Essay 204

Essay Writing Assignment: Outlining an Essay 205

Understand Grammar 206

Solve Pronoun Problems 206

Possessive Pronouns • Pronoun Agreement • Reflexive Pronouns

Practice Good Mechanics 211

Quotation Marks and Italics for Emphasis 211

Improve Spelling 215

Homonyms 215

Expand Your Vocabulary 218

Roots *fac*, *fec*, or *fic* 218

Chapter 8

Reading for Writing: "Teenage Mothers Are Keeping Their Babies—With the Help of Their Own Mothers" by Katie Leishman 221

Improve Your Reading Skills 226

Focus on Writing 230

Part 1: The Single Paragraph 230

Comparison and Contrast

Paragraph Writing Assignment: Comparing and Contrasting 233

Part 2: The Essay 234

The Introduction • The Body • The Conclusion

Essay Writing Assignment: Expanding a Paragraph into an Essay 237

Understand Grammar	237
Coordination Through Compound Sentences	237
Practice Good Mechanics	245
Avoid Run-Together Sentences Through Punctuation	245
The Semicolon As a Coordinator	247
Improve Spelling	250
Sound-Alike Suffixes <i>-ible</i> and <i>-able</i>	250
Expand Your Vocabulary	254
Suffix <i>-ion</i>	254

Chapter 9

Reading for Writing: "The Violent American Way of Life" by Wendy Schuman	259
---	------------

Improve Your Reading Skills	264
Focus on Writing	267
Part 1: The Single Paragraph	267
Cause and Effect	
Paragraph Writing Assignment: Explaining Cause and Effect	271
Part 2: The Essay	271
The Appeal to Authority • The Human Interest Story • The Set-Up •	
Examples of the Thesis	
Essay Writing Assignment: Writing the Introduction	274
Understand Grammar	274
Sentence Combining—Adverb Clauses	274
Why Sentences • When Sentences • Where Sentences •	
How Sentences	
Practice Good Mechanics	282
Commas with Adverb Clauses	282
Improve Spelling	286
Sound-Alike Suffixes <i>-ize</i> , <i>-yze</i> , and <i>-ise</i>	286
Words ending in <i>-ize</i> • Words Ending in <i>-yze</i> • Words Ending in <i>-ise</i>	
Expand Your Vocabulary	291
Root <i>nat</i>	291

Chapter 10

Reading for Writing: "Do You Have
What It Takes to Make a Good Marriage?" by Sally Wendkos Olds 295

Improve Your Reading Skills 302

Focus on Writing 305

Part 1: The Single Paragraph 305

Definition

Paragraph Writing Assignment: Defining an Abstract Word 307

Part 2: The Essay 308

The Call for Action • The Concluding Argument • The Personal
Application • The Summary • The Quotation

Essay Writing Assignment: Writing the Conclusion 310

Understand Grammar 310

Sentence Combining—Noun Clauses 310

Noun Clauses as Direct Objects • Noun Clauses as Complements •

Noun Clauses as Objects of Prepositions • Noun Clauses as Subjects

Practice Good Mechanics 318

Comma Review 318

Improve Spelling 321

Similar Suffixes -ary, -ery, and -ory 321

Expand Your Vocabulary 322

Prefix *trans-* 322

Chapter 11

Reading for Writing:
"Changing Life-Styles: We Got off Welfare" by Cynthia Eddings 327

Improve Your Reading Skills 333

Focus on Writing 336

Part 1: The Single Paragraph 336

Mixing Different Patterns

Paragraph Writing Assignment: Blending Patterns Together 340

Part 2: The Essay 341

Thesis Statement and Body Paragraphs

Essay Writing Assignment: Developing the Thesis Statement 343

Understand Grammar 343

Sentence Combining—Adjective Clauses 343

Relative Pronoun As Subject • Relative Pronoun As Object • Relative
Pronoun As Object of Preposition • Relative Pronouns As Possessive**Practice Good Mechanics 351**

Punctuate Nonrestrictive Elements 351

Improve Spelling 356Sound-Alike Suffixes *-ance/-ant* and *-ence/-ent* 356**Expand Your Vocabulary 359**Suffix *-ate* 359**Chapter 12****Reading for Writing:****"It's Never Too Late to Grab a Chunk of Life" by Elinor Jackson 363****Improve Your Reading Skills 369****Focus on Writing 372**

Part 1: The Single Paragraph 372

The Summary

Paragraph Writing Assignment: The Summary Paragraph 378

Part 2: The Essay 379

Using Transitions for Coherence

Essay Writing Assignment: Using Transitions 382

Understand Grammar 382

Vary Sentences Through Combining 382

Verbal Phrase Before Subject • Verbal Phrase Within Sentence •

Verbal Phrase As Subject • Verbal Phrase As Object

Practice Good Mechanics 389

Punctuate to Avoid Fragments 389

Improve Spelling 392Words Ending with Suffix *-ous* 392Words Ending in a Consonant • Words Ending in a Silent *e* • Words
Ending in a *y* Preceded by a Consonant**Expand Your Vocabulary 396**Root *port* 396

Chapter 13

Reading for Writing: "Get the Jump on Tomorrow's Jobs" 401

Improve Your Reading Skills 408

Focus on Writing 411

Part 1: The Single Paragraph 411

Classification

Paragraph Writing Assignment: Writing Simple Classification 414

Part 2: The Essay 415

Essay Writing Assignment: Putting It All Together 417

Understand Grammar 417

Avoid Problems with Verb Tense 417

Misspellings • Tense Shift • Sequence of Tenses

Practice Good Mechanics 426

The Colon 427

After the Salutation of a Business Letter • To Introduce a Sentence,
Quotation, or List • To Separate Items in Certain Abbreviated
Conventions

Improve Spelling 429

Sound-Alike Demons 429

Expand Your Vocabulary 431

Prefix *com-* 431

Appendix I: Word Part List 435

Appendix II: Finding Your Way in the Dictionary 439

Appendix III: Irregular Verbs 445

VOCABULARY PREVIEW

*Pronounce these words out loud by using the key on the inside back cover.
Study their meanings before you read the article.*

initiative (in-ish'-ə-tiv) *noun*
introductory act or step

pursue (pər-sōō') *verb*
follow; go after

facet (fās'-it) *noun*
an aspect or phase of something

credentials (krī-dēn'-shəlz) *noun*
proof of credit

veterinarian (vēt-ər-ə-nâr'-i-ən) *noun*
one who treats animals diseases

threshold (thrēsh'-ōld) *noun*
beginning

asunder (ə-sūn'-dər) *adverb*
broken or split

The College Experience

William D. Carlson, Ph.D.

- 1 Going to college! What a thrill. It's a trip that has everything great that you have heard about, if you make it so. It also is very serious business. To a great extent, you will be on your own. True, there are an awful lot of people ready to help you, but generally you must take the initiative and seek them out.
- 2 Most of you have decided on a career. Even though many of you will change your minds later, the initial decision allows you to set class goals and pursue them step by step toward that, the final objective of graduation. Such goals are essential for success. In advising students, I always tell them to discipline themselves, to be prepared to study hard and keep up from day one.
- 3 Today's world is full of precious knowledge, whether it be in the arts, literature, a profession, or a vocational skill. College is your chance of a lifetime to explore these areas. Each facet can be as exciting when discovered by you as it was when discovered by the original author or explorer. Let yourself explore beyond your immediate career objectives. A student in auto mechanics

"The College Experience" by William D. Carlson, *Exploring*, October 1978.
Copyright © 1978 by the Boy Scouts of America. Reprinted by permission of the author.

in most schools also can take courses in history, philosophy, music, or art. There is no reason a craftsman also can't be a great thinker, or an explorer into the vast areas of unlimited knowledge. For a rich full life he or she should make the most of the opportunities at hand.

- 4 I hope that you have gathered by now that going to college means a lot more than earning a grade. To limit your college experience will be a waste to you and to all of the people, past and present, who have invested their pennies, dimes and dollars—often at great personal sacrifice—to make educational opportunities open for you. Putting it bluntly, college is a place to be greedy—take all you can get and then some more.
- 5 Also consider this—are you going to take a course to learn or are you going to take it only to have it on your record? I talk to far too many students going to school just to get the credentials to “get a job.” Again, they are cheating themselves. Get into the subjects in great depth to gain a true understanding. Don't be content to just skim over courses with “only to pass” in mind. By taking the in-depth approach you will be exploring many of the disciplines you will enjoy the rest of your life.
- 6 Let me share with you a final observation. The person doing an honest piece of work, work one can be proud of, is the truly happy person. This is true of the plumber, veterinarian, teacher, whatever. The agony of just getting by will eventually tear one asunder. The habit of honest work and pride in your work can be established to a great extent in college.
- 7 Thus, as you stand on the threshold of your college career, commit yourself and stand by that commitment. From the first day in class, discipline yourself to make learning fun, not a chore, and to get the most from the educational opportunities open to you.

IMPROVE YOUR READING SKILLS

What Did You Understand?

Answer the questions which follow. Locate the statement in the text that contains the specific detail which is your answer. For questions you are unsure of, skim and scan to locate or verify an answer.

1. The entire selection is about
 - _____ a. taking a trip
 - _____ b. the college experience
 - _____ c. deciding on a career
 - _____ d. honest work

2. Check the phrases which are compared to the college experience.

- ☐ a. the experiences of an explorer
- ☐ b. the work of a craftsman
- ☒ c. an exciting trip
- ☐ d. very serious business

3. The article states that a student studying a vocational skill

- ☐ a. should study only the crafts
- ☐ b. can't be a great thinker
- ☒ c. can take many other types of courses
- ☐ d. should take courses in exploring

4. Check all the reasons *not* to go to college.

- ☐ a. to make learning fun
- ☐ b. just to get a job
- ☒ c. to invest your pennies, dimes, and dollars
- ☐ d. to earn a grade

5. Check all the suggestions discussed as signs of your commitment to college.

- ☒ a. Take all the education you can.
- ☒ b. Take a course to learn, not just to have it on your record.
- ☐ c. Go to college just to get job credentials.
- ☒ d. Explore many disciplines

What Do You Think?

Write brief answers to these questions. You will use them later to complete your writing assignment.

1. Dr. Carlson believes that you are probably thrilled about going to college. How do you feel about the college experience?
