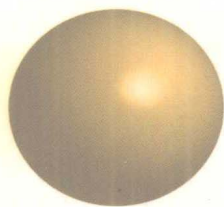


The



Little, Brown



Workbook

*Seventh Edition*

*The Little,  
Brown  
Workbook*



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**Donna Gorrell**  
*Saint Cloud State University*



**LONGMAN**

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An imprint of Addison Wesley Longman, Inc.

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Please visit our website at <http://longman.awl.com>

ISBN 0-321-01217-8

2345678910—MA—00999897



## Preface



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This seventh edition of *The Little, Brown Workbook* closely parallels its companion *The Little, Brown Handbook* in organization, approach, and guidelines for writing, making it useful as either an instructional supplement to the handbook or an independent text. As in the past, this new edition aims for understanding of rhetorical and grammatical concepts by concentrating on thorough instruction as well as extensive exercises. The explanations have been praised as clear and the tone friendly.

The arrangement of the book, from whole paper to word, reflects current rhetorical theory in a format accessible to today's college students. An introduction covering critical thinking, reading, and writing sets the stage for college writing that is proficient and perceptive. Part I focuses on composing processes, featuring discussions and exercises on prewriting, thesis development, drafting, revising, paragraph composition, and support for arguments—all of which aim to encourage students in exploring and developing their own ideas. Part II shifts to grammatical sentences, with Chapter 5 giving a rapid overview of the English sentence and the remaining chapters in the section explaining principles in greater detail. Parts III through VII cover sentence problems, ways of constructing effective sentences, and then punctuation, mechanics, and diction. Part VIII provides instruction on a short documented paper. The entire book has been examined to include material on the increasingly common practice of composing at a computer.

The format of the book allows teachers to use parts according to their own teaching styles and the needs of their students. Some may choose to use the parts sequentially, from whole paper to sentences to individual words. Others

may choose to use the book as a reference guide, applying Part I to classroom instruction and referring students to the remaining chapters for individual study. Most of the exercises are adaptable to cooperative group work.

We have continued some of the changes initiated in the sixth edition: streamlining the text, gathering the exercises together at the ends of chapters, and keying sections of text to related exercises both within the chapter and in other chapters. With this edition we have gone the next logical step and keyed the exercises (especially in the longer chapters) to the related text. We have also altered most of the exercise titles to represent first the subject and then the task. Thus, "Using the -s Forms of Verbs" has become "The -s Forms of Verbs: Rewriting a Text."

Exercises continue to have connected discourse wherever feasible. The contexts are mainly those common to academic settings across a variety of disciplines; they avoid concentration on a single field or culture and the overuse of personal experience. A few feature student writing. As in past editions, the exercises also represent a variety of approaches: sentence patterning or combining, controlled composition, original composition, analysis, sentence completion, plus identification and correction wherever necessary. Exercises specifically directed toward the use of English as a second language augment exercises that deal with similar concerns of students for whom written English functions often as a second dialect. Exercises that address ESL concerns have been classified under "ESL Guide to the Exercises" on pages xvii–xx.

The final chapter, "Writing a Short Documented Paper," has been revamped to reflect the shift toward electronic research. The text gives some guidance in the use of this new medium, and the new student paper illustrates both print and electronic sources. The sample MLA documentary forms reflect the fluidity of styles and probably differ from those found in some handbooks. My goal is to represent a style that is as clear as possible and provides as much as, but no more than, is necessary for source location. Exercises give practice in the skills associated with using sources.

A continued feature of this edition is the highlighted boxes corresponding to those in the handbook, making readily accessible the main elements under discussion. Accessibility is also maintained with the extensive index and the cross-references to related sections of the text. Another continuing feature is that the exercise answer book is still available to students at the instructor's option and without charge.

I am indebted to the following reviewers for their assistance in making this seventh edition a reality: Robert L. Giron, Montgomery College; Cathy Horne, Wilson County Technical College; Terrialee Lankford, Laramie County Community College; Andy J. Moore, Baylor University; Craig Payne, Indian Hills Community College; Brian K. Reed, Bethune-Cookman College. I also wish to thank Tom Maeglin, and Donna Campion, Brigitte Perner, Patricia Rossi, and Jim Sullivan at Longman for their work in the production of this book.

DONNA GORRELL

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## *ESL Guide to the Exercises*

Students using English as a second language may find the practice afforded by any of the exercises in this workbook helpful depending on individual needs. The following list classifies many of the exercises that address ESL concerns. (For marks of punctuation and other topics not listed here, refer to the table of contents or the index.)

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