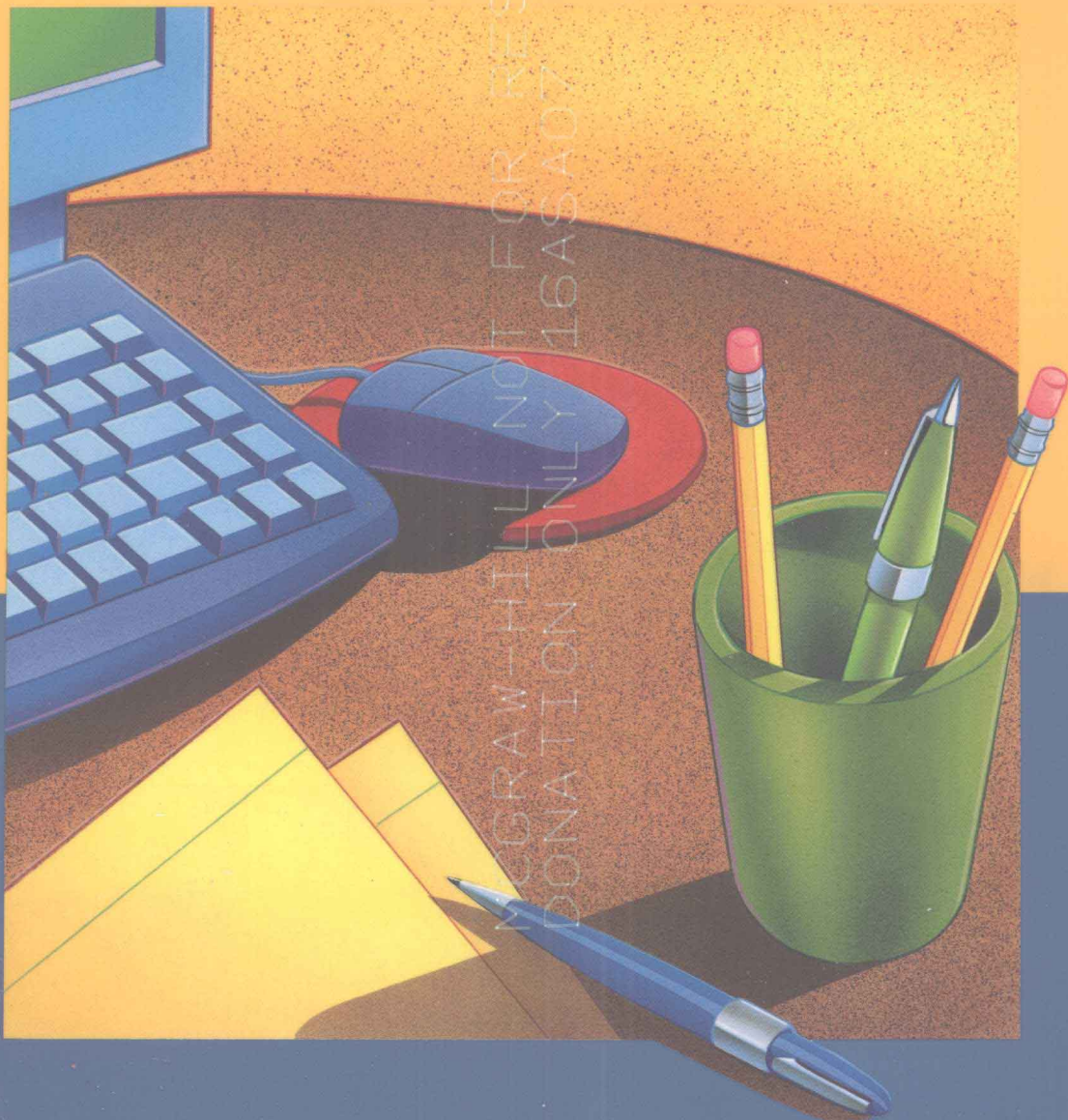


Sentence Skills, Form A

Seventh Edition



John Langan

Sentence Skills

A Workbook for Writers

Seventh Edition

Form A

John Langan

Atlantic Cape Community College



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Praise for *Sentence Skills*

“I am so impressed with this text that I would not only suggest but fight for its adoption.”

Dorothea D. Burkhart, Davidson County Community College

“The greatest strengths of the text are the detailed explanations and the numerous exercises. [. . .] I would rate the text as an ‘A.’”

Mary Jeanne Gilligan, Delaware Technical Community College

“The ESL pointers are terrific.”

Tracy Peyton, Pensacola Junior College

“This text review is my first exposure to *Sentence Skills* and I am very impressed.”

Beth Ashburn, Piedmont Baptist College

“This is truly a good text, and I am so pleased and impressed with the changes.”

Judy D. Covington, Trident Technical College

“It is thorough, well organized, well developed, and easy to use for both students and instructors.”

Theresa Zeleznik, Cuyahoga Community College, Western Campus

“The appendices, the section on how to use a computer to compose, the walk-through of a student’s drafts in a “Brief Guide,” and the section on reading really pump this book up. The checklists are very good while the reflective activities add a deeper dimension to the composing process.”

Michele Mohr, Morton College

“The greatest strength of the text remains its easy-to-use style.”

William Muller, Moraine Valley Community College

“Langan’s straightforward goals of effective writing and corollary points have always been and continue to be the strengths of the text.”

Kris Acquistapace, Crafton Hills College

“There is enough in here to keep students interested, busy—and learning!”

Sara Jane Richter, Oklahoma Panhandle State University

About the Author

John Langan has taught reading and writing at Atlantic Cape Community College near Atlantic City, New Jersey, for over twenty-five years. The author of a popular series of college textbooks on both subjects, he enjoys the challenge of developing materials that teach skills in an especially clear and lively way. Before teaching, he earned advanced degrees in writing at Rutgers University and in reading at Glassboro State College. He also spent a year writing fiction that, he says, “is now at the back of a drawer waiting to be discovered and acclaimed posthumously.” While in school, he supported himself by working as a truck driver, machinist, battery assembler, hospital attendant, and apple packer. He now lives with his wife, Judith Nadell, near Philadelphia. Among his everyday pleasures are running, working on his Apple computer, and watching Philadelphia sports teams on TV. He also loves to read: newspapers at breakfast, magazines at lunch, and a chapter or two of a recent book (“preferably an autobiography”) at night.

To the Instructor

Key Features of the Book

Sentence Skills will help students learn to write effectively. It is an all-in-one text that includes a basic rhetoric and gives full attention to grammar, punctuation, mechanics, and usage.

The book contains eight distinctive features to aid instructors and their students:

- 1 **Coverage of basic writing skills is exceptionally thorough.** The book pays special attention to fragments, run-ons, verbs, and other areas where students have serious problems. At the same time, a glance at the table of contents shows that the book treats skills (such as dictionary use and spelling improvement) not found in other texts. In addition, parts of the book are devoted to the basics of effective writing, to practice in editing and proofreading, and to achieving variety in sentences.
- 2 **The book has a clear and flexible format.** It is organized in four easy-to-use parts. Part One is a guide to the goals of effective writing followed by a series of activities to help students practice and master those goals. Part Two is a comprehensive treatment of the rules of grammar, mechanics, punctuation, and usage needed for clear writing. Part Three provides a series of mastery, editing, and proofreading tests to reinforce the sentence skills presented in Part Two.

Since parts, sections, and chapters are self-contained, instructors can move easily from, for instance, a rhetorical principle in Part One to a grammar rule in Part Two to a mastery test in Part Three.

- 3 **Opening chapters deal with the writer's attitude, writing as a process, and the importance of specific details in writing.** In its opening pages, the book helps students recognize and deal with their attitude toward writing—an important part of learning to write well. In the pages that follow, students are encouraged to see writing as a multistage process that moves from prewriting to proofreading. Later, a series of activities helps students understand the nature of specific details and how to generate and use those details. As writing teachers well know, learning to write concretely is a key step for students to master in becoming effective writers.

- 4 **Practice activities are numerous.** Most skills are reinforced by activities, review tests, and mastery tests, as well as tests in the *Instructor's Manual*. For many of the skills in the book, there are over one hundred practice sentences.
- 5 **Practice materials are varied and lively.** In many basic writing texts, exercises are monotonous and dry, causing students to lose interest in the skills presented. In *Sentence Skills*, many exercises involve students in various ways. An inductive opening project allows students to see what they already know about a given skill. Within chapters, students may be asked to underline answers, add words, generate their own sentences, or edit passages. And the lively and engaging practice materials in the book both maintain interest and help students appreciate the value of vigorous details in writing.
- 6 **Terminology is kept to a minimum.** In general, rules are explained using words students already know. A clause is a *word group*; a coordinating conjunction is a *joining word*; a nonrestrictive element is an *interrupter*. At the same time, traditional grammatical terms are mentioned briefly for students who learned them somewhere in the past and are comfortable seeing them again.
- 7 **Self-teaching is encouraged.** Students may check their answers to the introductory projects and the practice activities in Part One by referring to the answers in Appendix E. In this way, they are given the responsibility for teaching themselves. At the same time, to ensure that the answer key is used as a learning tool only, answers are *not* given for the review tests in Part One or for any of the reinforcement tests in Part Two. These answers appear in the *Annotated Instructor's Edition* and the *Instructor's Manual*; they can be copied and handed out to students at the discretion of the instructor.
- 8 **Diagnostic and achievement tests are provided.** These tests appear in Appendixes C and D of the book. Each test may be given in two parts, the second of which provides instructors with a particularly detailed picture of a student's skill level.

Changes in the Seventh Edition

Here are the major changes in this new edition of *Sentence Skills*:

- Collaborative and reflective activities have been added to key chapters of the book. The *collaborative activities* build on the idea that students' interaction can increase learning. Group discussion, team writing, and student-generated examples are all used to lend energy to the classroom and strengthen students' mastery of essential writing skills.

The *reflective activities* build on the idea that getting students to think about what they are learning can increase mastery. These activities engage students' higher-order thinking skills and encourage them to be active participants in their own learning.

- Many of the sentence skills in the book are in a simpler, more intuitive sequence. This framework, which places related topics in the same section, seems better suited to the way students learn. For example, the first grammar section, "Sentences," begins with the simple sentence and subjects and verbs; the second chapter in this section treats fragments; the third chapter examines run-ons; and the final chapter presents the four basic kinds of sentences and the main techniques for joining sentences (subordination and coordination).

The second grammar section groups together verbs, pronouns, and matters of agreement, and the third section presents modifiers and parallelism. The final two sections are more traditional: punctuation and mechanics, followed by chapters relating to word use.

- Another addition to the book is an appendix titled "ESL Pointers," complete with practice activities which address common trouble spots faced by non-native speakers of English.
- Here are some of the other changes in this revision. There is now a section on the use of computers in the writing process. An appendix on the parts of speech has been added to the end of the book. In select paragraph and essay assignments, a greater emphasis is placed on the importance of prewriting and revising. Practice sentences and passages have been freshened and updated throughout the text. Finally, visual interest has been added to the book in the form of a more student-friendly design.

Helpful Learning Aids Accompany the Book

Supplements for Instructors

- Access to a toll-free support line dedicated to Langan Series customers and potential customers: 800-MCGRAWH (800-624-7294). E-mail inquiries may be sent to langan@mcgraw-hill.com.
- An *Annotated Instructor's Edition* (ISBN 0-07-238133-7) consists of the student text complete with answers to all activities and tests.
- The comprehensive *Instructor's Manual and Test Bank* (ISBN 0-07-242980-1) includes (1) a model syllabus along with suggestions for teaching the course, (2) an answer key, and (3) a complete set of additional mastery tests. The man-

ual is $8\frac{1}{2} \times 11$ inches, so that both the answer pages and the added mastery tests can be conveniently reproduced on copying machines.

- An *Online Learning Center* (www.mhhe.com/langan) offers a host of instructional aids and additional resources for instructors, including a comprehensive computerized test bank, the Instructor's Manual and Test Bank, online resources for writing instructors, and more.
- An *Instructor's CD-ROM* (0-07-242984-4) offers all the above supplements and M.O.R.E. (McGraw-Hill Online Resources for English, also available online at www.mhhe.com/english) in a convenient offline format.
- *PageOut!* helps instructors create graphically pleasing and professional web pages for their courses, in addition to providing classroom management, collaborative learning, and content management tools. PageOut! is **FREE** to adopters of McGraw-Hill textbooks and learning materials. Learn more at www.mhhe.com/pageout.
- *WebWrite!* is an interactive peer-editing program that allows students to post papers, read comments from their peers and instructor, discuss, and edit *online*. To learn more, visit the online demo at www.metatext.com/webwrite.

Supplements for Students

- An *Online Learning Center* (www.mhhe.com/langan) offers a host of instructional aids and additional resources for students, including self-correcting exercises, writing activities for additional practice, a PowerPoint grammar tutorial, guides to doing research on the Internet and avoiding plagiarism, useful web links, and more.

AllWrite! 2.0 is an interactive, browser-based tutorial program that provides an online handbook, comprehensive diagnostic pretests and posttests, plus extensive practice exercises in every area.

You can contact your local McGraw-Hill representative or consult McGraw-Hill's web site at www.mhhe.com/langan for more information on the supplements that accompany *Sentence Skills, 7th Edition*. You may also send an e-mail to langan@mcgraw-hill.com.

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John Langan

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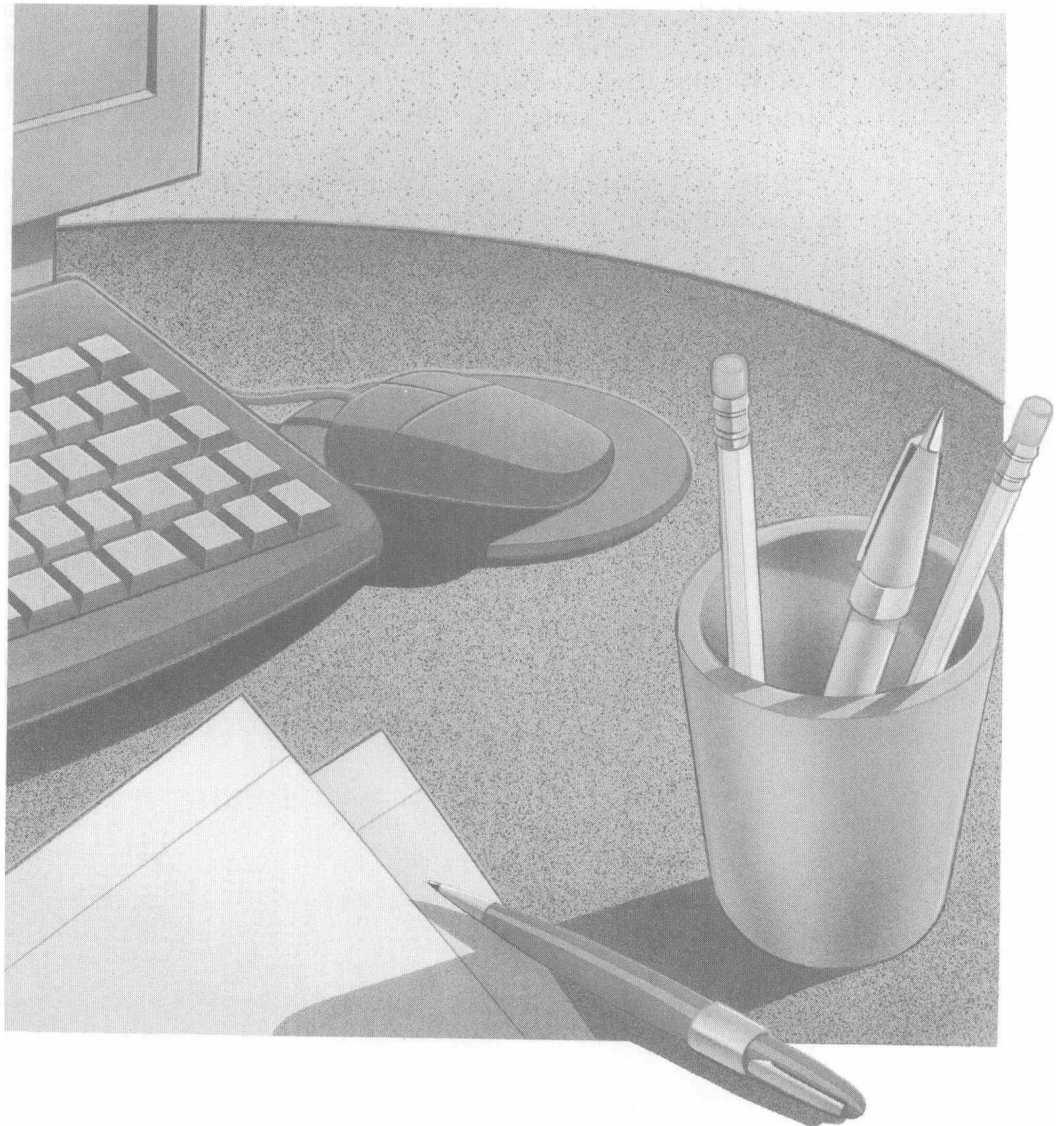
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Part One

Effective Writing



Introduction

Part One is a guide to the goals of effective writing followed by a series of activities to help you practice and master these goals. Begin with the introductory chapter, which makes clear the reasons for learning sentence skills. Then read the second chapter carefully; it presents all the essentials you need to know to become an effective writer. Finally, work through the series of activities in the third chapter. Your instructor may direct you to certain exercises, depending on your needs. After completing the activities, you'll be ready to take on the paragraph and essay writing assignments at the end of the chapter.

At the same time that you are writing papers, start working through the sentence skills in Parts Two and Three of the book. Practicing the sentence skills in the context of actual writing assignments is the surest way to master the rules of grammar, mechanics, punctuation, and usage.

Note: A writing progress chart on pages 592–593 (in Appendix F) will help you track your performance.

1 Learning Sentence Skills

Why Learn Sentence Skills?

Why should someone planning a career as a nurse have to learn sentence skills? Why should an accounting major have to pass a competency test in grammar as part of a college education? Why should a potential physical therapist or graphic artist or computer programmer have to spend hours on the rules of English? Perhaps you are asking questions like these after finding yourself in a class with this book. On the other hand, perhaps you *know* you need to strengthen basic writing skills, even though you may be unclear about the specific ways the skills will be of use to you. Whatever your views, you should understand why sentence skills—all the rules that make up standard English—are so important.

Clear Communication

Standard English, or “language by the book,” is needed to communicate your thoughts to others with a minimal amount of distortion and misinterpretation. Knowing the traditional rules of grammar, punctuation, and usage will help you write clear sentences when communicating with others. You may have heard of the party game in which one person whispers a message to the next person; the message is passed, in turn, along a line of several other people. By the time the last person in line is asked to give the message aloud, it is usually so garbled and inaccurate that it barely resembles the original. Written communication in some form of English other than standard English carries the same potential for disaster.

To see how important standard English is to written communication, examine the pairs of sentences on the following pages and answer the questions in each case.