

English Skills with Readings

Fifth Edition



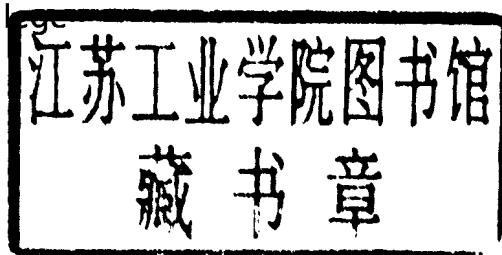
John Langan

English Skills with Readings

Fifth Edition

John Langan

Atlantic Cape Community College



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ENGLISH SKILLS WITH READINGS

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This book is printed on acid-free paper.

5 6 7 8 9 0 DOC/DOC 0 9 8 7 6 5 4 3

ISBN 0-07-248003-3

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Media producer: *Lance Gerhart*
Printer: *R. R. Donnelley & Sons Company*
Typeface: *11/13 Times Roman*
Compositor: *Electronic Publishing Services, Inc., TN*

Library of Congress Cataloging-in-Publication Data

Langan, John (date)

English skills with readings / John Langan.—5th ed.

p. cm.

Includes index.

ISBN 0-07-248003-3 (student ed: alk. paper) — ISBN 0-07-248005-X (instructor's ed: alk. paper)

1. English language—Rhetoric. 2. English language—Grammar. 3. College readers. I. Title.

PE1408.L3182 2002

808'.0427—dc21

2001030141

INTERNATIONAL EDITION ISBN 0-07-112121-8

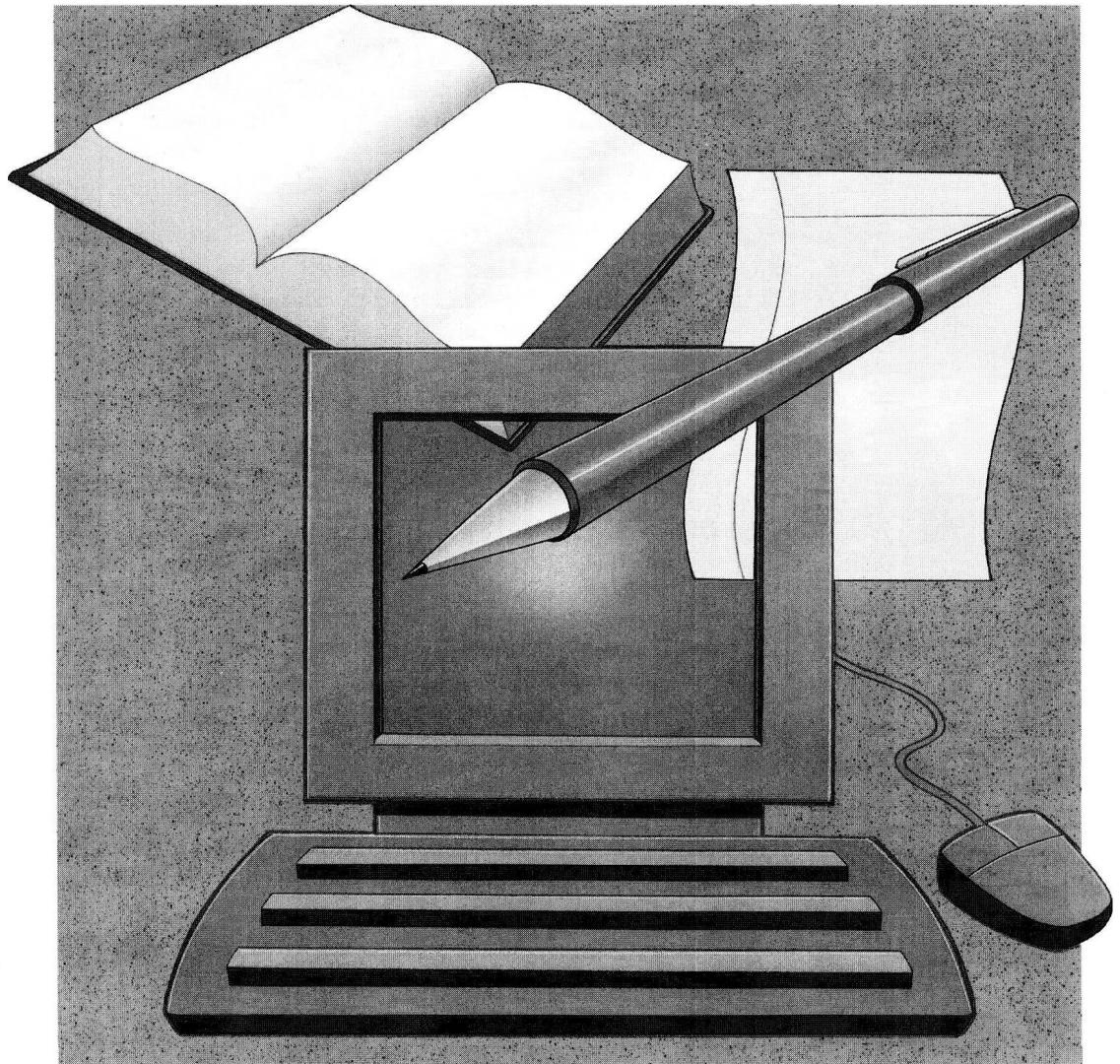
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English Skills with Readings



Praise for *English Skills with Readings*, 5th edition and *English Skills*, 7th edition

“There can be no legitimate comparison between John Langan’s McGraw-Hill developmental composition text series and any other texts available. Other texts are simply not as clear, precise, interesting, or comprehensive as *English Skills*, especially with the improvements made in the 7th edition.”

Candace C. Mesa, Dixie College

“It is an outstanding text, good for discussion, individual work, or collaborative activities.”

Patsy Krech, University of Memphis

“This text has great examples and activities. The writing is clear, the format appealing. I think it’s a very useful textbook that students would enjoy using and that they would learn much from.”

Janice S. Trollinger, Fort Valley State University

“The greatest strength of the previous edition of Langan’s text is its organization and voice. I have found few [other] texts that offer the right combination of commonsense advice *and* helpful, sophisticated examples and exercises. This edition is even better. The topics are clear and up-to-date, and the new arrangement of important concepts makes the book easier to use than ever.”

Kevin R. McGarvey, Cumberland County College

“The text is thorough, useful, well conceived, and well written.”

Kurt Neumann, William Rainey Harper College

“The greatest strengths of this text are its flexibility for the instructor, accessibility for the student, and clear focus on the writing needs of developmental students.”

Michael A. Orlando, Bergen Community College

“The strength of the entire text is its comprehensiveness: it has qualities of a skills text and English handbook, of a composition and research and library guide.”

Russell J. Gaudio, Gateway Community College

“The emphasis on four principles of writing is excellent.”

Francis N. Elmi, Manhattan Community College, City University of New York

“The updated and revised student models throughout the text contribute to an improved, timely, and very thorough textbook that will meet the needs of today’s students. I can hardly wait to see the published copy.”

Lola M. Richardson, Paine College

“Changing to this textbook is the single factor which has renewed my desire to teach this course.”

Anneliese Homan, State Fair Community College

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 Rowan University. 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 Macintosh 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.

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Readings Listed by Rhetorical Mode

Note: Some selections are listed more than once because they illustrate more than one rhetorical method of development.

Examples

All the Good Things *Sister Helen Mrosla*
What Good Families Are Doing Right *Delores Curran*
Anxiety: Challenge by Another Name *James Lincoln Collier*
Old before Her Time *Katherine Barrett*
How They Get You to Do That *Janny Scott*
Dealing with Feelings *Rudolph F. Verderber*
Rudeness at the Movies *Bill Wine*
Bullies in School *Kathleen Berger*

Process

Anxiety: Challenge by Another Name *James Lincoln Collier*
Let's Really Reform Our Schools *Anita Garland*

Comparison-Contrast

Rowing the Bus *Paul Logan*
Fifth Chinese Daughter *Jade Snow Wong*
Adolescent Confusion *Maya Angelou*
Tickets to Nowhere *Andy Rooney*
Old before Her Time *Katherine Barrett*
Television Changed My Family Forever *Linda Ellerbee*
People Need People *S. Leonard Syme*

Definition

What Good Families Are Doing Right *Delores Curran*
Anxiety: Challenge by Another Name *James Lincoln Collier*
Bullies in School *Kathleen Berger*

Division and Classification

Dealing with Feelings *Rudolph F. Verderber*

Description

Rowing the Bus *Paul Logan*
Old before Her Time *Katherine Barrett*
Rudeness at the Movies *Bill Wine*

Cause-Effect

Fifth Chinese Daughter *Jade Snow Wong*
Tickets to Nowhere *Andy Rooney*
Do It Better! *Ben Carson, M.D., with Cecil Murphey*
Anxiety: Challenge by Another Name *James Lincoln Collier*
Old before Her Time *Katherine Barrett*
Let's Really Reform Our Schools *Anita Garland*
How They Get You to Do That *Janny Scott*
Dealing with Feelings *Rudolph F. Verderber*
Television Changed My Family Forever *Linda Ellerbee*
Rudeness at the Movies *Bill Wine*
Bullies in School *Kathleen Berger*
People Need People *S. Leonard Syme*
A Drunken Ride, a Tragic Aftermath
Theresa Conroy and Christine M. Johnson

Narration

All the Good Things *Sister Helen Mroska*
Rowing the Bus *Paul Logan*
Fifth Chinese Daughter *Jade Snow Wong*

Adolescent Confusion *Maya Angelou*
Tickets to Nowhere *Andy Rooney*
Do It Better! *Ben Carson, M.D., with Cecil Murphey*
Old before Her Time *Katherine Barrett*
Television Changed My Family Forever *Linda Ellerbee*
A Drunken Ride, a Tragic Aftermath *Theresa Conroy and
Christine M. Johnson*

Persuasion

Anxiety: Challenge by Another Name *James Lincoln Collier*
Let's Really Reform Our Schools *Anita Garland*
Rudeness at the Movies *Bill Wine*
People Need People *S. Leonard Syme*

To the Instructor

Key Features of the Book

English Skills with Readings will help students learn and apply the basic principles of effective composition. It will also help them master essential reading skills. It is a nuts-and-bolts book based on a number of assumptions or beliefs about the writing process:

- *First of all, English Skills with Readings assumes that four principles in particular are keys to effective writing: **unity, support, coherence, and sentence skills**.* These four principles are highlighted on the inside front cover and reinforced throughout the book.
- Part One focuses on the first three principles and to some extent on sentence skills; Part Five serves as a concise handbook of sentence skills.
- The rest of the book shows how the four principles apply in different types of paragraph development (Part Two), in several-paragraph essays (Part Three), in specialized types of writing (Part Four), and in both paragraphs and essays (Part Six).

The ongoing success of *English Skills with Readings* is evidence that the four principles are easily grasped, remembered, and followed by students.

- *The book also reflects a belief that, in addition to these four principles, there are other important factors in writing effectively.* The second chapter discusses *prewriting, rewriting, and editing*. Besides encouraging students to see *writing as a process*, the chapter also asks students to examine their *attitude toward writing*, to *write on what they know* about or can learn about, to consider keeping a *writing journal*, and to make *outlining* a part of the writing process.
- *English Skills with Readings assumes that the best way to begin writing is with personal experience.* After students have learned to support a point by providing material from their own experience, they are ready to develop an idea by drawing on their own reasoning abilities and on information in reports, articles,

and books. In Parts Two and Three, students are asked to write on *both experiential and objective topics*.

- *The book also assumes that beginning writers are more likely to learn composition skills through lively, engaging, and realistic models than through materials remote from the common experiences that are part of everyday life.* For example, when a writer argues that proms should be banned, or catalogs ways to harass an instructor, or talks about why some teenagers take drugs, students will be more apt to remember and follow the writing principles that are involved.
- *A related assumption is that students are especially interested in and challenged by the writing of their peers.* After reading vigorous papers composed by other students and understanding the power that good writing can have, students will be more encouraged to aim for similar honesty, realism, and detail in their own work.
- *Another premise of English Skills with Readings is that mastery of the paragraph should precede work on the several-paragraph essay.* Thus Part One illustrates the basic principles of composition writing using paragraph models, and the assignments in Part Two aim at developing the ability to support ideas within a variety of paragraph forms. The essential principles of paragraph writing are then applied to the several-paragraph essays in Part Three.
- *Part Four in particular reflects the belief that an English text should provide help in specific writing situations.* The skills covered are (1) using the library and the Internet and (2) writing and documenting a research paper.
- *The grammar, punctuation, and usage skills that make up Part Five are explained clearly and directly, without unnecessary technical terms.* Here, as elsewhere, *abundant exercise material* is provided, especially for the mistakes that are most likely to interfere with clear communication.
- *A final assumption is that, since no two people will use an English text in exactly the same way, the material should be organized in a highly accessible manner.* Because each of the six parts of the book deals with a distinct area of writing, instructors can turn quickly and easily to the skills they want to present. At the same time, ideas for sequencing material are provided in a section titled “Using This Text” at the end of Chapter 1. And a detailed syllabus is provided in the Instructor’s Manual.

I am very grateful for the ongoing popularity of *English Skills with Readings*. Instructors continue to say that the four bases really do help students learn to write effectively. And they continue to comment that students find the activities, assignments, model passages, and reading selections especially interesting and worthwhile.

Differences between This Book and *English Skills*

- Parts One to Three are essentially the same as the three rhetoric sections of *English Skills*. There are three omissions: the “Additional Paragraph Assignments” have been removed from the end of Part Two; and an assignment based on an article titled “Full Circle” has been taken out of Part Three. There is also one addition: “Writing an Exam Essay” is now included in Part Three.
- Part Four of *English Skills*, “Special Skills,” has been reduced to two chapters on research skills, “Using the Library and the Internet” and “Writing a Research Paper,” to help create space for the seventeen readings.
- As the title indicates, what is most different in this book is the inclusion of the seventeen reading selections by professional writers, along with detailed reading and writing apparatus following each selection.

The Readings

- The seventeen selections have been chosen for their content as much as for rhetorical mode. They are organized thematically into three groups: “Goals and Values,” “Education and Self-Improvement,” and “Human Groups and Society.” Some selections reflect important contemporary concerns: for instance, “Let’s Really Reform Our Schools,” “Television Changed My Family Forever,” and “What Good Families Are Doing Right.” Some provide information many students may find helpful; examples are “Anxiety: Challenge by Another Name,” “How They Get You to Do That,” and “Dealing with Feelings.” Some recount profoundly human experiences: “All the Good Things,” “Rowing the Bus,” “Adolescent Confusion,” and “A Drunken Ride, a Tragic Aftermath.” (A list on pages xiii–xv presents the readings by rhetorical mode.)
- Each reading begins with an overview that supplies background information where needed and stimulates interest in the piece.
- The ten reading comprehension questions that follow each selection give students practice in five key skills: understanding vocabulary in context, summarizing (by choosing an alternative title), determining the main idea, recognizing key supporting details, and making inferences. Reading educators agree that these are among the most crucial comprehension skills. A special chart in the Appendix enables students to track their progress as they practice these skills.

- Discussion questions following the reading comprehension questions deal with matters of content as well as aspects of structure, style, and tone. Through the questions on structure in particular, students will see that professional authors practice some of the same basic composing techniques (such as the use of transitions and emphatic order to achieve coherence) that they have been asked to practice in their own writing.
- Finally, two paragraph writing assignments and one essay writing assignment follow the discussion questions. The assignments range from personal narratives to expository and persuasive essays about issues in the world at large. Many assignments provide guidelines on how to proceed, including sample topic sentences or thesis statements and appropriate methods of development. In addition, six of the selections feature a fourth writing assignment requiring some simple Internet research.

When assigning a selection, instructors may find it helpful to ask students to read the overview as well as to answer the reading comprehension and discussion questions that follow the selection. Answers can then be gone over quickly in class. Through these activities, a writing instructor can contribute to the improvement of students' reading skills.

Changes in the Fifth Edition

Here is a list of what is new in the fifth edition of *English Skill with Readings*:

- The most substantial change in the book is its *far greater emphasis on prewriting and revising*.
- A new opening chapter titled “The Writing Process” uses a model student essay to demonstrate how prewriting and revising are essential parts of the act of writing. The opening chapter of the book helps students see writing right from the start as both a skill and a process of discovery.
- While Part One of the text continues to focus on four bases of effective writing—unity, support, coherence, and sentence skills—students also learn how prewriting and revising will help them achieve the four bases.
- Some of the skills that deal with writing effective sentences (parallelism, consistent point of view, the use of specific and concise language, and sentence variety) have been moved from Part Five to a major new section on revising sentences in Part One, Chapter 5.

- Detailed prewriting and revising strategies are now part of many writing assignments that accompany the nine rhetorical patterns of essay development in Part Two.
- A second major change is the addition of the new Part Four, “Research Skills,” made up of two chapters. The first chapter consists of a highly practical *guide to the library and the Internet*. This chapter illustrates how the author of a model research paper draws on the resources of the traditional library and the Internet in doing research. The second chapter includes a *model research paper* that examines a contemporary topic and that follows the latest MLA guidelines, including the citation of sources found on the Internet.
- An entirely new Chapter 44 presents *pointers and brief activities for ESL students*.
- As part of the book’s *new design*, chapters in Parts One through Five are now numbered, making the text even easier to use.
- Throughout the book, particularly in Part Five, *student models and practice materials have been updated and revised*.
- *Six new selections* are now part of the seventeen selections in Part Six: “All the Good Things,” by Sister Helen Mrosla; “Fifth Chinese Daughter,” by Jade Snow Wong; “Tickets to Nowhere,” by Andy Rooney; “How They Get You to Do That,” by Janny Scott; “Dealing with Feelings,” by Rudolph F. Verderber; and “Bullies in School,” by Kathleen Berger. These six selections have been class-tested; they both engage the interest of students and make for interesting writing assignments.
- Six of the readings in Part Six now include *a writing assignment involving Internet research*.
- Finally, a new and more comprehensive *Annotated Instructor’s Edition* consists of the student text complete with answers to all the activities and tests, followed by a helpful Instructor’s Guide.

Learning Aids Accompanying the Book

Supplements for Instructors

- An *Annotated Instructor’s Edition* (ISBN 0-07-248003-3) consists of the student text complete with answers to all activities and tests, followed by an Instructor’s Guide featuring teaching suggestions and a model syllabus.
- The *Instructor’s Manual* and *Test Bank* (ISBN 0-07-248004-1) includes the Instructor’s Guide along with thirty-two supplementary activities and tests.

- 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* (0-07-248007-6) 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.
- A *Student CD-ROM* (0-07-248009-2) offers all the resources of the Student's Online Learning Center and M.O.R.E. (McGraw-Hill Online Resources for English, also available online at www.mhhe.com/english) in a convenient offline format.
- *AllWrite! 2.0* is an interactive, browser-based tutorial program that provides an online handbook, comprehensive diagnostic pretests and posttests, and 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/english for more information on the supplements that accompany *English Skills with Readings, 5th Edition*.

Acknowledgments

Reviewers who have contributed to this edition through their helpful comments include

David Basena, Bowie State University
Gail C. Caylor, Mesa Community College
Lillian Dailey, Cuyahoga Community College
Judith Rae Davis, Bergen Community College
Doug Dickston, Mt. Hood Community College
Michael M. Dinielli, Chaffey College
Ann D. Ecoff, Lambuth University
Francis N. Elmi, Manhattan Community College—City University of New York
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Rebecca Peterson, Asbury College
Lola M. Richardson, Paine College
Barbara L. Tosi, Community College of Allegheny County—Boyce Campus
Janice S. Trollinger, Fort Valley State University

I am also grateful for help provided by Janet M. Goldstein, Beth Johnson, Carole Mohr, Susan Gamer, Pat Frederickson, Eliza Comodromos, and Paul Langan, as well as for the support of my McGraw-Hill editors: Sarah Touborg and Alexis Walker.

John Langan