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# WRITING

Basics and Beyond

Robert G. Bander

Scott, Foresman and Company Glenview, Illinois London, England Robert G. Bander (1924-1984),

began his teaching career when he was a student at Stanford University. Thousands of students have benefited from his teaching of English and composition. Professor Bander taught at high schools and colleges in California, Hawaii, Pennsylvania, Milan, Pisa, and Thailand. His last three years were spent in Saudi Arabia at the University of Petroleum and Minerals. He participated in this book through the initial production stages, but died before seeing the final product.

An Instructor's Manual to accompany Writing: Basics and Beyond is available. It may be obtained through a Scott, Foresman representative or by writing to English Skills Editor, College Division, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

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## **CORRECTION SYMBOLS**

**Pronoun Shift in Person** 

**Pronoun Reference** 

**Run-on Sentence** 

sp **Spelling** 

**Faulty Sentence Structure** 

c-vage Agreement of Subject and Verb

Verb Form

vt Incorrect Verbal form

v shift v tense **Sequence of Tenses** 

**Incorrect Use of Tenses** 

Wordiness

ww **Wrong Word** 

**Omission of Word** 

**Paragraph** 

## **Preface**

The familiar truism, "Students learn to write by writing," is worth repeating here because it has figured importantly in the conception of Writing: Basics and Beyond. The text's exercises offer balanced sections of drill, controlled writing, moderately controlled writing, and free writing. The text has been designed to avoid student "overload," particularly in Parts 1 and 2. At the same time, students are constantly encouraged to think and to write.

Part 1: Focus on First Steps is primarily concerned with controlled writing and grammar drill. As students move through Parts 2-4, however, they are drawn into a series of skill practices that begin with recognition in section A (essentially a nonwriting grammar exercise). Then they advance through sections B and C into a two-stage, gradual approach to free writing. In this way, "busy work" is reduced, and a series of step-by-step learning experiences is set up.

Part 1: Focus on First Steps covers very basic concepts—identifying a subject and verb and writing complete sentences in place of sentence fragments.

Part 2: Focus on Grammar Control gives short explanations and extensive practice in many "grammar demons," the pitfalls that all writing students, not just basic ones, have found difficult to sidestep. The section moves from clauses, phrases, comma splices, and run-on sentences through verbs, pronouns, shift in person, and misplaced modifiers.

Part 3: Focus on Sentence Building is a simple but comprehensive approach to developing writing skills through sentence combining. Students practice combining several kinds of phrases as well as adverb, noun, and adjective clauses.

Part 4: Focus on Paragraph Power builds from the emphasis on sentences in the previous three parts to a sequential approach in writing sound paragraphs. The process of writing a paragraph is thoroughly explored: pre-writing, the topic sentence and controlling idea, unity, coherence, avoiding wordiness, and specific detail. Paragraph examples should appeal to a broad range of student interest. Instructors of writing classes at higher-than-basic levels may want to concentrate on teaching Parts 3 and 4, saving Parts 1 and 2 chiefly for review. Because of its comprehensive nature, the text can serve for a full-year course.

The five-part **Reference Section** can be used for a class as a whole, or it can be assigned for individual study when spelling, punctuation, or capitalization are special problems. Section 4 of the Reference Section—the Grammar Glossary—supplies a helpful reference for students as they work through Parts 1 and 2. Section 5—Answers to A Skills: Parts 1 and 2 and Reference Section—permits students to self-correct part of each skill's work while giving the instructor the option to provide or withhold the answers to B or C Skills. This flexible plan allows an instructor to structure a class either for independent study or for a more conventional teacher-student session.

I am especially grateful for the advice and suggestions provided by the manuscript reviewers: Mary Epes, York College—City University of New York; Ed Hancock, Truckee Meadows Community College; Thomas Neuberger, California Lutheran College; Ellen Stukenberg, Columbus Technical Institute; George Welch, Miami Dade Community College; Robert Yarber, San Diego Mesa College.

#### Robert G. Bander

My husband had not written acknowledgments for this book because, as he told me, he wanted to make sure the list was complete. I do know that he wanted to thank all of his teaching colleagues who told him of their success or lack of it in different approaches to teaching. In addition, it was a joy for Robert to work with his editors at Scott, Foresman this last year. They gave him extremely professional advice without trying to preempt him as author. Lastly, the students whom Robert taught or who will learn from his writing in the future are the ones who Robert would have wanted to thank most. My husband believed that learning is the essential ingredient for a full life and that helping others to learn is the highest fulfillment anyone can have.

Margaret Bander

# WRITING

Basics and Beyond

### To the Student

Writing: Basics and Beyond is a book which does two important things for you: (1) it helps you catch up on a few writing skills that you may have missed out on somewhere along the way, and (2) it exposes you to new and exciting approaches to writing better sentences and paragraphs.

Part 1: Focus on First Steps and Part 2: Focus on Grammar Control permit you to follow an independent study program if your instructor agrees. Answers to many of the exercises are included in the text. This way, you can self-correct much of your work and pace your own learning.

Part 3: Focus on Sentence Building and Part 4: Focus on Paragraph Power gradually move from a low intermediate to a high intermediate level. Your instructor will start you on these two sections when you are ready.

One feature that may be of special help to you is the **Reference Section** found at the back of the book. Rules, examples, and exercises in the tricky skills of spelling, punctuation, and capitalization appear here. An equally useful Grammar Glossary gives explanation and examples of the main grammar points that writers need to refer to.

What the past three paragraphs have been saying is that Writing: Basics and Beyond is really three books in one. The first section—Parts 1 and 2—gives unsure writers the groundwork they may need. The second section—Parts 3 and 4—lifts students into full-scale production of sound sentences and paragraphs. The third section—the **Reference Section**—supplies needed backup material.

Give Writing: Basics and Beyond a chance to help you create beautiful word pictures. You may be surprised how quickly it can happen.

Robert G. Bander

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# Part 1 Focus on First Steps

#### Finding the Verb

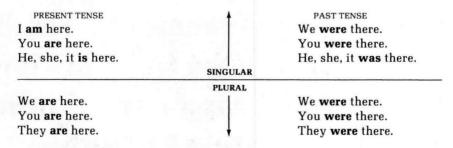
A good way to start improving your writing is to understand the most important word in a sentence—the verb.

Use these two ways to find a sentence's verb. First, try to see what is actually happening in the sentence. A verb will tell you. Second, check the word by finding out if it can change from present tense to past tense or from past tense to present tense. If it can, it's a verb.

#### Be Verb, Present and Past Tense

Most verbs are action words. They tell what a person does. (She laughs. He runs.) Yet a few important verbs do not show action. Instead, these verbs tell what a person is or was. Two types of verbs do this. One is the be verb. Even though the singular present forms of the be verb (am, are, is) are the most irregular forms of any verb, you can learn them quickly.

Here are the present and past tense forms of the be verb.



#### **Linking Verbs**

The other kind of verb that tells what a subject is or was is called a linking verb. Linking verbs can add variety to your writing. Seem, become, and appear are linking verbs you will use often.

Here are examples of be verbs and linking verbs in sentences:

Consuela is my sister.

Jill and Leila are at the computer center.

Mission Polytechnic was my high school.

Yesterday my parents were on the boat all day.

Louis became an electrician.

Steve seems confused about the homework assignment.

Ellen appears happier than ever.

#### • SKILL 1

#### A. Underline the verb twice.

- 1. Lisa is at the drugstore.
- 2. The two families were together at Thanksgiving.
- 3. Three dollars seems too much to pay for a magazine.
- 4. Tanya became a popular science fiction writer.
- 5. The landlord appeared ready to return their security deposit.
- B. Correct Part A before you do Part B. Use "Answers to A Skills" on page 294. (Your instructor will supply answers to exercises B and C.) Follow Part A directions.
- 1. Ted's neighbors are on vacation in Colorado.
- 2. Gino's plan was to go wind-surfing.
- The Hildens became upset about the news of the California earthquake.
- 4. Harry and Anita appear to be late for the reunion.
- 5. The crowd in the stands seemed happy to see their hometown team winning.
- C. Use these verbs to write complete sentences.
- 1. is

| 2.  | are  |                            |   |  |  |  |  |
|---|--|----------------------------|---|--|--|--|--|
| _   |  |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
| 3.  | was  |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
| 4.  | were   |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
| 5.  | became                                       |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   | Table 1                                      |                            |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   |  |                            | ( 1 1   |  |  |  |  |
| 347.0                                     |  |                            | Look at some of the many uses show that the action is |  |  |  |  |
|   | D .  | ent, in the past, or in th |   |  |  |  |  |
|   |  |                            |   |  |  |  |  |
|   | PRESENT                                      | PAST                       | FUTURE  |  |  |  |  |
|   | save<br>am saving                            | saved<br>have saved        | shall save<br>will save                               |  |  |  |  |
|   | do save                                      | was saved                  | shall have saved                                      |  |  |  |  |
|   |  | had been saving            | will be saved   |  |  |  |  |
|   | These are only a fo                          | aw of the many longer      | verbs you will run across.                            |  |  |  |  |
| Sec                                       |  | verbs fit into sentence    |   |  |  |  |  |
| Eugene has been saving money for a month. |  |                            |   |  |  |  |  |
|   | Linda will save some money for her vacation. |                            |   |  |  |  |  |

Arnie should have saved more money last year.

The swimmer was saved from drowning by the lifeguard. Tony would have saved more money by eating less.

Part 1/First Steps

#### SKILL 2

#### Circle the correct verb. (See verb tenses, page 52.)

- Every week this month Julio (has worked, had been working) overtime.
- 2. The child (had saved, was saved) from falling by the quick action of her mother.
- 3. They (had been going, would have gone) to the lake if their boat had been repaired.
- 4. Sarah (had been graduating, will be graduating) from college in June.
- 5. The television set that does not work (has been broken, was broken) for three weeks.

Words like not, always, never, ever, only, and just sometimes fall in the middle of a verb even though they are not really part of the verb:

Some people can always eat a second helping.

Paula's mother could not have known about the fire.

Ray has just opened his new restaurant.

Louise could only hope for a good grade.

#### • SKILL 3

#### A. Underline the verb twice. (See verb tenses, page 52.)

- 1. During working hours, Evelyn will always be cheerful.
- 2. Patrick should not have driven to the city so fast.
- 3. Roller derbies will probably never lose their loyal fans.
- 4. Claudia has only played the piano for three months.
- 5. Hal's instructor had just finished writing the midterm exam before class.
- B. Write a complete sentence using the verb given (p. 6). Include in your verb the word in parentheses. (See verb tenses, page 52.)

| U  | Tutt 1/1 trat Otopa |     |       |
|----|---------------------|-----|-------|
| 1. | will (sometimes) go |     |       |
| -  |                     |     | <br>* |
| 2. | could finish        | - ] |       |
|    |                     |     |       |
| 3. | have (not) seen     |     |       |
|    |                     |     |       |
| 4. | might begin         |     |       |
|    |                     |     |       |
| 5. | has (always) been   |     |       |
|    |                     |     |       |
|    |                     |     |       |

#### **Compound Verbs**

Part 1/First Stone

Sometimes a sentence has two or more verbs that refer to the same single subject. Two or more verbs in a sentence is called a *compound verb*. A compound verb is usually connected by the words and or but.

Here are examples of compound verbs. Notice that all verbs have a single subject.

Martha **sorts** clothes to be washed and **takes** them to the laundromat. (Martha does two things.)

The carnival barker **grinned** at us and **offered** us a half-price ride on the ferris wheel. (The barker did two things.)

Lighted candles  ${\bf give}$  a soft glow and  ${\bf make}$  dinner a special event. (Candles do two things.)