

THE WRITER'S WORLD

SENTENCES
AND
PARAGRAPHS

LYNNE GAETZ
SUNEETI PHADKE
FIFTH EDITION



Pearson

The Writer's World

Sentences and Paragraphs

Fifth Edition

Lynne Gaetz

Suneeti Phadke



330 Hudson Street, NY NY 10013

VP & Portfolio Manager: Eric Stano
Development Consulting: V. Tomaiuolo
Project Marketer: Fiona Murray
Program Manager: Erin Bosco
Project Coordination, Text Design, and Electronic Page Makeup: SPi Global
Cover Designer: Pentagram
Cover illustration: Anuj Shrestha
Senior Manufacturing Buyer: Roy L. Pickering, Jr.
Printer/Binder: RRD/LSC: Menasha
Cover Printer: Phoenix Color/Hagerstown

Acknowledgments of third-party content appear on page[s] xii, which constitute an extension of this copyright page.

PEARSON, ALWAYS LEARNING, and REVEL are exclusive trademarks in the United States and/or other countries owned by Pearson Education, Inc., or its affiliates.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Library of Congress Cataloging-in-Publication Data

Gaetz, Lynne, 1960- author. | Phadke, Suneeti, 1961- author.
The writer's world : sentences and paragraphs, with enhanced reading
strategies / Lynne Gaetz, Suneeti Phadke.
Fifth edition. | Boston : Pearson, [2017] | Includes index.
LCCN 2017001624 | ISBN 9780134195391 (student edition) |
ISBN 9780134278742 (annotated instructor edition) | ISBN 9780134309446 (loose leaf)
LCSH: English language--Sentences--Problems, exercises, etc. |
English language--Paragraphs--Problems, exercises, etc.
LCC PE1441 .G34 2017 | DDC 808/.042--dc23
LC record available at <https://lcn.loc.gov/2017001624>

Copyright © 2018, 2015, 2011, 2009 by Pearson Education, Inc.

All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

1 17



Student Edition ISBN 10: 0-13-419539-6
Student Edition ISBN 13: 978-0-13-419539-1
A la Carte ISBN 10: 0-13-430944-8
A la Carte ISBN 13: 978-0-13-430944-6

Brief Contents

PART I The Writing Process, 1

1 Exploring	3
2 Developing	11
3 Revising and Editing	28
4 Paragraph Patterns	41
5 Writing the Essay	84

PART II The Editing Handbook, 99

6 Nouns, Determiners, and Prepositions	101
7 Pronouns	117
8 Identifying Subjects and Verbs in Simple Sentences	135
9 Present and Past Tenses	146
10 Past Participles	164
11 Progressive Tenses	181
12 Other Verb Forms	190
13 Subject–Verb Agreement	204
14 Tense Consistency	218
15 Compound Sentences	224
16 Complex Sentences	235
17 Sentence Variety	247

18 Fragments	253
19 Run-Ons	262
20 Faulty Parallel Structure	269
21 Adjectives and Adverbs	278
22 Mistakes with Modifiers	294
23 Exact Language	305
24 Spelling	314
25 Commonly Confused Words	327
26 Commas	337
27 The Apostrophe	350
28 Quotation Marks and Capitalization	360
29 Editing Practice	372

PART III Reading Strategies and Selections, 379

30 Reading Strategies and Selections	381
APPENDICES	
Appendix 1 Grammar	431
Appendix 2 Verb Tenses	433
Appendix 3 Combining Ideas in Sentences	434
Appendix 4 Punctuation and Mechanics	435
Appendix 5 Spelling, Grammar, and Vocabulary Logs	438
Credits	442
Index	444

This page intentionally left blank

Contents

Preface

ix

PART I The Writing Process, 1

1 Exploring

What Is Exploring?

Topic

Audience

Purpose

Exploring Strategies

Journal and Portfolio Writing

3

3

4

4

4

5

8

2 Developing

What Is Developing?

Narrow the Topic

The Topic Sentence

The Supporting Ideas

The Paragraph Plan

The First Draft

11

11

13

14

19

25

26

3 Revising and Editing

What Are Revising and Editing?

Revise for Unity

Revise for Adequate Support

Revise for Coherence

Revise for Style

Edit for Errors

The Final Draft

28

28

29

31

33

35

36

39

4 Paragraph Patterns

What Are Paragraph Patterns?

A) The Illustration Paragraph

B) The Narration Paragraph

C) The Description Paragraph

D) The Process Paragraph

E) The Definition Paragraph

F) The Comparison and Contrast Paragraph

G) The Cause and Effect Paragraph

H) The Classification Paragraph

I) The Argument Paragraph

41

41

42

46

50

55

59

63

68

73

78

5 Writing the Essay

84

Exploring the Essay

84

Explore Topics

87

The Thesis Statement

88

The Supporting Ideas

90

The Essay Plan

91

The Introduction

93

The Conclusion

94

The First Draft

95

Revising and Editing the Essay

96

The Final Draft

96

PART II The Editing Handbook, 99

SECTION 1: Some Parts of Speech

THEME: Lifestyles

6 Nouns, Determiners, and Prepositions

101

Nouns

102

Count Nouns and Noncount Nouns

106

Determiners

107

Prepositions

111

7 Pronouns

117

Pronoun–Antecedent Agreement

117

Indefinite Pronouns

119

Vague Pronouns

121

Pronoun Shifts

122

Pronoun Case

124

Problems with Possessive Pronouns

125

Relative Pronouns

129

Reflexive Pronouns (*-self, -selves*)

131

SECTION 2: Problems with Verbs

THEME: Entertainment and Culture

8 Identifying Subjects and Verbs in Simple Sentences

135

Identifying Subjects

136

Identifying Prepositional Phrases

139

Identifying Verbs

140

9 Present and Past Tenses	146	Combining Sentences Using Semicolons	229
Understanding Verb Tense	147	Combining Sentences Using Transitional Expressions	230
The Simple Present Tense	147		
The Simple Past Tense	153		
Avoiding Double Negatives	160		
10 Past Participles	164	16 Complex Sentences	235
Past Participles	164	Understanding Complex Sentences	235
The Present Perfect Tense: <i>Have/Has</i> + Past Participle	169	Using Subordinating Conjunctions	237
The Past Perfect Tense: <i>Had</i> + Past Participle	172	Using Relative Pronouns	240
The Past Participle as an Adjective	174	Combining Questions	242
The Passive Voice: <i>Be</i> + Past Participle	175		
11 Progressive Tenses	181	17 Sentence Variety	247
Progressive Tenses	182	Vary the Opening Words	247
Present Progressive	182	Vary the Length and Structure of Sentences	249
Past Progressive	184		
Using Complete Verbs	186	SECTION 5: Common Sentence Errors	
Other Progressive Forms	187	THEME: The Earth and Beyond	
12 Other Verb Forms	190	18 Fragments	253
Modals	191	Identifying Fragments	253
Nonstandard Forms: <i>Gonna, Gotta, Wanna</i>	194	Phrase Fragments	254
Conditional Forms	196	Explanatory Fragments	255
Gerunds and Infinitives	199	Dependent-Clause Fragments	257
SECTION 3: Verb Agreement and Consistency		19 Run-Ons	262
THEME: Beliefs		Identifying and Correcting Run-Ons	263
13 Subject–Verb Agreement	204	20 Faulty Parallel Structure	269
Basic Subject–Verb Agreement Rules	205	Identifying Parallel Structure	270
Verb Before the Subject	209	Correcting Faulty Parallel Structure	271
More Than One Subject	210		
Special Subject Forms	211	SECTION 6: Modifiers	
Interrupting Words and Phrases	213	THEME: Relationships	
14 Tense Consistency	218	21 Adjectives and Adverbs	278
Consistent Verb Tense	218	Adjectives	279
SECTION 4: Effective Sentences		Adverbs	283
THEME: Trades and Technology		Comparative and Superlative Forms	286
15 Compound Sentences	224	22 Mistakes with Modifiers	294
Comparing Simple and Compound Sentences	224	Misplaced Modifiers	295
Combining Sentences Using Coordinating Conjunctions	225	Dangling Modifiers	299

SECTION 7: Word Use and Spelling

THEME: Creatures Large and Small

23 Exact Language 305

Using a Dictionary and Thesaurus	306
Using Specific Vocabulary	308
Avoiding Clichés	310
Slang versus Standard English	311

24 Spelling 314

Improving Your Spelling	315
Writing <i>ie</i> or <i>ei</i>	315
Adding Prefixes and Suffixes	316
Writing Two-Part Words	321
120 Commonly Misspelled Words	322

25 Commonly Confused Words 327

Commonly Confused Words	328
-------------------------	-----

SECTION 8: Punctuation and Mechanics

THEME: The Business World

26 Commas 337

Understanding Commas	337
Commas in a Series	338
Commas After Introductory Words and Phrases	339
Commas Around Interrupting Words and Phrases	340
Commas in Compound Sentences	342
Commas in Complex Sentences	343
Commas in Business Letters	346

27 The Apostrophe 350

Understanding Apostrophes	350
Using Apostrophes in Contractions	351
Using Apostrophes to Show Ownership	354
Using Apostrophes in Expressions of Time	356

28 Quotation Marks and Capitalization 360

Direct and Indirect Quotations	361
Quotation Marks	361

Capitalization	366
Titles	368

29 Editing Practice 372**PART III Reading Strategies and Selections, 379****30 Reading Strategies and Selections** 381

Reading Strategies	381
Reading Selections	384
“Fish Cheeks” by Amy Tan	384
“Your World’s a Stage” by Josh Freed	386
“An Immigrant’s Summer of Firsts” by Margarita Gokun Silver	388
“Celanthropists” by Katrina Onstad	391
“A Cultural Minefield” by William Ecenbarger	395
“Fads” by David A. Locher	398
“Shopping for Religion” by Ellen Goodman	400
“The Cat Bin Lady” by Matthew Fraser	403
“The Smell of Hope” by Al Andrews	407
“Stargazing” by Bill Bryson	409
“Saving Animals” by Tom Spears	411
“Is It Love or a Trick?” by Jon Katz	413
“How to Beat Work Stress” by Stephanie Goddard	417
“The Allure of Apple” by Juan Rodriguez	419
“How to Remember Names” by Roger Seip	422
“The Psychology of Price” by Terry O’Reilly	424
“Don’t Be a Work Hero” by Jim Braude	427

APPENDICES

Appendix 1	Grammar	431
Appendix 2	Verb Tenses	433
Appendix 3	Combining Ideas in Sentences	434
Appendix 4	Punctuation and Mechanics	435
Appendix 5	Spelling, Grammar, and Vocabulary Logs	438
Credits		442
Index		444

This page intentionally left blank

Preface

Thank you for making *The Writer's World* a resounding success. We are delighted that *Sentences and Paragraphs* has been able to help so many students produce writing that is technically correct and richly detailed whether they have varying skill levels, whether they are native or nonnative speakers of English, or whether they learn better using visuals.

When we started the first edition, we set out to develop practical and pedagogically sound approaches to these challenges. We began with the idea that collaboration is crucial. So we met with more than forty-five instructors from around the country, asking for their opinions and insights regarding (1) the challenges posed by the course, (2) the needs of today's ever-changing student population, and (3) the ideas and features we were proposing to provide them and you with a more effective teaching and learning tool. For that first edition and every edition since, Pearson also commissioned dozens of detailed manuscript reviews from instructors, asking them to analyze and evaluate each draft of the manuscript. These reviewers identified numerous ways in which we could refine and enhance our key features. Their invaluable feedback has been incorporated throughout *The Writer's World*. This text is truly the product of a successful partnership between the authors, publisher, and more than one hundred developmental writing instructors.

What's New in the Fifth Edition?

New Grammar Practices

One-third of the grammar practices in Part II: The Editing Handbook are new, providing updated grammar instruction through the lens of topical and culturally relevant content. Some topics for new practices include:

Stuffocation (owning too many things)	Mindfulness	Link: Near-sightedness and sunlight deprivation
Myopia	Government regulation of sugary drinks	Crowd-funding to finance projects
Film festivals	How different cultures use social media	Myths facilitated or perpetrated by the Internet
Memes	Coming-of-age rituals	Cellphone apps (e.g., FitBit)
Advances in prosthetic limbs	Dating apps	Tiny-house/living small movement

Green construction	Transformations of old infrastructures (e.g., High Line)	Matchmaking
Tricking online dating systems	Everyday chemistry	Florida's coral reefs
The idea of marriage	Reality of "love at first sight"	Matchmaking careers
Ashley Madison website hacking	Couples who jointly run businesses	Destruction of animal habitats
Ethics of animal testing	Socially responsible business models (e.g., Etsy, Warby Parker eyeglasses)	The "gig" economy
Increasing minimum wage	Business and volunteering tips	

New and More Images

This edition presents new dynamic and vibrant images—photos of colorful ethnic celebrations, pop culture icons, and contemporary graffiti—that will engage students and prompt critical thinking.

New Readings

In Chapter 30, six new readings, such as "How to Beat Work Stress," and "The Psychology of Price" relate to the grammar themes. Thought-provoking essays from Josh Freed, David Locher, Matthew Fraser, Stephanie Goddard, Katrina Onstad, Bill Bryson, and Tom Spears discuss such topics as fads as well as issues related to online consumer behavior, work-related stress, and immigration.

Updated Film Writing Prompts

The film writing prompts in Chapter 30 have been updated to include more recent movies, as well as a range of independent and mainstream selections, such as *The Revenant*, *Gone Girl*, *The Boy Next Door*, *Inside Out*, *Steve Jobs*, and *The Hunger Games*.

A Fresh Look

An updated, clean, and modern design streamlines instruction and increases usability, allowing students to more effectively find and retain the information covered. And, of course, our signature "sunglasses" are back on the cover by popular demand!

How *The Writer's World* Meets Students' Diverse Needs

We created *The Writer's World* to meet your students' diverse needs. To accomplish this goal, we asked both the instructors in our focus groups and the reviewers at every stage not only to critique our ideas but also to offer their suggestions and recommendations for features that would enhance the learning process of their students. The result has been the integration of many elements that are not found in other textbooks, including our visual program, coverage of nonnative speaker material, and strategies for addressing the varying skill levels students bring to the course.

The Visual Program

A stimulating full-color book, *The Writer's World* recognizes that today's world is a visual one, and the book encourages students to become better communicators by responding to images. **Chapter-opening visuals in Part I** help students think about the chapters' key concepts in new ways. For example, the opening images for Chapters 1–3 show the stages of baking, which reflects three key stages of writing.

Each chapter in Part II opens with a photo to help illustrate the theme of the examples and exercises in that chapter and section.

The visuals in Part III provide students with further opportunities to write in response to images. Students get additional writing practice through different activities such as looking at photos and watching films. These visual aids inspire students and give them varied and engaging topics for writing.

Seamless Coverage for Nonnative Speakers

Instructors in our focus groups consistently note the growing number of nonnative/ESL/ELL students enrolling in developmental writing courses. Although some of these students have special needs relating to the writing process, many native speakers in courses have more traditional needs that must also be satisfied. To address this rapidly changing dynamic, we have carefully implemented and integrated content throughout to assist these students. *The Writer's World* does not have separate ESL boxes, ESL chapters, or tacked-on ESL appendices. Instead, information that traditionally poses challenges to nonnative speakers is woven seamlessly throughout the book. In our extensive experience teaching writing to both native and nonnative speakers of English, we have learned that both groups learn best when they are not distracted by ESL labels. With the seamless approach,

nonnative speakers do not feel self-conscious and segregated, and native speakers do not tune out detailed explanations that may also benefit them. Many of these traditional problem areas receive more coverage than you would find in other textbooks, arming the instructor with the material to effectively meet the needs of nonnative speakers. Moreover, the *Annotated Instructor's Edition* provides more than seventy-five ESL Teaching Tips designed specifically to help instructors better meet the needs of their nonnative speakers.

Issue-Focused Thematic Grammar

In our survey of instructors' needs, many of you indicated that one of the primary challenges in teaching your course is finding materials that are engaging to students in a contemporary context. This is especially true in grammar instruction. **Students come to the course with varying skill levels**, and many students are simply not interested in grammar. To address this challenge, we have introduced **issue-focused thematic grammar** in *The Writer's World*.

Each section in Part II revolves around a common theme. These themes include Lifestyles, Entertainment and Culture, Beliefs, Trades and Technology, The Earth and Beyond, Relationships, Creatures Large and Small, and The Business World. Each chapter within a section includes issues related to the theme. The thematic approach enables students to broaden their awareness of important subjects, allowing them to infuse their writing with reflection and insight. Also, we believe (and our reviewers concurred) that it makes grammar more engaging. And the more engaging grammar is, the more likely students are to retain key concepts—raising their skill level in these important building blocks of writing.

We also feel that it is important not to isolate grammar from the writing process. Therefore, The Writer's Room feature at the end of each grammar section contains writing topics that are related to the theme of the section and that follow different writing patterns. To help students appreciate the relevance of their writing tasks, **each grammar chapter begins with a grammar snapshot**—a sample taken from an authentic piece of writing that highlights the grammar concept. There is also an editing checklist that is specific to the grammar concepts covered in that chapter. Finally, at the end of each grammar section, there is The Writers' Circle, a collaborative activity that is particularly helpful to nonnative speakers.

Learning Aids to Help Students Get the Most from *The Writer's World*

Overwhelmingly, focus group participants and reviewers asked that both a larger number and a greater diversity of exercises and activities be incorporated into the text.

In response to this feedback, we have developed and tested the following items in *The Writer's World*. We are confident they will help your students become better writers.

Hints In each chapter, Hint boxes highlight important writing and grammar points. Hints are useful for all students, but many will be particularly helpful for nonnative speakers. For example, in Chapter 3 (page 32) there is a hint about being direct and avoiding circular reasoning.

The Writer's Desk Part I includes The Writer's Desk exercises, which help students get used to practicing all stages and steps of the writing process. Students begin with prewriting and then progress to developing, organizing (using paragraph plans), drafting, and, finally, revising and editing to create a final draft. Turn to Chapter 3, page 39, for an example of The Writer's Desk.

Checklists Each end-of-chapter checklist is a chapter review exercise. Questions prompt students to recall and review what they have learned in the chapter. Turn to Chapter 3, page 40, for an example of the Checklists feature.

The Writer's Room **The Writer's Room** contains writing activities that correspond to general, college, and workplace topics. Some prompts are brief to allow students to freely form ideas while others are expanded to give students more direction.

There is literally something for every student writer in this end-of-chapter feature. Students who respond well to visual cues will appreciate the photo writing exercises in **The Writer's Room** in Part II. Students who learn best by hearing through collaboration will appreciate the discussion and group work prompts in **The Writers' Circle** section of selected **The Writer's Rooms**. To help students see how grammar is not isolated from the writing process, there are also **The Writer's Room** activities at the end of sections 1–8 in Part II: The Editing Handbook. Turn to Chapter 3, page 39, to see an example of The Writer's Room. In addition, all Writer's Room exercises can be completed in MyWritingLab, giving students access to a wide range of customizable instruction, practice, and assessment.

How We Organized *The Writer's World*

The Writer's World: Sentences and Paragraphs is divided into three parts for ease of use, convenience, and ultimate flexibility.

Part I: The Writing Process teaches students how to formulate ideas (Exploring); how to expand, organize,

and present those ideas in a piece of writing (Developing); and how to polish their writing so that they convey their message as clearly as possible (Revising and Editing). The result is that writing becomes far less daunting because students have specific steps to follow.

Chapter 4 of Part I gives students an overview of nine patterns of development. As they work through the practices and write their own paragraphs, students begin to see how using a writing pattern can help them fulfill their purpose for writing.

Chapter 5 of Part I covers the parts of the essay and explains how students can apply what they have learned about paragraph development to essay writing.

Part II: The Editing Handbook is a thematic grammar handbook. In each chapter, the examples correspond to a section theme, such as Lifestyles, Trades and Technology, or The Business World. As students work through the chapters, they hone their grammar and editing skills while gaining knowledge about a variety of topics. In addition to helping retain interest in the grammar practices, the thematic material provides sparks that ignite new ideas that students can apply to their writing.

Part III: Reading Strategies and Selections offers tips, readings, and follow-up questions. Students learn how to write by observing and dissecting what they read. The readings are arranged by the themes that are found in Part II: The Editing Handbook, thereby providing more fodder for generating writing ideas.

Pearson Writing Resources for Instructors and Students

Book-Specific Ancillary Material

Annotated Instructor's Edition for The Writer's World: Sentences and Paragraphs, 5/e

ISBN 0-134-27874-7/0134278747

The *AIE* offers in-text answers, marginal annotations for teaching each chapter, and links to the *Instructor's Resource Manual (IRM)*. It is a valuable resource for experienced and first-time instructors alike.

Instructor's Resource Manual for The Writer's World: Sentences and Paragraphs, 5/e

ISBN 0134278720/9-780-13427872-8

The material in the *IRM* is designed to save instructors time and provide them with effective options for teaching their writing classes. It offers suggestions for

setting up their course; provides lots of extra practice for students who need it; offers quizzes and grammar tests, including unit tests; furnishes grading rubrics for each rhetorical mode; and supplies answers in case instructors want to print them out and have students grade their own work. This valuable resource is exceptionally useful for adjuncts who might need advice in setting up their initial classes or who might be teaching a variety of writing classes with too many students and not enough time.

PowerPoint Presentation for The Writer's World: Sentences and Paragraphs, 5/e

ISBN 0134278046/9-780-13427804-9

PowerPoint presentations to accompany each chapter consist of classroom-ready lecture outline slides, lecture tips and classroom activities, and review questions. Available for download from the Instructor Resource Center.

Answer Key for The Writer's World: Sentences and Paragraphs, 5/e

ISBN 0134278631/9-780-13427863-6

The Answer Key contains the solutions to the exercises in the student edition of the text. Available for download from the Instructor Resource Center.

MyWritingLab

MyWritingLab, a complete online learning resource, provides additional practice exercises and engaging animations for developing writers. It accelerates learning through layered assessment and a personalized learning path using the Knewton Adaptive Learning Platform™, which customizes standardized educational content. Each student receives the perfect personalized bundle of content. With over eight thousand exercises and immediate feedback to answers, the integrated learning aids of MyWritingLab reinforce learning throughout the semester. Students have the eText for *The Writer's World* at their fingertips while completing these various exercises and activities within MyWritingLab.

Additional Resources

Pearson is pleased to offer a variety of support materials to help make writing instruction easier for teachers and to help students excel in their coursework. Many of our student supplements are available free or at a greatly reduced price when packaged with *The Writer's World: Sentences and Paragraphs, 5/e*. Visit www.pearsonhighereducation.com, contact your local Pearson sales representative, or review a detailed listing of the full

supplements package in the *Instructor's Resource Manual* for more information.

Acknowledgments

Many people have helped us produce *The Writer's World*. First and foremost, we would like to thank our students for inspiring us and providing us with extraordinary feedback. Their words and insights pervade this book.

We also benefited greatly from the insightful comments and suggestions from one hundred instructors across the nation, all of whom are listed in the opening pages of the *Annotated Instructor's Edition*. Our colleagues' feedback was invaluable and helped shape *The Writer's World* series content, focus, and organization.

We are indebted to the team of dedicated professionals who have helped make this project a reality. They have boosted our spirits and have believed in us every step of the way. Special thanks to Veronica Tomaiuolo for developing this series and to Matthew Wright for trusting our instincts and enthusiastically propelling us forward. We thank Kathleen Reynolds and Robin Lowe for their research and contributions. We also owe a debt of gratitude to Linda Stern for her help crafting and editing grammar exercises. We owe a deep debt of gratitude to Yolanda de Rooy, whose encouraging words helped ignite *The Writer's World* project. Ohlinger Publishing Services helped keep us motivated and on task during the production process. Thanks to everyone's efforts, *The Writer's World* is an even better resource for both instructors and students.

Finally, we would like to dedicate this book to our families who supported us and who patiently put up with our long hours on the computer. Manu and Murray continually encouraged us, as did Diego, Rebeka, Kiran, and Meghana.

A Note to Students

Your knowledge, ideas, and opinions are important. The ability to clearly communicate those ideas is invaluable in your personal, academic, and professional life. When your writing is error-free, readers will focus on your message, and you will be able to persuade, inform, entertain, or inspire them. *The Writer's World* includes strategies that will help you improve your written communication. Quite simply, when you become a better writer, you become a better communicator. It is our greatest wish for *The Writer's World* to make you excited about writing, communicating, and learning.

Enjoy!

Lynne Gaetz and
Suneeti Phadke



Lynne Gaetz
in Essaouira, Morocco



Suneeti Phadke
in Ladakh, India

This page intentionally left blank

Part I

The Writing Process

The ability to express your ideas in written form is very useful in your personal, academic, and professional life. It does not take a special talent to write well. If you are willing to practice the writing process, you will be able to produce well-written sentences, paragraphs, and essays.

The Writing Process involves formulating ideas (Exploring), expanding and organizing those ideas (Developing), and polishing your writing to clearly convey your message (Revising and Editing). Chapters 1–3 break down the steps you can follow in the Exploring, Developing, and Revising and Editing stages of the writing process. Chapter 4 presents nine patterns of paragraph development and their different purposes. Chapter 5 shows you how to apply what you’ve learned about paragraph development to essay writing.

CHAPTER 1 EXPLORING

- Consider your topic.
- Consider your audience.
- Consider your purpose.
- Try exploring strategies.



CHAPTER 2 DEVELOPING

- Narrow your topic.
- Express your main idea.
- Develop your supporting ideas.
- Make a plan.
- Write your first draft.



CHAPTER 3 REVISING AND EDITING

- Revise for unity.
- Revise for adequate support.
- Revise for coherence.
- Revise for style.
- Edit for technical errors.



CHAPTER 4 PARAGRAPH PATTERNS

- Illustration
- Narration
- Description
- Process
- Definition
- Comparison and Contrast
- Cause and Effect
- Classification
- Argument



CHAPTER 5 WRITING THE ESSAY

- Thesis Statement
- Supporting Ideas
- Essay Plan
- Introduction
- Conclusion
- First Draft
- Revising and Editing the Essay
- Final Draft



MODEL SENTENCE

The sentence is the most basic and necessary tool to help you express yourself. A sentence must have a subject and a verb and be a complete idea. You can add different elements to make it more descriptive, such as prepositional phrases, adjectives, and adverbs.

Subject	Verb	Adverb	Prepositional phrase
Kashia	sprinted	quickly	down the street.

MODEL PARAGRAPH

By following the writing process, you will learn to write well-constructed paragraphs. A paragraph is a collection of sentences that focuses on one main idea. It should have the following parts.

The **topic sentence** expresses the main idea.

The **supporting sentences** provide details and examples.

The **concluding sentence** brings the paragraph to a close.

People use many parts of the body to convey information to others. Facial expressions are the most important type of body language. A smile, for instance, shows pleasure. Individuals use eye contact to invite social interaction. Avoiding someone's eye, in contrast, discourages communication. People also speak with their hands. Common hand gestures convey, among other things, an insult, a request for a ride, an invitation, or a demand that others stop in their tracks. In conclusion, body language is often as important a form of communication as spoken language.

1 Exploring



LEARNING OBJECTIVES

- 1.1 Define exploring.
- 1.2 Identify a topic.
- 1.3 Identify your audience.
- 1.4 Determine your purpose.
- 1.5 Practice exploring strategies.
- 1.6 Practice journal and portfolio writing.

The exploring stage of the writing process is like trying out a new dish. You search for interesting recipes and ingredients.

What Is Exploring?

1.1 Define exploring.

An explorer investigates a place to find new and interesting information. **Exploring** is also useful during the writing process. Whenever you have trouble finding a topic, you can use specific techniques to generate ideas.

There are four steps in the exploring stage of the writing process.

Exploring

- STEP 1 Consider your topic.** Think about whom or what you will write about.
- STEP 2 Consider your audience.** Determine who your intended readers will be.
- STEP 3 Consider your purpose.** Think about your reasons for writing.
- STEP 4 Try exploring strategies.** Practice using various techniques to find ideas.

Understanding Your Assignment

As soon as you are given an assignment, make sure that you understand your task. Answer the following questions about the assignment.

- How many words or pages should I write?
- What is the due date for the assignment?

ESSAY LINK

When you plan an essay, you should follow the four exploring steps.

- Are there any special qualities my writing should include?
- Will I write in class or at home?

After you have considered your task, think about your topic, purpose, and audience.

Topic

1.2 Identify a topic.

Your **topic** is what you are writing, and you can narrow it to suit your interests. For example, if your instructor asks you to write about relationships, you could write about marriage, divorce, children, family responsibilities, or traditions. You should focus on an aspect of the topic that you know about and find interesting. Ask yourself the following questions.

- What about the topic interests me?
- Do I have special knowledge about the topic?
- Does anything about the topic arouse my emotions?

Audience

1.3 Identify your audience.

Your **audience** is your intended reader—your instructor, other students, your boss, your coworkers, and so on. When you write, remember to adapt your language and vocabulary for each specific audience. For example, in a formal report written for your business class, you might use specialized accounting terms; and in an email to your best friend, you would probably use abbreviations or slang terms. Ask yourself the following questions.

- Who will read my assignment? Will it be my instructor, other students, or people outside my classroom?
- What do my readers probably know about the subject?
- What information will my readers expect?

HINT: Your Instructor as Your Audience

For many college assignments, your audience is your instructor. When you write for him or her, use standard English. In other words, try to use correct grammar, sentence structure, and vocabulary.

Do not leave out information because you assume that your instructor knows a lot about the topic. When your instructor reads your work, he or she will expect you to reveal what you have learned or what you have understood about the topic.

Purpose

1.4 Determine your purpose.

Your **purpose** is your reason or reasons for writing. Ask yourself the following questions.

- Do I want to **entertain**? Is my goal to tell a story?
- Do I want to **persuade**? Is my goal to convince the reader that my point of view is the correct one?
- Do I want to **inform**? Is my goal to explain something or give information about a topic?

HINT: Purposes May Overlap

Sometimes you may have more than one purpose. For example, a paragraph about a childhood memory could tell a story about a trip to a new place, inform readers about sights to see in that area, and persuade readers that traveling there is, or is not, worthwhile.

Exploring Strategies

1.5 Try some exploring strategies.

After you determine your topic, audience, and purpose, try some **exploring strategies**—also known as **prewriting strategies**—to help get your ideas flowing. There are two types of prewriting strategies: general and focused. **General prewriting** helps you develop wide-ranging ideas to write about. **Focused prewriting** helps you narrow a broad topic so that the topic becomes more specific and therefore more manageable for your assignment. In this chapter, you will see examples of general prewriting.

The three most common strategies are *freewriting*, *brainstorming*, and *clustering*. It is not necessary to do all of the strategies explained in this chapter. Find the strategy that works best for you.

HINT: When to Use Exploring Strategies

You can use the exploring strategies at any stage of the writing process.

- To find a topic
- To narrow a broad topic
- To generate ideas about your topic
- To generate supporting details

Freewriting

When you **freewrite**, you write without stopping for a limited period of time. You record whatever thoughts come into your mind without worrying about them. Even if you run out of ideas, you can just repeat a word or phrase, or you can write, “I don’t know what to say.”

During freewriting, do not be concerned with your grammar or spelling. If you use a computer, let ideas flow and do not worry about typing mistakes. Remember that the point is to generate ideas and not to create a perfect sample of writing.

TRISTAN’S FREEWITING

Student Tristan Eddison wrote for about five minutes without stopping. Here are just a few thoughts he jotted down about “success.”

Success. who is successful, famous movie stars or maybe musicians and bands like Mindless Behavior. Will they have staying power like Michael Jackson! people who make lots of money like bill Gates. Success means ??? good job. Good education. good relationships. What else. good health. Fame and success go hand in hand. Some famous people like O.J. he blew it. I need a good paying job. professions that pay the most—medicine. lawyers-but they have a bad reputation. Teachers.

noble profession but not high paid. I like to work with my hands. maybe become a master carpenter, start my own business, I don't know. What else. . . .

Practice 1

Underline topics from Tristan's freewriting that could be expanded into complete paragraphs.

The Writer's Desk: Freewriting

Choose one of the following topics and do some freewriting. Remember to write without stopping.

TOPICS: Food Pets Health

Brainstorming

When you **brainstorm**, you create a list of ideas. Include opinions, details, images, questions, or anything else that comes to mind. If you need to, stop to think while you are creating your list. Do not worry about grammar or spelling. Remember that the point is to generate ideas.

ALLEGRA'S BRAINSTORMING

College student Allegra Toney brainstormed about the topic "family." Her audience was her instructor and other students, and her purpose was to inform.

- parental leave
- violence in families
- family stories
- parent-child relationships
- people in my family
- generation gap
- types of families

Practice 2

Read Allegra's list about neighborhoods, and underline ideas that could be developed into complete paragraphs.

The Writer's Desk: Brainstorming

Choose one of the following topics and brainstorm. Let your ideas flow when you create your list.

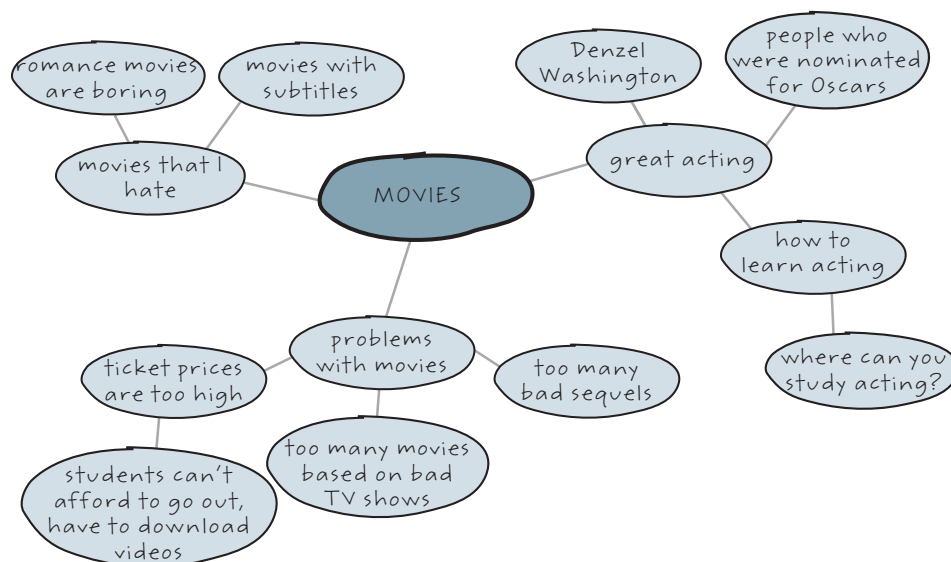
TOPICS: Celebrations College Fashion trends

Clustering

When you **cluster**, you draw a word map. To begin, write your topic in the middle of the page. Then, think of ideas that relate to the topic. Using lines or arrows, connect each idea to the central topic or to other ideas. Keep writing, circling, and connecting ideas until you have groups, or "clusters," of them on your page. When you finish, you will have a visual image of your ideas.

ANTON'S CLUSTERING

College student Anton Gromyko used clustering to explore ideas about movies.



Practice 3

Look at Anton's clustering. Circle one or more clusters that would make a good paragraph.

The Writer's Desk: Clustering

Choose one of the following topics and try clustering here or on a separate sheet of paper. Let your ideas flow when you create your cluster.

TOPICS: Beliefs Dating Money

HINT: Questioning

Another way to generate ideas about a topic is to ask yourself a series of questions and write responses to them. The questions can help you define and narrow your topic. One common way to do this is to ask yourself *who*, *what*, *when*, *where*, *why*, and *how* questions.

Question	Possible Answers
Why do people travel?	To escape, to learn about other cultures, to enjoy good weather
How can they travel?	Flying, taking a train or bus, taking walking tours, hiking, sailing, cycling
What are inexpensive ways to travel?	Find last-minute deals, go backpacking, stay with friends or in youth hostels, share gas expenses

Journal and Portfolio Writing

Keeping a Journal

1.6 Practice journal and portfolio writing.

American educator and writer Christina Baldwin once said, "Journal writing is like a voyage to the interior." One good way to practice your writing is to keep a journal, in which you record your thoughts, opinions, ideas, and impressions. Journal writing provides you with a chance to practice without worrying about the audience. It also gives you a source of material when you are asked to write about a topic of your choice.

You can write about any topic that appeals to you. Here are some suggestions.

- **College:** You can describe new things you have learned, express opinions about your courses, and list ideas for assignments.
- **Your personal life:** You can describe your feelings about your career goals. You can also write about personal problems and solutions, reflect about past and future decisions, express feelings about your job, and so on.
- **Controversial issues:** You can write about your reactions to controversies occurring anywhere (the world or your country, state, city, college) or affecting anyone (friends, family, coworkers).
- **Interesting facts:** Perhaps you have discovered new and interesting information in a course, in a newspaper, or in some other way. You can record interesting facts in your journal.

The Writer's Room

Writing Activity 1: Topics

Choose one of the following topics, or choose your own topic. Then generate ideas about the topic. You may want to try the suggested exploring strategy.

General Topics

1. Freewrite about sports. Jot down any ideas that come to mind.
2. Brainstorm about important ceremonies. List the first ideas that come to mind.
3. Cluster about friends. Write the word *friends* in the middle of the page. Then create clusters of ideas that relate to the topic.

College- or Work-Related Topics

4. Freewrite to come up with ideas about career choices.
5. Brainstorm about influential people. To get ideas, list anything that comes to mind when you think about people you admire.
6. Cluster about education. Write the word *education* in the center of the page. Then create clusters of ideas that relate to the topic.

Writing Activity 2: Photo Writing

View the following cartoon. What is the topic? Who is the audience? What is the purpose? Does the cartoon achieve its purpose? Brainstorm a list of ideas about any topics that come to mind after seeing the cartoon.



"In return for an increase in my allowance, I can offer you free unlimited in-home computer tech support."

From Cartoonstock <https://www.cartoonstock.com/cartoonview.asp?catref=aban823>
Aaron Bacall/CartoonStock LTD