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Preface

Introduction to Academic Writing, Third Edition, is an intermediate writing textbook/workbook for English language learners in academic settings. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practices.

Students are guided through the writing process to produce well-organized, adequately developed paragraphs and essays. Explanations are simple, and numerous practices help students assimilate each skill.

The book contains ten chapters: Chapters 1–8 teach paragraphs, and Chapters 9 and 10 introduce the essay. Most chapters also teach sentence structure, starting with simple sentences and progressing through compound and complex sentences. The chapters also include instruction in the writing process and punctuation.

What's New in the Third Edition

Instructors familiar with the Second Edition will find several changes. We have made these changes in response to the comments of reviewers and teachers who have used the Second Edition over the years.

- Paragraph writing takes center stage in this edition. Following two introductory chapters on paragraph format and structure are six more chapters on the paragraph. Essays are introduced in the final two chapters. As a result, rhetorical instruction flows more sequentially from paragraph to essay.
- There are more paragraph modes: narration, description, logical division of ideas, process, definition, and comparison/contrast. Each is presented in its own chapter.
- The organization of individual chapters has been changed. The gap between prewriting and final draft has been closed.
- The challenging but important academic skill of summary writing is introduced early on, in Chapter 3, and opportunities to write summaries are sprinkled throughout the book.
- Models and practice items have been updated or replaced. Old favorites have been retained, sometimes in a different form.
- New Try It Out! exercises allow students to try out new skills informally, without the pressure of being graded on their efforts.
- Journal writing has been added as an option. Instructions and topic suggestions appear as Appendix A at the back of the book.
- There are separate worksheets for self-editing and peer editing.

Order of Lesson Presentation

Introduction to Academic Writing is intended to be covered in one fifteen-week semester, with classes meeting five hours a week. Chapters 1–6 should be taught in order because the sentence structures presented in these chapters are sequenced, moving from simple sentences through compound sentences to complex sentences.

For courses shorter than fifteen weeks, or for classes that are on the low end of the intermediate range, Chapters 7, 8, and/or 9 and 10 can be skipped. These chapters teach more advanced rhetorical forms (definition, comparison/contrast, opinion essays) and sentence structures (adjective clauses and appositives).
Organization of the Chapters

Most chapters contain three sections: Organization, Sentence Structure, and Writing. Others contain a fourth section on Capitalization, Punctuation, or Summary Writing.

Six appendices at the back of the book contain reference charts of editing symbols, connecting words, transition signals, and other writing aids.

Organization Sections

In the Organization sections in Chapters 1-8, students learn paragraph format, paragraph structure, and patterns of organization such as time order and logical division. Chapters 9 and 10 help students make the transition to essay writing.

An overview of the writing process appears in Chapter 1, using a recurring model on a topic similar to the writing assignment for that chapter. The prewriting technique of listing is taught in Chapter 1; other prewriting techniques (clustering, freewriting, and outlining) follow in subsequent chapters. Editing is practiced throughout the book.

Sentence Structure Sections

A good portion of each chapter provides students with opportunities to improve the structure of their sentences. Beginning with simple sentences in Chapter 1, students learn to form compound sentences and finally complex sentences of increasing difficulty.

Writing Sections

Each Writing section reviews the points covered in the chapter and also offers Skill Sharpeners. Skill Sharpeners reinforce previously mastered skills such as outlining, summary writing, and punctuation that students need in order to write well. They are flexible; Skill Sharpeners can be assigned at any time, for example, when an instructor needs to fill the last few minutes of a class meeting, or they can be used as quiz material.

The Writing Assignment for each chapter contains clear step-by-step instructions. Students are never left wondering how to begin or what to do next. Because students will have encountered the topic for many writing assignments in practice exercises earlier in the chapter, they will have thought about or discussed their topic before they tackle writing about it.

Alternative Writing Topics expand the choices for students and instructors.

Models

Students see several writing models in each chapter. Each Organization section is preceded by a model paragraph or essay that demonstrates the rhetorical form taught in that chapter. Similarly, each Sentence Structure section begins with a model that demonstrates both the rhetorical mode just taught and the sentence structures just ahead. In addition, many practice exercises serve double duty—as models and as exercises.

Questions on the Models

Following each model are Questions on the Model that focus the students' attention on specific elements in the paragraph. These questions either help students consolidate material taught in previous chapters or prepare students for the learning task ahead. For example, one question on the descriptive paragraph model asks students to underline descriptive words. Another question might ask students to identify the type of concluding sentence, to notice the kinds of details used to support the topic sentence, or to circle transition signals. Other questions may target sentence-building skills.
Writing Topics

The topics listed for each writing assignment are only suggestions. We encourage teachers to look for current news topics or for photographs and charts in newspapers and magazines on which to base writing assignments. A big challenge is to keep a topic small enough so that students develop it adequately.

In-Class Writing

Group prewriting and in-class writing of first drafts are especially helpful in the early stages because the instructor is available for immediate consultation. Also, the instructor can check to make sure everyone is on the right track. Pair and group collaboration is appropriate for prewriting and editing work; however, writing is essentially an individual task even when done in class.

Explanations and Examples

Intermediate students grasp points more easily by seeing several examples rather than by reading long explanations. Therefore, explanations are brief, and examples are numerous. Important information such as comma rules, charts of transition signals, and sentence "formulas" is boxed.

Practice Exercises

Each teaching point is accompanied by a variety of practice exercises, which progress from recognition exercises to controlled production to communicative Try It Out! practices. Try It Out! exercises allow students to experiment with new skills—both rhetorical and sentence structure—informally, without the pressure of being graded on their experiments.

In addition, students have opportunities to practice editing. Some Editing Practices ask them to look for sentence errors such as comma splices or run-ons, and others target punctuation. Still others ask them to analyze a paragraph for rhetorical devices or to check a paragraph for unity.

Appendices

There are six appendices at the back of the book.

Appendix A Journal Writing
Appendix B Correction Symbols
Appendix C Summary of Punctuation Rules
Appendix D Kinds of Sentences and Master List of Connecting Words
Appendix E Master Chart of Transition Signals
Appendix F Peer-Editing and Self-Editing Worksheets; Scoring Rubrics

Journal Writing

Appendix A contains instructions and topic suggestions for journal writing. We urge teachers to introduce journal writing early in the term. Journal writing is particularly valuable for students at the intermediate level to develop writing fluency.

Editing Worksheets

Appendix F contains peer-editing and self-editing worksheets for each writing assignment. Instructors can use one or the other, or both, as they prefer. Peer editors can write their comments on the worksheet. Alternatively, each student can read his or her draft aloud in a small group of classmates and then elicit oral comments and suggestions by asking the checklist questions. The student who has read then records the group's suggestions on his or her own paper. Instructors can also respond to student writing by using the peer-editing checklist.
Scoring Rubrics
Two sample scoring rubrics appear near the beginning of Appendix F, one for paragraphs and one for essays. Their purpose is twofold: to show students how instructors might evaluate their writing and to suggest a schema for instructors to do so. Instructors are invited to photocopy the rubrics. Of course, the rubrics may be modified to suit individual assignments and individual preferences.

Answer Key
An Answer Key is available upon request from the publisher.

Acknowledgments
We feel very privileged to offer a third edition of our book and sincerely appreciate the contributions of the many people who have helped shape it. First and foremost, we thank Laura Le Dréan, our senior editor, who traveled countless miles and spent countless hours gathering feedback from users of the previous editions. We also owe a special debt to Caroline Gibbs of City College of San Francisco for permission to use her superb material on Journal Writing.

To the many students and teachers who took the time to offer suggestions, we extend our heartfelt thanks. We thank the following for their detailed comments: Rudy Besikof, UCSD Extension, San Diego, CA; Mary Brooks, Eastern Washington University, Cheney, WA; J. Maxwell Couper, Miami Dade College, Miami, FL; Darla Cupery, Hope International University, Fullerton, CA; Rose Giambrone, Norwalk Community College, Norwalk, CT; Patty Heiser, University of Washington, Seattle, WA; Brian McDonald, Glendale Community College, Pasadena, CA; Susan Peterson, Baruch College, CUNY, New York, NY; Kathleen Reardan-Anderson, Montgomery College, Rockville, MD; Dana Watson, Lansing Community College, Lansing, MI; Terri Wells, University of Texas, Austin, TX.

We hope you recognize the many places where your advice improved the book.
The Paragraph
Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way.

Academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of organizing ideas are probably different from what you are used to. In fact, the English way of writing may seem clumsy, repetitive, and even impolite to you. Just remember that it is neither better nor worse than other ways; it is just different.

This book will help you learn and practice the format, sentence structure, and organization appropriate for academic writing. We will begin by studying the paragraph.

**Organization**

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point.

**Paragraph Format**

Follow the instructions after the model when you prepare assignments for this class. There are instructions for both handwritten and computer-written work.

When you handwrite a paper, make it look like this:

```
MODEL
Handwritten Assignment

YOUR NAME

COURSE NUMBER

DUE DATE

CENTER THE TITLE ON THE TOP LINE.

INDENT THE FIRST SENTENCE 1/2 INCH.

SKIP LINES.

Introducing Myself

Hello! I would like to introduce myself to you. My name is Marcia Perez. I am a student from the country of El Salvador. I was born in a little town near San Salvador.

(continued on next page)
```
the capital of our country. I graduated from high school there. I came to the United States two years ago with my mother and my two sisters. We went to New York, where my uncle Eduardo lives. We lived with him and his family in their house in Brooklyn for six months. He helped my sisters and me get jobs. I work in a sweater factory. The factory is near City College, where all of us take classes to learn English. Now we have our own apartment. My sisters and I work during the day and go to school at night. I want to quit my job in the factory and go to school full-time. I hope to go to college and become a nurse-practitioner. I speak Spanish fluently, I don’t think I have any other special talents. My hobby is making jewelry.

I like to go to movies. That’s all.

1. **Paper**  Use 8½-inch-by-11-inch lined, three-hole paper. The three holes should be on the left side as you write. Write on one side of the paper only.

2. **Ink**  Use black or dark blue ink only.

3. **Heading**  Write your full name in the upper left corner. On the next line, write the course number. On the third line of the heading, write the date the assignment is due in the order month-day-year with a comma after the day.

4. **Assignment Title**  Center the title of your paragraph on the first line.

5. **Body**  Skip one line, and start your writing on the third line. Indent (move to the right) the first sentence ½ inch from the left margin.

6. **Margins**  Leave a 1-inch margin on the left and right sides of the paper. Also leave a 1-inch margin at the bottom of the page.

7. **Spacing**  Leave a blank line between each line of writing.
When you type a paper on a computer, make it look like this:

```
Introducing Myself

Hello! I would like to introduce myself to you. My name is Marciela Perez. I am a student from the country of El Salvador. I was born in a little town near San Salvador, the capital of our country. I graduated from high school there. I came to the United States two years ago with my mother and my two sisters. We went to New York, where my Uncle Eduardo lives. We lived with him and family in their house in Brooklyn for six months. He helped my sisters and me get jobs. I work in a sweater factory. The factory is near City College, where all of us take classes to learn English. Now we have our own apartment. My sisters and I work during the day and go to school at night. I want to quit my job in the factory and go to school fulltime. I hope to go to college and become a nurse-practitioner. I speak Spanish fluently. I don't think I have any other special talents. My hobby is making jewelry. I like to go to the movies. That's all!
```
Try It Out!  

Write a paragraph 150 to 200 words long introducing yourself to your teacher and classmates. Use the model paragraph “Introducing Myself” as a guide. Make sure your paragraph is in the correct format.

Use the following questions as a basis for your writing. Add other information if you wish.

- What is your name?
- Where were you born?
- Tell a little bit about your family.
- What languages do you speak?
- Where did you go to school?
- What were your favorite subjects in school? Your least favorite?
- Tell about jobs that you have had in the past or that you have now.
- Why are you learning English?
- What is your goal or your dream?
- Do you have any special talents?
- Do you have any hobbies?
- What do you do in your free time?

Capitalization

In English there are many rules for using capital letters. You probably know many of them already. To test your knowledge, look at the model paragraph “Introducing Myself” on page 5 again. On the numbered lines, copy all the words or groups of words that begin with a capital letter. Add the capitalization rule, if you know it, next to each entry. *Note:* You don’t need to copy the first word of every sentence or names that are repeated.

1. Marciela Perez—name of a person  
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**Capitalization Rules**

These are the most important rules for capitalization in English. Capitalize the following:

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The first word in a sentence</td>
<td>My best friend is my dog.</td>
</tr>
<tr>
<td>2. The pronoun I</td>
<td>He and I never argue.</td>
</tr>
<tr>
<td>3. Abbreviations and acronyms formed from the first letters of words</td>
<td>USA IBM AIDS UN VW CBS</td>
</tr>
<tr>
<td>4. All proper nouns. Proper nouns include</td>
<td></td>
</tr>
<tr>
<td>a. Names of deities</td>
<td>God Allah Shiva</td>
</tr>
<tr>
<td>b. Names of people and their titles</td>
<td>Mr. and Mrs. John Smith President George Washington</td>
</tr>
<tr>
<td><strong>BUT NOT</strong> a title without a name</td>
<td>my math professor, the former prime minister</td>
</tr>
<tr>
<td><em>Note</em>: Some writers capitalize titles such as president and prime minister when they clearly refer to one person</td>
<td>The president (or President) will speak to the nation on television tonight.</td>
</tr>
<tr>
<td>c. Names of specific groups of people (nationalities, races, and ethnic groups), languages, and religions</td>
<td>Asian Caucasian Indian Muslim</td>
</tr>
<tr>
<td></td>
<td>Japanese Hispanic</td>
</tr>
<tr>
<td>d. Names of specific places on a map</td>
<td>New York City Indian Ocean North Pole Main Street</td>
</tr>
<tr>
<td>e. Names of specific geographic areas</td>
<td>the Middle East Eastern Europe</td>
</tr>
<tr>
<td><strong>BUT NOT</strong> the names of compass directions</td>
<td>Drive east for two blocks, and then turn south.</td>
</tr>
<tr>
<td>f. Names of days, months, and special days</td>
<td>Monday January</td>
</tr>
<tr>
<td><strong>BUT NOT</strong> the names of the seasons</td>
<td>Independence Day Ramadan</td>
</tr>
<tr>
<td></td>
<td>spring, summer, fall (autumn), winter</td>
</tr>
<tr>
<td>g. Names of specific structures such as buildings, bridges, dams, monuments</td>
<td>Golden Gate Bridge the White House Aswan High Dam Taj Mahal</td>
</tr>
<tr>
<td>h. Names of specific organizations (government agencies, businesses, schools, clubs, teams)</td>
<td>State Department Harvard University French Students Club Bank of Canada New York Yankees Red Cross</td>
</tr>
</tbody>
</table>

(continued on next page)
**Capitalization Rules**  (continued)

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
</table>
| i. Names of school subjects with course numbers | Business Administration 312  
Chemistry 101 |
| BUT NOT names of classes without numbers, except languages | chemistry  
French literature |
| j. First, last, and all important words in the titles of books, magazines, newspapers, plays, films, stories, songs, paintings, statues, television programs | War and Peace  
*Toronto Star*  
*Jingle Bells*  
The Three Little Pigs  
*Paris Match*  
*Indiana Jones and The Temple of Doom* |

*Note:* Italicize (or underline) titles of books, magazines, newspapers, plays, and films.

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**PRACTICE 1**  
*Capitalization*

A. In the following sentences, change small letters to capital letters where necessary.

1. *F*arnaz is a student from *F*ran. She speaks *E*nglish, *F*rench, and *F*arsi.
2. Her major is *B*iusiness.
3. Thanksgiving is a holiday in both Canada and the United States, but it is celebrated on different days in the two countries.
4. It is celebrated on the fourth Thursday in November in the United States and on the second Monday in October in Canada.
5. Istanbul is a seaport city in Turkey.
6. Greenhills College is located in Boston, Massachusetts.
7. I am taking four classes this semester: American History, Sociology 32, Economics 40, and a Computer Science course.
8. I read a good book last weekend by Ernest Hemingway called *The Old Man and the Sea*.
9. My roommate is from the South, so she speaks English with a southern accent.
10. The two main religions in Japan are Buddhism and Shintoism.
B. **Editing Practice**  In the following paragraph, change small letters to capital letters wherever it is necessary.

**a future businessman**

I would like to introduce my classmate Roberto Sanchez. He is from the beautiful island of Puerto Rico in the Caribbean Sea. Roberto is twenty-one years old. He was born in San Juan, the capital city. His native language is Spanish. He studied English in elementary school and in high school, too. Roberto comes from a large family. He has three older brothers and two younger sisters. He likes to play the electric bass. He and some friends have a small band. Sometimes they play on Saturday nights at the Fantasia Club on Fourth Street in downtown San Jose. Baseball is his favorite sport. The San Francisco Giants are his favorite team. Now he is studying English at Greenhills College. In September of next year, he will begin to study business and computer science at a university. After graduation, he wants to work for a large tech company such as Intel or IBM.

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**Try It Out!**

Interview a classmate, using the questions from the Try It Out! exercise on page 6, or ask your own questions if you wish. *(Note: Do not ask questions about age, religion, politics, or money. These subjects are very personal.)* Then write a paragraph 150 to 200 words long introducing your classmate to the class. Focus on using capital letters correctly. Also focus on writing complete sentences.

- What is your name?
- Where were you born?
- Tell a little bit about your family.
- What languages do you speak?
- Where did you go to school?
- What were your favorite subjects in school? Your least favorite?
- Tell about jobs that you have had in the past or that you have now.
- Why are you learning English?
- What is your goal or your dream?
- Do you have any special talents?
- Do you have any hobbies?
- What do you do in your free time?
A Person Who Has Made a Difference: George Lucas

Filmmaker George Lucas has changed the film industry in many ways. He has written, directed, and produced some of the best-loved movies of our time. He has also made major contributions to modern film technology. At first, Lucas did not plan to become a filmmaker. His first dream was to become a race car driver. After a bad accident, however, he decided to go to college. In college, Lucas studied movie-making and made a number of student films. Lucas's third feature film, Star Wars, changed everything. A seemingly simple story of good versus evil, Star Wars became a huge international hit. The movie used new technologies that revolutionized the film industry. One new technology was a special computer-assisted camera crane. Camera operators filmed most of the space fight scenes from the crane. Lucas is also responsible for the modern THX sound system, which improves the way a movie sounds in theaters. His latest innovation is the use of digital photography in filmmaking. To sum up, George Lucas's love of storytelling and his technological innovations have transformed movie-making forever.

Questions on the Model
1. In sentence 1, what is the subject? What is the verb? Underline the subject with one line and the verb with two lines.
2. In sentence 7, underline the subject with one line. How many verbs belong to this subject? Underline them with two lines.
3. In the last sentence of the paragraph, underline the verb with two lines. How many subjects are there? Underline them with one line.

1 hit: success
2 revolutionized: completely changed
3 crane: tall machine used to lift and move objects in the construction of buildings and to load and unload ships
4 innovation: new idea or invention
5 transformed: changed
Simple Sentences

A sentence is a group of words that (a) contains at least one subject and one verb and (b) expresses a complete thought.

There are four kinds of sentences in English: simple sentences, compound sentences, complex sentences, and compound-complex sentences. First, let's learn about simple sentences.

A simple sentence has one subject-verb pair. The subject tells who or what did something. The verb tells the action (jump, work, think) or condition (is, was, seem, appear).

Filmmaker George Lucas has changed the film industry in many ways.

One new technology was a special computer-assisted camera crane.

A simple sentence can have one of several possible “formulas.” Here are four possibilities. The subject(s) in each sentence are underlined with one line. The verb(s) are underlined with two lines.

1. The Star Wars movies were international hits.
2. Young people and adults enjoyed them.
3. The films entertained and thrilled audiences everywhere.
4. Luke Skywalker and his friends battled evil and made us laugh at the same time.

Notice that the subject in a simple sentence may have two or more items (sentences 2 and 4). The verb may have two or more items (sentences 3 and 4). These are all simple sentences because there is only one subject-verb pair.

Subject-Verb Agreement

You already know that subjects and verbs agree in number.

My sister is married. (singular)

My sisters are married. (plural)

My brother and I are single. (plural)

Subject-verb agreement is sometimes confusing in the following situations.

1. When a sentence begins with the word there + the verb be, the subject follows the be verb. Look ahead to see whether to use a singular or plural verb.

There is a student in the hall. (The verb is is singular to agree with a student.)

There are three students in the hall. (The verb are is plural to agree with three students.)

There was no reason for his action.

There were many reasons for his success.
2. A prepositional phrase (a group of words beginning with a preposition such as of, with, in, at, or on and ending with a noun or pronoun) can come between a subject and its verb. Prepositional phrases may come after a subject, but they are not part of the subject. You should mentally cross them out when you are deciding if the verb should be singular or plural.

One (of my sisters) is a singer. *(The subject is one, not sisters.)*

The color (of her eyes) changes when she is angry. *(The subject is color, not eyes.)*

Six kinds (of rice) are available in the grocery store. *(The subject is kinds, not rice.)*

3. Some words are always singular.

One (of my brothers) is a musician.

Neither (of my parents) is living.

Much (of my time) is spent in the library.

Each (of my brothers) wants his own car.

Either (of my sisters) is able to baby-sit for you tonight.

Nothing ever happens in my life.

Is anyone home?

4. A few words are always plural.

Both (of my parents) are teachers.

Several (of the teachers) speak my language.

Many (of my friends) work in the library.

5. A few words can be either singular or plural. In these cases, you must refer to the noun in the prepositional phrase.

Some (of the money) was missing. *(singular)*

Some (of the students) were missing. *(plural)*

All (of my time) is spent in the library. *(singular)*

All (of my brothers) are singers. *(plural)*

Most (of the ice) was melted. *(singular)*

Most (of the ice cubes) were melted. *(plural)*

A lot (of the work) was too easy. *(singular)*

A lot (of the people) were angry. *(plural)*

None (of the fruit) is fresh. *(singular)*

None (of the apples) are fresh. *(plural)*
PRACTICE 2
Identifying Subjects, Verbs, and Prepositional Phrases

Underline the subjects with one line and the verbs with two lines. Put parentheses ( ) around prepositional phrases.

1. My name is Roberto Sanchez.
2. I was born (on September 21, 1978,) (in the city) (of San Juan, Puerto Rico.)
3. I am a student at Greenhills College in Boston, Massachusetts.
4. Some of my classes are difficult.
5. Some of the homework is boring.
6. A lot of my classes are in Dante Hall.
7. A lot of my time is spent in the student lounge.
8. My father works in an office.
9. None of my brothers are married.
10. None of the money was stolen.
11. My youngest brother and sister are still in high school.
12. My father understands English but doesn't speak it.
13. In South America, most of the people are Catholic.
14. Neither of my parents has been to the United States.

PRACTICE 3
Subject-Verb Agreement

A. In each sentence, underline the subject with one line and write S above it. Then cross out the incorrect verb form.

S
1. One of my classmates (is/are) from my country, El Salvador.
2. Some of the teachers (speak/speaks) my language.
3. Each of the gifts (was/were) carefully wrapped in gold paper.
4. One of the words on the test (was/were) misspelled.
5. A lot of my classes (was/were) canceled last week.
6. A lot of my time (is/are) spent in the library.
7. In my country most of the people (want to go/wants to go) to college.
8. (Do/Does) anyone know the correct time?
9. There (is/are) several kinds of flowers in the bouquet.
10. There (wasn't/weren't) any electricity in our building last night.
11. The noise from the firecrackers (was/were) loud.
B. Editing Practice  Find and correct six errors in subject-verb agreement in
the following paragraph.

Young Golf Stars
1 Golf is no longer the sport of rich, middle-aged, white men. 2 Young people
around the world is taking up the game, and some of them is taking it over.3
One of the young stars are Sergio Garcia, a fascinating young golfer from Spain.
4 Sergio was born in 1980 and started playing golf at the age of 3. 4 He became
a professional golfer in 1999 at the age of 19. 6 Sergio became famous by hitting
a golf shot at a target from behind a tree with his eyes closed. 7 Two other young
golf stars are Tiger Woods and Michelle Wie. 8 Both Tiger and Michelle started
playing golf at very young ages, and both has ethnic backgrounds. 9 Tiger, born
in California in 1975, is Thai-African-American-Native-American. 10 Michelle,
born in Hawaii in 1989, is Korean-American. 11 Each of these two young
Americans have shocked the world of golf in different ways. 12 Tiger shocked
everyone by becoming the best golfer in the world while still in his early twenties.
13 Michelle shocked everyone by competing against men—and beating many
of them—at the age of fourteen. 14 It is clear that all three of these young golfers
has great futures ahead of them.

Fragments
In some languages, you can sometimes leave out the subject in a sentence; in others,
you can sometimes leave out the verb. In English, you must ALWAYS have at least
one subject and one verb in every sentence.3 If you leave out either the subject or
the verb, your sentence is incomplete. We call an incomplete sentence a fragment.
These are fragments. Fragments are sentence errors.

1. Is not easy to get an A in Professor Wilson's class. (There is no subject.)
2. People in New York always in a hurry. (There is no verb.)

To correct Sentence 1, add a subject:

   It is not easy to get an A in Professor Wilson's class.

To correct Sentence 2, add a verb:

   People in New York are always in a hurry.

---

1 *taking up: learning
2 *taking it over: taking control over it
3 There is one exception to this rule. In commands such as *Stop that! and *Listen carefully, the subject you is not expressed.
A. Step 1  Read each sentence and decide if it is a complete sentence or a fragment. Mark the fragments with an X to show that it is incorrect.

Step 2  Decide what is wrong with each fragment. Is the verb missing? Is the subject missing?

Step 3  Correct each fragment by adding a subject or a verb.

   It is  
   X 1. is very hot today even with the windows open.  
     2. Jose and Jin the smartest students in the class.  
     3. They study all the time.  
     4. The baby finally sleepy.  
     5. She is closing her eyes.  
     6. Ms. Woodbury, our grammar teacher, often late on Fridays.  
     7. is important for students to get to class on time.

B. Editing Practice  Find and underline five fragments in the following paragraph. Then correct each one.

   My Best Friend

   My best friend is Suzanne. We have been friends since childhood. As children we lived next door to each other in Caracas. Now live in different countries on different continents. She is married to a Venezuelan. Has three children. Her son two years old, and her twin daughters three months old. We haven't seen each other for eight years. We keep in touch by e-mail. Also telephone each other at least once a month. We will be friends forever.

The Writing Process

Overview  Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

   The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.
Step 1: Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

Listing There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don’t stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops.

In the following example, the assignment was to write a paragraph about a person who has made a difference in the world, in the community, or in the writer’s life.

First, the writer made a list of people who have made a difference. Then he decided which person to write about and circled his choice.

A Person Who Has Made a Difference

| Albert Einstein | Bill Gates |
| Mother Teresa  | Aunt Sarah |
| Martin Luther King, Jr. | Mr. Jakobsen (high school counselor) |
| Cesar Chavez   | Grandfather |

Next, the writer started a new list. He wrote his chosen topic, Grandfather, at the top of a new piece of paper and started writing words and phrases that came into his mind about his grandfather.

<table>
<thead>
<tr>
<th>Grandfather</th>
</tr>
</thead>
<tbody>
<tr>
<td>uneducated (high school? eighth grade?)</td>
</tr>
<tr>
<td>farmer</td>
</tr>
<tr>
<td>worked hard</td>
</tr>
<tr>
<td>helped his community</td>
</tr>
<tr>
<td>started community hospital</td>
</tr>
<tr>
<td>respected in community</td>
</tr>
<tr>
<td>went to church every week</td>
</tr>
<tr>
<td>got up early</td>
</tr>
<tr>
<td>worked late</td>
</tr>
<tr>
<td>was the first person in town</td>
</tr>
<tr>
<td>to buy a car</td>
</tr>
<tr>
<td>forward-thinking</td>
</tr>
</tbody>
</table>

The writer then looked at his second list and decided to write about how his grandfather helped his community. He circled that idea. Then he thought about how his grandfather helped his community. He circled two ideas and marked them A and B. The writer also crossed out anything that didn’t belong to these two ideas.
Your writing assignment at the end of this chapter will be to write a paragraph about a person who has made a difference in the world, in his or her community, or in your life.

1. Use the listing technique to choose a person.
2. In a second list, write down the ways in which this person made a difference.
3. Choose one or two ways to write about, and circle them. (Do not write the paragraph yet.)

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic (his grandfather) and told the main idea (his grandfather helped his community). Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

**A Person Who Has Made a Difference: My Grandfather**

My grandfather helped his community in two ways.

A. He improved farming techniques in his area.
   • first farmer to terrace his land
   • terracing helps prevent soil erosion

B. He started a community hospital.
   • only hospital in big area
Try It Out!

Make a simple outline from the lists you made in the Try It Out! exercise on page 17.

1. Give your outline a title like the one in the model.
2. Write a sentence like the one in the model that names the person and says what he or she did to make a difference.
3. Write the main idea(s) below this sentence. If there are two ideas as in the model, give them letters (A and B). If there is only one main idea, give a capital letter to every idea that you list below the first sentence.

Step 3: Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable—after all, this is just a rough draft. You will fix the errors later.

Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

A Person Who Has Made a Difference: My Grandfather

My Grandfather help his community in two ways. My Grandfather born in 1880. He was farmer. Not well educated. (Maybe he only went to high school for one or two year. In those days, children were needed to work on the farm.) He was first farmer in his community to terrace his fields. Then, people thought he was crazy, but now, every farmer does it. Terracing helps prevent soil erosion. This improved farming techniques in his area. After he is too old to work at farming, my Grandfather get the idea that his town needs a Hospital, so he spend his time raising money to build one. There is no hospitals nearby, and people have to go long distance to see doctor. People again think he really crazy, but he succeed. Now a small Hospital in community, and two doctor. Each of the doctors have lots of patients. The Hospital is named the james walker community hospital. It was named for my Grandfather. My Grandfather just a simple, uneducated farmer, but he helped his community a lot.

Step 4: Polishing: Revising and Editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

Peer Editing On pages 198–207 are worksheets for each chapter to help you polish your writing. The first worksheet is for a peer editor to use. A peer editor is a classmate who reads your paper and helps you improve the content and organization.
A peer editor's job is to read, ask questions, and comment on what's good and on what might be changed or made clearer. He or she should not check your grammar or punctuation. Your instructor will help do this until you and your classmates learn to do it for yourselves.

In the following model, the peer editor's comments are on both sides of the page. The writer's replies are in blue. The writer and peer editor discuss the comments, and then the writer writes a second draft.

<table>
<thead>
<tr>
<th>A Person Who Has Made a Difference: My Grandfather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good paragraph!</td>
</tr>
<tr>
<td>I especially like the part about the new hospital.</td>
</tr>
<tr>
<td>You use the word &quot;crazy&quot; a lot. Isn't it slang?</td>
</tr>
<tr>
<td>I can't think of a better word.</td>
</tr>
<tr>
<td>Are these sentences important? I don't think so.</td>
</tr>
<tr>
<td>You're right.</td>
</tr>
<tr>
<td>My Grandfather help his community in two ways.</td>
</tr>
<tr>
<td>My Grandfather born in 1880. He was farmer.</td>
</tr>
<tr>
<td>Not well educated. (maybe he only went to high</td>
</tr>
<tr>
<td>school for one or two year. In those days, kids</td>
</tr>
<tr>
<td>were needed to work on the farm.) He was</td>
</tr>
<tr>
<td>first farmer in his community to terrace his</td>
</tr>
<tr>
<td>fields. Then, people thought he was crazy, but</td>
</tr>
<tr>
<td>now, every farmer does it. Terracing helps</td>
</tr>
<tr>
<td>prevent soil erosion. This improved farming</td>
</tr>
<tr>
<td>techniques in his area. After he is too old to</td>
</tr>
<tr>
<td>work at farming, my Grandfather get the idea</td>
</tr>
<tr>
<td>that his town needs a hospital, so he spend his</td>
</tr>
<tr>
<td>time raising money to build one. There is no</td>
</tr>
<tr>
<td>hospitals nearby, and people have to go long</td>
</tr>
<tr>
<td>distance to see doctor. People again think he</td>
</tr>
<tr>
<td>really crazy, but he succeed. Now a small</td>
</tr>
<tr>
<td>hospital in community, and two doctor. Each of</td>
</tr>
<tr>
<td>doctors have lots of patients. The hospital is</td>
</tr>
<tr>
<td>named the James Walker Community Hospital. It</td>
</tr>
<tr>
<td>was named for my grandfather. My Grandfather</td>
</tr>
<tr>
<td>just a simple, uneducated farmer, but he helped</td>
</tr>
<tr>
<td>his community a lot.</td>
</tr>
<tr>
<td>I don't understand what &quot;terracing&quot; is. Please</td>
</tr>
<tr>
<td>explain it. Also, what is &quot;soil erosion&quot;?</td>
</tr>
</tbody>
</table>
A Person Who Has Made a Difference: My Grandfather

My Grandfather helped his community in two ways. He was a farmer and lived in a small village. He was the first farmer in his community to terrace his fields. Terracing is the technique of making rows of little dams on hilly land. Terracing saves water and keeps soil from washing away in rainstorms. Then, people thought he was crazy, but now, all of the farmers in the area do it. Terracing helps keep the soil from washing away in rainstorms. This improved farming techniques in his area.

Then my Grandfather got the idea that his town needed a hospital, so he spent his time raising money to build one. There were no hospitals nearby, and people had to go long distances to see a doctor. People again thought he was really crazy, but he succeeded. Now there is a small hospital in the community and two doctors. The hospital is named the James Walker Community Hospital. It was named for my Grandfather. My Grandfather was just a simple, uneducated farmer, but he helped his community a lot.
Review

These are the important points covered in this chapter:

1. Use correct format when preparing an assignment.

2. A sentence (a) has a subject and a verb and (b) expresses a complete thought.

3. A simple sentence has one subject-verb combination. A simple sentence may have more than one verb or more than one subject, but it has only one subject-verb combination.

4. Subjects and verbs always agree in number (singular or plural.) There are a few special situations that sometimes cause difficulties with subject-verb agreement.

5. A fragment is an incomplete sentence. It is a sentence error. A fragment might be missing a subject or a verb, or it might express an incomplete thought.

6. Know the rules for capitalization in English.

7. The process of writing has four main steps: prewriting, organizing, writing, and polishing.
   • Listing is a useful prewriting technique to get ideas.
   • Outlining is a good way to organize your ideas.

Writing Assignment

Choose a person who has made a difference in the world, in his or her community, or in your life. Write a paragraph of about 200 words about this person. Follow all the steps in the writing process.

Your classmates might be especially interested in learning about a person from your country, such as a politician, a sports star, a writer, an entertainer, and so on.

**Step 1** Prewrite to get ideas. Use the listing practice that you completed in the Try It Out! exercise on page 17.

**Step 2** Organize the ideas. Decide which idea will go first, second, third, and so on. Make a simple outline listing the ideas in the order you will write about them. Use the outline to guide you as you write.
Step 3 Write the rough draft. Write ROUGH DRAFT at the top of your paper.

- Begin your paragraph with a sentence that names the person and tells where or on whom he or she made a difference.

  My high school physics teacher changed my ideas about school.

  Martin Luther King, Jr. changed the way black people live in the United States forever.

- Pay attention to your sentence structure. Make sure all of your sentences have at least one subject and one verb.

Step 4 Polish the rough draft.

- Exchange papers with a classmate and ask him or her to check your rough draft using Peer-Editing Worksheet 1 on page 198. Then discuss the completed worksheet and decide what changes you should make. Write a second draft.

- Use Self-Editing Worksheet 1 on page 199 to check your second draft for grammar, punctuation, and sentence structure.

Step 5 Write a final copy. Hand in your rough draft, your second draft, your final copy, and the page containing the two editing worksheets. Your teacher may also ask you to hand in your prewriting paper.