



**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) PGRI BANGKALAN
PUSAT BAHASA**

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SURAT KETERANGAN

Nomor: 57/B11/PCx/V/2019

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Judul Buku : Basic Academic Writing

ISBN : 976-602-51778-2-8

Tahun Terbit : 2018

Penerbit : STKIP PGRI Bangkalan Press

Tingkat Plagiasi : 32%

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Basic Academic Writing|1 Unit 1 WRITING PROCESS Writing skill guides us to reach the goals of the effective in writing skill. As a writer, the students have to following steps (Langan, 2010) that divided writing process into four steps such as; Prewriting, Writing the first draft, Revising and Editing and proofreading a. Prewriting Prewriting is the first step in writing process.

Sometimes, the student has a trouble to think about what they want to write first. In prewriting, the paper has some techniques to help these problems to get a topic to write. According to (Zemach & Lisa, 2005), before you begin writing, you decide what you are going to write about. Then you plan what you are going to write.

This proces is called pre-writing. 1. Free writing Free riting ill the problem hen rite the first time. The topics of the writing decide the writing process at the first time. The students will ignore the spelling, grammar or punctuation first. The students will write the sentences by sentences without stopping.

If the writer got stuck of words, they w" looing or to "Ithis the writer will familiar with the act of writing (Langan, 2010). The example, My Job I have hdgo ndbdjostht'sfos. t a ret earning money for the first time. I shoveled snow for my neighbor, a friend of mine and me did the work and had snowball fights along the way. I remember my neighbor reaching into his pocket and pulling out several dollars and handing us the money, it was like magic.

Then there was the lawn mowing, which was also a good job. Basic Academic Writing|2 Ioe m a lan wileh wswyt wrk. Te'doit by my self in her cool living room and have a coke she left in the refrigerator for me. And look trough all her magazines. Then there was the

job that left me wiped out after my shift. I have to wait on customers and bus tables while listening to my boss complain.

I only got minimum wage. I have to unload delivery trucks. The manager was a real creep, he enjoyed treating all the other guys much better than me. He would go to weddings, and he made nasty comments about the way I look, my clothes and everything. Even my race. I thought I would make a lot in tips. Then I find out I have to share them with the other workers.

I will never work in a dinner again. 2. Questioning In Questioning, the writer make some question base on the writer topic at the first, it can be 5W+1H such as; Why? When? Where? Who? How? and What ways? Example the story "My job" (Langan, 2010).
Questions: Answers: What did I hate about the job? Very hard work poor pay unfair, nasty manager, bad working conditions.

How was the work hard? Carried heavy trays, unloaded heavy cartons from trucks, keeping track of what I took off washed dishes Why was pay poor? Earned minimum wage Had to share tips with coworkers How was the manager unfair? Favored coworkers over me when giving days off Didn't like to let students Made insulting remarks about my Basic Academic Writing appearance/race In what ways were working conditions bad? Kitchen hot, boss was overly critical of my work 3.

Making a list Making a list is to knowing about brainstorming. Brainstorming is a way to gathering ideas about a topic to (Zemach & Lisa, 2005). The writer made a list base on their topic. The writer can write the detail list that they think it is important in the writer topic such as write single word, phrases or sentences that are connected to the topic.

According to (Oshima & Ann, 2007) , listing is a prewriting technique in which you write the topic at the top of piece of paper and then quickly make list of words or phrases that come into your mind. The example: Dinner and trucks stop job-worst one I never had Manager was unfair and nasty Worked ten hours a day, sixty hours a week Waited on customers, bused tables, cleaned bathrooms Washed dishes in hot, steamy kitchen, unloaded heavy cartons off delivery trucks Got paid minimum wage Had no social life Sometimes had to work over time-no extra pay Boss always critical of my work Manager hated college kids, treated them worse than other workers Could get a day off to rest or be with friends No real friends at this job-no social life Basic Academic Writing Asked for two days off to go to a wedding – no way! Hurt my back Had to work at least sixty hours a week to make tuition for first semester in college Boss was insulting, even made racial remarks Ridiculed my hair, clothing Had to share my tips with other workers in the kitchen and cashiers- not just with other servers 4. Clustering Clustering, can call as

Mapping.

This step will help the writer whom they like to think in visual ways. In clustering the paper will show about subject by using lines, arrows, boxes and circles. Clustering connect them each other and put the main idea in the central of the circle (Langan, 2010). To make a map, use whole sheet of paper, then the writer put the main topic in the middle of the circle, then the writer put the next idea in a circle above or below in the writer topic (Zemach & Lisa, 2005). The example, Basic Academic Writing|5 5. Preparing a Scratch Outline On scratch outline, we will make a solid outline.

We make the point with supporting sentences. The scratch outline is a plan or blueprint to help you achieve a unified, supported, and well-organized composition (Langan, 2010). The example, Dinner and truck stop job-worst one I never had 3 manager was unfair and nasty 2 worked ten hours a day, sixty hours a week 1 waited on customers, bused tables, cleaned bathrooms 1 washes dishes in hot, steamy kitchen, unloaded heavy 2 got paid minimum wage Had no social life A few times had to work overtime no extra pay 3 boss always critical of my work 3 manager hated college kids, treated them worse than other workers Can't get a retreat No real friends at this job 3 asked for two days off to got to a wedding-no way! 3 hurt my back 2 had to work at least sixty hours a week to make tuition for first semester in college 3 boss was insulting, even made racial remarks 3 ridiculed my hair, clothing 1 I had to mop floors 2 had to share my tips with other workers in the kitchen and cashier-not with other servers Basic Academic Writing|6 1weinteiee, idkno o ls eunlod trucks, cleaning bathrooms b.

Writing the First Draft The second steps are writing the first draft. The students write the sentences by sentences. In writing the first draft, the writer probably found the hit snag. One of the ways to avoid these problem is the students can leave the blank space and the students w"o . n fdraf also ignore yet about spelling, grammar or punctuation.

The students just write the idea and develop the supporting idea (Langan, 2010). The example, The crescent dinner and truck stop job was the pit. Working at the crescent falls dinner and stop was the worst job I ever had. The work was physically very hard. During my long ten hour day I had to carry heavy trays of food to the customers, and the tables had to be cleaned. Then, you would wash dishes and then go unloaded.

The second bad feature that made the job a worst one was the pay. The pay was lousy. I had to work at least sixty hours a week to afford net smsr'sn. Ionlyinimaend hd sa my tips with the kitchen workers too. And the boss was a creep who hated me because I was a college student, he gave me lousy hours. Even called me horrible names to my face. DETAILS! c. Revising Revising step arrange the sentences correctly. The students

focus on grammar.

The students can add, delete or arrange the sentences by sentences. Revising focus on the coherence sentences between **main idea and supporting idea** (Langan, 2010). The example: Basic Academic Writing|7 . **First of all I had to clean the tables** I sixty-pound , because slurs .

Finally in a hot and steamy kitchen tyrant terrible made racise Working at the crescent falls dinner **and truck stop was the worst job I ever had.** The work was **physically very hard.** During my ten hour days I had to carry heavy trays of food to the customers. And the table had to be cleaned. You would wash dishes and then go unload the delivery truck. Lifting heavy **cartons of food supplies.**

At the same time I had to keep track in my head of all the cartons I had unloaded. **The second bad feature** that made the job a worst one was the pay. The pay was lousy. I had to work at least sixty hours a week to **next tuition, got only minimum wage, and I had to share my tips with the kitchen workers too.** **The working conditions were horrible.** I had to wash dishes. Once. When unloading a truck.

I hurt my back so badly I was out of work for a week without pay! And the boss was a creep **who hated me cause I was a college student, he gave me** lousy hours. Even called me horrible names to my face. d. Editing and Proofreading The process of editing is to choose which are sentences more relevant and interesting topic (Zemach & Lisa, 2005).

These are two tips in Editing and Proofreading : Tips1. One helpful trick at this stage **is to read your paper** out loud. You will probably hear awkward wordings and become aware of spots where the punctuation needs to be changed. Make the improvements needed for your sentences to read smoothly and clearly (Langan, 2010). Tips2.

Another strategy **is to read your paper backward, from the last sentence to the first.** This helps keep you from getting **caught up in the** flow of the paper and missing small mistakes — which is easy to Basic Academic Writing|8 washed C F D customers minimum because **ridiculed my clothes, and** unloaded H do e ou're fwwymeant say (Langan, 2010).

The example, After typing into his word-processing file all the revision in his paragraph, Mike printed out another clean draft. He then turn his attention to editing changes, as shown here: **My job at the crescent falls dinner and truck stop Working at the crescent falls diner and truck stop was the worst job I ever had.** **First of all, the work was physically very hard.**

During my ten hour days; I had to carry heavy trays of food to the customers and I to clean the tables. I would wash dishes and then go unload the delivery truck, lifting sixty-pound cartons of food supplies. The second bad feature was the pay. I had to work at least sixty hours a week for a semester's back wage, and I had to share my tips with the kitchen workers too.

Finally, the working conditions were horrible. I had to wash dishes in a hot and a steamy kitchen. Once, when unloading a truck, I hurt my back so badly I was out of work for a week without pay! And the boss was a tyrant who hated me because I was a college student. He gave me terrible hours. Even made racist slurs to my face.

Basic Academic Writing|9 Unit 2 SENTENCE VARIETY A sentence is a group of words that contains at least one subject and one verb and expresses a complete thought. Sentences divided into four types: simple sentences, compound sentences, complex sentences, and compound-complex sentences. First, discuss about simple sentences. Sentences in English are traditionally described as simple, compound, complex, or compound-complex. (Langan, 2010). a.

Simple Sentence 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) (Oshima & Hogue, 2007). Example: My sister read the magazine. The manager came late today. Ira plans to go to Bali next month. Dangry Thomas yelled. 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. Sentence "formula" The Star Wars movies were international hits. SV Young people and adults enjoyed them. SSV The films entertained and thrilled audiences everywhere. SVV Luke Skywalker and his friends battled evil and made us laugh at the same time. SSVV Basic Academic Writing|10 b.

Compound Sentence A compound, "e made oft w(more) simple sentences. The two complete statements in a compound sentence are usually connected by a comma plus a joining word (and, but, for, or, nor, so, yet). A compound sentence is used when you want to give equal weight to two closely related ideas.

The technique of showing that ideas have equal importance is called coordination (Langan, 2010). Following are some compound sentences. Each sentence contains two ideas that the writer considers equal in importance. Independent Clause An independent clause is a clause that contains three things: 1. A subject (something or someone that

the sentence is about) 2.

An action (a verb - something that is being done) 3. A complete thought (there are no questions as to meaning at the end of the sentence) Coordinator There are seven coordinators in the English Language: For, And, Nor, But, Or, Yet, So. We can use the acronym FANBOYS to help you remember the seven coordinators.

When we have two independent clauses joined by one of these coordinators, that is a compound sentence. Usually a comma is required, before the coordinator. Example: 1) Becky wishes she could be younger, for everyone else in the program is half her age. Becky wishes she could be younger is an independent clause. "Becky" is the subject, "wishes" is the action, and a complete thought is expressed.

Basic Academic Writing|11 " Everyone else in the program is half her age " is an independent clause. "Everyone else in the program" is the subject, "is" is the action, and a complete thought is expressed. "For" is the coordinator, and a comma (,) is correctly used before the "for." 2) I am very smart, yet I do not enjoy school.

" I am very smart " is an independent clause. "I" is the subject, "am" is the action, and a complete thought is expressed. " I do not enjoy school " is an independent clause. "I" is the subject. "enjoy" is the action. A complete thought is expressed. The coordinator "yet" is used, and correctly preceded by a comma (,). 3) Alex likes to fish, and he is going fishing on Friday.

" Alex likes to fish " is an independent clause. "Alex" is the subject, "likes" is the action, and a complete thought is expressed. " He is going fishing on Friday " is an independent clause. "He" is the subject, "is going" is the action, and a complete thought is expressed. The coordinator "and" is used, and a comma(,) is correctly used before the "and." 3.

Complex Sentence A complex sentence is a sentence that contains an independent clause (or main clause) and at least one dependent clause. Another definition of complex sentence is a sentence which made up of a main clause with one or more dependent clauses joined to it with an appropriate conjunction or pronoun. In another way, complex sentence is a combination of one independent clause and one (or more) dependent clause(s).

Simple definition of a complex sentence Basic Academic Writing|12 Anna left the party early because she was tired. is a combination of one independent clause and one (or more) dependent clause(s) (Oshima & Hogue, 2007). The notion of complex sentence in general is a multilevel compound sentence, which consists of one independent clause

and one or more dependent clauses.

Independent clause is a clause that can stand alone and has intact meaning, at least consisting of the subject and predicate. Meanwhile, dependent clause is a clause that can not stand alone, so it must be connected with an independent clause or main sentence so that clause have meaning. Independent clause in the complex sentence is called the main clause, while the dependent clause in this sentence is sub-clause or clause.

To connect an Independent clause with sub clause in the form of adverb clause is used subordinating conjunction, meanwhile to connect Independent clause with sub clause in the form of adjective clause or noun clause using relative pronoun. Subordinating Conjunctions are after, although, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever and while (Bailey, 2006). Hold the eat's mouth closed while you count to ten. In a complex sentence, when the dependent clause comes first, separate the clauses with a comma.

When the independent clause comes first, do not separate them Example, a. Because she was tired, Anna left the party early. b. Anna left the party early because she was tired. INDEP. CLAUSE DEP. CLAUSE INDEP. CLAUSE DEP. CLAUSE Basic Academic Writing|13 4. Compound Complex Sentence Compound complex sentence is made up of two (or more) simple sentences and one or more dependent statements by addig subordination and coordination. Subordination and coordination are ways of showing the exact relationship of ideas within a sentence.

Through subordination, we show that one idea is less important than another. When we subordinate, we use dependent word such as when, although, while, because and after. Through coordination, we show that ideas are of equal importance. When we coordinate, we use the word and, but, for, or, nor, so, and yet.

Keep in mind that, very often, the relationship among ideas in a sentence will be clearer when subordination rather than coordination is used in the following examples, there is a solid line under the simple sentences and a dotted line under the dependent statements (Langan, 2010). Example, When the power line snapped, Jack was listening to the stereo, and Linda was reading in bed.

After I returned to school following a long illness, the math teacher gave me makeup work, but the history teacher made me drop her course. Exercise, Underline the subjects with one line and the verbs with two lines. 1. The visitors have gone away. 2. I sent a book for you two days ago. 3. They have eaten all the bread. 4. He composes a great

music. 5. A boy gave her flowers.

Basic Academic Writing|14 Exercise, For each set of sentences, make a compound sentence or a simple sentence with two verbs. Use the coordinating conjunction and, yet, nor, for but, or, or so to join the sentences. Punctuate carefully. There may be more than one way .to combine some of the sentences. 1. Tblac has on es, he k y tricks. 2. You could cry like a baby, or you can clean your room like a man. 3.

Arleen's ould w, nor could she play with that other boy. 4. Iw Iw. 5. Ido myork My parents punished me. 6. Let's go to the imming l. Ithe 7. The little boy did not like to go to school. He went anyway. Exercise, Underline independent clauses with one line and dependent clauses with two lines, circle the subordinators. and add a comma if necessary. 1.

Tom is a cat which is very faithful. 2. Because she had free time during last holiday she rearranged her house. 3. He was cleaning the kitchen when he found a lot of expired food. Exercise, Specify independent clause, dependent clause, coordinate conjunction, and subordinating from the sentences. 1.

Because you were late, we could not watch the movie from the beginning; and I need to re-watch it again. 2. I do not like the cookies that she bakes, but I still eat it. Basic Academic Writing|15 3. The computer that is broken, needs to be repaired, but I do not have enough money. Basic Academic Writing|16 Unit 3 PARAGRAPH FORMAT a.

Organization There are several things for every writer in writing a paragraph. If you want to start writing, surely there must be an initial step to start. Follow the instructions after the model when you prepare assignments for this class. Hogue (2007) said, there are two instructions in organization writing. The first is handwritten and the second is computer-written work. Steps of organization for handwriting 1. Paper Use 8-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 sentenceinch from the left margin. 6. Margins Leave 1-inch margin on the left and right

sides of the paper. Also leave 1-inch margin at the bottom of the page. 7. Spacing Leave a blank line between each line of writing. Steps of organization for type a paper on the computer.

1. Paper Use 8-inch-by- 11-inch white paper. 2. Font Use a standard font, such as Times New Roman. Do not use underlining, italics, or bold type to emphasize words. It is not Basic Academic Writing|17 co1Text to do so in academic writing. Use underlining or italics only when required for titles of books and some other publications. 3. Heading Type your full name in the upper left corner inch from the top of the page. On the next line, type the course number.

On the third line of the heading, type the date the assignment is due in the order month-day-year with a comma after the day. 4. Assignment Title Skip one line, and then center your title. Use the centering icon on your word processing program. 5. Body Skip one line, and start typing on the third line. Use the TAB key to indent (move to the right) the first line of the paragraph.

(The TAB key automatically indents five spaces.) 6. Margins leave 1-inch margin on the left and right. 7. Spacing Double-space the body b. Capitalization. According Homann (2011) "when we capitalize usually signifies importance. Below is a list of instances and examples we need to read." In English, there are many rules for using capital letters such as: When to Capitalize - The First Word of a Sentence The first word of a sentence should always be capitalized.

It is easy to take care of turtles. The house on the corner is for sale. - Proper Nouns Proper nouns, which include the names of people and places, should always be capitalized. I always find time to email Karen. Basic Academic Writing|18 Karen is the name of a person. Last summer we went to Scotland for three weeks. Scotland is the name of a place.

- Given Titles as Part of Proper Names Capitalize the title when it directly refers to the individual. In most instances, you do not capitalize the title if it is used after the name as a description. I enjoy listening to Professor Hall's lecture "Prof is called because part Hall's title Professor, when the due? Professor" is capitalized professor at my school, gives interesting lectures. "Prof not capitalized because it is Johnson Titles Capitalize the first and last words in a title. Also capitalize nouns and verbs within a title.

Prepositions and articles are not capitalized unless they are the first or last word of the title. To Kill a Mockingbird "o" is first word title. Kill" is capitalized because it is a verb. The word "a" is capitalized because it is an article. "k" is called because The Catcher in the Rye "he" is first word so is capitalized

"her" is capitalized because it is a pronoun.

The word "the" is not capitalized because it is an article.

When Not Capitalize - Names of Seasons Do not capitalize the names of seasons (winter, spring, summer, or fall). My favorite season is winter. In California, it is too hot in the summer.

I am enrolled in five classes for the fall 2013 semester - Directions Do not capitalize the names of directions (north, east, south, or west). An Canada is north of the United States. Here, north is to the north and not North. Here, North is of place. The First Word in a List of Common Nouns after a Colon Do not capitalize the first word after a colon when introducing a list of common nouns.

Adam plays three instruments: the piano, the drums, and the guitar. This is the common and the first word of the list after the colon. Capitalization is a key element to proper writing but it best when not overused. These rules use capitalization (Oshima, 2007): Basic Academic Writing|20 No Rules Example 1 The first word in a sentence My best friend is my do.

2 The pronoun He and I never argue 3 Abbreviations and acronyms formed from the first letters of words USA IBM AIDS UN VW CBS 4 All proper nouns. Proper nouns include a. Names of deities b. Names of people and their titles a. God, Allah, Shiva b. Mr. and Mrs. John Smith President George Washington BUT NOT a title without a name my math professor, the former prime minister Note: Some writers capitalize titles such as president and prime minister when they clearly refer to one person The president (or President) will speak to the nation on television tonight. c.

Names of specific groups of people (nationalities, races, and ethnic groups), languages, and religions d. Names of specific places on a map e. Names of specific geographic areas BUT NOT the names of compass directions f. Asian, Caucasian, Japanese, Indian, Muslim, Hispanic d. New York City, Indian, Ocean, North Pole, Main Street. e. the Middle East, Eastern Europe. Drive east for two hours. Basic Academic Writing|21 directions f.

Names of days, months, and special days BUT NOT the names of the seasons g. Names of specific structures such as buildings, bridges, dams, monuments h. Names of specific organizations (government agencies, businesses, schools, clubs, teams). i. Names of school subjects with course numbers. BUT NOT names of classes without numbers, except language. j.

First, last, and all important words in the titles of books, magazines, newspapers, plays,

films, stories, songs, paintings, statues. television programs. blocks, and then turn south.
f. Monday, January, Independence Day, Ramadan. spring, summer, fall (autumn), winter
g. Golden Gate Bridge, the White House, Aswan High Dam, Taj Mahal h.

State Department, Harvard University, French Students Club, Bank of Canada, New York
Yankees, Red Cross i. Business Administration 312 Chemistry 101 Chemistry, French
literature j. War and Peace, Toronto Star, Jingle Bless, The Three Little Pigs, Paris Match,
Indiana Jones Basic Academic Writing|22 and The Temple of Doom Note: Italicize (or
underline) titles of books, magazines, newspapers, plays, and films.

Example of Paragraph Format Marciela Perez English 001 April 2, 2007 Introducing
Myself Hello! I would like to introduce myself to you. My name is MarcielaPerez. 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. Exercise, In the following sentences, change small letters to capital letters where
necessary. 1. /arnaz is a student from /ran. She speaks /english, french, and farsi. Basic
Academic Writing|23 2. her major is business. 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 studying 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. Exercise, In the following paragraph, change small letters to capital letters

wherever it is necessary.

a future businessman i would like to introduce my classmate robertosanchez. he is from the beautiful island of puertorico 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 saturdaynights 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 Basic Academic Writing|24 computer science at a university. after graduation, he wants to work for a large tech company such as intel or ibm. Basic Academic Writing|25 Unit 4 FACT AND OPINION PARAGRAPH Being able to discern the differences between fact and opinion will help your evaluation of the reliability and usefulness of texts you encounter. Critical thinking is the best possible way of determining which statements are fact and which statements are opinion. a.

Distinguish between Fact and Opinion A fact is a piece of information that is true: That film was three hours long. An opinion is an idea or belief about a particular subject: That film was boring. Writers use facts to support their opinions to show why they hold their beliefs (Dorothy & Rumisek, 2005).

When reading, it is important to distinguish between facts: Rice is grown in warm wet climates, and opinions: I like rice (Bailey, 2011). Before going any further, let's define the two important terms. Facts are: ? things known for certain to have happened. ? things known for certain to be true. ? things known for certain to exist. Opinions, on the other hand, are: ? things believed to have happened. ? things believed to be true. ? things believed to exist.

The key difference between fact and opinion lies in the difference between knowing and believing. Opinions may be based on facts, but they are still what people think and believe, not what they know. Opinions are debatable; two different people could have two different opinions about the matter. Facts, however, are not debatable.

Two different people would have a hard time debating a fact. They might not agree on how to interpret the facts, but they would have to agree on the facts themselves. Asking

Question, Basic Academic Writing|26 ? Can this statement be debatable? ? Is this something known to be true? I ou an er Y the irst it be opinion . fycansw“es”to secone, probably a fact. For example, look at the following sentence: Our cho o ayu ushv vraerdr to participate in school sports.

Does this topic sentence explain a fact or an opinion? Well, is it debatable? someone P an't. t's matter fact, something that could be proven by a quick visit to the principal or the athletic department. On the other hand, look at the following c(it aref; diferent rom prevexample though it looks the same.

Our school should have a policy that you must have at least a coverage to participate in school sports. Now, is this something known to be true, or is this something debatable? Clearly, different people can have different opinions on this I opinion. Writers often provide clues when they are expressing a fact or an opinion.

Look at the following passage, for example: I think school days should be extended until 4:00. Many children g hm ar sol ton ep hus. Teelake chre a often alone for hours until their parents come home from work. In fact, a recent survey in our school district found that are more than 50% of fourth graders are home alone for two or more hours a day.

Of these four sentences, three say facts and one says an opinion. Can you tell which one is opinion? It should be pretty easy to a fall, the sentencith " think O the other three Basic Academic Writing|27 sentences, one offers a clear clue that it is a fact. Like the opinion, it begins ith a signal "n ft " Consider th is "etball more iting oo This statement is debatable.

You could argue that football is more excthan etball, that 're both equallyiting, or ev that 're dreadf All statement s are opinions. "etball a sport" is debatable; impossible disagree ith statement. t's kn be true. hus, it's ft (Elizabeth, 2001). b. Organising and Writing Paragraph Fact and Opinion An opinion and fact Paragraph is a formal piece of writing.

It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples. You should also include the opposing viewpoint in another paragraph (Evans, 1998). To write an opinion paragraph, first you have to answer this question: What do I want to think or do? Then brainstorm ideas and narrow your topic.

Use modal auxiliaries and connectors of cause and effect. 1. Using modal auxiliaries When you speak, you introduce opinions with phrases like I think, In my opinion, and I believe. In general, these introductory phrases are not needed in writing. They can even

make you sound less sure of your ideas.

Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to express their opinions. auxiliaryvshowthe of a riter's opinion or argument.

Affirmative: The city could add more cycle paths. Basic Academic Writing|28 should

ought to has to / must Negative: The city doesn't e to allow more cars shouldn't cmust

Example: Dear Editor, Igeithill Aa'spn in h rent ler sy tht people should ride their bicycles into town. However, there is one problem with this idea.

The roads in town are so narrow and full of ca ayu n't ebclwTecityusmkesm cycle paths for people to use. Maybe the city could charge a small additional tax on fuel to pay for the cycle paths. Motorists have created the problem, so motorists should pay for the solution. The city ought to support cyclist like Bill Adams by making more cycle paths. 2.

Connectors of cause and effect How to use connectors of cause and effect for expressing opinions? Because, since, and so are connectors of cause and effect. They join two ideas when one idea causes or explains the other. Because and since introduce the cause or reason, and so and therefore introduce the effect or result: Cause / reason Petrol is becoming scarce and expensive Effect / result We should develop electric cars For example: Basic Academic Writing|29 Because petrol is becoming scarce and expensive, we should develop electric cars.

We should develop electric cars, since petrol is becoming scarce and expensive. Petrol is becoming scarce and expensive, so we should develop electric cars. Therefore is slightly different. It joins the ideas in two sentences: Petrol is becoming scarce and expensive. Therefore, we should develop electric cars (Zemach & Rumisek, 2005). c.

Transition Words Helen (2017) Transitional words and phrases can create powerful links between ideas and in your paper and can help your reader understand the logic of your paper. However, these words all have different meanings, nuances, and connotations. Before using a particular transitional word in your paper, be sure to understand its meaning usage opletelyand sure it's night h for the logic in your paper.

Addition Furthermore, In addition, Further Besides, More Moreover, Even, First Second, secondly, etc. In the second place, Next, Finally Also And, or, nor, Too, Again, Last, Lastly Time Immediately Later, earlier Soon Sometimes Following At length, This time, Never Afterwards In the meantime Now, until now Once Subsequently Simultaneously Always Whenever Basic Academic Writing|30 Place Here Beyond Adjunct to There Wherever Neighboring On Nearby Opposite to Above, Below Exemplification or illustration To illustrate For instance For example To demonstrate E.g.,

(for example) As an illustrate Specifically to Cause/ Effect Cause Effect Because Since On account of For that reason Therefore Thus Consequently Hence Accordingly **As a result Purpose In order that** For this purpose So that Qualification Almost Never Nearly Perhaps Always Maybe Probably Frequently Although Intensification Indeed Of course Without doubt In fact Doubtably Yes, no Surely **To repeat By all means** Certainly Undoubtedly Basic Academic Writing|31 **Concession To be sure** Granted Of course, it is true Summary To summarize In sum In brief To sum up In short In summary Exercise, Determine whether the following sentences express a fact or an opinion.

Write F for fact and O for opinion before each sentence. 1. People should spend less time on the internet and more time with one another. 2. **There ought to be** better rules for protecting children on the internet. 3. The internet is an amazing research tool. 4. Many children look up to top entertainers and athletes are good role model. 5.

Many professional athletes earn millions of dollars each year Exercise, **Dear editor, More people should ride bicycle into town. Last year, seventy- three percent of all workers drove their own car to work. Car traffic in town is terrible, parking places are hard to find, and pollution from cars is a** areal problem.

Citizen who want a cleaner, nicer place to live ought to try this non-polluting formof transport, tool the city **must not allow this problem to get worse. Instead, people should ride bicycle to work and school-and enjoy the health benefits of daily exercise.** Bill Adams Bellingham 1. **What is the main idea of this paragraph?** circle the sentence. Basic Academic Writing|32 3. **Underline the sentences or parts of sentences that show an opinion.** 4.

Why **do you think the writer included a fact in this paragraph ? Do these types of writing use nostly facts, mostly opinion, or an even mixture of both? Write F for fact, O for opinion, or B for Both, Explain your choices to a partner.** a. film review b. advice colu,m c. **police report of a crime** d. travel brochure e. news report f. **book report for a** university literature class g. magazine advertisement h.

personel **e-mail to a friend** Basic Academic Writing|33 Unit 5 **CAUSE AND EFFECT PARAGRAPH** Isaac Newton states **there is an equal and opposite** reaction. Every action results in another action (a reaction). Or, in other words, **for every action, there is an effect caused by that action.** Like-wise, each action **is caused by a** previous action. In other words, each action has a cause something that made it happen — and an Effect something that makhappen.

and it, we have without other. That's why it's very important to be able to distinguish between the two (Chesla, 2001). a. Distinguishing **between Cause and Effect** **Cause and effect is** not only in paragraph or essay, but one sentence sometimes has been there a cause and effect. Sometimes, we are confused how to differentiate **between cause and effect in** an essay or paragraph.

Therefore, we must know how **a cause and effect** can be applied in a paragraph; however, we must know how **the cause and effect in** sentence, because it begins from a low thing to a higher level. **Sentences built using cause and effect usually involve an action that is making something happen and the result of that action.** We can usually find sentences built this way by key words and phrases they use: so, since, **as a result of**, cause, effect.

It's important to note that the cause is usually written before the effect is, but there are rare cases when the effect will be written first. We should realize, however, that no matter what order we present cause and effect in with our sentences, we cannot have an effect happen before a cause. When writing a cause and effect argument, we will be writing many cause and effect sentences.

To help we better understand how these sentences are created, here are a few Basic Academic Writing³⁴ examples that have been dissected to show the separate cause and effect parts. Example: It had begun to rain so Sally and Jake had to run inside. Explanation: **Cause: It had begun to rain.** Effect: **Sally and Jake had to run inside.** Key word: so From the text above we must know that **cause and effect is a** text which explains about the world such as rain.

A cause and effect will discuss about what this happens and why this happens (Gaetz and Phadke, 2015). Actually, **the cause and effect is** more to analysis about something. Cause is the reason that something happened or **it can be said** a cause is something that makes something else happen, while the thing that happened is effect or the result of the cause. So, the cause and the reason are very different and they cannot be equated. b.

Organizing and Writing Cause and Effect Organizing is making some steps to easier in achieve a purpose by giving a sign and information that can remember such as writing. The writing is an idea that is poured **in the form of a** word, clause, sentence and even text where the writing have some a rules which must understanding by all human like point, comma even capitalization. The writing does not only speak about a sign but how to create a creating and innovative work.

The making can help someone in the writing, when someone writing certainly they need

the way to get what they think and according by thinking in the brain of someone. Basic Academic Writing]35 The cause and effect have some rules which must follow to be easier to writing cause and effect. Cause and effect writing explains why an event happened or what the consequences of such an event our.

A cause and effect paragraph can focus on causes, effect, or both. When the writing starting, there are two things to note that is (Gaetz and Phadke, 2015): 1. Indicate whether we are focusing on causes, effects, or both, because a paragraph is not very long, it is often easier to focus on either causes or effects. If we decide to focus on both cause and effects, make sure that our topic sentence announces our purpose to the reader. 2.

Ensure that our causes and effects are valid. Determine real causes and effect, and do not simply list things that happened before or after the event. Also, verify that our assumptions are logical. Example: Illogical: The product does not work because it is inexpensive. This statement is illogical, because quality is not always dictated by price. Better: The product does not work because it is constructed with poor quality materials.

Writing cause and effect clearly requires a tecique which the writer brainstorm ideas in applicable way to state in written text, suc as: Exploring Topics To explore a topic, we will try an exploring strategy to generate ideas about different topics. Imagine that we had to write a cause and effect paragraph about employee absenteeism. Basic Academic Writing]36 We might brainstorm and think of as many cause and effects as possible.

The brainstorm or brainstorming is a technique in writing to get creative ideas that are to list or write what is there in our mind with using a sign to be easier and understanding the way of idea which wants. Example: Stating the Topic Sentence The topic sentence in a cause and effect paragraph must clearly state whether the focus is on causes, effect, or both.

Also, make sure that we have clearly indicated our controlling idea. Read the following examples of topic sentences. Notice that the controlling ideas are interlined. The Great Depression was caused by many factors. Topic controlling idea (cause) The Great Depression changed the values of Canadian society in a profound way. Topic controlling idea (effect) The Great Depression, which was caused by many factors, changed the values of Canadian society in a profound way.

Topic controlling idea (cause and effect) So, this is very important to give information that our topic sentence contains cause, effect or both. Besides that, by this way, we are easier to write a cause and effect paragraph because this way to help our writing is not

wrong. The reader is also confused Causes Child is sick Employee is sick Personal problems such as marital strife, depression Lack of motivation Effects Other employees do more May lose job Could get demoted May develop financial problems Basic Academic Writing|37 about our writing, and then the reader can understand what we mean.

Stating the Supporting Idea After we have developed an effective topic sentence, generate supporting ideas. When planning a cause and effect paragraph, think of examples that clearly show the causes or effect. Then arrange our examples in emphatic order. Emphatic order means that we can place our examples from the most to the least important or from the least to the most important Besides that, avoid attributing a simple or general cause to a complex issue. When we use expressions such as "it that" or a "cis" show that e awofthe complex factors involved in the situation.

Oversimplification: The high murder rate in cities is caused by easily obtained firearms. This is an oversimplification of a complicated problem. Better: a possible cause of the high murder rate in cities is the abundance of easily obtained firearms. Visualizing : The paragraph plan and The first draft Visualizing is the image or planning that are in our mind which then written in the form of writing.

Visualizing consist of two part that is the paragraph plan and the first draft. 1. The Paragraph Plan In the paragraph plan is asked we to plan our paragraph before we write our final version. Also, think about the order of ideas. Arrange the supporting details in a logical order. As we make our plan, ensure that we focus on causes, effect, or both.

Example: Basic Academic Writing|38 Topic sentence : Smoke-free work zones, implemented for obvious reasons, have had surprising consequences for employees. Support 1 : Smokers stand at entrances to have their cigarettes. Details : - drop their cigarette butts on the ground - Heavy smoke at the entrances Support 2 : Smokers take more breaks Details : - Need frequent cigarette breaks - Not fair to others who must do extra work Support 3 : Smoking culture influences nonsmokers.

Details : - Nonsmokers take breaks with their smoking friends - Some nonsmokers become smokers The point of view, the plan paragraph is a listing and gives some details about supporting ideas and repeats with different supporting ideas and gives some details also. But, when we the plan paragraph, we must consistent about our writing, if we want choice a cause paragraph then we must do it and if we want to choose a effect or both then we must doo it also. 2. The First Draft After we outline our ideas in a plan, we are ready to write the first draft. Remember to write complete sentences.

We might include transitional expressions to help our ideas flow smoothly. Example: Basic Academic Writing|39 Smoke-free work zones, implemented for obvious reason, have had surprising consequences for employees, first, smokers light up outside the main entrances of buildings, and nonsmokers must pass through a cloud of heavy smoke to get inside.

Additionally, the ground outside entrances is littered with cigarette butts, which smokers do not consider as pollution. Moreover, smokers get more breaks because they frequently leave their workstations to have cigarettes, some people smoke cigars, and others smoke pipes. The nonsmokers must work harder to cover for their smoking colleagues, and this makes the nonsmokers resentful.

Another suppressing consequence is that the smoking culture influences nonsmokers. Former smokers, to those who have never smoked, sometimes get into the habit of smoking in order to socialize with their colleagues during the many breaks. Although nonsmoking rules are in the public interest, the consequences of such rules should be examined more thoroughly. 3.

Revising and Editing Revising and editing is two forms that cannot be separated, because they complete each others. Revising is an activity that make perfect about the something where the something is worksheet which part of some words or sentences. It can be said, revising is how we see the writing and then analysis about the writing, the revising can be corrected by self or peer friend even the teacher.

After finding of mistakes about the writing then the next step is editing, because the editing is the way to improve the writing. The improve can consist of the structure, punctuation or the meaning. Example: Basic Academic Writing|40 Smoke-free work zones, implemented for obvious reason, have had surprising consequences for employees, first, smokers light up outside the main entrances of buildings, and nonsmokers must pass through a cloud of heavy smoke to get inside.

Additionally, the ground outside entrances is littered with cigarette butts, which smokers do not consider as pollution. Moreover, smokers get more breaks, because they frequently leave their workstations to have cigarettes, some people smoke cigars, and others smoke pipes. The nonsmokers must work harder to cover for their smoking colleagues, and this makes the nonsmokers resentful.

Another suppressing consequence is that the smoking culture influences nonsmokers. Former smokers, to those who have never smoked, sometimes get into the habit of

smoking in order to socialize with their colleagues during the many breaks. Although nonsmoking rules are in the public interest, the consequences of such rules should be examined more thoroughly. 4.

Editing Smoke-free work zones implemented for obvious reason have had surprising consequences for employees. Firstly, smokers light up outside the main entrances of buildings, and nonsmokers must pass through a cloud of heavy smoke to get inside. Additionally, the ground outside entrances is littered with cigarette butts which smokers do not consider as pollution.

Moreover, smokers get more breaks because they frequently leave their workstations to have cigarettes, some people smoke cigars, and others smoke pipes. The non smokers must work harder to cover for their smoking colleagues, and this makes the nonsmokers resentful. Another suppressing consequence is that the smoking culture Basic Academic Writing|41 influences nonsmokers.

The smokers sometimes get into the habit of smoking in order to socialize with their colleagues during the many breaks. Although, nonsmoking rules are in the public interest, the consequences of such rules should be examined more thoroughly. c. Words Indicating Cause and Effect Transitions are important in cause-effect because they help indicate causation or effect regarding the topic.

Perhaps the most familiar cause-effect transition word becomes "because" because helps reader of the about cause-effect relationship. It is important to be clear which is the cause (or reason) and which is the effect (or result), and to use the correct transition word or phrase. Remember that a cause happens first, and the effect happens later. Below are some common cause and effect structure words.

X is used to indicate a cause, while Y is used to indicate the effect (Bailey,2003) Cause Effect Because of (X), (Y) So (Y) Because/since/as (X) Which is why, (Y) The first cause of (Y) is (X) Consequently (Y) As a result of (X), (Y) As a consequence, (Y) As a consequence of (X), (Y) Another result of (X) is (Y) The next reason is (X) Therefore, (Y) To result from (X) Thus (Y) (Y) is due to (X) Hence (Y) Owing to (X), (Y) (X) results in (Y) (Y) is because of (X) (X) causes (Y) Basic Academic Writing|42 (Y) is the effect of (X) (X) has an effect on (Y) (Y) is the consequence of (X) (X) affects (Y) To be the result of (X) (X) is one of the causes of (Y) NGL.Cengage.com /ELT. Example of Cause: a. Too because of days of heavy rain b. Worsening pollution levels in cities are due to the increased use of cars. c.

As a result of the increased use of cars, pollution levels in cities are worsening. d. The effect of the increased use of cars is a worsening of pollution levels in cities. Example of

Effect: a. It rained heavily for days, therefore the things were. b. Cars are used increasingly for urban transport. As a consequence, pollution levels in cities are worsening. c.

Increased use of cars for urban transport is one of the causes of worsening pollution levels in cities. According Zemach (2005), there are some rules that we must follow that are in punctuation note. a. When because or since begin a sentence, use a comma after the first part of the sentence (the cause) b.

When the effect or results comes first, do not use a comma before because and since. c. A result or effect beginning with so is usually the second part of a sentence. Use a comma before so. d. Use Therefore after a full stop. e. Use a comma after Therefore. Basic Academic Writing|43 Exercises, Carefully read the following topic sentence. Decide whether each sentence focuses on causes, effects, or both.

Look for key words that give we clues. Circle the best and sour. 1. People become homeless due to difficult life circumstances a. Causes b. Effects c. both 2. Homeless people must deal with difficult situation in their day to day a. Causes b. Effects c. both 3. Because of many problems at the Chernobyl nuclear site, the environment in Ukraine has changed forever. a. Causes b. Effects c. both 4.

Scientists have proposed many theories that explain the disappearance of the Dinosaurs. a. Causes b. Effects c. Both Exercises, Fill the blanks (1-7) on the following paragraphs by using the appropriate transition in the column. The twenty-first century is already turning out to be the century of the computer.

The computer revolution that started after the Second World War is now developing more quickly and computers are beginning to influence and take over nearly every aspect of our lives. Computers are clearly changing and affecting society in many ways. The two main effects computers have had on our lives are in the areas of economics and communications.

The computer has led to big changes in our economic and business lives. Businesses now have to be computerized or they risk failure. 1....., every big corporation bases its operation on computing, regardless of which sector they are in. 2....., Coca-Cola, BBC, Eis's et sell products and services, yet they all share one basic property-without computers their operations would collapse.

Computing is a generator of economic dynamism. China and India and many other developing countries have large IT sectors which drive their economies upwards. 3.....,

the more advanced economies, including Germany, the United States, Japan and Korea are moving from an industrial-based economy to a computer and IT-based one. The other important effect of the computer is that communication has been totally revolutionized. 4.....,

in the past, people wrote letters, which would often take weeks to reach their destinations, or speak on the phone, which was terribly expensive. Now they send e-mail. Instead of waiting weeks for a letter, e-mail has been written. 5....., many people use computers to communicate with people all around the world using chat rooms and chat programs, this way impossible before the computer became widespread.

6....., now people who live thousands of kilometers away from each other can communicate as much as they want and whenever they want using e-mail and chat rooms. 7....., computers have had a profound effect on our lives in many ways and it is in business and communication that they have had the greatest influence.

In the future, if the computer continues evolving at such speed, our business practices and methods of communication will undergo even greater changes. For instance In conclusion Moreover Furthermore As a results For example Consequently Basic Academic Writing|45 Unit 6 COMPARISON AND CONTRAST PARAGRAPH a. Organizing Comparison and Contrast Paragraph Comparison and contrast not only in the paragraph but also in the essay.

Sometimes we are confused to determine which contrast and comparison in paragraph or essay, but we must know how the comparison and contrast are applied in a paragraph before we learn more we should know first the basic understanding of comparison and contrast in paragraph. According to (Chesla, 2001) when you show how two or more things are similar you are comparing them.

When you show how two or more things are different you are contrasting them. This technique is used to judge items you're analyzing. By placing two (or more) items side by side, for example, you can see how they measure up against each other. How are they similar or different? And why does it matter? For example, you might say that Crouching Tiger Hidden Dragon is better than Star Wars.

Both featured warriors with special powers and a love story (comparison) in the ending, relied much more on their physical strength and automatic weapons, which are plentiful in Star Wars (contrast). And Crouching Tiger featured female warrior as strong as (or even stronger than) the male fighters (contrast). According to (Zemach E. D., 2005) the form

of comparison and contrast, the author aims to explain the differences or similarities about a thing such as places, objects, etc.

In compare means to discuss how to people, place, or things are similar. Contrast means to discuss how to people, place, or thing are different, example: Comparison: both teachers and student need to **spend a lot of time** preparing for classes. Basic Academic Writing|46 Contrast: one main advantage of a bicycle over a car is that does not create any pollution.

From the text above we must know that underline word is comparison explain about similar preparing for classes. while contrast that underline word explain about the different advantage of the bicycle over the car. After we understanding about comparison and contrast then before we starting to writing we have to know and found the structure or organizing in compare and contrast of paragraph (Chesla, 2001). There are two methods for organizing a comparison or contrast paragraph (Zemach D.E & Rumisek L.A, 2003): 1. Block organization 2.

Point-by-point organization Block Organization (1) Reading a story in a book is often very different from seeing it as a film. **When you read a story, you need to use your imagination.** A book usually gives a lot of description about the people, places, and things in **the story, so you can create picture** in your mind.

(2) **In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking.** Why you read you of information to see the story. However when you see a film it is a different experience. When you watch a film, you see information (3) The pictures on the screen give all the details by all the people, places and things in the story.

(4) The conversations are the spoken out loud, so you just listen and watch. The feelings all the people come through their faces, body movements, and voices, (4) although a book and a film might tell the same story. Reading a book and watching a film are very different experiences. Basic Academic Writing|47 First, write about supporting points for the first topic.

Then compare or contrast those same points to the second topic. **This type of organization could** be outlined like this: (1) Topic **sentence comparing or contrasting two topics (A and B)** (2) Points of comparison and contrast about topic A (3) Points of comparison and contrast about topic B (4) Concluding sentence Point-by-Point Organization **Compare or contrast one point about the two topics,** then a second point, then **a third point, and so on.**

This type of organization could be outlined like this: (1)Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities. First of all, both women had a difficult childhood. (2)Monroe spent many years without parents in an orphanage, Dmother t the f was only six. Later in their lives, both woman married famous men.

(3)Princess Diana married Prince Charles, and Marilyn Monroe married a famous baseball player and later a famous write. They also had difficult marriages and eventually separated from their husbands. Another similarity between Marilyn Monroe and Princess Diana was that they were both very popular.

(4) Dwc'Tpeople's rincbecshe as liked because she seemed very innocent. However, although they both seemed to have very happy lives, both women actually had emotional problems and often felt sad and depressed. Basic Academic Writing|48

(1)Topic sentence comparing or contrasting two topics (A and B) (2)First point of comparison or contrast (A1 and B1) (3)Second point of comparison or contrast (A2 and B2) (4)Third point of comparison or contrast (A3 and B3) (5)Fourth point of comparison or contrast (A4 and B4) (6)Fifth point of comparison or contrast (A5 and B5) (7)Concluding sentence b.

Common transitional words and phrase of comparison and contrast paragraph This below is common Transitional word and phrase of comparison and contrast paragraph (Zemach E. D., 2005). Comparative and contrast structures Using comparative structures: And : The man and the woman are tall Both : Both of the tables have broken legs. Both

And : Both my neighbor and selling our cars. Also : The shops are closing for the bank holiday. The post office is also closing Too : Katty is planning to go to party and maimuna is too. (5)Monroe went through serious depression and had to go to a hospital for treatment.

Likewise, Diana suffered from an eating problem and was depressed during parts of her marriage. A last similarity between Marilyn Monroe and Princess Diana was their deaths at an early age. (6)In fact, they were both thirty - six years old when they died. Monroe in 1962 and Diana in 1997,maybe their similar life circumstances and lifestyle, explain why Princess Diana and Marilyn Monroe also had similar personalities.

Basic Academic Writing|49 Neither..nor : Neither Joe nor Steve went to meeting last night Similar to : Their new computer is similar to the one my brother bought. The same

as : is the restaurant where you had dinner the same as the place where I ate last month? (Just) as + adjective + as: His coat is just as warm as the more expensive one. Likewise : my parents were born in a small village. Likewise, my brother and I also grew up in a small town.

Similarly : There are many parks to visit in that city. Similarly, there are several parks in my hometown (Zemach, 2005). Using contrastive structures: More / less / +adjective/ adverb+ than : eating out is usually more expensive than cooking at home. Adjective + er + than : my bedroom is smaller than room. But, while, though : I enjoy eating fruit for dessert, but / while/ though my friend likes chocolate.

Not the same as: this book is not the same as the one you bought. Not ... as : some people feel that doing exercise is not as fun as watching TV. Different from: that style of shirt is different from the styles most people wear. In contrast: the lakes we swam in were very clean and beautiful. In contrast, the lakes in my country are polluted. Basic Academic Writing]50 However: the new shop sells its clothing at low prices.

However, other shops have better quality clothing. On the other hand: my boyfriend likes doing sport. On the other hand, I prefer doing yoga. Notes of Comparison: - Sentence connectors can appear in various places in a sentence. Tokyo is the financial heart of Japan. Similarly/Likewise, New York is the center of banking and finance in the United States. - Also often appears in the middle or at the end of a sentence.

Don't use also with a semicolon. Tokyo is a major financial center. New York is a center of banking and finance also. Tokyo is the financial heart of Japan. New York is also a center of banking and finance. - Too usually comes at the end of a sentence. It often appears together with the coordinating conjunction and. Some writers put a comma before too at the end of a sentence, but it is not required. - Too usually comes at the end of a sentence.

It often appears together with the coordinating conjunction and. Some writers put a comma before too at the end of a sentence, but it is not required. Tokyo is a center of style and fashion; New York is, too. Tokyo is a center of style and fashion, and New York is too. - As is a subordinating word. It begins a dependent clause. The word just makes it stronger. Notice that you use a comma even when the independent clause comes first.

This is an exception to the usual rule. Tokyo is trendy and hip, as/just as New York is. Basic Academic Writing]51 - These words act like adjectives; that is, they describe nouns. Tokyo's and New York's traffic problems are similar/equal/the same. Tokyo and New York have similar/equal/the same traffic problems. - These words act like prepositions.

They come in front of nouns.

Tokyo's traffic is similar to/(just) like/the same as New York's. Like New York, Tokyo has traffic problems. - Equally is an adverb. It describes an adjective (crowded). An adverb can also describe a verb or another adverb. Tokyo and New York City are equally crowded. - Paired conjunctions are always used together. Notice that the word that comes after the second conjunction must be the same part of speech (noun, verb, prepositional phrase, etc.)

as the word that comes after the first conjunction. This is an important rule in English and is called the rule of parallelism. The two cities are both trendy and hip. The two cities are not only trendy but also hip. The two cities are both trendy (adjective) and hip (adjective). The two cities are both noisy (adjective) and have too many people (verb phrase). Both New York City and Tokyo have outstanding international restaurants (nouns).

Tokyoites and New Yorkers can both eat and drink in any kind of restaurant (verbs). The two cities have both positive and negative features (adjectives). Basic Academic Writing|52 Not only Tokyoites but also New Yorkers dress fashionably (nouns). You can see joggers not only in Central Park but also in Hibuya Park. (prepositional phrases) Notes of Contrast: - Sentence connectors connect two independent clauses. Most baby animals can walk within a few hours of birth.

In contrast/on the other hand/However, a human baby needs about 12 months to learn this skill. - Use but when the ideas are exact opposites. The language center is on the left side of the brains of right-handed people, but it is on the right side of left-handed and ambidextrous people. - Use yet when one idea is a surprising or unexpected continuation of the other idea. It is also possible to use but.

The left side of the brain controls logic and reasoning, yet it also controls language. - Use while and whereas when the ideas are exact opposites. While and whereas can begin either clause. Always use a comma even when the independent clause comes first. This is an exception to the usual rule. I have brown eyes, while/whereas my brother's eyes are green. While/whereas I have brown eyes, my brother's eyes are green.

- Use although, even though, or though when one idea is a surprising or unexpected continuation of the other idea. Although, even though, and though can sometimes (but not always) begin either clause. Basic Academic Writing|53 My grandfather is the wisest man in our town although/even though/though he never finished high school.

Although/even though/though he never finished high school, my grandfather is the wisest man in our town. - From and unlike are both prepositions. Put a noun or noun phrase after them. Differently is an adverb. It describes the verbs think and Learn. The way left-brained people think and learn is different from the way right-brained people do.

- Unlike left-brainers, right-brainers often know the answer to a math problem without knowing how they got it. Left-brained people think and learn differently from the way right-brained people do. - Differ is a verb. Left-brain and right-brain people differ in the way they think and learn.

Exercise, Below is a complete comparison and contrast of Star Wars and Crouching Tiger, Hidden Dragon. Read the passage carefully and actively, noting how each paragraph provides support for the overall main idea. Then answer the questions that follow. The Best of the Best Two of the

Even before it was released, as soon as Crouching Tiger comes out on video, you can be sure it will be in my collection. While I always will be a loyal Star Wars fan, I do have to admit Crouching Tiger isn't either. Basic Academic Writing | 54 Both films feature warriors who help Luke Skywalker, a Jedi Knight, to help him overcome evil.

Similarly, in Crouching Tiger, Li Mubai, Shilin, and Jen are developed through rigorous martial arts training. But the characters in Star Wars rely heavily on automatic weapons. The warriors in Crouching Tiger, in contrast, do all of their fighting in traditional Chinese-style, sword-fighting.

What they do with their swords is much more impressive than anything Luke Skywalker can do with his lightsaber. More importantly, Crouching Tiger gives equal treatment to both sexes. Star Wars' Lian (who saves her). In Crouching Tiger, however, the female warriors are every bit as strong as the male warriors are.

One of the best things about Crouching Tiger, though, is the story of Jen. While Star Wars is a great story about good forces against evil forces, Crouching Tiger is a great story about a personal rebellion that all young people can relate to. Jen rebels against the society that is going to force her to marry. Who wants to be told whom to love? She rejects the idea of a arranged marriage.

She doesn't know how to handle her strength, though, and is so independent that she even
reaches to be a student. Under her, she will become an even greater warrior. But Jen is
too independent, and she is not alone but has her mother. Basic Academic Writing|55 Je
sryhw usaeae rigt toerm th coef o lives, but that we also need the guidance of our
elders. Questions: 1.

What is the similarity discussed in paragraph 3? 2. What is the difference discussed in
paragraph 3? 3. What is the similarity discussed in paragraph 4? 4. What is the difference
discussed in paragraph 4? 5. What is the main idea of paragraph 4? Basic Academic
Writing|56 Unit 7 DEFINITION PARAGRAPH Definitions are usually found in
introductions writing process.

Definition paragraph is a paragraph where you define or explain the meaning of
something. The word definition comes from the verb to define, which means "to state
the meaning of a word or to describe the basic quality of something." In a definition
paragraph, the writer's main purpose is to tell you what something is.

According to Oshima (2007) paragraph is a group of related statements that a writer
develops about a subject. The paragraph always discusses only a topic that is the main
idea. It is stated that a paragraph has the first sentence to state the specific point, or
main idea, and the rest of the sentences in the paragraph support that point.

In a written definition, we make clear in a more complete and formal way our own
personal understanding of a term. Such a definition typically starts with one meaning of
a term. The meaning is then illustrated with a series of examples or a story (Langan,
2010). The definition sentence becomes the topic sentence a definition paragraph
always explains what something is such as gives facts, details, and examples to make the
definition clear to the reader. So the three paragraphs that follow are about different
topics, but each is an example of a definition paragraph.

The topic sentence will be a dictionary definition. It can be created by using the
following formula: term + class + description. For example, Lemonade (term) is a type of
drink (larger class) that is made from lemons, sugar and water and ice (description). You
could then follow this topic sentence (definition) with supporting sentences that explain
how lemonade is used or served.

For example, you could discuss how lemonade is a warm weather drink served at
outdoor party. Basic Academic Writing|57 Iac riting, nitions normallyneeded tw
situations: a) In introductions, to clarify a word or phrase in the title. b) More general, to
explain a word or phrase that may be either very technical or very recent, or with no

widely agree meaning (Bailey S. , 2003).

When you want to make a paragraph you can developing your idea in writing with process clarify a word in your title on the category. Your idea can be explain in detail and use in the column then if you finished to listed your title you can to write definition of title in paragraph and become a paragraph correctly. a.

Clarifying the word and Phrases There are three techniques for defining term words such as definition by synonym, definition by category, and definition by negation. And all of the defining term get to find detail and use in paragraph (Bailey S. , 2004). There is an three definition word that must be explained is : Definition by synonym: Using a word or phrase that has same meaning.

Example : He is polymath (term), which mean he is a person of great learning in several field of study (synonym) Definition by category: Is when you put your topic in a larger category to explain your term. Example : A savant (term) is an educated person (category) who is well versed in literature or science (detail). Word Category Detail Use A lecture Is a formal talk Given to large group Often use for teaching A assignment Is a task Often given to student For teaching or assement Basic Academic Writing]58 Definition by Negation: explains what the term does not mean, you can then include a sentences explaining what it does mean.

Example : " Minnesota Nice " (term) is not the act of being neighborly (what it is not), it is acting of being friendly while harboring passive aggressive contempt for others (what it is). b. Organizing Definition Paragraph In fact, most paragraph consist of a topic sentences, which states the main idea or indicates what will be discussed in a paragraph.

And the discussion that contain all supporting detail to indentify three part of topic/concept, category or group and distiguishing characteristic (Sorenson, 1992). The following process will help you plan, organize, write and revise a definition, you will need to use same process whether you write a single sentence or full lenght here we will use a middle the paragraph: Prewriting (putting the term in category class) When you define a term, either withing the context of paper, you must first put the term in it class with larger group in this term must define list the class to which it belongs example : capitalism – term economic philosophy - class Deciding the Difference After you have named the class to which te term belong, you must decide how this term is different from all others in category class (Sorenson, 1992).

The following example capitalism – term economic philosophy – class encourages free enterprise – difference so now a sentence in which you put the term its class and show

the difference between it and other member of its class become a topic sentence such as capitalism is economic philosophy to encourages free enterprise for your paragraph.

Basic Academic Writing|59 Choosing Details If your definition requires more than single sentence, then **you will need to** determine which details will best complete the definition with details mean of defining the term you can using that means, there is a : 1. Description, details, examples: you can define technical report by describing it 's content and appearance and by offering **an example of a** type technical report.

2. Negation by establishing what is not: you can define what is in sentence, to say that a fire place is not effecient mean of heating is to define by negation. Making the Definition Clear If you write your first draf, you must think how to make details to determine definition a topic sentence of your audience: - Will they understand the terminology? - Will they able to follow the organization? - Are the details sufficient to explain the term? Revising: Peer Review As you re read definition, you ask to check the question for possible revision such as : 1.

Does the topic sentence put the term into its class and then show the differences between it and all other member of category (Sorenson, 1992). Also the **topic sentence and the** three supporting points that were provided paragraph, does every **sentence in the paragraph** find the definition of the term lemonade to make a question. 2.

In about support, it backed up each supporting point sentences with at least two **examples, there is a** category is expanded into major supporting sentences, and minor supporting Basic Academic Writing|60 sentences are added. Does each of your examples effectively illustrate the point that it backs up to be a good paragraph. 3. For revising, to know the coherence of paragraph is writing sentences, using appropriate transitional words (however, another, in addition, etc) 4.

Continue revising, the writer and reader can answer yes to all these questions. Tests of general writing ability sometimes ask you to define abstract terms such as love, friendship, courage, or happiness (Oshima H. , 2007). The classes may contain questions such as these: What was the Underground Railroad? These kinds of questions ask you to define or explain something; for our purposes, we will simply call them definition paragraphs.

Example Models Definition Paragraph Paragraph 1 The Underground Railroad 1)The **Underground Railroad was a secret system that helped slaves escape from slavery in the United States during the mid-1800s. 2) it was not a real railroad; rather, it was a loosely organized chain of people and safe houses that stretched from the slave states of the**

South to the free states of the North and Canada. 3)The escapees traveled mostly on foot at night and hid during the day.

4)Free blacks and some whites helped the escapees, giving them food, clothing, places to hide, and directions to the next safe house. 5)Indeed, the Underground Railroad was a remarkable system that helped thousands of slaves find safety and freedom. Basic Academic Writing|61 Term The Underground Railroad was Category or group a secret system Distinguishing characteristic That helped slaves escape from slavery in the United States during the mid-1800s. Topic / additional facts telling who, what, where, when, how, or why, an explanation of a process, examples, or a description.

In the supporting sentences, add details that explain the topic more completely (Oshima H. , 2007). The supporting sentences may give additional facts telling who, what, where, when, how, or why, an explanation of a process, examples, or a description. In the concluding sentence, you may tell why the topic is important, interesting, unique and specific.

Example : A dictator is a ruler who has all the power in a country. One way to write the topic sentence of a definition paragraph is to give three pieces of information: 1. The word or thing you will define or explain (the topic) 2. The large category or group to which the word or thing belongs 3.

The distinguishing characteristics that make it different from other members of the category. While In the supporting sentences, add details that explain the topic more completely. The supporting sentences may give additional facts telling who, what, where, when, how, or why, an explanation of a process, examples, or a description.

In this section, you will learn to write appositives and adjective clauses. Appositives are nouns that rename other nouns, and adjective clauses are another kind of dependent clause. look for sentences that contain the words who, which, and that: Basic Academic Writing|62 a) Appositives are nouns or noun phrases that rename a preceding noun or noun phrase. Example : My friend Tim got married last week. In this sentence, Tim is an appositive because Tim and my friend are the same person.

Tim is a necessary appositive because it is necessary to identify which friend got married. If we omit the word Tim, we don't know which friend got married. Now consider this sentence: Tim, my friend, got married last week. In this sentence, the appositive is my friend. It is extra information because the name Tim already identifies the person who got married, If the omit my friend, we still know who got married.

The fact that he is the writer's friend is **not necessary to identify** him. b) Adjective clauses are dependent clauses. They are called adjective clauses because like adjectives, they **modify nouns and pronouns**. They begin with the words who, whom, which, and that, among others (Oshima, 2007).

Because, adjective clauses to give **more information about a** noun, they are very use in writing definitions. Example of Universal music, which has many different styles and artists, is becoming increasingly popular **in the United States**. Like appositives, adjectives clauses can be necessary or extra information use the same comma rules.

Comma Rule Comma Rule uses commas to separate an extra information adjective clause **from the rest of the sentence**. So that **do not use commas** with necessary adjective clauses. This an example of comma rule : Every culture in the world has special days that people observe with traditional food, customs, and events. (Necessary Information).

In this sentence, the clause that people Basic Academic Writing|63 observe with traditional food, customs, and events is an adjective clause modifying the noun days. Since it **is necessary to identify** which days the writer is discussing, the clause is necessary and commas are not used. That always introduce a necessary clause (Oshima, 2007). In item add a comma to the first sentence and omit the comma in the second (Langan, 2010).

If **you want to give** a comma in extra information must add comma at first sentence. The example of a modern greetings with chocolate is love sign to couples valentine days, which is on February 14. (Extra Information) Clause which is on February 14 is an adjective clause modifying the noun Halloween.

The clause is unnecessary to identify valentine days; it just gives extra information about it. Therefore, commas are used. Which, who, and whom introduce extra information clauses. c) Complex Sentences with Adjective Clause. We make **sentences with adjective clauses** by combining two sentences. Easter is named for a pagan goddess + **Easter is a Christian holiday**. Easter, which is a Christian holiday, is named for a pagan goddess.

(Adjective Clause) The clause which is a Christian holiday is an adjective clause that modifies the noun Easter. The modified noun is called the antecedent. d) Subject Pronouns Use a **relative pronoun is the subject of** an adjective clause, choose a subject pronoun: who, whose, which, or that when the Basic Academic Writing|64 **relative pronoun is the subject of** its clause (Bailey S. , 2004). From all subject pronoun can be called is relative pronoun that consist of : •ho is used or people.

Extra Information •hicf •Tis fpeople things. ing that for people is informal. •se that in necessary clauses only That for people and thing and also using that for clause is necessary information. Extra Information s v The Nobel Prizes are named for Alfred Nobel. + He was a citizen of Sweden.

s v The Nobel Prizes are named for Alfred Nobel, who was a citizen of Sweden.
Necessary Information s v The student is from Thailand. + She got the best score on the last test. s v The student who got the best score on the last test is from Thailand. s v The student that got the best score on the last test is from Thailand.

e) Object Pronouns The relative pronoun (whom, which, that, and Ø (no pronoun)) is an object in an adjective clause, choose the object pronoun whom, which, or that, or use no pronoun (Oshima, Basic Academic Writing|65 2007). **When the relative pronoun is** an object in its clause, usually object pronouns (me, him, her, us, them) are objects of verbs or prepositions.

People are sometimes uncertain about what pronoun to use when two objects follow the verb (Langan, 2010). This example I spoke to Keenan and he that is incorrect bec'he' subjecofhis e but the correct of pronoun Object is I spoke to Keenan and him. ? Whom **is used for people.** Informally, who is used instead of whom . ? **Which is used for** things. ? That **is used for people** and things. Using that for people is informal.

? Use that in necessary clauses only. ? You may omit an object relative pronoun in necessary clauses only. ? Notice that an object pronoun is placed **at the beginning of the adjective** clause, before the subject. Example : Extra Information s v o Professor Lee is my chemistry teacher. We saw him at the supermarket.

People Things Extra Information Whom Which Necessary Information Whom(that informal) Ø(me,him,her,us them) Which That Ø Basic Academic Writing|66 o s v Professor Lee, whom we saw at the supermarket, is my chemistry teacher. Necessary Information s v o The person is my teacher. We saw her at the supermarket. o s v The person whom we saw at the supermarket is my chemistry teacher. o s v The person that we saw at the supermarket is my chemistry teacher.

s v The person we saw at the supermarket is my chemistry teacher. f) Clauses with when Begin a clause with when to give **more information about a** time. When can be replaces **a prepositional phrase or** the word then and also when can begin both extra and necessary information clauses (Oshima, 2007). The clause when is about a time have two informations that are extra information and necessary information.

This example : Extra Information A popular day with children is Halloween. They dress up in costumes and get candy from neighbors on Halloween. (preposition phrase) A popular day with children is Halloween, when they dress up in costumes and get candy from neighbors. Basic Academic Writing|67 Necessary Information Ramadan is a time. + Muslims fast then. Ramadan is a time when Muslims fast.

Exercise , Insert suitable category words and phrase in the following de? a) A barometer is a sc. to atmospheric pressure. b) Kidney are that w?the blood. More omplete nitions wbyadding or extra information. a) A psychiatrist is a who specialises in b) An MSc. is a awarded on completion of Studying examples and the de? ned.

a) Development is a socio economic technological process having the main objective of raising the standards of living of the people. b) Electronic commerce is characterised by an absence of physical proximity between the buyer and seller in conducting the search, assessment and transaction stages of a transaction. Exercise, The questions requiring a definition paragraph and You may have already written definition sentences in a previous course.

You are already familiar with the organizational pattern (Harrington, 2010). What is Cholera? Cholera is an intestinal infection that can be described according to its cause, symptoms, and treatment. Cholera is caused by a bacterium, called Vibrio cholera. Contaminated food, water, or faeces Basic Academic Writing|68 can result in the rapid spread of this disease.

Patients who have been exposed to the disease may exhibit mild to extreme symptoms. The primary signs are watery diarrhea and loss of water and salts. Other symptoms include clammy skin, wrinkled hands and feet, sunken eyes and a dry mouth. If the severe diarrhea is not treated, it can be life threatening because of dehydration and electrolyte imbalances.

Possible treatments for cholera can include oral or intravenous replacement of fluids and salts as well as certain antibiotics. Prompt and appropriate treatment appears to significantly reduce the mortality rate and suffering. Basic Academic Writing|69 Unit 8 REFERENCE AND QUOTATION In writing essay, writer explores some ideas from any recourses to make a detail information which trusts a reader to get a responsible literature academically . Academic writers have varous styles in citing the other ideas which support to their data.

This citation utilized to prevent a cheat in academic writing. a. Avoiding Plagiarism Plagiarism, a concept that sources' and shudders in spines. Hence, do not do what, even if you don't realize you are unintentionally committing plagiarism. Simply take the time to understand exactly what plagiarism is and the best methods for avoiding it.

If you follow these easy tips, you can make sure that you do not plagiarize (Oshima, 2007). The Instrument of Student Judicial Governance for The University of North Carolina at Chapel Hill defines plagiarism as "or representation of thoughts, or as work without attribution." Notice the word "or" if you are not intentionally taking another person's work and it may end up doing merely because of carelessness.

Watch out for these forms of plagiarism: Direct plagiarism : a copy of another's work without giving proper citation. Self-plagiarism : Submitting your own previous work as part of a current assignment without permission. Mosaic plagiarism : Quoting another's work without quotation marks. This can also refer to replacing words with synonyms while maintaining the same overall structure and meaning.

Accidental plagiarism : Forgetting to cite sources, misquoting sources, or paraphrasing sources without giving credit where credit is due (Alice Oshima, 2007). Some techniques to prevent plagiarism in essay writing are: Create a thorough Outline An outline is not just a list of people's research; it should include your own ideas as well. Carefully outline your paper before you start writing. Make it clear in your outline which ideas come from you and which come from outside sources.

To make this easy, you can assign an abbreviated name to each of your sources and jot that down next to the ideas you pull from each one. This will save you from having to sort through all your information later (Langan, 2010). Even before you start your outline, when you are still in the note-taking phase, diligently keep track of where your ideas come from. Plagiarism.org suggests that you color code your notes and number your pages so you don't get confused.

Cite the Sources Citing your sources might seem like a no-brainer, but properly citing your sources is another story altogether. Double-check your bibliography to make sure that you include all the needed information in the correct order. Some word processing programs will automatically generate a bibliography for you, but that still requires that you input the right information with a fastidious eye (Langan, 2010). Keep in mind, too, that there are different types of citation. For example, MLA and APA citation styles are different.

Scrutinize Sources Are our sources? Avoid and keep your essay on the straight and

narrow, rely only on reputable sources. Here are a few things to look for when you're identifying a source that is worth your time: - Is the author an authoritative voice in his or her field? - What organization is the author affiliated with? - Is the information up to date? - Do you notice a lot of technical errors in the writing? If you have any qualms about the integrity of a source, take your research elsewhere (Langan, 2010).

Don't Write Blind - You're a "writing blind" — that is, you may start typing out information using words or phrases that belong to someone else without even realizing what you are doing. Writing blind can also lead you to pen ambiguous statements. If you are melding your ideas with another person's, make sure it's clear where each idea comes from (Langan, 2010).

The best way to avoid writing blind is to let your essay rest for a while after you finish it. That way, you can take a look at it again later and compare it with your notes, helping you make sure that your paper is plagiarism-free. Quotations Quotations are often used in academic writing as supporting sentences. Notice how quotations support the topic sentence in the following paragraphs.

Basic Academic Writing | 72 Telecommuting' is a popular new choice for many office workers. They feel it offers advantages to both employees and employers. My older sister, who has telecommuted for the past year, told me, "I am much more productive when I work at home because there are no interruptions. I also don't have to spend two or three hours traveling to and from the office every day. I save myself time, and I save my company money by working at home."

On the other hand, sometimes telecommuters feel isolated. "I feel out of touch with what is really happening in my company, and I miss the daily contact with my co-workers," my sister added. Quotation is used for verbatim text quotation. Parenthetical references and numbered references are commonly used methods for in-text citation.

Summarizing and paraphrasing can avoid the distraction of long quotations and present author's completed idea (Langan, 2010). Rules for Using and Punctuating Quotations Rule Example 1. Use a "reporting phrase" such as she says, she said, he stated, he added, he continued, or they reported. The reporting phrase may come before, after, or in the middle of the quotation, and the verb may be in any appropriate tense.

Separate a quotation from a reporting phrase with commas. Another useful reporting phrase is "I like you," he said. He said, "I like you." "I like you," he said, "but I don't like your dog. He's a pit bull." According to veterinarian Dr. James Brown, "Pit bulls are unpredictable and dangerous dogs." Basic Academic Writing | 73 phrase is followed by the

name of the source. If you copy words exactly, use quotation marks. 2.

Begin each **quoted sentence with a capital** letter. When a quoted sentence is separated into two parts, begin the second part with a small letter "Your dog is a pit bull," he continued, "and I am afraid of him." 3. Commas, periods, question marks, **and exclamation points go inside the second quotation mark of a pair.** She said, "Good-bye." "Don't call me again," she continued.

"My dog is a pit bull." 4. Give the quoted person's title or occupation if he or she is not well known. The easiest way to do this is to put **the information in an appositive** My older sister, financial manager for a large insurance company, claims, "I **save myself time, and I save my company money by telecommuting.**" Classmate Jessica Wang said, "My children don't realize that the violence they see on television is fiction.

They think it is real." Basic Academic Writing|74 Formatting Quotations Rewrite the following sentences, adding quotation marks where needed. Use a capital letter to begin a quotation and **use a comma to set off a quoted part from the rest of the sentence.** Example : Ian't eat J told his grandmother. " n't aa noeb," Jeremy told his grandmother (Langan, 2010). b.

Note-making (Paraphrasing) **After selecting and understanding the most relevant texts, the next step is usually to make notes on the sections of the texts that relate to your topic.** Units 1.6 – 1.9 practise this process, which involves a number of inter-linked skills. This unit deals with the identification of important ideas (Bailey S. , 2006). The first stage of note-making is to identify the key points in the text for your purpose.

You are preparing to write an essay on 'Changing of longev'. *finding (ey points in italics).* Why Women Live Longer Despite the overall increase in life expectancy in Britain over the last century. In fact, in 1900 men could expect to live to 49 and women to 52, a difference which shows that the gap has increased over time. Various reasons have been suggested **for this situation, such as the possibility that men may die earlier because they take more risks.**

But **a team of British scientists have recently found a likely answer in the immune system, which protects the body from diseases.** The thymus is the organ which produces the T cells which actually **combat illnesses.** Although both sexes suffer from deterioration of the thymus as they age, women appear to have more T cells in their bodies than men of the same age.

It is this, the scientists believe, that gives women better protection from potentially fatal diseases such as influenza. Having selected these sections of the text, the next goes on to make notes from them: Effective note-making is a key writing skill, with a number of practical uses. Good note-making techniques lead to accurate essays.

Although you are the only person who will read your notes, clarity and organization are important to save time and errors at the writing stage (Bailey S. , 2006). The main reasons for note-taking are to avoid plagiarism, to make a paraphrasing and to make your own word. Effective note-making is part of a sequence. What comes before and after? Effective note-making employs : The first, Headings, sub-headings, underlining and listing to organise the data clearly.

The second, ed (ewarticpronouns prepositions). The last, Symbols (such as = or +) and abbreviations (pp. or av.) (Bailey S. , 2006). Effective Note-making also considering - Don't make the notes impossible to understand in the future. British women live longer than men: 79/ 74 years reasons? new research suggests immune system/thymus > T cells women have more T cells than men = better protection Basic Academic Writing|76 - Sources should be noted in the same format as they will appear in your references.

- You need to develop your own style for note-making, to suit the nature of your subject. Paraphrasing Paraphrasing involves changing a text so that it is quite different from the source, while retaining the meaning. This skill is important in several areas of academic work, but this unit focuses on using paraphrasing in note-making and summary writing.

Effective paraphrasing is vital in academic writing to avoid the risk of plagiarism (Bailey S. , 2006). Although paraphrasing techniques are used in summary writing. Paraphrasing does not aim to shorten the length of a text, merely to restate it. For example: Evidence of a lost civilization has been found off the coast of China could be paraphrased: Remains of an ancient society have been discovered in the sea near China (Bailey S. , 2006). Avoid rewording the original, without altering the meaning at all.

Read the text below and then decide which is the better paraphrase, (a) or (b). Ancient Egypt collapsed in about 2180 BC. Studies conducted of the mud from the River Nile showed that at this time the mountainous regions which feed the Nile suffered from a prolonged drought. This would have had a devastating effect on the ability of Egyptian society to feed itself.

Basic Academic Writing|77 - The sudden ending of Egyptian civilisation over 4,000 years

ago was probably caused by changes in the weather in the region to the south. Without regular weather there would have been enough food (Bailey S. , 2006). - Research into deposits of the Egyptian Nile indicate that a long dry period there at riv source may have had a lack of water for irrigation around 2180 BC, which was when the collapse of Egyptian society began.

Techniques - Changing vocabulary: studies > research society > civilisation mud > deposits Not all words and phrases can be paraphrased. For example, economics, socialism or global warming have no effective synonyms. - Changing word class: Egypt (n.) > Egyptian (adj.) mountainous regions (adj. + n.) > in the mountains (n.) - Changing word order: Ancient Egypt collapsed > the collapse of Egyptian society began (Bailey S. , 2006).

Find synonyms for the words in italics. - The growth of the car industry parallels the development of modern capitalism. Example The rise of the automobile industry matches the progress of contemporary capitalism. - It began in France and Germany, but took off in the United States. Basic Academic Writing|78 - There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production (Bailey S. , 2006). Change the word class of the words in italics, and then rewrite the sentences. - In the Al Sloan's theories General Motors became the world's cc.

Example In the 1920s, with help from the managerial theories of Al Sloan, Motors the world's car companies. - After the Second World War the eloped obsolesce', hereby model changes encouraged customers to buy new cars more often than they needed to. - Later, from the 1970s, environmentalists began to criticize the industry for producing inefficient models which used too much fuel, contributing to global warming (Bailey S. , 2006). Change the word order of the following sentences (other changes may be needed).

- At this time, trades unions became increasingly militant in defense of jobs. Example At this time - Today the industry owns some of the strongest brands in the world. - However, many major car companies struggle with stagnant market and falling profits (Bailey S. , 2006). Basic Academic Writing|79 c.

References and Quotations A reference is an acknowledgement that you are making use of another writer's or in our writing. There are three main reasons for giving references: 1) To avoid the charge of plagiarism, which is using person's or his without acknowledgement. 2) The reference can give more authority to your writing, as it shows you are familiar with other research on the topic.

3) Treadwell and original e the erenc secwh ill the ull details onner's k Donner, F. (1997) Macroeconomics. Borchester: Borchester University Press (Oshima, 2007). Decide which of the need references: 1) A mention of facts or ?fanother riter . 2) An idea of your own. 3) Some data you have found from your own research. 4) A theory suggested by another researcher. 5) A quotation from a work by any author. 6) Something which is agreed to be common knowledge (Oshima, 2007).

To give references accurately, it is important to use the following procedure: 1) When reading and note-making, keep a careful record of the details of your sources. For a long piece of writing such as a dissertation, a card index is useful. 2) Find out which system of referencing is used in your subject area. You can do this by studying current textbooks and journals and checking departmental guidelines.

3) Follow one of the methods illustrated below to give the reference (Bailey S. , 2006). Referring verbs use both the present and the past tenses (Alice Oshima, 2007). It is probably best to use the present tense for recent sources or when you feel that the idea or data is still valid, Basic Academic Writing|80 Rathbone (1997) demonstrates the limitations of video- conferencing.

the past tense suggests that the source is older and the ideas perhaps out of date, Steinbeck (1965) explored a link between cancer and diet. There are three main systems of reference in use in academic writing: 1. The system illustrated above (the Harvard) is the most common. Note the following: Hunter (1989) states . . .

(date of publication in brackets when referring verb is used) Women pose less security risk (Burke and Pollock, 1993) (authors and date in brackets after summary) Note that with quotations page numbers should also be given after the date. Details of the organisation of the reference section. 2. Numbers in brackets are inserted in the text for each source, and at the end of the chapter or article the references are listed in number order: CuervD1990, hither ruitment?' J13, 23 – 39. Segall, N. 1996, Cross-cultural studies, Harper & Row, New York pp. 173 3.

A third system uses footnotes: More than 80% of families own or are buying their own homes. In this system the references are listed at the bottom of the page: Economist, 13 January 1996, pp. 27 – 8. Basic Academic Writing|81 A full reference section is required at the end of the article or book (Alice Oshima, 2007).

Organizing the Bibliography (References) Referencing is a complex subject and students are advised to seek specialist help, e.g. from a library, when referencing less usual

subjects. Here is the reference section and the pattern of organization of an essay writing. Brzeski, W. (1999). The Polish Housing Market www.onet.pl (Access date 15 Feb. 2000). www.onet.p. Hill, S. (1989). Managerial Economics The Analysis of Business Decisions.

London: Macmillan Education Ltd. Koutsoyiannis, A. (1963). Demand functions, L (ed) Readings in Applied Microeconomics. Oxford University Press: Oxford. Pass, C. a. (1997). Business and Microeconomics. London: Routledge. Verbs of References Refers to a wide range: Wilsher argued that the single play had been consigned to television history.

- Heffernan (1972) found that adaptation to prison was facilitated by . . . they may also be used to introduce a quotation, . . . a teHubr a bee, 'Col itself is tea's end (Bailey S. , 2006). Most of these verbs are followed by a noun clause beginning with that. The following mean that the writer is presenting a case: argue claim consider hypothesise suggest believe think state (Mrtins17)imdaa mgrsd loero.

Basic Academic Writing|82 A and describe another writer's position: accept admit agree deny doubt Halem dub (Mrtins) cla tht loero reulte fro . . . Others include : assume conclude discover explain imply indicate maintain presume reveal show Patel (2003) as ssatioill reaw Borovna implies a close relation between the Queen and her minister (Bailey S. , 2006).

A small group of verbs is followed by (somebody/thing + for + noun/gerund): blame censurecommend condemn criticise Lee (1998) blamed foreign investors for the panic. All these verbs except commend have a negative meaning. A nal is ollowby(/thing as noun/ gerund): assess harac cy de? describe evaluate identify interpret portray present Terry interprets rising oil prices as a result of Asian recovery (Bailey S. , 2006). Exercise Rewrite the following statements using verbs from the lists. Example K: 's orkis fmanyofour urrent onomic problems.'

K bmd wrk foa our currecomroles a)weryareless about her h b)here main ies be es.' Basic Academic Writing|83 c N: 'Tat f are the kofw d): 'That ause theynerv e)P'Ting estimate number specis e shooin the .' f Qarwas the greatest of the nineteenth entury g)insecis a - legged h)ueen toria wrather foman w ey i)T'Gregor cbe onsidered fofmodern genetics Exercise, 1.

Why are you quoting the passage? Choose the true answer. a. Because I need a right grammar structured. b. Because I want to give my opinion. c. BecIerif the fts I d. Because it is my job. 2. What quoting which uses ellipses and brackets? a. Mixture of summary and quotatin b. Indirect quotation c. Verb references d. Direct quotation 3. When

including quotations, you can use one or more of these strategies: except. a.

Introduce or in some way lead into the quotation so that readers know whose words are being quoted or can understand why the quotation is important. b. Ellipses (three spaced periods...), if you delete words from the original quotation. Basic Academic Writing | 84 c. Write all the quoting to your writing without adding the author's d. Use brackets [] to add words or to substitute words for those in the original quotation.

(Spack, 1998, p 318) 4. How is a source with no given author listed? a. Arawak. (2000). In The Columbia encyclopedia (6th ed., p. 2533). New York, NY: Columbia University Press. b. Give me liberty. (1969). New York, NY: World. c. Eller, C. (2011). Gentlemen and amazons: the myth of a matriachal prehistory, 1861-1900. Berkeley: University of California Press. d. Twenge, J.M.

(2006) Generation me: Why do Americans are more confident, assertive, entitled-and more miserable-than ever before. New York, NY: Free Press. 5. How to write references among the information provided for: A book by one author, An edited book, A source in a journal? Exercise, Insert quotation marks where needed in the sentences that follow. 1. Thilling sticer read, ou c hug children with nuclear arms. 2. O wkkargument, it w funny, Bruce assured Rosa. 3.

Hey, lady, this is an express line! shouted the cashier to the woman with a full basket. 4. My grandfather was fond of saying, Happiness is found along the way, not at the end of the road. 5. When will I be old enough to pay the adult fare? the child asked. Basic Academic Writing | 85 6. On his deathbed, Oscar Wilde is supposed to have said, Either this wallpaper goes or I do. 7. Ton my fr reads, er mind the dog. Beware of owner. 8. Iaf said Wdy lw ther when it happens. 9. My son once told me, Sometimes I wish I were little again. Twe to makso many isions. 10.

If e ck Ee said Let's have fruit Basic Academic Writing | 86 Unit 9 EFFECTIVE WRITING What is a paragraph? a paragraph is a group of sentences about a single topic that consists of a group which related to the development of the main idea of the writing. In academic writing a paragraph usually has five to ten sentences it can be a short or long paragraph and it depends on the topic.

The first sentence of a paragraph is usually indented a few spaces, In other words, it has a topic sentence, a few supporting sentences, and a concluding sentence (Rumisek, D. E., 2005) In making a paragraph, there is something to consider in order to form an effective writing which is understanding unity, support, coherence and sentence skill paragraph. So, in this chapter, you will learned four essential step in writing an effective

writing.

On the other hand, effective writing has four characteristics in writing, unity, support, coherence and sentence skill (Langan, J., 2009). Four Steps 1. If you make one point and stick to that point, 2. If you back up the point with specific evidence, 3. If you organize and connect the specific evidence, 4. If you write clear, error-free sentences, Four Bases 1. Your writing will have unity. 2. Your writing will have support. 3. Your writing will have coherence. 4.

Your writing will demonstrate effective sentence skill. Basic Academic Writing | 87 a. Unity The first characteristic of an effective paragraph is unity, which means that unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas should in the main body paragraph relate to the topic sentence.

(Rumisek, D. E., 2005) To achieve unity is to have all the details in your paper related to the single point expressed in the topic sentence, the first sentence. Each time you think of something to put in, ask yourself whether it relates to your main point. If it does not, leave it out. For example, if you were writing about a certain job as the worst job you ever had and then spent a couple of sentences talking about the interesting people you met there, you would be missing the first and most essential base of good writing (Langan, 2009) The following paragraph contains two sentences that are off target — sentences that do not support the opening point — and so the paragraph is not unified. In the interest of paragraph unity, such sentences must be omitted.

Cross out the off-target sentences and write the numbers of those sentences in the spaces provided. Unity is an important element of a good paragraph. When a paragraph has a unity, all the supporting sentences discuss only one idea. From the beginning to end, each sentence is directly related to the topic. (Oshima A. &, 2007) One way to keep unity in an essay is to edit the outline for ideas that are not relevant to the thesis statement or topic sentence.

Also, after you have written the essay, it is helpful to review the text and look for ideas that do not to the thesis statement or the topic sentences (Rumisek, D. E., 2005). Basic Academic Writing | 88 Example, Paragraph Lacking Unity Clubplm srt'sbae rebaa he surrounding countryside is quite scenic. The quality of the food leaves a lot to be desired.

Many vacationers enjoy the variety of outdoor activities and the instruction available in such sports sailing and scuba diving. Unfortunately, security is poor, svravcaiorsosaeen

broken into and their valuable stolen. Christmas in the Bahamas can make you forget the stress of the holidays. The paragraph lacking unity jumps from subject to subject with no clear sense of goal or purpose.

What have scenery, food, sport, and security to do with each other? Until the writer provides a controlling idea to unite the sentences and give them focus, the reader will never know. Compare the following revision with the original version. Notice that the writer has supplied a controlling topic sentence at the beginning and eliminated those sentences that do not contribute to paragraph's idea.

cluding sentence now makes sense. Unified Paragraph For vacation sick and tired of the frozen north, a week at club palm resort can provide just the midwinter thaw they need. Club palm resort beautiful, and the surroundings are quite scenic.

Many vacationers also enjoy the variety of outdoor activities and the instruction available in such sports as sailing and scuba diving. Christmas in the Bahamas is bearable. Basic Academic Writing|89 b. Support The second base of effective writing, support, provides specific examples that illustrate the main point of a paragraph.

Readers want to see and judge for ourselves whether a writer is making a valid point about a subject, but without specific details we cannot do so. After realizing the importance of specific supporting details, one student writer revised a paper she had done on a restaurant job as the worst job she ever had. In the revised paper, instead of talking about "unsanitary kitchen," she wrote "specifically green on black" the potato salad."

All your paragraphs should include many vivid details! Using ample support will help you communicate more clearly and effectively in your writing (Langan, 2009). Checking for Specific Details How to Prevent Plagiarism 1 Instructors should take steps to prevent students from cheating on exams. 2 To begin with, instructors should stop reusing old tests. 3 A test that has been used even once is soon known on the student grapevine.

4 Students will check with their friends for example, that as a discipline itself "not in student records also — — Basic Academic Writing|90 systems is a lack of discipline. 12 Instructors never used to give in to demands put with bad behavior, as they do today. 13 Anyone caught cheating should immediately receive a zero for the exam. 14 A person even suspected of cheating should be offered an alternative exam the next time.

Because cheating is unfair to honest students, it should not be tolerated. The paragraph

above has some supporting details, the first is no. 2 (.....stop reusing old tests..) which supports to o. 1 (...steps to prevent students from cheating on exams...) as a main idea. Coherence Coherence is the supporting ideas and sentences in a composition must be organized in a consistent way so that they connect.

Eye-tracking material together are choosing a clear method of organization (such as time order or emphatic order) and using transitions and other connecting words as signposts. (Langan, J, 2009) There are three main ways to make your paragraph coherent. (Oshima A., 2007) 1. Use nouns and pronouns consistently throughout a paragraph Two sentences can be connected by the use of a pronoun. A pronoun (she, he, it, they, etc.)

takes the place of a noun (a person, place, thing, or idea) or a noun phrase (several words that refer to a person, place, thing, or idea), Example: American Sign Language developed from the mixture of signs by deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada.

Basic Academic Writing|91 The pronoun it refers back to the subject, American Sign Language, and connects the two sentences together. 2. Use transition signals to show relationships among ideas. Type of writing Type of organization Chronology (historical events, personal narratives, processes) Order by time or order of events/s steps Description Order by position, size and shape of things Classification Group ideas and explain them in a logical order Comparison/contrast Organise in point -by point or block style Argumentation/persuasion and cause/effect Order from least important to most important As you have learned in previous unit, there are many transition words and phrases in English that are used to connect sentences together or relate ideas to one another.

Here are several types of writing and some common transitions that are used. Chronology Comparison Contrast Additional information Example Cause and effect Concluding ideas Before Likewise However And For example Therefore In conclusion After Compared to On the other hand Also In general So In summary Basic Academic Writing|92 Next Similarly But In addition Generally Thus Finally Since As...as Yet In fact For instance As a result Therefore First, second And In spite of In contrast Furthermore Specifically Since To conclude While Although Moreover In particular because To summarise When Instead Another ... Is/was 3. Put your ideas into some kind of logical order, such as logical division of ideas.

Another way to connect ideas in an essay is by repeating important words or phrases. This will help the reader remember the main ideas in the text, Example: Modern medicine focuses on illness. If a patient with a cough visits a modern doctor, then the

doctor will give the patient a medicine to stop a cough.

If the patient also has a fever, the doctor may give a different medicine to stop the fever. For every person with a cough, the doctor will probably recommend the same cough medicine. The philosophy of modern medicine is to stop problems like coughing and fever as quickly as possible.

Example of coherence : Basic Academic Writing|93 How to Prevent Plagiarism 1
Instructors should take steps to prevent students from cheating on exams. 2 To begin with, instructors should stop reusing old tests. 3 A test that has been used even once is soon known on the student grapevine. 4 Students will check with their friends to find out, or even r. atel's biology final last term. 5 They may even manage to find a copy precautions at test time.

7 They should make students separate themselves at least by one seat during an exam. 8 They should also ban cell phones during an exam. 9 If a student is found using a cell phone, that instructor should take it away. 10 Last of all, instructors must make it clear to students that there will be stiff penalties for cheating.

11 One of the problems with our school systems is a lack of discipline. 12 Instructors never behavior, as they do today. 13 Anyone caught cheating should immediately receive a zero for the exam. 14 A person even suspected of cheating should be forced to take an alternative honest students, it should not be tolerated. d.

Understanding Sentence Skill Errors in grammar, punctuation, sentence structure, mechanics, and even formatting can detract greatly from your writing; the fourth base, sentence skills, requires that you identify, fix, and avoid these types of mistakes. Error-free sentences allow readers to focus on the content of a paragraph as a whole.

Poor grammar and sentence skills can be merely distracting, or they can Basic Academic Writing|94 cthe ofa e ; riter's credibi lityFor e, potential er think"the can't spell the word political, does he really have an interest in wing on myampaign?" (Langan, 2010) In this section, you need to pay attention well in order to you writing there is no misunderstanding: Fragment Every sentence must have a subject and a verb and must express a complete thought.

A word group that lacks a subject or a verb and does not express a complete thought is a fragment. What follows are a number of fragments and sentences. Type of fragments are Dependent-word fragments, -ing and to fragments, Added-detail fragments, Missing-subject fragments. Punctuation Here are some common rules for using

punctuation in your writing.

1) Capitalization It is difficult to give precise rules about the use of capital letters in modern English. However, they should be used in the following cases: a) **The first word in a sentence** b) Names of organisations Sheffield Hallam University c) Days and months Friday 21st July d) Nationality words France and the French e) Names of people/places Dr Martin Turner from Edinburgh f) Titles (capitalise main words only) The Uses of Literacy/The Duke of Kent.

(Bailey, S, 2003) Basic Academic Writing|95 2) Apostrophes ') These are one of the most misused features of English punctuation, they are mainly used in two situations: a) to show contractions I gnellyevd NB. Contractions are not common in academic English. b) with possessives Teroso screry (singular) Studntsa (plural) (Bailey, S, 2003) 3) Full stop (.)

A full stop **comes at the end of a** statement 4) Comma (,) - **Use a comma to separate a series of two or more items** - Use a comma before words like and, but, or, so and yet to separate two **parts of a sentence** that each **has a subject and a verb.** - **Use a comma after an introductory** word or expression, such as However, Therefore, and In conclusion.

5) Quotation marks (") - Use quotation-mark when you type or write the title of a book or film. - When you use **a word processor, you can** use italics instead. - Use quotation marks to show the exact words someone said or wrote. - **Do not use quotation marks** if you are reporting what another person said. 6) Other Punctuation marks - Hyphens (-) are used with certain words and structures: Example : well-engineered/co-operative/three-year-old - Exclamation marks (!) and question marks (?): Basic Academic Writing|96 Example: 'Whe shouted.

how we it?' - Brackets ...)are to obtain information importance: Example: There were only 31 marriages (out of 13,829)wh 'bakas listed (Bailey, S, 2003). **Run-Ons and Comma Splices** In this occasion, you will learn about two sentence errors, **run-ons and comma splices.** Run-ons **and comma splices are similar** errors. **Both happen when you join sentences** incorrectly. A run-on happens when you join two simple sentences without a comma and without a connecting word. (Oshima A. &.,

2007) Example: **Men like to shop quickly women like to browse.** A comma splice error happens when you join two simple sentences with a comma alone. Example: **Men like to shop quickly, women like to browse.** There are three easy ways to correct **run-on and comma splice** errors. 1. Join the two sentences **with a comma and a coordinating conjunction** such as and, but, or so. Example: **Men like to shop quickly, but women like to browse.** 2.

Make two sentences. Separate the two sentences with a period. Example: Men like to shop quickly. Women like to browse. 3. If you wish to show the relationship between the two sentences, add a sentence connector (and a comma) to the second sentence.

Example: Men like to shop quickly. However, women like to browse. Exercise, Look at the following paragraph, which is similar to the paragraph that we have studied above.

Does it have perfect unity? Try to find the sentence that is off-topic! Basic Academic Writing|97 Each of the Russian manned space exploration projects had specific major goals. For example, the Vostok project was designed to test whether or not human beings could survive and function in outer space. For another example, the Voshkhod project was intended to find out whether people could work in the weightless environment of space.

One Voshkhod cosmonaut experimented with weightlessness by taking a "spacewalk." That is, he floated in a spacesuit outside his Voshkhod spacecraft, connected to it by a tether. The cosmonaut to do this was Alexei Leonov. Several weeks later, Leonov's spacewalk was followed by that of U.S. astronaut Ed White.

Finally, the Soyuz project, with three cosmonauts, had goals of testing spacecraft and spaceflight skills so that people could fly long missions in Earth orbit. Decide which transitions to use from the list below the paragraph. Type your answers in the box inside the paragraph. Click on the "Check Your Answer" button to check your work. Next, click Reset to try another transition.

Then, click on "Next sentence" below to continue finishing the paragraph. Second Also Another reason is that For example Moreover However On the other hand First One reason is that The best choice There are three major airports near Washington, D.C., but the traveller to Washington should be careful about which one he or she chooses.

_____ Baltimore-Washington International Airport, which is located near the city of Baltimore, is a good international airport. _____ it is not the best choice for a traveller who wants to visit Washington. _____ it is relatively far from the city of Washington itself. _____ a passenger bus trip between Baltimore Basic Academic Writing|98 and Washington is somewhat expensive.

Dulles International Airport is a slightly better choice, since it is located closer to the city. _____ if a traveller arrives in the early evening, he or she will encounter rush-hour traffic, which is not a good way to begin a trip to the city. _____ may be Washington -Reagan National Airport. There are two reasons for this. _____ this airport is the

closest to the city.

_____ it is located on the Metro train system, which is a convenient method of transportation, allowing a traveller to travel almost anywhere he or she likes in the city of Washington. Join the two sentences in each of the following pairs by using a comma and one of these coordinating conjunctions: yet, for, nor. 1. Muslims do not drink alcohol. They do not eat pork. 2. Some Christians do not work on Sunday.

Sunday is their day to worship. 3. People who believe in the Hindu religion do not eat beef. They believe that cows are sacred. 4. Muslim men are permitted to have four wives. Few of them have more than one. 5. Buddhist monks do not marry. They do not own property.

Basic Academic Writing|99 Unit 10 OUTLINING AN ESSAY a. Writing Outline An outline is a list of the information you will put in your essay (Zemach & Lisa, 2005). Writing an outline before you write an essay will show you what to write before you actually begin to writing, help make your essay well organized and clearly focused and with writing outline we can keep from forgetting any important points. (Zemach & Lisa, 2005).

The main idea of point developed in an essay is called the thesis statement or thesis sentence (rather than, as in paragraph, the topic sentence). The thesis statement appears in the introductory paragraph, and it is then developed in the supporting paragraphs that follow. A short concluding paragraph closes the essay (Langan, 2008).

Introductory Paragraph Intro daction Thesis statement Plan of development Points 1,2,3 The introdaction attracthe thesis statement (or thesis sentence) states the main idea advanced in the paper. The plan of development is a list of points that support the thesis. The points are presented in the order in which they will be developed in the paper. First Sup.

Paragraph Topic sentence (point 1) Specific evidence The topic sentence advances the first supporting point for the thesis, and Basic Academic Writing|100 the spesific evidence in the rest of the paragraph develops that first point. Second Sup. Paragraph Topic sentence (point 2) Specific evidence The topic sentence advances the second supporting point for the thesis, and the spesific evidence in the rest of the paragraph develops that second point. Third Sup.

Paragraph Topic sentence (point 3) Specific evidence The topic sentence advances the

third supporting point for the thesis, and the specific evidence in the rest of the paragraph develops that third point. Concluding paragraph Summary, conclusion, or both A summary is a brief restatement of the thesis and its main point. A conclusion is a final thought or two stemming from the subject of the paper. Notice these points of outlining writing (Oshima & Hogue, 2007). 1.

The introduction, body, and conclusion are numbered with Roman numerals: I, II, and III. 2. The topic sentence of each body paragraph is given a capital letter (A, B, C, and so on). 3. Each main supporting point is numbered 1, 2, 3, and so on. 4. Each supporting detail is given a small letter (a, b, c, and so on). 5.

Each time the outline moves from a Roman numeral to a capital letter to an Arabic numeral, the text is indented. Indenting makes Basic Academic Writing|101 it easy to see the movement from big to small, from main points to specific details.(Oshima & Hogue, 2007) The example of writing outline (Zemach & Lisa, 2005): Dn'uprcl Eg I. Nuclear power is not a good energy source for the world. II. Very expensive A.

Nuclear fuel is expensive B. Nuclear power station are expensive to build and operate 1. Cost of constuction 2. Cost of training woekers 3. Cos of savety features III. Nuclear materials are not safe A. Nuclear fuels are dangerous 1. Mining fuel produces radioactive gas 2. Woeking with radioactive fuel can harm work B. Nuclear waste products are dangerous 1. Very radioactive 2. Difficult to dispose of store safety IV.

This is a great possibility of accidents A. Nuclear power station can fail. 1. Three mile island, USA (1979) 2. Tarapur, India (1992) 3. Darlington, Canada (1992) B. Workers can make mistake 1. Charnobil, USSR (1986) 2. Kola, Russia (1991) 3. Takoimura, Japan (1999) C. Natural disasters can occur 1. Earthquake: Kozloduly, Bulgaria (1997) Basic Academic Writing|102 2. Tornado: Moruroa, the pacific (1981) V.

Because of the cost and the danger, the world should develop different types of energy to replace number power. From that example we can make a conclusion that how to write outline is before writing outline, you must go through the usual process of gathering ideas, editing them and deciding on a topic for your writing. Writing an outline can be a very useful way of organizing your ideas and seeing how they will work together.

(Zemach & Lisa, 2005) To show how ideas work together, number them. To avoid confusion, use several different types of numbers and letters to show the organization of the ideas. Use roman numerals (I, II, III, IV, V, VI etc fyessaymain yintroducand statement, your main body paragraphs, and your conclusion.

Write all of these first, before going into more detail anywhere. (Zemach & Lisa, 2005) I. Introduction II. First main idea III. Second main idea IV. Third main idea V. Conclusion Next, fill in more information for the paragraphs in the main body by using capital Roman letters (A,B,C, etc.). use one letter for each supporting idea in your main body paragraph. Complete this information for each paragraph in the main idea body before going into more detail.

(Zemach & Lisa, 2005). I. Introduction II. First main idea A. First supporting point Basic Academic Writing|103 B. Second supporting point ... and Finally, use Arabic numerals (1,2,3, etc.) to give details for your supporting points. Not every supporting point will have details, and some points will have several.

It is not important to have the same number of details for every supporting point: (Zemach & Lisa, 2005). I. Introduction II. First main idea A. First supporting point 1. First detail 2. Second detail B. Second supporting point 1. First second detail 2. Second detail ... and b. Evaluating Outline Before you start writing your essay, check your outline for organization, support, and topic development.

If possible, ask a friend or your teacher to check your outline too. (Zemach & Lisa, 2005)there are some kind to check : Organization - Paragraphs in the right order. - Supporting points and details in the right order. (Zemach & Lisa, 2005) Support - Each main idea related to the thesis statement . - Eh supporting to the paragraph's - Eh related the supporting (Zemach & Lisa, 2005).

Basic Academic Writing|104 Topic development - Enough (and not too many) main ideas to develop the thesis statement. - Enough (and not too many) supporting points for each main point. - Enough (and not to many) details for each supporting point. (Zemach & Lisa, 2005). c. Simple Outline The example of simple outline(Langan. J, 2008).

My Job at the Crescent Falls Dier and Truck Stop Introductory Paragraph In the course of working my way through school, I have taken many jobs I would rather forget. I have spent nine hours a day lifting heavy automobile and truck batteries off the end of an assembly belt. I have risked the loss of eyes and fingers working a punch press in a textile factory.

I have as a ward aide in a mental hospital, helping care for brain - damaged men who would break into violent fits at unexpected moments. But none of these jobs was as dreadful as my job at the Crescent Falls dinner and truck stop. The work was physically hard; the pay was poor; most of all, the working conditions were dismal. First Sup.

Paragraph First the job made enormous demands on my strength and energy. For ten hours, I waited on tables, carried heavy trays of food and dirty dishes, cleaned bathroom, and unloaded heavy cartons from delivery trucks. The trays weighed from twenty to fifty pounds.

The cartons of food and restaurant supplies could weigh as much as 75 pounds, and I sometimes unloaded full truck trailers by myself. Second Sup. Paragraph I would not have minded the difficulty of the work so much if the pay had not been so poor. I was paid minimum wage, plus tips. At first, I thought this would be fine, but then I learned that I would have to share my tips with the kitchen staff and cashier.

The first night, I made over \$50 in tips, but I brought home less than \$8. To make enough money for the following about sixty hours per week. If I worked overtime, I was paid my regular hourly salary. There was no overtime bonus. Third Sup. Paragraph But even more than the low pay, what upset me about my job was the working conditions.

Sometimes, I had to wash dishes in a corner of the kitchen that was extremely hot and steamy. Once, when unloading a large delivery truck, I strained my back and was laid up for about a week-without pay, of course. Finally, the manager was a tyrant. I never seemed to get my orders out quickly enough for him, nor could I ever clean the tables to his satisfaction.

He disliked and envied college student, and he went out of his way to favor other employees over me. For example, while some of my co-workers got off for holidays, I was expected to work. When I asked for two days off to attend a wedding in Georgia, he threatened to fire me.

He made negative comments about the way I combed my hair and the clothes I wore. Once he even made a slur about my race. Concluding Paragraph I stayed on the job for five months, all the while hating the difficulty of the work, the low pay, and the conditions under which I worked. By the time I quit, I was determined never to do such degrading work again. The Outline from the essay : I. Introduction : The course of working the way through school.

II. Topic sentence : The impact of the job. III. Topic sentence : The salary the job. IV. Topic sentence : Working condition. V. Concluding : Stayed on the job for five months. Basic Academic Writing|107 Exercise, Label the three parts of this essay: introduction, main body paragraphs, and conclusion.

Changing English: the African American Influence If you ask average Americans where their language comes from, they probably say 'English, but English has also been influenced by other countries and groups of people. Some words are borrowed from other languages. Such as typhoon, which originally came from the Chinese word 'typhoon', - typhoon. Skunk, the name of a small, smelly, black and white animal, came to English from a Native American language.

African Americans too, have both contributed new words to English and changed the meanings of some existing words. African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word OK is used around the world today, but it was not always part of English vocabulary.

One theory is that slaves in America used a phrase in their own language that sounded like 'OK means right'. They then started using it. Today, almost everyone in the world uses OK to mean 'all right'. Another word of African American origin is jazz. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the word jazz or jass to describe the music and certain kinds of dancing.

No one is sure where the word originally came from, but as jazz music became more and more popular, the word jazz became a common English word. Basic Academic Writing 108 The meanings of words sometimes change over time. The word cool is a good example. Cool has been used in English for a long time to describe a temperature that is not warm but not too cold or too desecratingly unemotional.

Even additional meaning was given to the word cool in the past 100 years. Just like the word jazz, African American musicians used the word cool to describe the music they were playing. For them, cool meant 'good music and fun music played by African American musicians popular, more and more people started to use the word cool in conversation.

Today, it is still a commonly used word to describe something 'great'. A word with the opposite meaning of cool is square. Square is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabulary to African Americans. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the world will be like tomorrow? Exercise, Alcohol Alcohol is one of those elements

that terribly require such balance.

It is not a secret anymore that extreme use of alcohol brings about seriously adverse effects on people such as lack of concentration and tendency to using drugs. The first, maybe the most adverse, effect of alcoholism on people is that it causes lack of concentration. The brain is regarded as the organ that is responsible for whatever a person does, and concentration is only one of the things the brain controls. It has been scientifically proved for many times that alcohol poses great damage on the brain cells, which cannot renew themselves.

It can, eventually, be seen why people who consume too much alcohol suffer from lack of concentration. The second effect of alcoholism on people is that those who are addicted to drinking alcohol tend to use drugs in the middle or long term. As stated above, alcohol leads the person to display behavior out of his control, and consequently he may act beyond the boundaries of rationality.

Imagine a person who has drunk to excess: Is that person more or less likely to accept any Ecstasy tablet than a sober person? The answer appears clear. In brief, the link between alcoholism and drug use is beyond obvious. The reason consumption alcohol is effect stress. The effects of stress a lifcbe astating. It can affect every part of the body and make one feel alone and useless in the world they live in.

Essentially, while some stress can be good for life every now and then, stress one's e an ovhelling. hile people do not realize his simple fact, major amounts of stress can ruin lififlefout ontrol. he fts chava debilitating effect on the life of its victim. Minimum of concentration and tendency to drug use are only two of the adverse effects of alcohol us on people.

People, unfortunately, keep ignoring the warnings made by officials. It seems inevitable that more and more people will suffer from the consequences of alcoholism unless they choose not to. Please make outline from this essay : I. Introdu c II. T sentenc
..... Basic Academic Writing|110 III. T sentenc IV.
Conc.....

Basic Academic Writing|111 Unit 11 ESSAY WRITING An essay is a group of paragraphs written about a single topic and central main idea (Rumisek, 2005). The main idea or point developed in an essay is called the thesis statement or thesis sentence (rather than, as in a paragraph, the topic sentence). The thesis statement appears in the introductory paragraph, and it is then developed in the supporting paragraphs that follow.

A short concluding paragraph closes the essay (Langan. J, 2010). It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing. Transition signals link the paragraphs into a cohesive whole. In the model essay, study its organization.

Notice the transition signals at the beginning of the three body paragraphs (Hogue, 2007). Native American Influences on Modern U.S Culture When the first Europeans began to settle the North American continent, they encountered a completely new culture: the native American tribes of North America. Native Americans, who had a highly developed culture in many respects, must have been as curious about the strange European manners and customs as were the Europeans about Native Americans. As always happens when two cultures come into contact, there was a cultural exchange. Native Americans adopted some of their ways.

As a result, Native Americans have made many valuable contributions to American culture, particularly in the areas of language, art, food, and government. First of all, native Americans left a permanent imprint on the English language. The early settlers borrowed words from several different Native American languages to name the new places and new objects that they had found in their new land.

All across the country, one can find cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes, as are the cities of Chicago, Miami, and Spokane. In addition to place names, English has adopted many everyday words from various Native American languages.

The words chipmunk, moose, raccoon, skunk, moccasin, and potato are just a few examples. Essay Structure Introductory Paragraph Thesis Statement Body Paragraph 1 MODEL Basic Academic Writing|112 Although the vocabulary of English is the areas that shows the most Native American influence, it is not the only area of American culture that was changed by contact with Native Americans.

Art is another area showing the mark of Native American contact. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Also, Native American jewelry made from silver and turquoise is very popular and very expensive.

Especially in the western and southwestern regions of the United States, native crafts such pottery, handcrafted leather products, and beadwork can be found in many home.

Indeed, native art and handicrafts have become a treasured part of American culture. In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence.

Being skilled farmers, the Native Americans of North America taught the newcomers many things about farming techniques and crops. Every American school child has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation.

In addition, many of the foods we eat today were introduced to the Europeans by Native Americans. For example, potatoes, corn, chocolate, and peanuts were unknown in Europe. Now they are staples in the American diet. Finally, it may surprise some people to learn that Americans are also indebted to one tribe for our form of government.

The Iroquois, who were an extremely large tribe with many branches and sub-branches, developed a highly sophisticated system of government to keep the branches of the tribe from fighting one another. Five of the nations joined together to form the League of the Iroquois. The League acted as a unit when dealing with outsiders. The League kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes.

When the thirteen American colonies were considering what kind of government to establish after they won their independence from Britain, someone suggested that they use a system similar to the League of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened.

As a result, the present form of government of the United States can be traced directly back to a Native American model. In conclusion, we can easily see from these few examples the extent of native American influence on our language, our art forms, our eating habits, and our government. Modern Americans are truly indebted to Native Americans for their contributions to their culture.

Hopefully, the cultural exchange will one day prove to be equally positive for them.

Body Paragraph 2 Body Paragraph 3 Body Paragraph 4 Concluding Paragraph Basic Academic Writing

113 a. Introductory To open our discussion in essay, we need introductory paragraph.

An essay Introduction consists of two parts: a few general statements and a thesis statement (Oshima & Hogue, 2016). General statements e uncattracreader's in statements general topic of the essay will be introduced. A thesis statement states the main idea of the essay. A thesis statement for an essay is like a topic sentence for a paragraph.

It states the specific topic and gives the reader a general idea of the contents of the essay. It is usually in the last of introductory paragraph. You can see how the general statements in the introductory paragraph of the model essay introduce the topic. The first sentence tells the reader about the arrival of Europeans and their encounter with new cultures.

The next sentence points out that there were large differences between European and Native Americans. The next two sentences say that two-way cultural exchange happened, but the direction of the exchange and the specific items are not identified. When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America.

Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways.

The thesis statement is specific; it gives the direction of the exchange (Native American influences on modern culture) and lists Basic Academic Writing|114 the subtopics (language, art, food, and government). You can find the thesis statement in last sentence of introductory paragraph. As a result, Native Americans have made many valuable contributions to modern U.S.

culture, particularly in the areas of language, art, food, and government (Oshima & Hogue, 2016). One general kind of introductory paragraph that seems to work well with many school essays is called the "funnel" introduction. You begin the paragraph with some broad background information. You conclude the opening paragraph with a statement of the narrow thesis.

In a sense, then, the paragraph is shaped like a funnel : wide at the top, narrow at the bottom (Glathorn, 1981). Here is an example of a funnel introduction : Broad background statements Narrow thesis If you find that you are having trouble getting started, try the following approach. Write your thesis sentence and get on with the rest

of the essay.

Then, when you have finished the first draft, add a few sentences before the thesis sentence to make it seem like a smooth beginning (Glathorn, 1981). The thesis statement of logical division essay indicates the number of subtopics and names the specific subtopics, for example: 1. Mobile phones have three main advantages. 2. Three advantages of E-books are more practice, cheaper, and environmentally friendly (Oshima H. , 2007).

To almost all the students in this school, the cafeteria is a food line and tables where they sit with friends. Behind that food line, however, is complex operation, an efficient machine that produces 1200 meals a day. Understanding how that operation works will help us appreciate why increases in the cost of lunch are probably unavoidable. Basic Academic Writing|115 b.

Body Paragraphs The body of an essay is made up of one or more paragraph. These paragraphs (body paragraph) develop the topics and prove the points. Each paragraph in body paragraph contains a topic sentence and supporting sentences (Oshima H. , 2007). In the essay above, each body paragraphs supports thesis statement "Native Americans have made many valuable contributions to American culture, particularly in the areas of language, art, food, and government" In the first body paragraph 1 support contributions to language, body paragraph 2 supports contributions to art, body paragraph 3 supports contributions to food and the last body paragraph support contributions to government.

Each body paragraph also has a topic and its supporting sentences for example in body paragraph the topic is " native Americans left a permanent imprint on the English language "then rest sentences support the topic idea by giving description about contributions to language". To make body paragraphs easily, we should use essay basic pattern. Logical division of ideas is a basic pattern for essays.

In this pattern, you divide your topic into subtopics and then discuss each subtopic in a separate paragraph. For making a logical division essay, notice these steps: 1. Divide the topic into subtopics, then discuss each subtopic in a separate paragraph. 2. Write a thesis statement that indicates logical division. 3. Use transitions to connect each subtopic. c.

Concluding paragraph The concluding paragraph wraps up the discussion in essay, bringing the development to a logical end. If the developmental paragraphs have done their job that is, developed the thesis then the

conclusion should follow logically. But what does one say in the conclusion? What is said depends entirely on what has been developed in the essay.

However, there is a standard approach to writing concluding paragraphs (Joann R, 2004). 1. A conclusion can restate the main points (subtopics) discussed. This restatement should be brief; after all, you have already discussed them at length. 2. A conclusion restates the thesis. Generally, to avoid sounding repetitious, it is a good idea to restate the thesis in different words.

The restatement of the thesis is really a reassertion of its importance or validity. 3. A conclusion should not, however, bring up a new topic (Joann R, 2004). Here are techniques that you can use to write a memorable conclusion: Make a prediction. We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing.

If this trend continues, fewer and fewer families will be able to send their children through four years of college. Suggest results or consequences To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school.

As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation. Basic Academic Writing|117 Suggest a solution, make a recommendation, or call for action. It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid.

To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it. Quote an authority on the topic. In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college.

If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann argued in his Fifth Annual Report, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education (Oshima & Hogue, 2016). d.

Tanstin Sgso "lgcalisofeas Transition signals for logical division essays include many that you may already know (Joann R, 2004). Transition Words and Phrases First, first of all, second, third, etc. Next, last, finally Also in addition, moreover, furthermore First,

excessive government spending. In addition, unrestrained consumer borrowing can cause inflationary tendencies. Finally, an increase in the supply of paper money gives rise to inflation.

Basic Academic Writing|118 Coordinators And Both...and Not only an increase in the supply of paper and marketing both money and unrestrained consumer borrowing can cause inflationary tendencies. To lose weight, one must not only exercise regularly but also eat wisely. Others the first cause, reason, factor, etc. advantage, etc. one problem, reason, important, factor, etc. another way, reason, disadvantage, etc. an additional problem, result, etc.

in addition to math and science, ... A second cause is an increase in the supply of paper money. Regular exercise is one way to get fit and lose weight. In addition to government spending, unrestrained consumer borrowing can cause inflationary tendencies. Exercise, Form introductory paragraph by read these following sentences and put in the correct order, then analyze general statement and thesis statement. 1.

If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty. 2. In some cultures, people bow, and in others, they shake hands. 3. In English-speaking countries, shaking hands is the custom. Basic Academic Writing|119 4. A proper handshake has four ingredients: pressure, pumps, eye contact, and verbal message. 5.

The way people greet each other when they meet for the first time varies from culture to culture. 6. How one shakes hands sends an important message about one's character (Oshima & Hogue, 2016). Exercise, Connect the ideas in the following paragraphs by adding a transition word, phrase, or clause to the topic sentences of the third, fourth, and fifth paragraphs.

Try to vary the transitional linking expressions you use. You may rewrite the topic sentences if necessary. The first one has been done for you as an example Icebergs: A Potential Source of Water 1. In countries where rainfall is very sparse, scientists must constantly seek ways to increase supplies of water.

One method being considered is the use of desalination plants, which would remove salt from seawater. Another method being considered is the towing of icebergs. According to this method, large icebergs from Antarctica would be wrapped in cloth or plastic, tied to powerful tugboats by strong ropes, and towed to the countries needing freshwater. While this plan may have some potential, there are certain practical problems that must be solved. 2. The first problem is the expense.

According to estimates, it would cost between \$50 million and \$100 million to tow a single 100-million-ton iceberg from Antarctica to, for example, the coast of Saudi Arabia. 3. is the possibility that the iceberg would melt en route. No one knows if an iceberg could be effectively insulated for such a long journey. 4. At the very least, there is the possibility that it would break up into smaller pieces, which would create still other problems. 4.

there is the danger that a huge block of ice floating off an arid coast could have unexpected environmental effects. The ice could drastically change the weather along the coast, and it would probably affect the fish population. 5. the cost of providing freshwater from icebergs would be less than the cost of providing water by desalinization, according to most estimates.

It would cost between 50 and 60 cents per cubic meter to get water from an iceberg, as opposed to the 80 cents per cubic meter, it would cost to get the same amount by desalinization. 6. In conclusion, before icebergs can become a source of freshwater in the future, problems involving cost, overall practicality, and most important, environmental impact must be solved (Oshima & Hogue, 2016). Basic Academic Writing|121 Unit 12 WRITING MODEL a.

Formal letter Bailey (2003) states that a formal letter will include many things and is related to the business letter. To put this into perspective, all business letters are formal letters but not all formal letters are business letters. The term formal letter can be used to entail any written letter for a formal purpose, whether that be a recommendation letter, an invitation letter, a complaint letter and so on. Any communication that is considered to be official enough to be explicitly written or typed in a letter can be called a " Formal letter " .

However, in everyday use of the phrase we tend to be referring to something along the lines of what is a business letter. they will share many of the same characteristics, if not all. Formal Letter Format The layout for a formal letter resembles the business letter format with any differences solely occurring in the content of the letter.

All formal letters will include the following aspects, not in this order as they may be arranged in individual preference. Types of Formal Letter As mentioned above (Bailey, 2003), the different types of letter writing follow certain formats which have been established over the years. Letter formats are applicable by and large to formal type of letters.

Informal letters do not require a certain pattern of writing and can be written in number of ways. But for guidance purposes we have included few varieties of informal ways of writing which can be termed as sorts of informal formats. These formats makes the letter writing process a convenient one. Basic Academic Writing¹²² As a general rule most letters follow (Langan J. , 2010) : 1.

Formal Letters Format ? Full Block style is a letter format characterised by the below shown and Block format features all elements of the letter aligned to the left margin of the page. It has a neat and simple appearance. Paragraphs are separated by a double line space. ? Semi-Block Style is similar to block but has a more informal appearance.

All elements are left-aligned, except for the beginning of each paragraph, which is indented five spaces. Paragraphs are separated by a double line space. ? Modified Block Style differs from block style in that the date, sign off, and signature lines begin at the centre point of the page line. The beginning of each paragraph is indented five spaces, along with the subject line, if used.

Depending on the length of the letter, paragraphs may be separated by a single or double line space. ? Modified semi-block style. 2. Informal Letters Format When Letters do not follow any particular format while writing is called Informal Letters Format. So can it be considered that letters have either a Formal or Informal structure? Yes or No.

Yes, because most of the letters are written with one or the other style in mind. No, because some letters can be written with partial observance of formal or informal styles. For example, an Address Change Letter is basically a Formal letter, however when it is written to a friend it becomes an informal letter as the motive of the doesn't a le be o llowed before it is written.

Basic Academic Writing¹²³ Differentiating features can be that informal letters are personal in nature and length of the letter varies as per the information. Example : Formal letter that have applied for a place on an MA course at a British university, and this letter that have received in replay. a) Art & Sciences Admissions Office Wye House Central Campus University of Borchester Borchester BR3 5HT United kingdom b) Ms P Tan 54 Sydney Road Rowborough RBI 6FD c) Ref : MB/373 d) 3 May 2006 e) Dear MS Tan f) Aplication for MA International Studies g) Further to your recent aplication, I would like to invite you to the Universuty for an informal interview on Tuesday 21st May at 11 am. You will be able to meet the course supervisor, Dr Schmidt, and lookround the department.

h) A map of the Campus and instructions for finding the university are enclosed. i)

Please let e know if you will be able to attend on the date given. j) Your sincerely k) M. Bramble l) Mick Bramble Administrative Assistant Art & Social Sciences Enc. Basic Academic Writing|124 Note the following points : a) When writing somebody whose name do not know, example : the manager, use Dear sir and yours faithfully.

b) A formal letter generally uses the family name in the greeting (Dear Ms Tan). It is certain organization may, however, use a first name with a family name or even a first name alone (Dear Jane Tan / Dear Jane). c) If the sender includes a reference it is helpful to quote it in your replay.

CVs (curriculum vitae) According to Bailey (2006)CV stands for curriculum vitae and also known as resume. A CV is a summary of education and work experience, often requested by prospective employers. Most of the professional store their CVs electronically so that they can be updated when necessary.

So, the CVs is a detailed written of qualifications for a job opportunity. CV is the first equipment which requested by the job seeker and used to screen applicants, often followed by an interview. CVs may also be requested for applicants to postsecondary programs, scholarships, grants and bursaries.

The CVs is the difficult things to create because of many considerations format. It depends on your experience in life and also the last or ever you had worked in. So, there are many debates statements of its creation. But commonly, the creation of CVs is created around the experience of author or job hunter which show their ability that they have.

Here coformat, among others (Bailey S. , 2006): Basic Academic Writing|125 ? Name and personality identity information : it is about the identity of the creator of its CVs, fulfill with any information which need such as address or contact person. ? The job aim : Tell about the interest of the job hunter itself.

? Career : a list of some jobs that the author ever do or any jobs that he applicants at the previous. ? Academic qualifications : Any degrees earned or in progress, institutions, and years of graduation. May also include the title of dissertation or thesis. ? Skills : The main skills that show any good abilities which show the professionalism of job hunter. Example of CVs : Sarah Ann Atkins DOB 19.6.80 Email :saatkins@virgin.net Career Aim To develop my experience in marketing in a senior managerial role, using my knowledge of European languages.

Career history 2004-present 1997-1998 : Marketing Assistant, Eastern Foods, Derby In

my current post I am part of team involved in marketing our products throughout the UK. I have helped organise several campaigns and given presentations in connection with these. : English Teacher, Montpellier, France During my year abroad I taught English at a school in Montpellier, which not only helped strengthen my French but also gave me valuable lessons in self-reliance.

Basic Academic Writing|126 Academic qualification 2004 2000 : MBA (Rowborough University Business School) : BA (Hons) 2:1 in European Languages (University of Leeds) with distinction in spoken French Skill Languages ICT : Knowledge of Spanish and French (Advanced)/Italian (good) : Competence with the following applications (Word, Excel and Groupwise) Note : a) The above format is only one possibility and it is worth looking at other CVs to compare layouts.

b) Your address and phone number should be in your covering letter, not on the CV. c) List qualification and experience in reverse chronological order, starting with the most recent. Prospective employers are mainly interested in your latest achievements. d) Do not clutter the CV with details of hobbies which are irrelevant to the job you are applying for. Similarly, your early education is unimportant.

e) Do not just give job titles but explain in detail what you did. f) Only give references if asked to do so. Personal I would describe myself as outgoing, friendly and a good communicator. I apply these qualities to establishing good customer relations and working with colleagues as part of a team. Basic Academic Writing|127 b.

Reporting and Designing Surveys Surveys, in which people are asked questions about their opinions or behavior, are a common feature of academic work, especially in fields such as education, psychology and social sciences. From surveys we can know about any information generally of another person's perspective. It happens by the method of surveys which helps us to identify other person's statement in general view. (Bailey, 2003).

Some types of surveys themselves among other: 1. Conducting surveys - (Other suggestions possible/in any order) - To test a hypothesis. - Get up-to-date data. - Collect information about the behaviour of a specific group, e.g. clients of a firm. 2.

Questionnaire design (a) (ii) is less embarrassing for most people to answer. (b) (i) is an open question and has many possible answers. (ii) is a closed question with a limited range of responses.

(c) For casual interviews ten is probably the maximum most interviewees will cope with. 3. Survey Language (a) conducted (b) random (c) questionnaire (d) questioned (e) respondents/ interviewees (f) Interviewees/ Respondents (g) mentioned Basic Academic

Writing|128 (h) majority (i) slightly (j) minority (k) question (l) common (m) generally (n) sample 4. Question Form (Example questions.

2 – 6 could use present tense) Q2. Why did you take a job? Q3. What effect did the work have on your studies? Q4. What kind of work did you do? Q5. What hours did you work? Q6. How much did you earn? Q7. Do you have any comments on your work? Here the example of a design surveys : Inserting suitable words from the box to the gap.

STUDENT EXPERIENCE OF PART-TIME WORK Introduction With the introduction of course fees and the related increase in student debt, more students are finding it necessary to work part- time. The survey was a) to find out how this work affects student life and study. The research was done by asking students selected at b)

on the campus to complete a Sample conducted slightly respondents random questions majority questioned mentioned interviewees common questionnaire generally minority Basic Academic Writing|129 c) (see Appendix 1). Fifty students were d) on Saturday April 23rd, with approximately equal numbers of male and female students. Findings Of the e)

30% currently had part-time jobs, 20% had had part-time jobs, but half had never done any work during university semesters (see Table 1). f) who were working or who had worked were next asked about the reasons for taking the jobs. The most common reason was lack of money (56%), but many students said that they found the work useful experience (32%) and others g)

. social benefits (12%). Considerations of designing surveys (Bailey, 2003): Designing the questionnaire : a) Limit the number of questions so the respondent can answer them in a minute or two. Long and complicated questionnaires will not receive accurate replies. b) Questions should be clear and simple, and not be too personal.

c) Closed questions (6ii) are easier to process, but open questions (6i) will collect a wider range of responses. d) You should try asking the questions to classmate before beginning the full survey, and be ready to modify any that were not clear (Bailey, 2003). Preparing a survey on one of the following subjects.write the questionnaire of no more than six questions to collect the most useful data.

a) How overseas student learn vocabulary b) Student attitudes to the cinema Basic Academic Writing|130 c) A comparison of undergraduate and post-graduate leisure activities. Using Tenses (a) past tense (b) present tense (the survey is completed but the

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<http://depts.washington.edu/pswrite/compare.html> National Geographic:
NGL.Cengage.com/ELT Basic Academic Writing|133 BIOGRAPHY Moh. Hafidz is a lecturer of English Education at The English Education Department of STKIP PGRI Bangkalan since 2013.

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Supat Nawawi and Siti Rodiyah, his wife is Siti Ayani and his daughters are Kartini Bintu Mahira Abida and Adinda Naila Mardhatillah. He lives in Bangkalan Madura.

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