

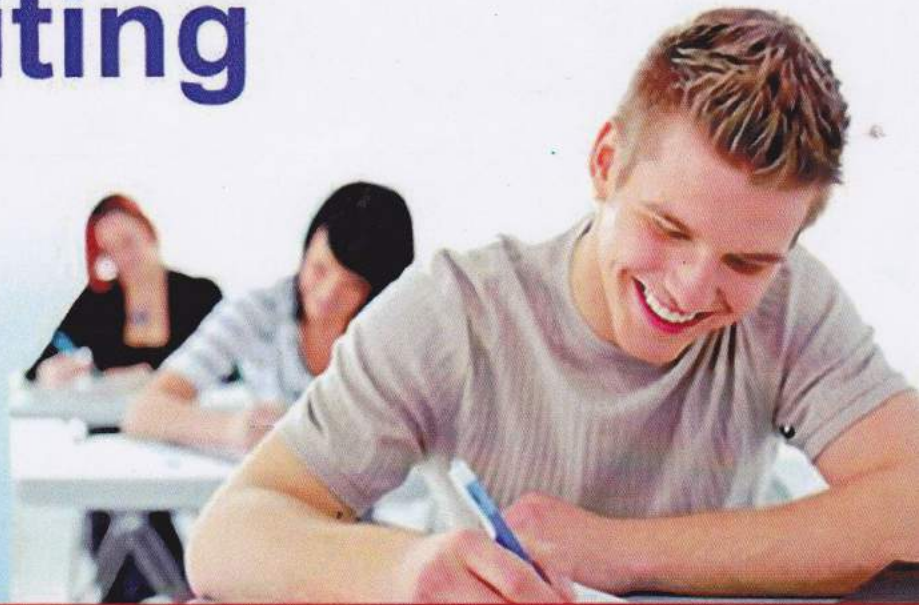


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PREFACE

This book was designed to respond a lot of academically challenges for professional laborers (lecturers, teachers, applicants etc.), students at universities and senior high sechool levels in writing an essay. The author believes in all of readers who gradually recite ad apply these techniques of this book will easily explore their ideas in academically writing.

The contents of this book was devided into twelve units (writing process, sentence variety, paragraph format, fact and opinion paragraph, cause and effect paragraph, comparision and contrast paragraph, definition paragraph, references and quotation, effective writing, outlining an essay, essay writing and writing model) which present some teories and exercises of each one from experts. It helps beginners who want to develop and measure their essay writing skills. Beside that, it also requires some critically advices from readers to be revised in the next edition.

The author,

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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 Writing will help the students' problem when write at 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 write "I am looking for something to say" In this situation the writer will familiar with the act of writing (Langan, 2010).

The example,

My Job

I have had good and bad jobs, that's for sure. It was great 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.

I mowed my aunt's lawn while she was away at work. Then I'd go sit 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 wouldn't even give me a few days off to go to a weeding, 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+IH such as; Why? When? Where? Who? How? and What ways?

The Example of 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 college students

Made insulting remarks about my

appearance/race

In what ways were Kitchen hot, boss was overly critical of working conditions my work bad?

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*

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

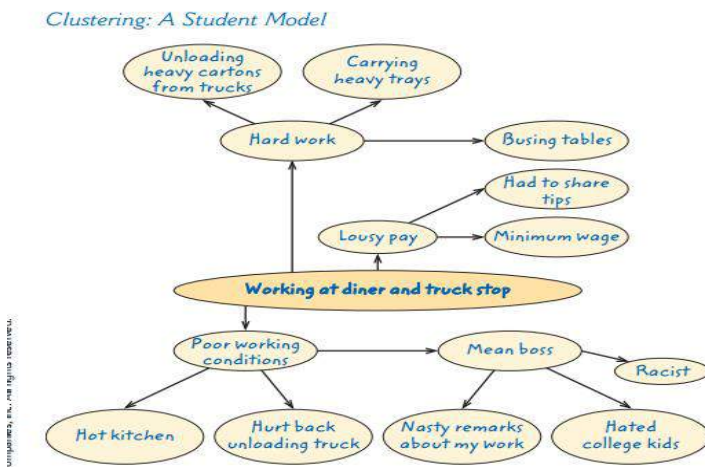
Had to share my tips with other workers in the kitchen and cashiers- not just with other servers

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 mine idea in the central of the circle (Langan, 2010).

To make a map, us 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,



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

~~Couldn't get a day off to rest or be with friends—~~

~~No real friends at this job~~

3 asked for two days off to go 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

1 when I interviewed, I didn't know I would also be unloading 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 write "Do later". In the first draft 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 lousey. I had to work at least sixty hours a week to afford next semester's tuition. I got only minimum wage, and I had to share 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 lousey 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 adding, delete or arranging the sentences by sentences. Revising focus on the coherence sentences between main idea and supporting idea (Langan, 2010).

The example:

Working at the present falls dinner 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. ^{I had to clean the tables} ~~And the table had to be cleaned.~~ You would wash dishes and then go unload the delivery truck. Lifting ^{sixty-pound} 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 lousey.~~ I had to work at least sixty hours a week to afford next semester's tuition, I got only minimum wage, and I had to share my tips with the kitchen workers too. ^{. Finally} The working conditions were horrible. ^{in a hot and steamy kitchen} 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 ^{tyrant} creep who hated me cause I was a college student, he gave me ^{terrible} lousey hours. ^{made racist} Even ~~called me~~ ^{slurs} 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

do since you're so familiar with what you meant to 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 ere:

My job at the crescent falls dinner and truck stop

Working at the ^C ~~crescent falls diner~~ and ^F ~~truck stop~~ ^D ~~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} ~~customers~~ and I to clean the tables. I ^{washed} ~~would wash~~ dishes and then ^{unloaded} ~~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 to afford next semester's tuition because I got only ^{minimum} ~~minimum~~ 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 by back so badly I was out of work for a week without pay! And the boss was a tyrant who hated me ^{because} ~~cause~~ I was a college student. ^H ~~he~~ gave me terrible hours. ^{ridiculed my clothes, and} ~~Even~~ made racist slurs to my face.

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 four type. 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.
- Don't be angry.
- 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.

<i>Sentence</i>	<i>"formula"</i>
<u>The Star Wars movies</u> <u>were</u> international hits.	SV
<u>Young people and adults</u> <u>enjoyed</u> them.	SSV
<u>The films</u> <u>entertained</u> and <u>thrilled</u> audiences everywhere.	SVV
<u>Luke Skywalker</u> and <u>his friends</u> <u>battled</u> evil and <u>made</u> us laugh at the same time.	SSVV

b. Compound Sentence

A compound, or “double,” sentence is made up of two (or 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.*

“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.*

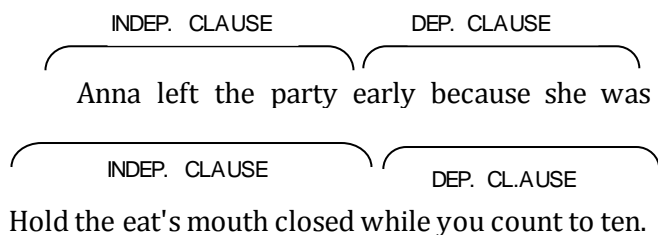
The coordinator “and” is used, and a comma(,) is correctly used before the “and.”

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

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).



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.

4. Compound Complex Sentence

Compound complex sentence is made up of two (or more) simple sentences and one or more dependent statements by adding 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 words such as when, although, while, because, and after. Through **coordination**, we show that ideas are of equal importance. When we coordinate, we use the words 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.

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. The black dog has won many prizes, but he doesn't know many tricks.
2. You could cry like a baby, or you can clean your room like a man.
3. Arleen's could not play with that boy, nor could she play with that other boy.
4. I don't want to eat. I don't want to drink.
5. I didn't do my homework. My parents punished me.
6. Let's go to the swimming pool. It's hot inside the house.
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.

3. The computer that is broken, needs to be repaired, but I do not have enough money.

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 sentence inch 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

co1Tect 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 one 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 to Homann (2011), “When a word is capitalized, it usually signifies importance. Below is a list of instances and examples of when words need to be capitalized.” 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**.

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 lectures.

"Professor" is capitalized because it is a part of Hall's title.

Professor, when is the paper due? "Professor" is capitalized because the professor is being addressed directly.

Johnson, a **professor** at my school, gives interesting lectures.

"Professor" is not capitalized because it describes Johnson and is written after his name.

- 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

"To" is the first word of the title. "Kill" is capitalized because it is a verb. The word "a" is not capitalized because it is an article. "Mockingbird" is capitalized because it is a noun.

The Catcher in the Rye

"The" is the first word of the title, so it is capitalized. "Catcher" is capitalized because it is a noun. The word "in" is not capitalized because it is a preposition. The word "the" is not capitalized because it is an article. "Rye" is capitalized because it

is a noun.

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 used to tell the direction of Canada and is not capitalized. Canada is in the **North**.

Here, “North” is the name of a specific place

Exception to this rule is if the direction is pertaining to a specific 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.

In this sentence, “the piano” is a common noun and is 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):

<i>No</i>	<i>Rules</i>	<i>Example</i>
	The first word in a sentence	My best friend is my do.
	The pronoun	He and I never argue
	Abbreviations and acronyms formed from the first letters	USA IBM AIDS UN VW CBS
	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	c. 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

<p>directions</p> <p>f. Names of days, months, and special days</p> <p>BUT NOT the names of the seasons</p> <p>g. Names of specific structures such as buildings, bridges, dams, monuments</p> <p>h. Names of specific organizations (government agencies, businesses, schools, clubs, teams).</p> <p>i. Names of school subjects with course numbers.</p> <p>BUT NOT names of classes without numbers, except language.</p> <p>j. First, last, and all important words in the titles of books, magazines, newspapers, plays, films, stories, songs, paintings, statues. television programs.</p>	<p>blocks, and then turn south.</p> <p>f. Monday, January, Independence Day, Ramadan.</p> <p>spring, summer, fall (autumn), winter</p> <p>g. Golden Gate Bridge, the White House, Aswan High Dam, Taj Mahal</p> <p>h. State Department, Harvard University, French Students Club, Bank of Canada, New York Yankees, Red Cross</p> <p>i. Business Administration 312 Chemistry 101 Chemistry, French literature</p> <p>j. <i>War and Peace, Toronto Star, Jingle Bless, The Three Little Pigs, Paris Match, Indiana Jones</i></p>
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		and <i>The Temple of Doom</i>
	<i>Note: Italicize (or underline) titles of books, magazines, newspapers, plays, and films.</i>	

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 ina 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. Mysisters 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.

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

computer science at a university. after graduation, he wants to work for a large tech company such as intel or ibm.

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 we go any further, let's define these 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,

- Can this statement be debatable?
- Is this something known to be true?

If you can answer “Yes” to the first question, it might be an *opinion*. If you can answer “Yes” to the second one, it’s probably a *fact*. For example, look at the following sentence:

Our school’s policy is that you must have a C average in order to participate in school sports.

Does this topic sentence explain a fact or an opinion? Well, is it debatable? Can someone disagree? Probably can’t. It’s a matter of *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 claim. (Read it carefully; it’s different from the previous example though it looks the same.

Our school should have a policy that you must have at least a C average 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 issue. It’s an *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 go home after school to an empty house. These “latchkey children” are often alone for hours until their parents come home from work. In fact, a recent survey in our school district found that 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 spot; after all, the sentence begins with “I think.” Of the other three

sentences, one offers a clear clue that it is a fact. Like the opinion, it begins with a signal phrase: “In fact”.

Consider this example: “Basketball is more exciting than football.” This statement is debatable. You could argue that football is more exciting than basketball, or that they’re both equally exciting, or even that they’re both dreadfully boring. All of these statements are opinions. But “Basketball is a team sport” is not debatable; it’s impossible to disagree with this statement. It’s something known to be true. Thus, it’s a fact (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. Modal auxiliary verbs show the strength of a writer’s opinion or argument.

Affirmative:

The city could add more cycle paths.

should
ought to
has to / must

Negative:

The city doesn't have to allow more cars
shouldn't
can't / must not

Example:

Dear Editor,

I agree with Bill Adam's opinion in his recent letter saying that 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 cars that you can't ride bicycles into town. The city must make some 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:

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 and usage completely and be sure that it's the right match 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
----------------------------------------------------	--------------------------------------------------------------	-----------------------------------------------------------------	--------------------------------------

Place

Here	There	On	Above,
Beyond	Wherever	Nearby	Below
Adjunct to	Neighboring	Opposite to	

Exemplification or illustration

To illustrate	For example	E.g., (for example)
For instance	To demonstrate	As an illustrate
		Specifically to

Cause/ Effect

<i>Cause</i>	<i>Effect</i>
Because	Therefore
Since	Thus
On account of	Consequently
For that reason	Hence
	Accordingly
	As a result

Purpose

In order that	For this purpose	So that
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Qualification

Almost	Perhaps	Probably
Never	Always	Frequently
Nearly	Maybe	Although

Intensification

Indeed	In fact	To repeat
Of course	Doubtedly	By all means
Without doubt	Yes, no	Certainly
	Surely	Undoubtedly

Concession

To be sure	Granted	Of course, it is true
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Summary

To summarize	In brief	In short
In sum	To sum up	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. Citizent 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.
2. What is the writer's purpose ? why did he write the letter ?

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 mostly 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

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 it makes happen. Cause and effect, then, work together; you can't have one without the 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 different between cause and effect in an essay or paragraph. Therefore, we must know how a cause and effect can applied in a paragraph; however, we must know how the cause and effect in sentence, because it begins from lour thing to 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, because, therefore. It's also 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

examples that have been dissected to show the separate cause and affect 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 happen and why this happen (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, coma 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.

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.

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 appears that” or “a possible cause is”, we show that we are aware of the 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:

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:

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:

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 surprising 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 surprising consequence is that the smoking culture

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 is because: “X happened because Y happened” precise use of transitions helps the reader to follow the writer’s reasoning 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)

(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)

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Example of *Cause*:

- a. The flooding occurred *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 flooding was severe.
- 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 coma 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*.

Exercises,

Carefully read the following topic sentence. Decide whether each sentence focuses on causes, effects, or both. Look for key words that give us clues. Circle the best and mark.

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, the BBC and Elvis's market and sell different 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, we can read it instantly, seconds after it's 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	

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 gives you a way to classify or judge the 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 the film *Crouching Tiger, Hidden Dragon* was even better than *Star Wars*. Both featured warriors with special powers and a love story (comparison). But in *Crouching Tiger*, the fighters relied much more on their physical strength 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.*

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 similiar 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 structurest 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. When you read, you use a lot of imagination to help 'see' the characters in the story. However when you see a film it is a different experience. When you watch a film, you don't need to use your imagination.

⁽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.

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, than a second point, than 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, and Diana’s mother left the family when she 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)Diana was called ‘The people’s Princess’ because she was so friendly. Although Monroe was famously sexy. She was well-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.

⁽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.

⁽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.

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 bigger than my sister's 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 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.

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.

- 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).

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.

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 best films ever made are *Star Wars* and *Crouching Tiger, Hidden Dragon*. I've seen both movies at least a dozen times, and 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 say that *Crouching Tiger* is an even better film.*

Both films feature warriors with special powers. In Star Wars, Luke Skywalker, a Jedi Knight, has “the force” a special energy that he can channel to help him overcome evil. Similarly, in Crouching Tiger, Li Mu Bai, Yu Shu Lien, and Jen all have special powers that they’ve 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 with “old-fashioned” weapons such as swords and the most old-fashioned weapon of all their bodies. What they’re able to do with their bodies is much more impressive than anything Luke Skywalker can do with his lightsaber.

More importantly, Crouching Tiger gives equal treatment to both sexes. In Star Wars, though Princess Leia can (and does) fight, she still relies mostly on the men to fight and saves her. In Crouching Tiger, however, the female warriors are every bit as strong as the male warriors and do all of the fighting on their own. Shu Lien, Jen, and another woman, Jade Fox, actually do most of the fighting in the movie and defeat many men throughout the film.

The best thing 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 being forced into this relationship and runs off. She doesn’t know how to handle her strength, though, and is so independent that she even rejects the chance to be Mu Bai’s student. Under his guidance, Jen could have become an even greater warrior. But Jen is too independent, and she unintentionally helps to bring about Mu Bai’s death and her own.

Jen's story shows us that we have a right to determine the course of our 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?

DEFINITION PARAGRAPH

Unit 7

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.

In academic writing, definitions are normally needed in two 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.

<i>Word</i>	<i>Category</i>	<i>Detail</i>	<i>Use</i>
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

a. Clarifying the word and Pharases

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 pharase that has same meaning.

Example : He is *polymath* (term),which mean he is *a person of great learning in several field of study* (synonym)

Definiton 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).

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.

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 diffenrences 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

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.

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:

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

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

relative pronoun is the subject of its clause (Bailey S. , 2004). From all subject pronoun can be called is relative pronoun that consist of :

- Who is used for people. } *Extra Information*
- Which is used for things. }
- That is used for people and things. using *that* for people is informal.
- Use *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,

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 because 'he' is subject of his name but the correct of pronoun Object is I spoke to Keenan and him.

	People	Things
Extra Information	Whom	Which
Necessary Information	Whom(that informal) Ø(me,him,her,us them)	Which That Ø

- *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.

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 replaced by 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 and has two pieces of information: 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.is (prepositional phrase)

A popular day with children is Halloween, **when** they dress up in costumes and get candy from neighbors.

Necessary Information

Ramadan is a time. + Muslims fast then.

Ramadan is a time **when** Muslims fast.

Exercise ,

Insert suitable category words and pharase in the following definitions.

- a) A barometer is a scientific designed to measure atmospheric pressure.
- b) Kidneys are that separate waste fluid from the blood.

More complete definitions may be written by adding examples or extra information.

- a) A psychiatrist is a who specialises in
- b) An MSc. is a awarded on completion of

Study the following examples and underline the term being defined.

- 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

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.

REFERENCE AND QUOTATION

In writing an essay, a writer explores some ideas from any sources to make a detailed information which trusts a reader to get a responsible literature academically. Academic writers have various styles in citing the other ideas which support their data. This citation is utilized to prevent a cheat in academic writing.

a. Avoiding Plagiarism

Plagiarism, it's a concept that puts sour looks on teachers' faces and sends shudders down students' spines. When you sit down to write that essay, however, you don't have to be afraid of 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 create work that doesn't inadvertently steal ideas or words (Oshima, 2007).

The Instrument of Student Judicial Governance for The University of North Carolina at Chapel Hill defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution." Notice the word "reckless" there. Even if you are not intentionally taking another person's work and using it as your own, you may end up doing it merely because of carelessness. Watch out for these forms of plagiarism:

Direct plagiarism : Taking another person's ideas word for word 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

in another's work 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 a plagiarism in essay writing are:

Create a through Outline

An essay should not be just a collection of other 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 note pages so your information doesn't become jumbled.

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

What are your source's sources? To avoid plagiarism 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 deciding if a source 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

If you're in a hurry, you may start "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 ideas, make sure that it is 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.

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.

Quotationis 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 better present the author's completed idea (Langan, 2010).

Rules for Using and Punctuating Quotations

Rule	Example
<p>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.</p> <p>Another useful reporting</p>	<p>"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."</p>

<p>phrase is according to followed by the name of the source. If you copy words exactly, use quotation marks.</p>	
<p>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</p>	<p>"Your dog is a pit bull," he continued, "and I am afraid of him."</p>
<p>3. Commas, periods, question marks, and exclamation points go inside the second quotation mark of a pair.</p>	<p>She said, "Good-bye." "Don't call me again," she continued. "Why not?" he asked She answered. "I don't go out with people who don't like my dog!"</p>
<p>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</p>	<p>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."</p>

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 :

I can't eat another bite Jeremy told his grandmother.

"I can't eat another bite," 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 relevant information and 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 patterns of longevity'. Study the following example (key points in italics).

Why Women Live Longer

Despite the overall increase in life expectancy in Britain over the past century, women still live significantly longer than men. In fact, in 1900 men could expect to live to 49 and women to 52, a difference of three years, while now the figures are 74 and 79, which shows that the gap has increased to five years.

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 and pneumonia

Having selected these sections of the text, *the next* goes on to make notes from them:

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

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*, Simplified grammar (few articles, pronouns or prepositions). *The last*, Symbols (such as = or +) and abbreviations (pp. or av.) (Bailey S. , 2006). Effective Note-making also considering - Do not abbreviate too much, or you may find the notes impossible to understand in the future.

- 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).

A good paraphrase is significantly different from the wording of 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.

- 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 the regular river flooding there would not have been enough food (Bailey S. , 2006).
- Research into deposits of the Egyptian Nile indicate that a long dry period in the mountains at the river's source may have led to 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.

- 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 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company.

Example

In the 1920s, with help from the managerial theories of Alfred Sloan, General Motors dominated the world's car companies.

- After the Second World War the industry developed 'planned obsolescence', whereby frequent 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 their members' 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 markets and falling profits (Bailey S. , 2006).

c. References and Quotations

A reference is an acknowledgement that you are making use of another writer's ideas or data in your writing. There are three main reasons for giving references: 1) To avoid the charge of plagiarism, which is using another person's ideas or research 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) The reader can find the original source by using the reference section which will list the full publishing details of Donner's book: Donner, F. (1997) *Macroeconomics*. Borchester: Borchester University Press (Oshima, 2007).

Decide which of the need references: 1) A mention of facts or figures from another writer. 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,

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:

Cuervo D. 1990, 'Whither Recruitment?' HR Journal 13, pp. 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.

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 function for tobacco' in Wagner, L. (ed) Readings in Applied Microeconomics*. Oxford University Press: Oxford.

Pass, C. a. (1997). *Business and Microeconomics*. London: Routledge.

Verbs of References

Referring verbs are used to summarize another writer's ideas: *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, . . . as Peter Huber has observed, 'Coal itself is yesterday's landfill . . .' (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:

<i>argue</i>	<i>claim</i>	<i>consider</i>	<i>hypothesise</i>
<i>suggest</i>	<i>believe</i>	<i>think</i>	<i>state</i>

Martins (1975) claimed that many mergers led to lower profits.

A second group describe a reaction to another writer's position:

accept admit agree deny doubt
Handlesmith doubts Martins's claim that lower profits resulted from . .

Others include :

assume conclude discover explain imply
indicate maintain presume reveal show

Patel (2003) assumes that inflation will remain low.

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 final group is followed by (somebody/thing + as + noun/gerund):

assess characterise classify define 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: 'X's work is responsible for many of our current economic problems.'

K blamed X's work for many of our current economic problems.

a) L: 'She was very careless about her research methods.'

b) M: 'There are three main species of bees.'

- c) N: 'The cat family are the kings of the animal world.'
- d) O: 'I'm sure that dogs bark because they are nervous.'
- e) P: 'Trying to estimate the number of animal species is like shooting in the dark.'
- f) Q: 'Darwin was the greatest naturalist of the nineteenth century.'
- g) R: 'An insect is a six-legged arthropod.'
- h) S: 'Queen Victoria was a short, rather fat woman with dark eyes.'
- i) T: 'Gregor Mendel can be considered the founder of modern 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. Because I need to verify the facts I'm stating
 - 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. Insert ellipses (spaced periods...) if you delete any words from the original quotation.

- c. Write all the quoting to your writing without adding the author's name.
 - 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 today's young Americans are ore confident, assertive, entitled-and more miserable-than ever before*. Mew 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. The chilling bumper sticker read, You can't hug children with nucleararms.
2. One day we'll look back on this argument, and it will seem funny,Bruce assured Rosa.
3. Hey, lady, this is an express line! shouted the cashier to the womanwith a full basket.
4. My grandfather was fond of saying, Happiness is found along theway, not at the end of the road.
5. When will I be old enough to pay the adult fare? the child asked.

6. On his deathbed, Oscar Wilde is supposed to have said, Either this wallpaper goes or I do.
7. The sign on my neighbor's front door reads, Never mind the dog. Beware of owner.
8. I'm not afraid to die, said Woody Allen. I just don't want to be there when it happens.
9. My son once told me, Sometimes I wish I were little again. Then I wouldn't have to make so many decisions.
10. I don't feel like cooking tonight, Eve said to Adam. Let's just have fruit

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	→	Four Bases
1. If you make one point and stick to that point,	→	1. Your writing will have <i>unity</i> .
2. If you back up the point with specific evidence,	→	2. Your writing will have <i>support</i> .
3. If you organize and connect the specific evidence,	→	3. Your writing will have <i>coherence</i> .
4. If you write clear, error-free sentences,	→	4. Your writing will demonstrate effective <i>sentence skill</i> .

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).

Example,

Paragraph Lacking Unity

Club palm resort's beaches are beautiful, and the 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, several vacationers' rooms have been broken into and their valuables stolen. Christmas in the Bahamas can make the thought of New Year's in Chicago bearable.

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 the paragraph's main idea. As a result, the paragraph's concluding 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's beaches are beautiful, and the surrounding countryside is 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 can make the thought of New Year's in Minneapolis bearable.

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 conditions in the kitchen,” she referred to such specifics as “green mold on the bacon” and “ants in 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 to find out, for example, what was on Dr. Patel’s biology final last term. 5 They may even manage to find a copy of the test itself, “accidentally” not turned in by a former student of Dr. Patel’s. 6 Instructors should also take some commonsense 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 used to give in to students' demands or put up 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 forced to take an alternative exam in the instructor's office. 15 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.

c. Coherence

Coherence is the supporting ideas and sentences in a composition must be organized in a consistent way so that they cohere, or “stick together”. key techniques for trying 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.

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.

<i>Type of writing</i>	<i>Type of organization</i>
Chronology (historical events, personal narratives, processes)	Order by time or order of events/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.

<i>Chronology</i>	<i>Comparison</i>	<i>Contrast</i>	<i>Additional information</i>	<i>Example</i>	<i>Cause and effect</i>	<i>Concluding ideas</i>
Before	Likewise	However	And	For example	Therefore	In conclusion
After	Compared to	On the other hand	Also	In general	So	In summary

Finally	Therefore	To conclude	To summarise		
Thus	As a result	Since	because		
Generally	For instance	Specifically	In particular		
In addition	In fact	Furthermore	Moreover	Another ...	Is/was
But	Yet	In spite of In contrast	Although	Instead	
Similarly	As...as	And			
Next	Since	First, second	While	When	

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 :

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, for example, what was on Dr. Patel's biology final last term. 5 They may even manage to find a copy of the test itself, "accidentally" not turned in by a former student of Dr. Patel's. 6 Instructors should also take some commonsense 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 used to give in to students' demands or put up 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 forced to take an alternative exam in the instructor's office. 15 Because cheating is unfair to 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

change the meaning of a sentence entirely; they also lessen a writer's credibility. For instance, a potential employer might think, "If he can't spell the word political, does he really have an interest in working on my campaign?" (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 *In the beginning...*
- 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)

2) Apostrophes (')

These are one of the most misused features of English punctuation, they are mainly used in two situations:

a) to show contractions *It's generally believed ...*

NB. Contractions are not common in academic English.

b) with possessives *The professor's secretary* (singular)

Students' marks (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 three 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 (?):

Example: 'Well!' he shouted. 'Who would believe it?'

- Brackets (...) are used to contain information of lesser importance:

Example: There were only 31 marriages (out of 13,829) in which 'baker' was 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!

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

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.

.....

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

Introduction The *introduction* attracts the reader's interest.

Thesis statement The *thesis statement* (or *thesis sentence*) states the main idea advanced in the paper.

Plan of development
Points 1,2,3 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) The *topic sentence* advances the first supporting point for the thesis, and
Specific evidence

the *specific 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 *specific 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

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):

Don't Support Nuclear Energy

- 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)

2. Tornado: Moruroa, the pacific (1981)

- V. Because of the cost and the danger, the world should develop different types of energy to replace nuclear 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.) for your essay's main ideas: your introduction and thesis 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

B. Second supporting point

... and so on.

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 so on.

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 .
- Each supporting point related to the paragraph's main idea.
- Each detail related to the paragraph's supporting points (Zemach & Lisa, 2005).

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 too 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 diner 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 semester's college tuition, I had to work 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.

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 will probably say 'England'. However, English vocabulary 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, 'tai-fung', meaning 'big wind'. Skunk, the name of a small, smelly, black and white animal, came to English from a Native American language. Africans 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 State as slaves hundreds of years ago, have introduced a number of word 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 to mean 'all right'. Americans heard the phrase and started using it. Today, almost everyone in the world use OK to mean 'all right'. Another good example of a 'new' word is the word 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.

The meanings of words sometimes change overtime. 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 to describe a person who is 'calm or unemotional'. However, an 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'. As jazz music and other forms of 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, especially by younger people, to mean 'good' or '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 'cool' words of tomorrow will be?.

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 on a person's life can be devastating. 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, major stress in one's life can seem overwhelming. While many people do not realize his simple fact, major amounts of stress can ruin one's life if left out of control. The effects of stress can have a 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. Introduction
- II. Topic sentence

- III. Topic sentence
- IV. Concluding

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).

MODEL	<p style="text-align: center;">Native American Influences on Modern U.S Culture</p>
<p style="text-align: center;">Essay Structure</p> <p>Introductory Paragraph</p>	<p>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 the Europeans' ways, and the Europeans 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.</p>
<p style="text-align: center;">Thesis Statement</p>	<p>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.</p>
<p style="text-align: center;">Body Paragraph 1</p>	

<p>Body Paragraph 2</p>	<p>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</p>
<p>Body Paragraph 3</p>	<p>In addition to language and art, agriculture is another area in which Native American 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 American 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.</p>
<p>Body Paragraph 4</p>	<p>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 (called "nations"), had developed a highly sophisticated system of government to keep the branches of the tribe from fighting one another. Five of the nations had joined together in a confederation called "The League of the Iroquois." Under the League, each nation was autonomous in running its own internal affairs, but the nations 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 joining 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.</p>
<p>Concluding Paragraph</p>	<p>In conclusion, we can easily see form 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.</p>

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 have function attracting reader's attention; in general 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

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 → 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. *Narrow thesis* → *Understanding how that operation works will help us appreciate why increases in the cost of lunch are probably unavoidable.*

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).

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 the body paragraph 1 the topic sentence is “*native Americans left a permanent imprint on the English language*”, then the rest of 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 local 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.

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. Transition Signals for “logical Division of Ideas”

Transition signals for logical division essays include many that you may already know (Joann R, 2004).

<i>Transition Words and Phrases</i>	
First, first of all, second, third, etc. Next, last, finally	<i>First</i> , excessive government spending
Also in addition, moreover, furthermore	<i>In addition</i> , unrestrained consumer borrowing can cause inflationary tendencies. <i>Finally</i> , an increase in the supply of paper money gives rise to inflation.

<i>Coordinators</i>	
And	an increase in the supply of paper <i>and</i> marketing
Both...and	<i>both</i> money <i>and</i> unrestrained consumer borrowing can cause inflationary tendencies.
Not only	To lose weight, one must <i>not only</i> exercise regularly <i>but also</i> eat wisely.
<i>Others</i>	
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 <i>second cause</i> is an increase in the supply of paper money. Regular exercise is <i>one</i> way to get fit and lose weight <i>In addition to</i> 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.

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 route. No one know if an iceberg could be effectively insulated for such a long journey.

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 drastically⁴ 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).

WRITING MODEL**a. Formal letter**

Beiley (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 complain 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.

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 letter doesn't require a style to be followed before it is written.

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) Application for MA International Studies

g) Further to your recent application, I would like to invite you to the University 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.

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 overview written of person's 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 some considerations of CVs' format, among others (Bailey S. , 2006):

- 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 : **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 with several campaigns and given presentations in conferences.

1997-1998 : **English Teacher, Montpellier, France**

During my year abroad I taught English at Montpellier, which not only helped strengthen my English, but also gave me valuable lessons in self-reliance.

Academic qualification

2004 : **MBA** (rowborough univercity bussiness school)

2000 : **BA** (Hons) 2:1 in European languages
(univercity of leeds) with distinction in
spoken French

Skill

Languages : Knowledge of spanish ang french
ICT (Advanced)/Italian (good)

: Competence with the following applications
(Word, Excel and Groupwise)

Personal

I would describe my self as outgoing, friendly ang a good communicator. I apply these qualities to establishing good customer relation and working with colleagues as part a team.

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 latter, not on the CV.
- c) List qualification and experience in reverse chronological order, starting with the most reacent. 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.

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 people perspective. It happens by the method of surveys which helps us to identify other person statement in general view. (Bailey, 2003).

Some types of surveys itself 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

- (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.

Sample	conducted	slightly	respondents
random	questions	majority	questioned
mentioned	interviewees	common	
questionnaire			

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

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 a 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 students learn vocabulary
- b) Student attitudes to the cinema

c) A comparison of undergraduate and post-graduate leisure activities.

Using Tenses

(a) past tense

(b) present tense (the survey is completed but the results are still valid).

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BIOGRAPHY



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