

ACADEMIC WRITING FOR EFL STUDENTS

**COURSE MATERIALS
FOR THE STUDENTS OF
ENGLISH FOR ACADEMIC PURPOSES AND
ENGLISH LANGUAGE PROGRAM**

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This book is a course materials for the internal needs of teaching for the Writing Course in English Department Faculty of Islamic Education and Teaching at IAIN Surakarta. The author compiles the materials based on the experiences teaching writing for various levels of students in IAIN Surakarta, particularly from English for Academic Purposes (EAP) and Writing Classes.

In context of EAP, the needs of basic writing theories and practices are prominent. This gives a teaching framework that in the context of writing for beginners, theories on paragraph and grammar are essential. However, EAP also needs skills of English that require high competence on writing. To this end, teaching materials that discuss Essay Writing and Academic Writing are required.

In addition, teaching writing classes that are classified into Writing Paragraph, Writing Composition, Writing Academic Essay and Creative Writing fully requires writing skills from basic skill up to advanced level. Therefore, this teaching material is devised for the double purposes, Writing Class and EAP.

The materials of this book begins with theories on paragraph, elements of paragraph, kinds of paragraph, composition, essay and academic writing. Basic grammar accompanies the materials of writing to enhance the theories of writing.

Surakarta, January 2016

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CHAPTER 1 WRITING PROCESS

Producing a piece of writing means conveying a written message for a particular purpose to a particular audience. Therefore, before the task of writing begins, the writer should realize that she or he is working in a specific situation. She or he has a topic to write about, persons willing to read or listen, and reason for writing. The writer is involved in a communication square with its sides labeled as audience, purpose, persona, and message. Specifically, the communication square is expressed into such questions: “Who is my audience? What is my purpose? What is my persona or role as a writer? What is my message or thesis?” (Hairston, 1981:44; Hartfiel et al., 1985:18).

The audience refers to the prospective readers or who are supposed to read the essay. The purpose deals with the reason to write such as to inform, to tell a story, to describe an object/a person or a process, and to persuade or to argue. The persona meaning the character being acted deals with how effective writer adapts her or his tone and approach to the audience being addressed. The message or the subject refers to what is conveyed to the reader, what topic is to be presented (Hairston, 1981:44; Hartfiel et al, 1985:18).

The communication square as a focusing and discovery device during the prewriting process looks like Figure 1.

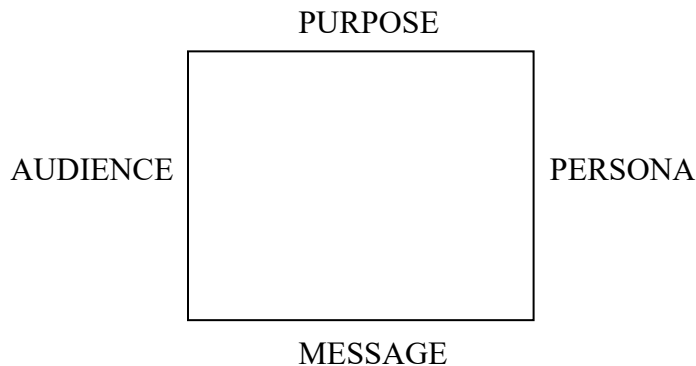


Figure 1. Communication Square Model in Writing
(Hairston, 1981:44).

Writing is a process through which the writer discovers, organizes, and writes her or his thoughts to communicate with a reader. The writing process gives the writer a chance to compose, draft, rethink, and redraft to control the outcome of her or his writing (Wingersky, Boerner, and Holguin-Balogh, 1992:3).

The general steps in the writing process include prewriting, organizing ideas, drafting, revising, and making a final draft. Each step has different activities that will help a writer get the ideas from his mind to the paper in an organized fashion.

Prewriting is a way of generating ideas, narrowing a topic, or finding a direction. Organizing involves sorting ideas in logical manner to prepare to write a draft. Drafting is the part of writing process in which the writer composes sentences in paragraph form to produce the first copy of an essay. Revising involves smoothing out a writing, adding more detail, and making other changes that helps achieve best way to write. Editing is checking mechanical problems and correcting the problems. Making a final draft and deciding it ready for the intended audience involves a sincere look at the paper and decide if the essay is in its best form (Wingersky, Boerner, and Holguin-Balogh, 1992:3).

Prewriting. Prewriting is the first major step in the writing process. Prewriting can be accomplished in several ways as Figure 5 shows.

One simple way to relieve and start the writing process is to talk about the subject with fellow instructors, family members, and knowledgeable people who can provide the inspiration to write. Like other prewriting strategies, free-writing is writing anything that comes to mind about a topic of writing. It is writing without stopping to correct spelling or other mechanical errors. If a writer can't think of anything to write, just start with anything on her or his mind at that moment, even if it is just repeating the assignment.

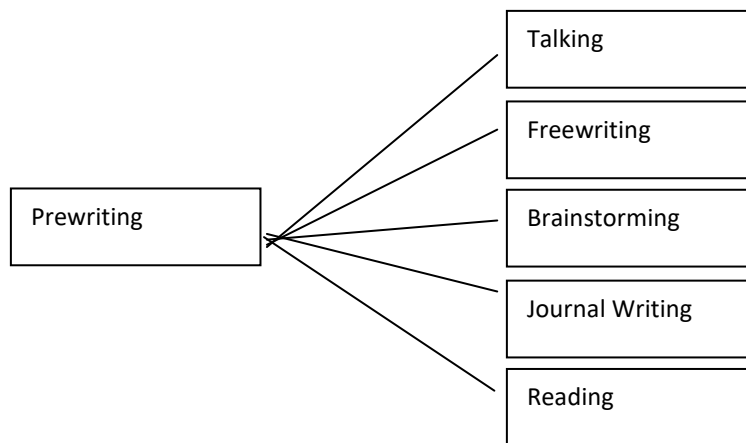


Figure 1. Schema of a Prewriting Process (Wingersky, Boerner, and Holguin-Balogh, 1992:3)

Brainstorming is writing words or phrases that occur spontaneously. Brainstorming is particularly valuable to the writer because it offers a technique for getting suggestions and leads for a subject (Tibet and Tibet, 1991:5). Journal writing is recording information in a notebook of the writer's daily inner thoughts, inspirations, and emotions that are usually consistently recorded. Journal writing can provide the writer opportunity to connect with important inside thoughts, analyze the life environment, relieve writing anxiety, and practice spontaneous writing. Reading

in magazines or newspaper can also help the writer get started. A summary of ways to get started writing is given in Figure 3.

| Summary of Ways to Get Started Writing | |
|---|---|
| <i>Talking</i> | : informal conversation about a subject or topic |
| <i>Freewriting</i> | : writing (in sentences) anything that comes to mind without stopping |
| <i>Brainstorming</i> | : listing words or phrases as they come to mind |
| <i>Journal writing</i> | : recording the writer's own thoughts in a notebook |
| <i>Reading</i> | : browsing through materials that might be used for writing |

Figure 3. Summary of Ways to Get Started Writing
(Wingersky, Boerner, and Holguin-Balogh, 1992:12)

Organizing. Organizing is the second major step in the writing process. After the writer has completed one or more of the prewriting activities, she or he goes to organizing her or his ideas into a rough outline that includes a main idea and supporting ideas. The writer focuses on details to support the main idea and in what order these ideas need to be presented (Wingersky, Boerner, and Holguin-Balogh, 1992). To do this, the writer goes with grouping and outlining. Grouping involves putting similar ideas into groups; and outlining involves identifying a word or phrase that represents a group of related ideas and then arranging the words or phrases in order of discussion.

Outlining. Outlining involves identifying a word or phrase that represents a group of related ideas and then arranging these words or phrases in order of discussion. Oshima and Hogue (1991:33) assert that an outline is like an architect's plan for a house.

An outlining improves the writing for three reasons. First, an outlining helps organize the writer's ideas, specifically she or he will ensure not to include any irrelevant ideas, not leave out any important points and that the supporting sentences will be in logical order. Second, an outlining helps write more quickly. Preparing an outline is 75 per cent of the work. The actual writing becomes easier because the writer does not have to worry about what she or he is going to say; she or he already has a well-organized plan to follow. Finally, the writer can concentrate on the plan so that her or his grammar improves.

Drafting. After organizing ideas in the form of an outline, the writer is preparing to write a first draft. Drafting involves taking the information the writer

has generated and organized in an essay. The writer consciously starts with the main ideas and adds supporting ideas that flow smoothly (Wingersky, Boerner, and Holguin-Balogh, 1992). As writing is a continuous process of discovery, new ideas that may not present on the brainstorming list or outline will appear. The writer can add new ideas or delete original ones at any time in the writing process (Oshima and Hogue, 1991:12).

Revising. Revising means making changes to clarify wording and organization. The revision should be done several times, until the writer is satisfied that it is the best she or he can do. To achieve a satisfied final copy of an essay, revision may be done more than once. In addition, Oshima and Hogue (1991) assert that when revising, the writer changes what he or she has written in order to improve it. She or he checks it over for content and organization, including unity, coherence, and logic. She or he can change, rearrange, add, or delete, all for the goal of communicating her or his thoughts more clearly, more effectively, and more interestingly. During the first revision, the writer should not try to correct grammar, sentence structure, spelling, or punctuation; she or he mainly concerns with content and organization. The proofreading that is aimed at checking for the grammar, sentence structure, spelling, and punctuation is done in the second revision.

Editing. Before considering the paper finished, the writer should check for any problems in mechanics. Commonly, editing focuses on spelling, punctuation, capitalization, grammar usage, errors in sentence structure, consistency in verb tense, consistent point of view, and abbreviations and numbers. It is a step where a writer is ready to write the final copy of a paper. The steps of the writing process appear in Figure 4 below.

| Steps in the Writing Process | |
|-------------------------------------|--|
| Prewriting | : gathering ideas |
| Organizing | : grouping and ordering details |
| Drafting | : writing the first copy of a paragraph or essay |
| Revising | : changing words and organization |
| Editing | : making mechanical changes |

Figure 4. Steps in Writing Process (Wingersky, Boerner, and Holguin-Balogh, 1992:12)

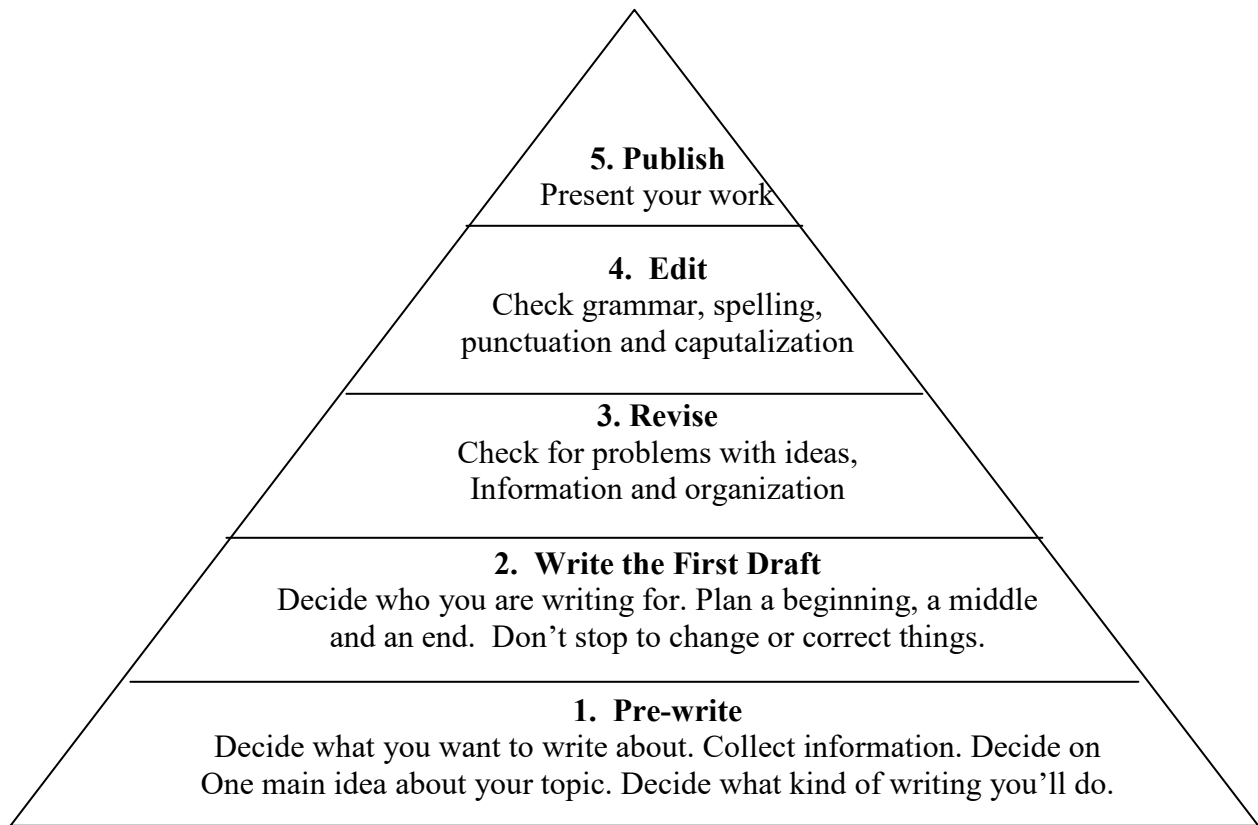


Figure 6. Writing process

Paragraph

A paragraph is defined as a group of sentences that develops one main idea. Most paragraphs have more than three sentences and usually have between 100 and 200 words. The first sentence of a paragraph is always indented so that the reader will know that a new subject is being dealt with.

A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence. A topic sentence states the main idea of the paragraph. The topic sentence states a topic of the paragraph and limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Supporting sentences develop the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics, details, and quotations. The supporting sentences are arranged in a logical and cohesive manner. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember (Arnaudet and Barret, 1982; Oshima and Hogue, 1991).

Example of a Paragraph

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts' wear gold-plated heat shields for protection outside spaceships. In conclusion, treasured not only for its beauty but also for its utility. (Oshima & Houge, 1991:17).

Based on the above paragraph, analysis on the opening, the body, and closing of the paragraph can be described as follows:

Opening: topic sentence and controlling ideas

TOPIC

CONTROLLING IDEA

Gold, a precious metal, is prized for **two important characteristics.**

The Body = supporting sentences

First of all, gold has a lustrous beauty that is resistant to corruptions.

For example, a Macedonian coins remains as untarnished today as the day it was minted twenty-three centuries ago.

Another important characteristic of gold is its usefulness to industry and science.

The most recent use of gold is in astronauts' suits.

Closing: concluding sentence

In conclusion, gold is treasured not only for its beauty but also for its utility.

Paragraph Practice

In pairs, work on the exercise on paragraph below. Develop a paragraph based on the topics available below. Give suitable title for each of your paragraph

1. I have two reasons why I learn English

The first reason

the second reason

For example

for example

In summary

Writing the First Draft

1. Select your topic

2. Think about the topic you have. Plan a beginning for your draft.
You can begin with an interesting fact, introduce one of your main ideas, use a quotation, ask a question or tell a little story or joke.

3. Plan a middle for your draft.
You can choose to explain, define, describe, compare or contrasting something about your topic or to convince someone about it.

4. Plan an ending for your draft.
You can remind your readers of your main idea using different words; and you can use a quotation, ask a question or call for action on reader's part.

SUBJECT, VERBS, AGREEMENTS

Subject, Verbs, Agreement

An English sentence has a subject and a verb. The subject is a noun.

The sun shines.

Plants grow.

If a sentence does not have a verb, it uses to be.

The boy is my friend.

The boy is in the room.

The boy is fat.

A verb used for the third person singular (he, she, it) takes –s or –es for positive form, does + not for negative, and does + subject for interrogative.

| | | |
|---------------|---|-----------------------------|
| Positive | : | The horse runs fast |
| Negative | : | The horse does not run fast |
| Interrogative | : | Does the horse run fast? |

A verb following I, you, we, they does not use –s or –es; for negative and interrogative form it uses do + not and do + subject.

| | | |
|---------------|---|---|
| Positive | : | They walk to school every Monday. |
| Negative | : | They don't walk to school every Monday. |
| Interrogative | : | Do they walk to school every Monday? |

A noun can be singular or plural form. To change a singular into plural forms, use –s, –es.

A box is on the table.
Boxes are on the table.

The baby is a girl.
The babies are girls.

Some plural forms have their own words.

| | |
|-------|-------|
| Man | men |
| Tooth | teeth |
| Foot | feet |
| Mouse | mice |

Sentences

A sentence is a group of words that tells a complete thought. We use sentences when we talk and when we write

My father watches TV in the afternoon

The subject of a sentence tells who or what the sentence is about.

Mr Pramono teaches history of language this semester

The verb of a sentence tells what the subject is or does

My father watches TV in the afternoon

The predicate of a sentence is the verb and the rest of the sentence

Sandra watches TV after school

Simple Sentences

A simple sentence has a subject and a verb

David runs

They learn in the room

A simple sentence can have a compound subject, two verbs + and or or.

David and Carlos run in the park.

The subject and verb of a sentence must agree with one another.

Singular subject+singular verb: Sandra watches TV after school

Plural subject+plural verb: David and Carlos run in the park

A compound sentence has two independent clauses joined by a coordinator, a conjunctive adverb, or a semicolon.

Grammar is easy, so I learned it quickly.

Grammar is easy, therefore, I learned it quickly.

Grammar is easy; I learned it quickly.

A complex sentence has one independent and one (or more) dependent clauses. The punctuation depends on the kind of dependent clauses.

With an adverb clause

Because grammar is easy, I learned it quickly

I learned grammar quickly because it is easy.

With a noun clause

She doesn't agree that grammar is easy.

A compound-complex sentence has two independent clauses and one (or more) dependent clauses.

Because grammar is easy, I learned it quickly, but it took me several years to master writing.

Parallelism means that each item in a list or composition follows the same grammatical pattern.

The students who do well attend class, do their homework, and practice speaking in English

Task 1. Fill in the blanks using correct “to be”

1. The boy a university student.
2. I fat but the boy thin.
3. The library in front of the sport hall.
4. They in the room 4 with new students.
5. The office big but it not enough for the lecture.
6. The man the English teacher and the woman the headmaster.

Task 2. Match the following words to complete the paragraph.

Does means parts doesn't do
Is pictures words uses helps

Body language a way to communicate using, not
Everyone body language all the time. Why? It us communicate. What
..... it mean when you nod your head up and down? If you live in Britain, you
will understand that this movement yes. But in parts of Europe it
Gestures for greeting people will certainly be different depending on where you are at
the moment. How you greet someone in your country?

Task 3. Change the singular noun into plural form.

| No | Singular | Plural | Singular | Plural |
|----|----------|--------|-------------|--------|
| 1 | Glass | | Roof | |
| 2 | Problem | | Hero | |
| 3 | Match | | Radio | |
| 4 | Bush | | Zero | |
| 5 | Sex | | Foot | |
| 6 | Library | | Mouse | |
| 7 | Monkey | | Sheep | |
| 8 | Family | | Woman | |
| 9 | Wife | | Child | |
| 10 | Animal | | Phenomenon | |
| 11 | Potato | | Tooth | |
| 12 | Baby | | Jury | |
| 13 | Bus | | Water | |
| 14 | Toy | | Information | |
| 15 | Study | | Man | |

13. A deficient of folic acid is rarely found in humans because the vitamin is
 A B C
 contained in a wide variety of foods.
 D
14. An internationally famous ballerina, Maria Tallchief demonstrated that the
 A B C
 quality of ballets in North America could equal those of ballet in Europe.
 D
15. As two nuclei move closer together, their mutual electrostatic potential
 A B
 energy becomes more large and more positive.
 C D

Exercise 5.

Read this paragraph and then say which word classes each underlined word belong to.

Andrew didn't go to the cafe. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but doesn't have much fun.

| No | Words | Word Classes | No | Words | Word Classes |
|----|--------|--------------|----|-----------|--------------|
| 1 | To | Preposition | 6 | cafe | noun |
| 2 | the | | 7 | totally | |
| 3 | Andrew | | 8 | an | |
| 4 | they | | 9 | excellent | |
| 5 | there | | 10 | but | |

Exercise 6. Change the singular noun into plural form.

| No | Singular | Plural | Singular | Plural |
|-----------|-----------------|---------------|-----------------|---------------|
| 1 | glass | | roof | |
| 2 | problem | | hero | |
| 3 | match | | radio | |
| 4 | Bush | | zero | |
| 5 | Sex | | foot | |

CHAPTER 2

TITLE, UNITY, AND COHERENCE OF A PARAGRAPH

Title

A title tells the reader what the topic of the paragraph is. It is usually a word or a phrase, not a sentence. It should be brief, but not so brief that it doesn't tell the reader what to expect. A short paragraph however, does not usually need a title, but longer writing, such as composition or an essay should usually have a title.

Unity of a Paragraph

A good paragraph has the elements of unity and coherence. Unity means that a paragraph discusses only one idea. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea (Oshima and Hogue, 1991). If a sentence does not relate to or develop that idea, it is irrelevant and should be omitted. A paragraph has unity when all of the detail sentences in the paragraph directly relate to the main idea.

Study the paragraph below. Sentences that are underlined are not related to the topic sentence and they do not form a unity.

My Favorite TV Channel **By Billy Roberts**

My favorite TV Channels is the Discovery Channel. It is a great channel for children to watch because it has very interesting programs. My little sister does not like the Discovery Channel. Many programs are about the natural world. For example, you can learn about whales, sharks, and other fish that live in the sea. You can find out about endangered animals, such as the giant panda and the Komodo dragon. You can learn about the life cycle of the plants and the many medicines scientists make from plants. And you can even see giant fruits and vegetables, such as a 113 kg watermelon and a 628 kg pumpkin. I love to eat watermelon, but I don't like pumpkin pie. In addition to program about nature, there are great programs about technology. For instance, you can see what the latest robots look like and what they do. You can learn about giant space telescopes, monster trucks and tiny video cameras. You can even learn how to do some scientific experiments of your own. The Discovery Channel has wonderful programs about different people and countries all over the world, too. You can learn about volcanoes in the Philippines or glaciers in Greenland. I studied volcanoes last year in school. I enjoy watching the Discovery Channel more than any other TV channel for all of these reasons. (From Backpack, Workbook 5 by Herrera and Pinkley, Singapore: Longman, 2010, page 20).

Coherence of Parahraph

In addition to the three structural parts of a paragraph, a good paragraph also has the elements of unity and coherence (Smalley and Ruetten, 1982; Oshima and Hogue, 1991). Unity means that a paragraph discusses only one idea. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea (Oshima and Hogue, 1991). If a sentence does not relate to or develop that idea, it is irrelevant and should be omitted. A paragraph that has sentences that do not relate to or discuss the controlling idea lacks unity (Smalley and Reutten, 1982).

Another element that a paragraph needs is coherence (Smalley and Reutten, 1982; Oshima and Hogue, 1991). A coherent paragraph contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of sentences and ideas. Smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieved through sentence combining and through the use of certain expressions, called transitions, that provide the links between ideas. In other words, a coherence paragraph is easy to read and understand because the supporting sentences in the paragraph are in some kind of logical order and the ideas are connected by the use of appropriate transition signals.

In order to have coherence in writing, the movement from one sentence to the next must be logical and smooth. There are four ways to achieve coherence. The first two ways involve repeating key nouns and using pronouns, which refer back to key nouns. The third way is to use transition signals to show how one idea is related to the next. The fourth way is to arrange sentences in logical order (Oshima and Hogue, 1991:39).

Coherence means movement from one sentence to the next must be logical and smooth. There are four ways to achieve coherence: repeating key nouns, using pronouns, transition signals, and logical order (Oshima and Hogue, 1991:39). The easiest way to achieve coherence is to repeat key nouns frequently in your paragraph. Study the following paragraph.

Gold

Gold, a precious metal, is prized for two important characteristics. Firt of all, gold has lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as th day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts' wear gold-plated heat shields for protection outside spaceships. In conclusion, treasured not only for its beauty but also for its utility. (Oshima & Houge, 1991:17).

Coherences used in the above paragraph are as follows:

| | |
|---------------------|----------------|
| First of all | Another |
| Therefore | For many years |
| For example | In conclusion |
| The most recent use | |

Paragraph Practice

Work in pairs. Write a paragraph that has similar model to the examples above. Your paragraph should consist at least 10 sentences. Pay attention to the unity of a paragraph and identify coherence you use in your paragraph. Put a good title on your paragraph.

SIMPLE PRESENT AND SIMPLE PAST TENSE

Simple Present Tense and Present Continuous

Present form describes what people usually or habitually do.

Students go to campus from Monday to Friday.
The sun rises in the East and sets in the West.

Present continuous describes something happening now or plans for the near future.

You are reading these sentences now.
I'm washing the car for my Mom this afternoon.

Present Tense and Present Progressive

| | Present tense | Present Progressive |
|---------------|--------------------------------|------------------------------|
| Statement | Bob drinks tea everyday | Bos is drinking tea now |
| Negative | Bob doesn't drink tea everyday | Bos is not drinking tea now. |
| Interrogative | Does Bob drink tea everyday? | Is Bob drinking tea now? |

Text 1

People around the world live in different ways and have different beliefs. It is important to respect those differences and understand that, while cultures are different, people are also similar in many ways. You can learn a lot by getting to know people from other cultures. In the process, you learn more about yourself, too (Backpack, 2012:96).

Text 2

In today's complex world, it is important to be a world citizen. This means that you learn about and appreciate cultures different from your own. It also means that you learn to identify problems in your own country that are similar to problems in other parts of the world. Working with others, there are many things you can do to help the planet and its people.

Task 1

Underline the verbs or to be that show present tense from text 1 and text 2. Write a sentence using the verb or be you take from the text.

Task 2

Underline the VERB in each sentence. Add final -s or -es to the verb if necessary.

A bird sing---- A bird sings

Birds sing-----Birds sing (no change)

1. Wood float on water.
2. Rivers flow toward the sea.
3. My mother worry about me.
4. A student buy a lot of books at the beginning of each term.
5. Airplanes fly around the world.
6. Mr Wong teach Chinese at the university.
7. The teacher ask us a lot of questions in class everyday.
8. Mr. Smith watch game shows on TV every evening.
9. The front page of a newspaper contain the most important news the day.
10. Water freeze at 32 degree F and boil at 212 degree.

Task 3. Fill in the blanks with correct form of simple present or present continuous.

1. A: (Mary, have) _____ a bicycle?
B: Yes. _____ She (have) a ten-speed bike.
2. A: (It, rain) _____ right now?
B: No, _____. At least, I (think, not) _____.
3. A: (you, like) _____ sour oranges?
B: No, _____. I (like) _____ sweet ones.
4. A: (your friends, write) _____ a lot of letters?
B: Yes, _____. I (get) _____ lots of letters all the time.

5. A: (The students, take) _____ a test in class right now?
 B: No, _____. They (do) _____ an exercise.

Simple Past and Past Continuous

Simple past refers to a complete action at one particular time in the past. The past continuous refers to an action in progress during a particular time in the past.

I was practicing the piano when the electricity went out.

She was driving her car when the accident happened.

While I was having a shower, the telephone rang.

It began to rain while Dan and David were playing football.

Simple Past Tense

| | | |
|---------------|----------------------------|--|
| Statement | I-You-She-He-It-We-They | worked yesterday ate breakfast |
| Negative | I-You-She-He-It-We-They | did not work yesterday did not eat breakfast. |
| Interrogative | Did (I-You-She-It-We-They) | work yesterday? eat breakfast? |

Irregular Past Forms

| | Regular | Irregular |
|---------------|------------------------------|---------------------------|
| Affirmative | I walked—I walked | I run—I ran |
| Negative | I don't walk—I didn't walk | I don't run—I didn't run |
| Interrogative | Do you walk? – Did you walk? | Do you run? –Did you run? |

All verbs use didn't (did not) for the negative in the past: didn't + verb

Did you watch TV yesterday? Did you eat sweets yesterday?

No, I didn't watch TV yesterday. No, I didn't eat sweets yesterday.

Activity 1. Read the dialogue and answer the questions.

Andrea: Did you watch the International Show on TV last night?

David : Yes, I did. Did you see those two piano players? Weren't they terrible?

Andrea: Yes, they played really badly.

David : I liked the guitar player though. His fingers moved so quickly. I hope I can play that well one day.

Andrea: I also liked the drummer. He was great.

David : Oh, yes. He played so loudly!

Andrea: That was cool.

David : You're right. But the best was the duo who sing together.

Andrea: I know. They sang so beautifully. Some people in the audience even started to cry.

Task 1

Underline sentences from the above dialog that use the past forms and indicate positive, negative, and interrogative sentences.

Task 2. Use a verb available in the simple past form

act be design live score star win

1. Alexander _____ an amazing person. He _____ in a box!
2. Antoni Gandi _____ an architect. He _____ parks and buildings.
3. Nikita is a famous actor. She _____ in the Rumah Idaman films.
4. The Beatles _____ musicians. They _____ seven Grammy awards.
5. Bruce Lee _____ a kung-fu expert. He _____ in martial arts films.
6. Pele _____ a football player. He _____ 1281 goals.

Task 3. Write two questions for each statement in the above exercise.

1. Who was Alexander?
2. Where did he live?
3. Who
4. What
5. Who
6. What
7. Who
8. How many
9. Who
10. What
11. Who
12. How many

Task 4. Complete the sentences using simple pas of the verb give. Use each verb only once.

| | | | | |
|--------|-------|-------|-------|-------|
| break | drive | dig | teach | write |
| bring | buy | catch | come | dig |
| freeze | ring | rise | sleep | think |
| wake | wear | | | |

1. Mary walked to campus yesterday, but Rita her car.
2. I dropped my vafourite vase. I fell on the floor and ... into a hundred pieces.
3. When I spent shopping yesterday, I some light bulbs and a cooking pot.
4. Alex his book to class with him. He didn't forget it.
5. My brotherand his wife ... to our apatment for dinner las night.
6. Last night around midnight, when I was sound asleep, the telephone It ... me up.
7. The sun at 6.00 this morning.
8. I a letter to my folks after I finished studying yesterday evening.
9. Ms. Manning ... chemistry at the local high school las year.
10. The police ... the bank robbers. They are in jail now.
11. Last night I had a good night's sleep. I nine hours.
12. Today Paul has on slacks and a sport jacket, but yesterday he ... jeans and a sweather to class.
13. It was really cold yesterday. I nearly ... to death when I walked home.
14. I about going to Florida for my vacation.
15. My dog ... a hole in the yard and burried his bone.

Task 5. Complete the sentences using past tense and past cotinuous.

1. Wendy the assignment when her father (do, come).
2. When Susan and Ken ... , they their bikes. (mee, ride)
3. Carl dinner at the restaurant, when his friend (eat, call).
4. The doorbell three times while Larry exercise. (ring, do)
5. While Anita this morning, it ... rain. (walk, begin).

CHAPTER 3

SENTENCE VARIETY IN COLLEGE WRITING

In any given age, there is always an implied standard writing that exerts more influence on how to write. As for general reference, Hairston (1981:201-202) suggests that topics and theses of college writing vary on the basis of length of paper from 3 to 30 pages, typed in a double-space quarto paper. A very short paper has 3 to 5 pages. If read aloud, it would take no more than 10 minutes. A fairly short paper has 8 to 10 pages or contains around 2,000 to 2,500 words or about as long as a 20 to 25 minute talk. A moderate length paper comprising 18 to 20 pages allows the writer to treat a limited topic in some depth and complexity. Few papers consist of 30 plus papers to discuss research topic. Typed in a double space of quarto paper, a thesis for undergraduate degree generally needs around 10,000 words or 40 pages in double space. In addition, a Master's thesis requires around 60,000 to 70,000 words or 100 to 200 pages and a doctoral degree's thesis allows around 70,000 to 100,000 words or around 300 pages.

No matter the writing is produced, it should fill the characteristics of a good standard writing (Winkler and McCuen, 1974). In college writing the standard short essay is between 350 and 500 words long. This usually means that the essay will have one paragraph of introduction, a three-paragraph body, and one paragraph of conclusion (Kirszner and Mandell, 1978:3).

The essay is a more formal composition. The paragraphs in an essay each have a designated function as introduction, the developmental paragraphs, and the conclusion. How many paragraphs an essay contains depends entirely on the complexity of the topic; some essays have only two to three paragraphs, while others have twenty or thirty. For most purposes, the essays written in class for most college English courses contain from four to six paragraphs, with the most common number being five: one introductory paragraph, three developmental paragraphs, and one concluding paragraph (Smalley and Ruetten, 1982:139).

The introduction is the first section of an essay. The introduction is usually one paragraph that introduces the topic to be discussed and the central idea (the thesis statement) of the essay (Smalley and Ruten, 1982). The purpose of the introduction is to arouse interest and introduce the controlling idea of an essay. Besides stimulating the reader's interest, the introduction has a structural purpose: it should state the essay's main idea and thesis statement. This thesis statement is called the controlling idea that brings an essay into focus, giving it direction and drawing its ideas together (Kirszner and Mandell, 1978:5).

The body paragraphs are the longest single section of an essay. In a short essay, there are usually three body paragraphs, each one considering in detail one aspect of the essay's controlling idea. This is called a three-point essay. Once a topic sentence presents the point to be discussed in the body paragraph, the writer needs details and facts to support it (Kirszner and Mandell, 1978:6). These paragraphs

develop various aspects of the topic and the central idea. They may discuss causes, effects, reasons, examples, process, classification, or points of comparison and contrast. They may also describe or narrate (Smalley and Ruetten, 1982:139).

The concluding paragraph is the end of an essay. This paragraph concludes the thought developed in the essay as the closing word. Therefore, the ideas in the conclusion must be consistent with the rest of the essay. In the conclusion, the writer should draw together all that has come before by restating the controlling idea of the essay. This statement is usually most effective when it is located at the beginning of the conclusion (Kirszner and Mandell, 1978:7).

When you write a paragraph, you should use different kinds of sentence. To make your writing more interesting, you can use some short sentences. You can also use some longer sentences with and, or, but. Then, for more variety, you can include some sentences with if clause or other clauses. You can also include compound sentences, complex sentences, and compound-complex sentences.

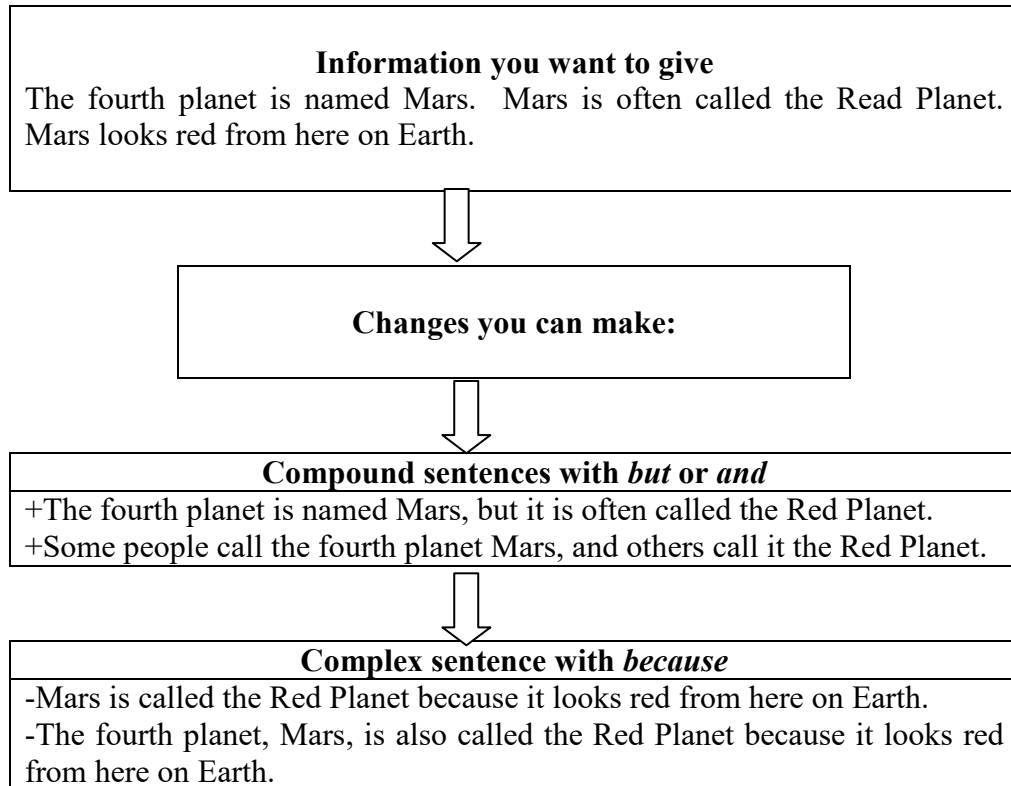
Study the paragraph models below then decide which paragraph is more interesting? Why?

Paragraph Model

If I could visit planet in our solar system, I would visit Mars. We call Mars the Red Planet because it looks red from here on Earth. But is it really red? I'd love to find out! After my landing, imagine I would see mountains, valleys, huge rocks, sand and dust. In my protective suit, I would leave my spaceship and I would carefully take samples from the ground. Then I'd look for signs of water, because scientists believe that water is a condition for life. After I finished my explorations, I would follow my footprints back to my spaceship. Then I would go back to show my souvenirs to my friends and family. (From Backpack, Workbook 6 by Harrera and Pinkley, 2010. Singapore: Longman, page 56-57).

Paragraph Practice

1. Study the paragraph model above in pairs, then focus on the following figure. When you know what you want to say, you can change some of your sentences so that they are not all the same.
2. Write a paragraph of your own topic. Use sentence variety to make your paragraph is easy to read and smooth.



YES/NO & INFORMATION QUESTIONS

Yes/No Questions

Question words begin questions that ask for information. The most commonly used words are: what, where, when, who, why, how, how many, and how much.

| | |
|------------------------------|--------------------------------------|
| What did you do yesterday? | Where do you live? |
| When does she play football? | Who called you? |
| Why did she leave early? | How are you going to finish in time? |
| How many books did you buy? | How much money does he have? |

Will can be used in yes/no question. Will and won't can refer to future predictions.

| | |
|--|-------------------------|
| Will people have television in the future? | Yes, I think they will. |
| Will people use jet packs to fly around? | No, they won't. |

Question Formation

For questions in the present. Use do/does + verb.

What does the panda eat?
 What do you do after school?

For questions in the present continuous, use is/are + -ing

What is happening in the university today?
 What are you doing in this weekend?

For questions in the past, use did + verb.

When did dinosaurs live?
 Why did dinosaurs die out?

The verb be is different. For the present, use are/is

How long is a blue whale?
 What are your bother?

For the past, use was/were

Was Jenny in the class today?
 Why were you late?

Information questions

Question words begin questions that ask for information. The most commonly used words are what, where, when, who, why, how, how many, and how much.

| | |
|------------------------------|--------------------------------------|
| What did you do yesterday? | Where do you live? |
| When does she play football? | Who called you? |
| Why did she leave early? | How are you going to finish in time? |
| How many books did you buy? | How much money does he have? |

Modal auxiliaries

Modal auxiliaries are helping verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.). Can, could, might, should, has better, must, will, would are modals. Auxiliary + verb 1.

I can speak English.
 I will be in the class tomorrow.
 Joe must see a doctor today.
 Would you please close the door?

Auxiliary + to + simple form of verb (have to, ought to) are followed by an infinitive.

I have to study tonight.
 Kate ought to study harder.

Would like + infinitive can be used for invitations.

Would you like to go to the cinema? Sorry, I can't. I am busy.

Should + verb is used to ask for or give advice about something.

I have toothache. What should I do?
 You should go to the dentist.

When you are sure about something, use will and won't + verb to express certainty; use may, could, or might + verb if you are not sure. Use must + verb if you are very sure of something.

I'll have a car by next month (certainty)
 I may work in Jakarta and leave Solo in the future (not sure)
 Jane's late. She must be lost the way.

Use Would + ever + verb to ask and talk about possible future situations.
 Would you ever live in America for job?

Use would rather + verb to describe a preference for one of two possible alternatives.
 Would you rather listen Campursari or Pop? Which one do you prefer?
 I'd rather listen to Campursari.

Task. Change the sentences below into negative and interrogative sentences.

Brian knows the answer.
 Brian doesn't know the answer.
 Does Brian know the answer?
 What does Brian know?

1. Pat is at home in the evening.
2. They have finished their homework.
3. Jack writes letters
4. Jerry is in a bad mood
5. Rita rides the bus to school
6. The temperature drops below freezing in Miami
7. The students woke up late last night
8. They knew how to overcome the problem
9. Police kept people around the hall very carefully
10. My son stays overnight with a friend.

CHAPTER 4 NARRATIVE PARAGRAPH

Narration is a story writing. Writing a narrative paragraph is writing about events in the order that they happen. To organize the sentences the writer uses time order. Time order tells the reader what happened first, what happened next, and what happened after that. Words or phrases to show time order is named as time order signals because they signal the order in which events happen (Oshima & Hogue, 2007:24). Chronological order, however, is not just used for historical narratives; it is also used in business, science, and engineering to explain processes and procedures. For example, chronological order would be used to explain how to take a photograph, how to perform a chemistry experiment, or how to set up an accounting system. A good chronological order can be achieved through: discuss events or steps in order from the first and use chronological transition signals to indicate sequence of events or steps (Oshima & Hogue, 1991:57).

Words to show chronological order

| | |
|------------|------------------------------|
| Finally, | At last, |
| First, | At 12:00 |
| Later, | After a while, |
| Meanwhile, | Before beginning the lesson, |
| Next, | In the morning |
| Soon, | The next day, |

Model 1: Chronological Order

Once upon a time, an old couple lived in the countryside. They were happy, but they were poor. One day, the old man went to work in the forest and took his usual lunch of three rice balls. During lunch, he dropped a rice ball, and it rolled into a hole in the ground. He heard happy singing coming from the hole, so he dropped the other two rice balls into it. Inside the hole, some mice were having a party. They thanked him for the rice balls and invited him to join them. After a while, the mice told him to choose a box as a reward for his generosity. He could choose a big box, or he could choose a small one. He thought about taking a big box, but he finally chose a small one. Back at home, he and his wife discovered that the box was full of gold coins. A greedy neighbor heard about their good fortune and quickly made plans to visit the same hole. At the hole, he pushed several rice balls into it, and sure enough, the mice invited him in. The greedy man wanted all of the mice's gold, so he pretended to be a cat. He started meowing loudly, and the frightened mice ran away. The gold disappeared with the mice, so the greedy man got nothing, not even a rice ball. (Oshima & Hogue, 2007:29).

| |
|--|
| |
|--|

Model 2: Biography

J.K. Rowling: Children Writer

Joanne K. Rowling is one of the best children's writers today. She was born on 31 July 1965 in Chipping Sodbury, near Bristol, England. As a child, she knew she wanted to be a writer. When she was about six years old, she wrote her first story, called Rabbit. As the years passed, she finished two novels, but she never tried to get them published. In 1991, when she was 26, she went to Portugal to teach English. At that time, Rowling started writing her third novel, a story about a boy named Harry who had some very special power. She stopped working on the book when she got married. Later, after the birth of her daughter in 1993, she moved to Eidenburgh, Scotland, and decided to finish her novel. In June 1997, her first book in the Harry Potter series, Harry Potter and the Philosopher's Stone, was published in the United Kingdom. In 1988 the book appeared in the United States and received excellent reviews. That year the book won many awards, among them The British Book Award for the Children's Book of the Year and the Smarties Prize. Between 1998 and 2007, six more books were added to the Harry Potter series. Rowling's books, now in 64 languages, are sold in America, Brazil, the Czech Republic, the United Kingdom, France, Germany, Italy, Holland, Greece, Finland, Portugal, Denmark, Spain and Sweden, among other countries. J.K. Rowling is clearly one of the world's most popular writers. (From Backpack, 2012:8).

Paragraph Practice

Work in pairs. Write two kinds of narrative paragraph using available topics below. One paragraph should contain at least 15 sentences.

1. My Autobiography starting from time to born, studies from elementary to university level, hobbies, and activities you like most.
2. Biographical paragraph that tells one of Indonesian presidents or a popular person you know.

TENSES

PRESENT TENSE

Simple Present

The simple present tense refers to facts or events that happens as a habit

The sun rises in the East

People work everyday

Questions in the simple present tense are formed with do or does

Where do you work?

When does he learn English?

Present Progressive

The present progressive tense refers to actions that are happening now. To form the present progressive tense, use be + verb -ing

A: What are you doing?

B: I am finishing my home assignment.

Present Perfect

The present perfect tense can refer to actions that started in the past and continue to the present. Use have/has + past participle of a verb to form present perfect tense.

Melissa has worked for this company since 2008.

I have lived in Solo for ten years.

PAST TENSE

Simple Past

The simple past tense refers to actions that began and ended at a particular time in the past.

I found a new job two week ago.

The negative form of a simple past is subject + didn't + verb 1, and the negative form is did + base.

She didn't come to the class yesterday.

Where did you come from?

Past Perfect

The past perfect tense refers to an action that was completed before a time or before another action in the past. The form is had + past participle.

George had already eaten dinner when he got home.

Past Perfect Progressive

The past perfect progressive tense refers to an action that was in progress before a time in the past or before another action in the past. Form: had + been + verb ing.

We had been watching the news all morning when the phone rang.

FUTURE TENSE**Simple Future**

The simple future WILL refers to future plans, predictions, and willingness. Form: will + base or be + going to + base.

John will come to tour house tomorrow morning.

I'm going to do the assignment together next week.

Future Progressive

The future progressive tense refers to an action that will be in progress in the future at the same time another action is taking place. Form: will + be + verb ing.

We will be painting the house while you are away.

Future Perfect

The future perfect tense refers to an action that will be completed before a time or before another action at a more distant point in the future. Form: will + have + past participle.

The teacher will have started the lesson by the time you get to class.

Future Perfect Progressive

The future perfect progressive tense refers to an action that will be in progress before a time or before another action in the future. Form: will + have + been + verb ing.

By the time this course ends, I will have been studying English for ten months. By next Friday, we will have been working in this office for two weeks.

Exercise 1. Choose the besat answer.

1. I Michael for years.

A. have known

B. know

C. knowing

D. was known

2. Kevin can't talk on the phone because he ... dinner right now.

A. is eating

B. eats

C. has eaten

D. has been eating

3. We ... since 5.00

A. talk

B. are talking

C. talking

D. have been talking

4. Babies when they are hungry.
A. cry
B. are crying
C. have been crying
D. cries
5. Mr and Mrs Wilson some dispute with their neighbors.
A. having
B. have been having
C. have having
D. have been had
6. Barbara that package to you tomorrow morning.
A. deliver
B. is going to deliver
C. are going to deliver
D. delivering
7. By next month, I at this company for a year.
A. will work
B. will be working
C. will have been working
D. am going to work
8. When we get to the party, everybody
A. are dancing
B. will be dancing
C. has danced
D. dances
9. I five books by the time my vacation is over.
A. will have read
B. be reading
C. have read
D. have been reading
10. The price of gasoline up again next month.
A. will go
B. going
C. is going to
D. has gone
11. I don't want to go outside today because it
A. rain
B. rains
C. is raining
D. is rain
12. Rita class every day.
A. not to attend
B. does not attend
C. not attending
D. isn't attending
13. My parents in Solo since 1999.
A. have lived
B. have lived
C. are living
D. live

14. By the time this movie is over, we this entire bag of popcorn.
 A. will have been eaten C. are going to be eating
 B. are eating D. will be eaten
15. We for you tomorrow when you arrive at the airport.
 A. are waiting C. wait
 B. will be waiting D. waited

Exercise 2. Choose the best answer to the following questions.

1. John and I Michael for years.
 A. have known C. knowing
 B. know D. was known
2. Kevin can't talk on the phone because he ... dinner right now.
 A. is eating C. has eaten
 B. eats D. has been eating
3. We ... since 5.00
 A. talk C. talking
 B. are talking D. have been talking
4. Babies when they are hungry.
 A. cry C. have been crying
 B. are crying D. cries
5. Mr and Mrs Wilson some dispute with their neighbors.
 A. having C. have having
 B. have been having D. have been had
6. Barbara that package to you tomorrow morning.
 A. deliver C. are going to deliver
 B. is going to deliver D. delivering
7. By next month, I at this company for a year.
 A. will work C. will have been working
 B. will be working D. am going to work
8. When we get to the party, everybody
 A. are dancing C. has danced
 B. will be dancing D. dances

9. I five books by the time my vacation is over.
 A. will have read C. have read
 B. be reading D. have been reading
10. The price of gasoline up again next month.
 A. will go C. is going to
 B. going D. has gone
11. I don't want to go outside today because it
 A. rain C. is raining
 B. rains D. is rain
12. Rita class every day.
 A. not to attend C. not attending
 B. does not attend D. isn't attending
13. My parents in Solo since 1999.
 A. have lived C. are living
 B. have lived D. live
14. By the time this movie is over, we this entire bag of popcorn.
 A. will have been eaten C. are going to be eating
 B. are eating D. will be eaten
15. We for you tomorrow when you arrive at the airport.
 A. are waiting C. wait
 B. will be waiting D. waited

Exercise 3. Match the following words to complete the paragraph.

| | | | | |
|------|----------|-------|---------|-------|
| Does | means | parts | doesn't | do |
| Is | pictures | words | uses | helps |

Body language a way to communicate using, not
 Everyone body language all the time. Why? It us communicate. What
 it mean when you nod your head up and down? If you live in Britain, you
 will understand that this movement yes. But in parts of Europe it
 Gestures for greeting people will certainly be different depending on where you are at
 the moment. How you greet someone in your country?

CHAPTER 5

DESCRIPTIVE PARAGRAPH

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. A good description is a word picture, the reader can imagine the object, place, or person in his head or mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. Descriptive paragraph explains procedures or activity in the present form or past form. Past form in descriptive paragraph can recount or retell an activity or it explains a process in the present condition. Some common styles of descriptive paragraph are: spatial order and logical order. Spatial order describes things based on space. Logical order describes things based on logic. Three common kinds of logical order are: chronological order, logical division, and comparison/contrast. This section discusses spatial paragraph and chronological paragraph. Logical division and comparison/contrast paragraphs are described in the next unit.

Sample of Spatial Order Paragraph

My first apartment was very small. It was a studio apartment, so it had only one main room and a bathroom. The main room was divided into three areas. At one end of it was a kitchenette, where I cooked and ate my meals. My living/sleeping area was at the opposite end. I had just enough space for a bed, a coffee table, a floor lamp, and a small television. My apartment was so small that I could never invite more than three friends at the same time! (Oshima & Hogue, 2007:68).

Sample of Chronological Order Paragraph

In the relatively short span of sixty years, there has been an incredible evolution in the size and capabilities of computers. Today, computer chips smaller than the tip of fingernail have the same capabilities as the room-sized machines of years ago. The first computer was developed around 1945. They were so large that they required special air-conditioned rooms. About twenty years later, in the 1960s, desk-sized computers were developed. This represented a gigantic advance. Before the end of that the same decade, however, a third generation of computers, which used simple intergrated circuits and which were even smaller and faster, had appeared. In 1971, the first microprocessor, less than one square centimeter in size, was developed. Today, modern microprocessors contain as many as 10 million transistors, and the number of transistors and the computational speed of microprocessors doubles every fifteen months. (Oshima & Hogue, 1991:57).

Paragraph Practice

In pairs, discuss the model paragraph. Then, write a descriptive paragraph consisting of at least 15 sentences. Use spatial order or chronological order development in your paragraph. You can use the paragraph models above for reference.

Definition Paragraph

Definition paragraph tries to tell or explain something. It defines a word or a concept. Definition paragraph gives answers to a questions of “what”. The word or thing will define or explain and the characteristics make it different from other category.

Courage

Courage is the quality of being brave when one is facing something that is dangerous or fear. For example, a soldier who goes into battle shows courage. A paramedic who crawls into a collapsed building to help an injured person also shows courage. However, one should not have to be a soldier or a paramedic to be courageous. One can display courage in everyday situations, too. For instance, a shy person who is afraid of speaking in public shows courage when he or she gives a speech at school or at work. A teenager who resists peer pressure to smoke, drink, or try drugs shows courage. To give another example, my friend Angela, who is terrified of flying, recently took her first airplane flight. As she walked onto the plane, she was trembling with fear, but she didn't give in to her fright. To me, Angela entering that plane was as brave as a soldier entering battle. (Oshima & Houge, 2007:127)

Paragraph Practice

Write a paragraph based on your own topic. Use the model paragraph above for your reference. You may adopt or develop your own model.

GERUNDS AND INFINITIVES

Gerunds

Gerunds are formed by adding –ing to the base of verb: reading, walking, running.
Gerunds can be used as the subject of a sentence.

Smoking is bad for your health.

Learning English is fun.

Gerunds are also used as object and object of preposition.

Linda enjoys bowling.

We talked about taking English lesson.

Gerunds follow certain verbs and expressions that typically go with gerunds.

| | | | |
|---------|------------|-----------------|------------|
| Go | admit | allow | can't help |
| Discuss | dislike | enjoy | love |
| Like | believe in | look forward to | practice |
| Finish | suggest | avoid | quit |

Infinitive

Infinitives are formed by adding to to the base form of a verb: to think, to walk, to study. Infinitives follow adjectives.

It's important to get a good job.

It's easy to use a computer

Some verbs can be followed only by infinitive

| | | | |
|--------|------|------------|--------|
| Want | need | would like | choose |
| Agree | plan | learn | expect |
| Decide | seem | promise | |

Some verbs may be followed either gerund or infinitive

| | | | | | | |
|-------|----------|------|------|------|--------|-------|
| Begin | continue | like | love | hate | prefer | start |
|-------|----------|------|------|------|--------|-------|

Stative Verbs

Stative verbs describe conditions or states rather than an action. Stative verbs have various functions:

| | | |
|----------------------|---|---|
| Feelings and desires | : | like, love, hate, fear, need, want |
| Appearance | : | look, seem, appear |
| Possession | : | have, own, belong |
| Perception | : | see, hear, smell |
| Ideas | : | think, believe, agree, know, understand |

Stative verbs are not usually used in progressive tenses.

Correct : I understand a lot English now.

Incorrect : I am understanding a lot of English now

Exercise 1. Choose the best answer to the following questions.

1. Jack Cold weather

| | |
|------------------|-----------------|
| A. dislike | C. is disliking |
| B. was disliking | D. dislikes |

2. Carol and Sam really the present we gave them.

| | |
|---------------|----------|
| A. love | C. loves |
| B. was loving | D. loves |

3. I need your advice because I About buying a new car.

| | |
|----------------|-------------|
| A. thinks | C. thinking |
| B. am thinking | D. think |

4. My parents To buy a new car this month.

| | |
|----------------|----------|
| A. is wanting | C. want |
| B. are wanting | D. wants |

5. We a lot of interesting people when we live in Solo.

| | |
|-----------------|---------------|
| A. were knowing | C. know |
| B. knew | D. were known |

6. Kim dislikes To rock concert because the music is too loud.

| | |
|----------|----------|
| A. to go | C. going |
| B. goes | D. going |

7. I'm afraid of ... alone at night.

| | |
|------------|------------|
| A. to walk | C. walked |
| B. walk | D. walking |

8. is fun when the weather is hot.

| | |
|------------|-------------|
| A. swam | C. swimming |
| B. to swim | D. swims |

9. We were so glad You last week.

| | |
|-----------|--------------|
| A. to see | C. have seen |
| B. saw | D. seen |

10. My brother quit Five years ago.
 A. smokes
 B. smoke
 C. smoked
 D. smoking

Exercise 2. Choose the best answer.

1. It's too to work in here.
 A. noisy
 B. noisily
 C. noise
 D. noises
2. Your garden is beautiful.
 A. perfectly
 B. perfect
 C. perfected
 D. perfection
3. We met several people at the party.
 A. interestingly
 B. interest
 C. interesting
 D. interests
4. The weather is bad tonight so please drive
 A. careful
 B. caring
 C. cared
 D. carefully
5. We always travel by train because it is than a bus.
 A. comfortable
 B. the comfortable
 C. more comfortable
 D. the most comfortable
6. I've tried all the desserts at this restaurant but this one is ... of them all.
 A. delicious
 B. the most delicious
 C. most delicious
 D. more delicious
7. Please play that music
 A. softly
 B. soften
 C. soft
 D. siftens
8. I like that sofa, but this one is
 A. cheaper
 B. cheaper than
 C. cheaply
 D. cheapest
9. Biology is of all classes this semester.
 A. the hardest
 B. harder
 C. hardly
 D. harder than

10. Listening to the music is dancing.
 A. relaxing than
 B. the most relaxing
 C. relaxing
 D. more relaxing than
11. I take a vacation with my family
 A. always
 B. yearly
 C. daily
 D. never
12. Tina doesn't like coffee so she ... drinks it.
 A. always
 B. weekly
 C. often
 D. never
13. Our office has a meeting every Friday because it's important to meet ...
 A. annually
 B. monthly
 C. weekly
 D. daily
14. It's cheaper to buy things on sale.
 A. always
 B. daily
 C. never
 D. monthly
15. Sarah is a lazy student who doesn't ... do her homework.
 A. daily
 B. never
 C. usually
 D. monthly

Exercise 3. Choose the best answer to the following questions.

1. Jack Cold weather
 A. dislike
 B. was disliking
 C. is disliking
 D. dislikes
2. Carol and Sam really the present we gave them.
 A. love
 B. was loving
 C. loves
 D. loves
3. I need your advice because I about buying a new car.
 A. thinks
 B. am thinking
 C. thinking
 D. think
4. My parents to buy a new car this month.
 A. is wanting
 B. are wanting
 C. want
 D. wants

5. Do you have ... cold drinking water?
A. many
B. any
C. few
D. an
6. Did you read ... article in the newspaper?
A. few
B. some
C. little
D. the
7. We had ... rain last month.
A. many
B. ten days
C. a lot of
D. a
8. The test was very hard so ... students passed it.
A. little
B. few
C. much
D. any
9. George was really hungry so he ate ... sandwiches.
A. much
B. a
C. three
D. a little
10. We bought ... new equipment for our office.
A. many
B. any
C. some
D. few

CHAPTER 6

LOGICAL ORDER PARAGRAPH

Logical order in writing is a technique to arrange ideas in some kind of order that is logical for the reader. Some common kinds of logical orders are chronological order, logical division of ideas, and comparison/contrast. Logical division of ideas is a pattern of organization in which the writer divides a topic into points and discusses each point separately. A comparison paragraph compares two things to see similarity about them. A contrast paragraph tells about the difference about two things. Usually, the emphasis is on differences.

Model 1: Logical Division Paragraph

Why I don't have a credit card

There are three reasons I don't have a credit card. The first reason is that using a piece of plastic instead of cash makes it too easy for me to buy things I can't afford. For instance, last week I saw a \$75.00 pair of pink sandals in my favorite shoe store. Of course I don't need pink sandals, nor I can afford them. With a credit card, however, I would now own those sandals and be worrying about how to pay for them. The second reason I don't have a credit card is that I would end up in debt like my friend Sara Shopaholic. Sara got a credit card last year, and she already owed \$4,000. She buys things that she doesn't really need, such as jewelry and designer sunglasses. Sara makes only minimum payments each month. Her monthly interest charges are more than her payments, so her balance never decreases. She will be in debt for years. The third reason I don't have a credit card is the difficulty in understanding the fine print in the credit card contract. If I don't read the fine print, I can be surprised. For example, some credit card companies will raise my interest rate if I make a payment even one day late. To sum up, credit cards may be a convenience for some people, but for me, they are plactic ticket to financial disarter. (Oshima & Hogue, 2007:77).

Model 2: Logical Order

One kind of culture shock faced by international students in America is difficulty communicating with Americans. When they first arrive in America, they soon realize that their verbal skills are poor. First of all, they lack vocabulary, and they have poor pronunciation, so American people don't understand them. For example, a few days ago, I asked an American student how to get to the library, but because I have trouble in pronouncing r's and l's, the student didn't understand me. I finally hade to write it on a piece of paper. International students also speak too softly because they are shy. It is difficult for foreign people to understand Americans, too. Americans use incomplete sentences, such as "Later" to mean "I will see you later", and "Coming?" to mean "Are you coming?". Also, Americans talk too fast, so

it is often impossible to understand them. In addition, Americans also use a lot of slang and idioms whose meanings nonnative speakers do not know. For example, the other day someone said to me, “*That drive me up the wall,*” and I could not imagine what he meant. I had a picture in my mind of him driving his car up the wall. It didn’t make sense to me. In short, communication probably the first problem that international students face in America. After a while, however, their ears get used to the American way of speaking, and their own verbal abilities improve (Oshima & Hogue, 1991:14).

Model 3: Contrast/Comparison Paragraph Right Brain/Left Brain

The left and right sides of brain process information in different ways. The left side is logical, rational, linear, and verbal. The right side, on the other hand, processes information intuitively, emotionally, creatively and visually. Left brain thinks in words, whereas right think in pictures. Poeples who depend more on the left side of their brain are list makers and analysts. They are detailed, careful, and organized. In contrast, right-brained people are visual, intuitive, and sensual. When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrives at a decision only after careful analysis. When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. For example, a left-brained person automobile shopper will consider a car’s cost, fuel efficiency, and resale value, whereas a right-brained shopper bases a decision on how shiny the chrome is, how soft the seats are, and how smoothly the car drives. Of course, no one is 100 percent left-brained or 100 percent right-brained. Although one side may be stronger, both sides normally work together. (Oshima & Hogue, 2007:109).

Paragraph Practices

Discuss the concepts above in pairs. Then write three kinds of paragraph using your own topic. Use the model above for your reference. You may adopt or develop your own model for the paragraph.

ADJECTIVES AND ADVERBS

Adjectives

An adjective is a word that describes a noun or pronoun. An adjective usually precedes a noun.

We ate a delicious meal at the restaurant

Adjectives follow the verb “to be” and certain other verbs called linking verbs, such as look, seem, taste, feel, appear, sound.

Susan is very creative.
You look tired today.

Adverbs

Adverbs are words that describe a verb, adjective, or other adverb, and tell how, where, or when.

At the age of nine, Vanessa played the violin brilliantly.

Adverbs that answer question How? Are named as adverbs of manner. They are usually formed by adding -ly to the end of an adjective.

Please talk quietly.
She plays the piano beautifully.

Adverbs also describe adjectives and other adverbs. They usually precede the adjective or adverb.

That test was surprisingly easy. (adverb of adjective)
You answered the question extremely well (adverb + adverb).

Certain adverbs describe when things happen that show a date, time, and sequence.

By the time
By the time the rain stopped, everyone had gone home.

As soon as (immediately)
As soon as class over, we'll go to the movie.

While (at the same time)
Marina saw a bad accident while she was driving to work

When (after or while)
I'll cook dinner when I get home

After
I always feel sleepy after eating a big meal

Before
Before you watch TV, you should finish your homework

Adverbs of Frequency

Adverbs of frequency refer to how often something happens. Some common adverbs of frequency are:

Always
Usually
Often, frequently
Sometimes, occasionally
Rarely, seldom
Never

Most adverbs of frequency are next to the verb. They usually precede the verb.

I always come to class on time.
Bob rarely eats dessert.

Never, seldom, and rarely are negative verbs. These words are not used with not.

We never stay home on weekends.

Some adverbs always belong at the end of the sentence or clause.

| | |
|------------------|---------------------|
| Daily (everyday) | yearly (every year) |
| Weekly | annually |

Equative comparison

Comparison between two things, people, places can use as + adjective + as.

My cat is as big as yours.
The red jacket is as expensive as the black one.

Comparative

The comparative form of adjectives is used to compare two things. One syllable adjectives and two syllable adjectives that end with -y use -er in the comparative form.

| | | | |
|-----|--------|------|--------|
| big | bigger | easy | easier |
| old | older | cold | colder |

Most other two-syllable adjectives and adjectives of three syllables use more in comparison.

| | |
|-------------|------------------|
| beautiful | more beautiful |
| comfortable | more comfortable |
| difficult | more difficult |

Superlative

When one thing is compared to a group of three or more things, the superlative form of the adjective is used.

Mount Everest is the highest mountain in the world.

Some words have irregular forms of degrees of comparison

| Positive | comparative | superlative |
|-----------------|--------------------|--------------------|
| good | better | best |
| bad | worse | worst |
| far | farther/further | farthest/furthest |
| many | more | most |
| much | more | most |
| little | less | most |

Task 1. Give comparative and superlative of the words below

- | | |
|---------------------------|-----------------|
| 1. high---higher, highest | 13. interesting |
| 2. careful | 14. bad |
| 3. slow | 15. clear |
| 4. modern | 16. beautiful |
| 5. active | 17. happy |
| 6. funny | 18. confusing |
| 7. wet | 19. courageous |
| 8. sweet | 20. common |
| 9. late | 21. friendly |
| 10. thin | 22. dangerous |
| 11. clean | 23. red |
| 12. serious | 24. wonderful |

Task 2. Choose the best answer.

- It's too to work in here.

| | |
|------------|-----------|
| A. noisy | C. noise |
| B. noisily | D. noises |
- Your garden is beautiful.

| | |
|--------------|---------------|
| A. perfectly | C. perfected |
| B. perfect | D. perfection |
- We met several people at the party.

| | |
|------------------|----------------|
| A. interestingly | C. interesting |
| B. interest | D. interests |
- The weather is bad tonight so please drive

| | |
|------------|--------------|
| A. careful | C. cared |
| B. caring | D. carefully |

5. Rita sounded on the telephone last night.
A. happily
B. happening
C. happy
D. happens
6. The weather yesterday was extremely
A. hotly
B. hot
C. heat
D. heater
7. My grandmother is person in my family.
A. old
B. older
C. the oldest
D. oldest
8. We always travel by train because it is than a bus.
A. comfortable
B. the comfortable
C. more comfortable
D. the most comfortable
9. I've tried all the desserts at this restaurant but this one is ... of them all.
A. delicious
B. the most delicious
C. most delicious
D. more delicious
10. I play badminton sometimes, but I think chess is
A. an interesting
B. more interesting
C. more interesting than
D. interestingly
11. Please play that music
A. softly
B. soften
C. soft
D. siftens
12. I like that sofa, but this one is
A. cheaper
B. cheaper than
C. cheaply
D. cheapest
13. These are very chairs.
A. comfort
B. comfortably
C. comfortable
D. comforts
14. Biology is of all classes this semester.
A. the hardest
B. harder
C. hardly
D. harder than
15. Listening to the music is dancing.
A. relaxing than
B. the most relaxing
C. relaxing
D. more relaxing than

16. I take a vacation with my family
A. always
B. yearly
C. daily
D. never
17. Tina doesn't like coffee so she ... drinks it.
A. always
B. weekly
C. often
D. never
18. Our office has a meeting every Friday because it's important to meet
A. annually
B. monthly
C. weekly
D. daily
19. It's cheaper to buy things on sale.
A. always
B. daily
C. never
D. monthly
20. Sarah is a lazy student who doesn't ... do her homework.
A. daily
B. never
C. usually
D. monthly

CHAPTER 7 EXPOSITORY PARAGRAPH

An expository or analytical paragraph explains or analyzes a topic. In exposition, the writer provides information about a particular subject, using specific details or examples to discuss the topic. The purpose of an exposition is to clarify facts, opinions, and ideas. A writer of exposition tries to explain the logical relationships between things that exist or can be proved to have existed (Inman and Gardner, 1979:96). The writer assigns authority, the report, and concentrates on exposing the information. He attempts to answer the question of definition “what is it?” (Guinn and Marder, 1987). The methods of development in exposition include (1) giving examples, (2) supplying reasons, (3) explaining a process, (4) comparing or contrasting, (5) defining, and (6) dividing and classifying (Langan, 1986:111).

Expositions are based on the part-whole relationship, on similarity and difference, and on the specific-general or less general-more general relationship that depends on similarity and difference. Types of exposition are exemplification, analysis (of entities, classes, processes, and sequences), comparison, and definition (Inman and Gardner, 1979:96).

Concrete Support

To support statement in an academic writing is to use concrete support. It is a technique to support topic sentence by using specific and factual details. Three most common concrete supports for writing are: examples/extended examples, figures or statistics, and quotations.

1. Exemplification Paragraph

Basket Weaving By Peggy Philips

As a hobby, weaving baskets is not only fun but also very useful. The different kinds of baskets you make can serve many different purposes. **For example**, you can use baskets to organize your things. You can make a basket for your school supplies, **such as** pencils, pens, paper clips, rubbers, markers and sticky tape. A basket can hold your video games, CDs, comic books or sports cards. You can have a basket for your belts, caps or socks. **In addition**, baskets make useful gifts. **For instance**, you can surprise your parents with a basket for the family bills, letters, stationary and stamps. A tall, thin basket is just right for the family’s umbrellas. A large, flat basket works well for magazines and newspapers. You can even make a comfortable basket that serves as a bed for your pet –just add a soft pillow. As you can see, the baskets you enjoy making can serve you and your family in many useful ways. (From Backpack, 2012:32).

2. Factual Paragraph

When you write a factual paragraph, you should use sentences that state the facts –not opinion. Facts are pieces of information that everyone agrees they are true. Facts can be proved. Opinions present ideas that you believe to be true. A factual paragraph about an invention should only include facts about that invention.

Sample Paragraph

Some inventions happen by accident –like crisps. The crisp was invented in 1853 at a restaurant in Saratoga Springs, New York. A chef named George Crum had an unhappy customer. The customer refused to eat the chips Crum served him. The customer said the chips were too thick. So Crum made thinner chips. But the customer didn't like these either. Crum was getting upset. What could he do to make this customer happy? This time, Crum decided to do something different. He prepared chips that the customer would definitely send back. He cut the potatoes so thin and fried them so that they couldn't be eaten with a fork. But guess what? The customer did not send them back. He loved them. Soon others wanted the crisps, and they were put on the menu. Today, Crum's invention remains popular throughout the world! (From Backpack, 2012:80).

3. Process Paragraph

Process paragraph explains how to make or do something. Process paragraph is also called as how-to-paragraphs. To explain how to do something clearly, break the process down into a series of steps and explain each step. A process paragraph begins with a topic sentence that names the topic and tells a process of procedure. The words that are normally used are steps, procedure, directions, suggestions, and instructions. Process paragraph arranges the steps in order by time and use time order signals to guide from step to step. When you explain a process, you describe the sequence of steps using such words: after, as, as soon as, before, during, finally, last, later, next, then, until, when, while, as well as the ordinal number (first, second, third, fourth, etc).

Salt and Pure Water from Sea Water By Cathy Hunter

In some hot countries, sea water is used as a source of both salt and drinking water. The process of getting salt and pure water from sea water is called desalination. **First**, the sea water is collected in containers. **Second**, the water is heated **until** it is so hot it begins to build. **As** the water boils, it changes to steam. **When** the water changes into steam, the salt separates out and stays in the bottom of the container. **During** this step, the steam doesn't escape into the air. Instead, as it rises, it is collected in a special tube called a condenser. **Then** the steam cools down and it changes back into water. The purified water flows back into a container.

Finally, it is directed into pipes that take it to other storage containers. (From Backpack, 2010:92).

Model 2

A Traditional Hindu Wedding

A traditional Hindu wedding lasts all day and well into the night. On the day of the ceremony, one of the groom's brothers goes to the bride's home with gifts, these gifts seal the union of the two families. Then the groom arrives at the bride's home with his family and his friends. He is dressed in rich clothing and wearing a special headdress. He usually arrives in a white car or on a white horse, but he sometimes rides a white elephant. Then the wedding ceremony takes place. During the ceremony, the couple sit around a sacred fire under a special canopy. A Hindu priest performs the ceremony by chanting special wedding prayers. After that, the bride's dress is tied to the groom's scraft and they walk around the fire seven times. The groom makes seven promises, they are: to make his wife happy, to share his feelings with her, to share his possessions with her, to be faithful, to respect her family, and to make her a part of his life. The seveth promise is to keep the other six promises. The party begins after the ceremony. Musicians provide entertainment then a feast of traditional Indian food is served. During the party, the bride, the groom, and their guests play some traditional games. The party may go on until midnight so everyone is pretty tired at the end.

Paragraph Practice

Write a paragraph using your own topic. Use the model above for your references.

MISCELLANEOUS GRAMMAR EXPRESSION

Cause and Result—so

She got up so late that she missed her boss
The music was so loud that we couldn't talk

These are such long assignments that I can't finish them
This is such good news that I will call them

Cause and result—such

It was such a hot day that we went out
It was so hot a day that we went out

Enough with Nouns

We have enough time to go
 We have time enough to go

Without enough sleep, you won't be able to do well on the examination
 Without sleep enough, you won't be able to do well on the examination

Enough with Adjectives

It is warm enough to go swimming
 That excuse isn't good enough
 Her little car isn't big enough to seat more than two people

Few and Little

Little and few mean not a lot. A little and a few means some.

Few reference books may be checked out
 John has very few friends

Before he came to US, he had done little traveling
 There is little time to waste

A Little and A Few

We have a little time
 We made a few mistakes

Much and Many

Many is used before plural count nouns and much is used before noncount nouns.

There are many television programs for children on Sunday
 The letter was short because there wasn't much news.

Some and Any

Some is used before plural count nouns or noncount noun for positive sentence; any is used before plural count nouns or noncount noun for negative sentence.

I have some tea in the morning after breakfast
 I don't have any tea in the morning after breakfast

One of the and Some of the

One of the trees is dead (singular)
 Some of the trees are dead (plural)

A Lot of and A Great Deal of

A lot of movies are boring
 Jim spent a lot of money on his vacation

He has a great deal of patience

Either and Neither

Neither is used before auxiliary verbs and either is used after verbs and not.

My friend won't go and neither will I

She hasn't finished her assignment yet, and neither have I.

She isn't in agreement and I'm not either.

He won't be here today, and I won't either.

So and Too

We are going to the concert, and so are they.

We are going to the concert, and they are too.

Because of and Because

Because of is a prepositional phrase, it introduces a noun or a noun phrase. Because is a conjunction; it introduces a clause with a subject and a verb.

They decided to stay at home because the weather was bad.

They decided to stay at home because of the weather.

One, Another, the Other

One, another, and the other organize three nouns consecutively. One means the first one mentioned. Another means one more in addition to the first one mentioned. The other means the one remaining.

One English proficiency test is TOEFL and the other is TOEIC.

One of my roommates studies engineering, another studies business, and the other studies English.

Exercise. Choose the best answer to the following questions.

1. We save a lot of at the park this afternoon.

| | |
|--------------|-------------|
| A. younger | C. child |
| B. youngster | D. children |

2. I met a lot of interesting on my vacation.

| | |
|-----------|-----------|
| A. man | C. woman |
| B. person | D. people |

3. We saw children in the park.

| | |
|---------|---------|
| A. some | C. much |
| B. a | D. any |

4. Paul doesn't earn ... money.

| | |
|--------|---------|
| A. few | C. a |
| B. an | D. much |

5. Do you have ... cold drinking water?
A. many
B. any
C. few
D. an
6. Did you read ... article in the newspaper?
A. few
B. some
C. little
D. the
7. We had ... rain last month.
A. many
B. ten days
C. a lot of
D. a
8. The test was very hard so ... students passed it.
A. little
B. few
C. much
D. any
9. George was really hungry so he ate ... sandwiches.
A. much
B. a
C. three
D. a little
10. We bought ... new equipment for our office.
A. many
B. any
C. some
D. few
11. One of ... of the late Middle Ages was Saint Thomas, a scholar who studied under Albertus Magnus.
A. the thinkers who was great
B. the great thinker
C. the greatest thinkers
D. who thought greatly
12. Although southern California is densely populated, live in the northern part of the state.
A. a little people
B. a few the people
C. few people
D. a little of people
13. Some plants are annuals; are biennials; the rest are perennials.
A. some another
B. another
C. others
D. other
14. Water is that it generally contains dissolved materials in greater or lesser amounts.
A. such an excellent solvent
B. such excellent a solvent
C. such a excellent solvents
D. a such excellent solvent

15. Young rivers have no flood plains and their valleys are
- A. very narrow
 - B. too narrow
 - C. so narrow
 - D. narrowly
16. in the cultivation of a forest, trees need more careful planning than any other crop does.
- A. Because the time and area involved
 - B. For the time and area involving
 - C. Because of the time and area involved
 - D. As a cause of the time and area involved
17. Although they are both grown in USA and exported abroad, corn is not native to America and winter wheat
- A. is neither
 - B. isn't either
 - C. isn't neither
 - D. is either
18. Although the Ojibwa Indians fought frequently with the Sioux, they didn't have ... with early white settlers.
- A. much contact
 - B. lots contact
 - C. many contact
 - D. large contact
19. can be grown on arid land.
- A. Only a few crops
 - B. Only few crop
 - C. Only a little crops
 - D. Only little crop
20. When your body does not get ..., it cannot make the glucose it needs.
- A. enough food
 - B. foods as enough
 - C. food enough
 - D. enough the food

CHAPTER 8

ESSAY WRITING

Mode of Academic Writing

Traditionally, all writing has been divided into four major forms or modes (Langan, 1986). The four modes are considerably believed as the basic mode in the academic writing. The modes are exposition, description, narration, and argumentation. Another mode is persuasive mode. It, however, has similar characteristics with argumentative, so the persuasive mode is considered similar to the argumentative.

To present a writing on the basis of each mode, rhetorical strategies are required to develop. Langan (1986: 111) suggests seven strategies to develop for the exposition mode. They are examples, reasons, process, comparison-contrast, definition, division and classification. In general, Lynn, Quitman, Troyka (2002: 94) posit 10 strategies: narrative, description, process, examples, definition, analy-

sis, classification, comparison and contrast, analogy, and cause and effect analysis.

The mode of academic writing is different from other mode of writing because of its purpose, subject matter, and readers. Two most specific differences present in their discourse structure and the discourse strategy. The discourse structure indicates the knowledge of how to use language in the essay. In addition, the discourse strategy suggests the writing style, the way a writer develops his thoughts in words.

The academic discourse mode is mainly colored with exposition and argumentation. These two modes of discourse are very important in variety of academic writing tasks. Through exposition and argumentation modes, the writer can present a position, belief, or conclusion in a strong, emphatic, and rational way; defends a position against critics; persuades people to take certain actions, or attacks a position or an opposing viewpoint (Latief, 1991: 8).

1. Argumentative Essay

An argument ensues when two parties disagree about something, one party gives an opinion and offers reasons in support of it and the other party gives a different opinion and offers reasons in support of her or his stand. The kind of argument that can be argued logically is one based on an opinion that can be supported by evidence such as facts. An argumentative essay is an essay that attempts to change the reader's mind, to convince the reader to agree with the point of view or opinion of the writer (Smalley and Ruetten, 1982: 319-20). In convincing the audience, an argumentative essay must pay attention on the effectiveness and rely on logic and reason.

An argumentative essay is one that attempts to change the reader's mind, to convince the reader to agree with the point of view or opinion of the writer. The purpose of

argumentative essay is to convince the reader that the writer's position is the better one.

An argumentative essay attempts to be highly persuasive and logical. The argumentative thesis takes a side of an issue; frequently, it proposes a course of action (Smalley and Ruetten, 1982: 320).

In an argument the central statement answers the questions why. All formal arguments are based on logic. It focuses on an issue and establishes the controversial nature of the topic. More specifically, argumentation focuses on the rational, logical appeal and emphasizes instruction in deductive and inductive reasoning (Connor, 1996: 31).

In analyzing an argumentative essay, Hogins and Lillard (1972: 186-187) assert that an argumentative essay may be organized into three sections: an introductory section, a middle section, and a final section. An introductory section outlines the general controversy. It shows that the topic can be rationally argued, states the primary issues, judges their relative importance, and explains how the writer has organized the rest of the essay. A middle section presents the primary issues one by one in the most efficient order, summarizing the best argument on each side impartially, and offering descriptive commentary when needed but marking no judgments or evaluation. A final section states and defends a conclusion on the issues and the writer's position on the larger controversy.

In addition, Smalley and Ruetten (1982: 323-324) illustrate five characteristics of an argumentative essay. The argumentative essay should introduce and explain the issue or case. The essay should offer reasons and support for those reasons. The essay should refute opposing arguments. If an opponent does have a valid point, concede that point. The conclusion should follow the argument.

There is no one particular pattern of organization for an argumentative essay. However, there is a basic workable

approach that is commonly used. In the basic approach proposed by Smalley and Ruetten (1982:335), four steps of organization of argumentative essay are mentioned: introduction, reasons, refutation, and conclusion.

2. Expository Essay

Expository or analysis essay is an essay that explains or analyzes a topic using specific details or examples (Smalley and Ruetten, 1982: 100). An exposition essay refers to how a writer explains the logical relationship between things that exist or can be proved to have existed. Using appropriate use of language and the rhetorical operations and conventions, a writer explains clearly and logically the information that she or he knows or opinions that she or he thinks is sound

An expository or analytical essay is an essay that explains or analyzes a topic. In exposition, the writer provides information about a particular subject, using specific details or examples to discuss the topic. The purpose of an expository essay is to clarify facts, opinions, and ideas. A writer of exposition tries to explain the logical relationships between things that exist or can be proved to have existed (Inman and Gardner, 1979:96). The expository essay relies on the authority, or ethos, the credibility of the writer. The writer assigns authority, the report, and concentrates on exposing the information. He attempts to answer the question of definition "what is it?" (Guinn and Marder, 1987). The methods of development in exposition include (1) giving examples, (2) supplying reasons, (3) explaining a process, (4) comparing or contrasting, (5) defining, and (6) dividing and classifying (Langan, 1986: 111).

Expositions are based on the part-whole relationship, on similarity and difference, and on the specific-general or less general-more general relationship that depends on similarity and difference. Types of exposition are exemplification, analysis (of

entities, classes, processes, and sequences), comparison, and definition (Inman and Gardner, 1979: 96).

As an argumentation mode, an expository essay has a beginning, body, and closing. The core statement of an expository essay is a topic sentence. The introduction of an expository essay contains information that attracts the readers by appealing to some basic human desire or sense of wonder. The paragraphs of the body contain information, which is developed to fulfill the promise of the topic. The closing emphasizes the significance of the information and the ideas it suggests (Harjanto, 1999: 63-64).

Writing an Essay

In college writing the standard short essay is between 350 and 500 words long. Usually the essay will have one paragraph of introduction, a three-paragraph body, and one paragraph of conclusion. Some essays have only two to three paragraphs, while others have twenty or thirty. For most purposes, the essays written in class for most college English courses contain from four to six paragraphs, with the most common number being five: one introductory paragraph, three developmental paragraphs, and one concluding paragraph (Smalley and Ruetten, 1982:139).

The introduction is the first section of an essay. The introduction is usually one paragraph that introduces the topic to be discussed and the central idea (the thesis statement) of the essay. The purpose of the introduction is to arouse interest and introduce the controlling idea of an essay. It should state the essay's main idea and thesis statement. This thesis statement is called the controlling idea that brings an essay into focus, giving it direction and drawing its ideas together (Kirszner and Mandell, 1978:5).

The body paragraphs are the longest section of an essay. In a short essay, there are usually three body paragraphs, each one considering in detail one aspect of the essay's controlling idea. This is called a three-point essay. These paragraphs develop various aspects of the topic and the central idea. They may discuss causes, effects, reasons, examples, process, classification, or points of comparison and contrast. They may also describe or narrate (Smalley and Ruetten, 1982:139).

The concluding paragraph is the end of an essay. This paragraph concludes the thought developed in the essay as the closing word. Therefore, the ideas in the conclusion must be consistent with the rest of the essay. In the conclusion, the writer should draw together all that has come before by restating the controlling idea of the essay. This statement is usually most effective when it is located at the beginning of the conclusion (Kirszner and Mandell, 1978:7).

Study the following sample essay for the analysis. The sample essay begins with an outline of ideas to be developed.

How To Write an Essay

Writing an essay can be shared to others. Anyone can write a good essay. However, to accomplish his feat, all you have to do is to follow a few simple rules.

The first step in writing an essay is selecting a controlling idea and writing an introduction. After gathering all the ideas or facts you can think of that pertain to the topic, see if they form a pattern that will suggest a possible controlling idea. Once you have decided on a controlling idea, write an introductory paragraph that presents it in a clear and interesting way. The introduction should not only arouse your reader's interest, but also keep them interested so they will want to read further.

The essay's body paragraphs are also very important. Each of these body paragraphs must be unified, coherent, and complete. Each should focus on its topic sentence and should have logical transitions that enable the reader to understand the relationship between sentences. Finally, each body paragraph should include enough specific, concrete reasons and examples to be convincing.

When the support paragraphs have been completed, you should decide how you wish to sum up. In your conclusion you should restate the essay's controlling idea as a signal to the reader that you are about to end. Having done this, make some general concluding remarks, and if you want to, end the conclusion with a final strong statement. If you follow these suggestions, you should compose a solid and effective conclusion.

By repeating this simple step-by-step process, you can put aside your fears and write a clear, coherent, and convincing essay. All you need is eagerness, perseverance, courage and pencil-and-paper. (From Basic College Writing by Kirzner and Mandell, 1978:9-10).

Essay Practice

Work in group, then individually write an essay consisting of 3 to 5 paragraphs. Use the essay model for reference. You can select your own topic to develop. Your essay organization should follow the example given in this section.

PASSIVE VOICE AND CONDITIONAL SENTENCES

Passive Voice

The present form of passive voice is formed with the simple present of be + past participle of the verb.

Hollywood is known for its films and film stars.

Switzerland and Germany are known for their fine watch.

The past form of passive voice is formed with the simple past form of be + the past participle of the verb.

Those boots were made in Spain

We usually use the passive voice when it is not important to know exactly who performs the action. We want to focus attention on the subject of the sentence.

That house is made of brick.

Rice and tea are grown in China and India.

Salt is produced from seawater.

To change a sentence in the active voice to the passive voice, make the object in the active sentence the subject of the passive sentence.

China grows rice-----Rice is grown in China.

The flood covered the houses.--- The houses were covered by the flood.

Conditional Sentences

A conditional sentence usually consists of an if clause that presents a condition, and a result clause that describes the effect of the condition.

If it is cloudy, I will take my umbrella.

One type of conditional expresses true, factual ideas in the present or future.

Fact: I may have time to watch the football match tonight.

Fact: I want to watch the football match.

If I have time, I will watch the football match tonight.

Fact: Bob isn't studying very much.

Fact: Studying more is necessary for good marks.

If Bob doesn't study more, he won't get good marks.

The present is used in the if clause. The future is used in the result clause.

If I have time, I will watch the football match tonight.

Bob won't get good marks, if he doesn't study more.

Another type of conditional expresses untrue, contrary-to-fact ideas in the present or future. For unreal conditional, use a past tense verb in the if clause and would + base form of the verb in the main clause. Could or might can be used in place of would. When the main verb is be, always use were, never use was.

If I had the time, I would read that book about Jupiter.

If Tomy planned his time better, he would finish his work on time.

Unreal conditionals about the past, use the past perfect form of the verb in the if clause and would + have + the past participle form of the verb in the main clause.

If you had come to the party last week, I would have danced with you.

Mary might have gone to work yesterday if she hadn't been sick.

Exercise. Choose the best word to complete the sentences.

1. If American are fewer foods with sugar and salt, their general health better.

| | |
|------------|-------------|
| A. be | C. is |
| B. will be | D. would be |

2. According to some historians, If Napoleon had not invanded Russia, he the rest of Europe.

| | |
|------------------|-------------------------|
| A. had conquered | C. would have conquered |
| B. would conquer | D. conquered |

3. If human were totally deprived of sleep, they hallucinations, anxiety, coma, and eventually death.

| | |
|---------------------|---------------------------|
| A. would experience | C. would have experienced |
| B. experience | D. had experienced |

4. In the stringed instruments, the tones ... by playing a bow across a set of strings that may be made of wire or gut.

| | |
|-----------------|-----------------------|
| A. they produce | C. are produced |
| B. producing | D. that are producing |

5. The famous architect, Frank Loyd Wright, was greatly ... , who wanted him to study architectur.

| | |
|--------------------------------|-------------------------------|
| A. influenced by his mother | C. his mother influenced him |
| B. from his mother's influence | D. influencing for his mother |

6. I will help you with your homework if I time tomorrow.

| | |
|--------------|---------------|
| A. will have | C. would have |
| B. have | D. had |

7. Tropical fruits by farmers in the lowland region.

| | |
|--------------|----------------|
| A. are grown | C. are growing |
| B. grown | D. grow |

8. If we get to the restaurant earlt tonight, we ... to wait for a table.

| | |
|---------------|------------------|
| A. wont' have | C. don't have |
| B. hadn't | D. wouldn't have |

CHAPTER 9 COMPOSITION AND ESSAY ORGANIZATION

Composition and Essay

A complete composition or an essay may be so large that in fact it tends to break down into smaller parts because the reader has difficulties conceiving its wholeness. At each level other wholeness have to be filled out with appropriate pieces. The aim of dividing an essay into paragraphs is to make it easier for the reader to understand it. Paragraphing shows and emphasizes that there are phases of thinking from central idea to another.

Composition is considered as the highest stage in writing. Composition consists of a piece of writing made up of one or more paragraphs. In the classroom practices or test of written English, composition normally requires three to five paragraphs. This kind of composition is called as a three-paragraph or a five-paragraph composition (Connor, 1996). A composition is a standard short essay useful for college writing, consisting of 350 to 500 words long. This usually means that the essay will have a one-paragraph introduction, a three-paragraph body, and a one-paragraph conclusion (Kirszner and Mandell, 1978: 3). A long essay varying from 10 to 30 pages or longer refers to an essay, term paper, paper, or piece of writing.

The Introduction

A composition has three main parts. They are introduction, a body, and a conclusion. The introduction is the first section of a composition or an essay. An introduction, which is put at the beginning of the essay, consists of two parts: a few general statements and a thesis statement (Oshima, 1983: 77). The general statements give the general background of the essay and attract the reader's attention to the specific topic.

There is no topic sentence, which applies to the introductory paragraph (Arnaudet and Barrett, 1981). The thesis statement is just like a topic sentence for a paragraph: it names the specific topic and controlling ideas or major subdivisions. It may also indicate the method of development of the essay.

The statement of a composition or an essay is called the controlling idea. The controlling idea tells the readers what the composition or the essay is talking about. Without a clearly stated controlling idea, the composition or the essay looks like a loose collection of unrelated statement. The controlling idea brings the essay into focus. Usually, controlling idea of a composition or an essay is put at the end of the introduction as the central element of the essay, indicating points of discussion in detail in the body of the composition or the essay. Generally, the introduction to a composition or an essay is a full paragraph, not just a single sentence. The introduction should present general facts or ideas that bring readers to the subject of the composition or the essay (Kirszner and Mandell, 1978: 5).

The Body Paragraphs

The second part of a composition is the body. Like the developing sentences in the paragraph, the body consists of one or more paragraphs. The paragraphs in the body talk about the general statements stated in the introduction. Thus, the number of the paragraphs in the body will vary with the number of subdivisions. In a short essay, there are usually three body paragraphs, functioning as the support paragraphs. This is called a three-point essay (Kirszner and Mandell, 1978: 5). The paragraphs in the body are like the main supporting points of a paragraph. Accordingly, the organization of the ideas in an essay may be developed the same as that of the ideas in a paragraph (Oshima, 1983).

At the beginning of the each support paragraph, usually a topic sentence directs the readers to the controlling idea and aspects to discuss in the paragraph. Following the topic sentence, the body paragraphs discuss the detail and facts to support. No rule how many support paragraphs is required in a short essay should be developed. The more relevant detail is included to support the detail, the clearer the points will be.

The Conclusion

The conclusion in a composition, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body. An essay's conclusion should provide a sense of completion (Oshima, 1983). Because the conclusion ends the composition or the essay, the ideas must be consistent with the rest of the essay.

The conclusion should draw together all that come before by restating the controlling idea of the composition or the essay. Re-statement is normally most effective when it is located at the beginning of the composition or an essay. To do this, it is helpful to follow the restatement of the controlling idea with some general concluding remarks. As the final statement, none of the material mentioned in the conclusion should contradict or change the controlling idea (Kirszner and Mandell, 1978: 7).

Coherence and Cohesion of an Essay

Similar to the paragraph level, coherence in an essay level is also prominent. Coherence means holding together; the movement from one sentence to the next or from one paragraph to the next must be logical and smooth. Coherence is evaluated based on the semantic relationships. Therefore, coherence provides sequence of words and sentences in a paragraph and among paragraphs in the whole essay, showing clear relationships and development of ideas within and between units in the essay. Sentences in a paragraph and in the whole essay must be held together by more than sequence on the page.

To achieve a coherent discourse, a writer must formulate his ideas using appropriate words and syntactic structures in good order into sentences and sentences into paragraphs so that they relate reasoned and logical thought within and between

units in the essay. Similar to the ways coherence is achieved in a paragraph, in an essay level, coherence is achieved using four techniques: transitional words and phrases, pronoun reference, repeated key terms, and parallelism (Winkler, AC and McCuen JR, 1974; Oshima and Hogue, 1991).

Application of coherence in a discourse asserts two competing theories (Connor, 1996:84). Considering Connor (1996) and Oshima and Hogue (1991), this study uses two definitions of coherence. The first definition admits that coherence refers to the interaction between the reader with the text. The second definition focuses coherence on the text itself, describing how semantic relationships of sentences between units serve logical sequences.

One promising attempt to describe coherence in a text is topical structure analysis, focusing on semantic relationships that exist between sentence topics and the overall discourse topic. Topical structure analysis examines how topics repeat, shift, and return to earlier topics in discourse. Coherence in texts can be identified using three kinds of progression: parallel progression, sequential progression, and extended parallel progression. In the parallel progression, topics of successive sentences are the same. Topics of successive sentences in the sequential progression are always different, as the comment of one sentence becomes the topic of the next. In addition, in the extended parallel progression, the first and the last topics of a text are the same but are interrupted with some sequential progression (Connor, 1996:85).

Besides coherence, evaluation on the unity of a text is also based on cohesion. Connor (1996:83) defines cohesion as the use of explicit linguistic devices to signal relations between sentences and parts of texts. Cohesive devices are words or phrases that act as signals to the reader making connections with what had already been stated or soon will be stated. Cohesion is determined by lexical and grammatical relationship. Five general categories applicable for cohesion analysis are referential, ellipsis, substitution, lexical, and conjunctive.

Most studies on coherence and cohesion note that cohesive texts are not necessarily also coherent texts. Conversely, a coherent text is also cohesive, but it does not mean that coherence is created by cohesion. Connor (1996) reports two studies evaluating the relationship between coherence and cohesion. Witte and Faigley (1981) discovered that relationship between cohesion and coherence is present in writing of college students. However, Tieney and Mosenthal (1983) found no relationship between cohesion and coherence in American twelfth-grade students' essays. The following example of a text (Witte and Faigley, 1981:201) shows a cohesive text that is not coherent.

“The quarterback threw the *ball* toward the tight end.
Balls are used in many sports. Most *balls* are spheres, but
 a *football* is an ellipsoid. The tight end leaped to catch the *ball*.
 (Quoted from Connor, 1996:83).

The word “ball” in the above text provides the cohesion of these lines, but this cohesive passage sounds incoherent to the reader. The first sentence uses the word

“ball” to indicate the topic of the text. In the next, the word “ball” appears in every sentence, but it does not support to each other. As a result, the word “ball” is used cohesively, but each word deviates from the topic; they are not coherent.

Organization of an Essay

Writing an essay is no harder than writing a paragraph. General organization of an essay includes: introductory paragraph, body paragraphs, concluding paragraph. It is also important to note that an essay needs transition between paragraph.

An introductory paragraph has two parts: general statements and one thesis statement. General statement gives the reader background information about the topic of the essay and leads the reader gradually about the topic. The first general introduction introduces the topic. The thesis statement is normally the last sentence in the introductory paragraph. Thesis statement has three purposes: (1) it states the specific topic of the essay, (2) it may list the sub-topics of the main topic, and (3) it may also mention the method of organization.

The body paragraphs consists of more than one paragraph. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement.

The concluding paragraph is the last paragraph and it has three purposes: (1) it signals the end of the essay, (2) it reminds the reader the main idea, and (3) it leaves the reader with final thought on the topic.

Example of essay organization

| | |
|--|---|
| Title | Germantown |
| Introductory remarks Controlling idea | My neighbor is often criticized because of the way it looks and the number of crimes committed there, but Germantown has many virtues. <u>It combines a convenient business district with many nationally recognized historical landmarks, and it is a place in which I made many friends.</u> |
| Topic sentence | <u>When my grandfather came to Philadelphia from Ireland, he came right to Germantown because of its reputation as a good business district, and it was on Wayne Avenue that he set up his shoe repair shop.</u> Today, on the lower part of Wayne Avenue, three drugstores, two candy stores, and a delicatessen thrive alongside his store. Many people from the suburbs have to drive to a shopping center in order to do grocery shopping, but four or five major food chains have stores right in Germantown. Any kind of business service imaginable is, in most cases, within walking distance. |
| Topic sentence | <u>Unfortunately, the people who ran the Bicentennial celebration failed to realize that Germantown is probably the most historic place in Philadelphia.</u> In 1776, the Battle of Germantown took place in the area surrounding the Wissahickon Creek, and Washington's headquarters was at Greene Street and Chelton Avenue. Many of the soldiers who died in that battle were buried in the graveyard at Germantown Avenue and Logan Street. Probably one of the most significant facts about Germantown is that it was the location of the original White House, which still stands on Germantown Avenue and Queen Lane. |
| Topic sentence | <u>But the most important reason for my liking Germantown is that it is where all of my friends are.</u> Some of these friends I have known for thirteen years. We grew up here, and many of us have chosen to remain in the neighborhood. Despite the fact that a few years ago Germantown was thought to be on the decline, it is now a thriving community, and those of us who stayed here are glad we did. |
| | I have lived in Germantown for eighteen years, and |

| | |
|-------------|--|
| Restatement | have found it to be a great place to grow up in. So if you are a young person, single or married, and are looking for <u>good friends in a neighborhood with a good business district and some historical value, then Germantown is for you.</u> |
|-------------|--|

Essay Practice

In group, study the example of essay organization and its development in the following text. Then write an essay having similar profile. Use your own topic for the essay you will write.

Short Essay for TWE

Test of Written English (TWE) is a writing test for TOEFL. The test takes form as a short essay containing 3 to 5 paragraph. To write this essay, there are three steps to follow: a good beginning, several good comments, and a good ending.

A good beginning is an introductory paragraph that contains thesis statement. First, a good beginning is short. Two or three sentences are enough to tell the reader how to plan to approach the topic. Second, a good beginning is direct. Third, a good beginning is an outline. The second sentence usually outlines the organization, giving the reader a general idea of your plan.

Good comments are the body paragraphs that develop and support the thesis statement. Good comments include several points. A short essay may have two and five points. Usually, the writer selects three. Good comments are all related. All of the comments should relate to the general idea. Good comments are logical. The points should be based on evidence. Finally, good comments are not judgments. Opinion should be identified by phrases such as “In my opinion, in my view, it seems that.” Opinion should be based on evidence. Opinions that are not based on evidence are judgment. Judgments usually use words like “good, bad, right or wrong.”

A good ending is a summary. The last sentence is similar to the first sentence. A good ending does not add new information or a new idea. In addition, a good ending is not an apology. It does not apologize for not having said enough, for not having enough time, or for not using good English.

There are three types of topics commonly used for the TWE: argumentation, persuasion, and extension. An argument argues both sides of an issue, and the writer takes a position. In a persuasion, the writer states to agree or disagree with a statement and support his opinion. In extension, the writer states his opinion based on several examples that support the argument, chooses another example and gives reasons for the choice.

MODEL OF THE ESSAY

Some students in the United States work while they are earning their degrees in college; others receive support from their families. How should a student's education be supported? Argue both sides of the issue and defend your position.

ESSAY OUTLINE

WORK

1. friends praise initiatives
2. future employers are impressed
3. students satisfaction

FAMILY

1. friends praise efforts for family
2. future employers not expect
3. every family member benefit society

THE ESSAY

Some students in the United States work while they are earning their degree; others receive supports from their family. Both approaches have advantages and disadvantages. In this essay, I will name some of the advantages of each approach and I will argue in favor of family support.

In a society where independence and individual accomplishment are valued, a student who earned his degree by working would be greatly admired. Friends would praise him for his initiative and perseverance. Future employers might be impressed by his work record. He might derive greater satisfaction from his personal investment.

On the other hand, in a society where cooperation and family dependence are valued, a student who received support would be better understood. Friends would praise him for his efforts on behalf of his family. Future employers would not expect a work record from a student. He might feel greater responsibility toward others in his family because the accomplishment was shared. Thus, not one but every family member would be assured some opportunities or benefits.

For my part, I must agree in favor of family support. While I study at an American University, my older brother will send me money every month. When I finish my degree and find a good job, I will send my younger sister to a school or university. It may not a better way, but it is the way that my society rewards.

(From How To Prepare for the TOEFL, Sharpe J, Pamela, 2000:341-342).

Essay Practice

Work in group to discuss the above concepts. Write a short essay as the above example. Read the following text carefully for your essay.

Many people have learned a foreign language in their own country; others have learned a foreign language in the country in which it is spoken. Give the advantages of each and support your viewpoint.

CHAPTER 10 PARAPHRASE, SUMMARY, AND CITATION

Paraphrase

Paraphrasing is to rewrite or rephrase information from an original using your own words without changing its meaning. Because you include in your rewriting nearly all of the content of the original, your paraphrase is almost the same long. Paraphrasing should avoid plagiarism; that is too similar to the original. A paraphrase is unacceptable when it contains the same vocabulary and sentence structure as the original (Oshima and Hogue, 1999:90-91).

Steps to Paraphrase

Look the original passage several times until you understand it fully. Look up unfamiliar words and find synonyms for them.

Write your paraphrase from memory. Include as much of the information as you remember. Don't look at the original while you are writing.

Check your paraphrase against the original for accuracy and completeness.

Name the source of the original passage in parentheses at the end of your paraphrase. (Alice Oshima and Ann Hogue, 1999:91).

Model of Paraphrase

(Oshima and Hogue, 1999:90-91)

Original Passage

Language is the main means of communication between peoples. But so many different language have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

Unacceptable Paraphrase

Language is the principal means of communication between peoples. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reasons for having universal language are clearly understandable. If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically. It would probably also create good will among nations (Kispert).

Acceptable Paraphrase

Humans communicate through language. However, because there are so many languages in the world, language is an obstacle rather than an aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries (Kispert).

Study the following passage then write a paraphrase on it.

The main objection to constructed languages, like Esperanto or Interlingua, is that they have not developed all the thought-machinery and shades of meaning that natural languages have had a change to work out for themselves over a period of many centuries; also, the artificial languages presented so far lean too heavily in the direction of the western European and American nations, and carry too little in the way of Slavic, Asiatic, and African words and habits or thought. (From Oshima & Hogue, 1991:92).

Summary

A summary is much shorter than the original passage. It includes only the main ideas of someone else's writing, restated in your own words but the meaning does not change as the original (Oshima & Hogue, 1999:90). A summary is similar to a paraphrase except that a summary is shorter. When you summarize you compress large amounts of information into the fewest possible sentences. To do this, you include only the main points and main supporting points, leaving out the details (Oshima & Hogue, 1991:94).

Steps to Summary

Look the original passage several times until you understand it fully.
 Look up unfamiliar words and find synonyms for them.
 Write your summary from memory. Include important points and omit unnecessary details. Don't look at the original while you are writing.
 Remember your summary is to restate the main ideas in as few words as possible.
 Check your paraphrase against the original for accuracy and completeness.
 Name the source of the original passage in parentheses at the end of your paraphrase. (Alice Oshima and Ann Hogue, 1999:94).

**Model of Summary
(Oshima & Hogue, 1991:94)**

Original Passage

Language is the main means of communication between peoples. But so many different language have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

Summary

People communicate mainly through language; however, having so many different languages creates communication barriers. Some think that one universal language would bring countries together culturally and economically and also increase good feelings among them (Kispert).

Study the following passage then write a summary on it.

Europeans often observe that American schedule everything except time for relaxation. This is particularly true of American executives, who drive themselves hard, often at expense of their families and their health. Americans save fewer holidays and take shorter vocations than do Europeans. In the opinion of many German and French executives, American executives are obsessed with work; they're workaholics. Most Europeans do not accept working on weekends or holidays; they reserve these times for themselves and their families (From Oshima & Hogue, 1991:93).

Citation

Citation means, words or lines taken from books or another sources to support the writer argument in make report, such as journal, news paper, government document, thesis, dissertation, seminar result (Budiharso: 2006:138-142). In other hand citation means "the repeated use of units of any other form of expression, especially parts of artistic works: elements of a painting, scenes from a movie or sections from a musical composition.

Famous quotations are frequently collected in books that are sometimes called quotation dictionaries or treasuries. Of these, [Bartlett's Familiar Quotations](#), [The Oxford Dictionary of Quotations](#), [The Columbia Dictionary of Quotations](#), [The Yale Book of Quotations](#) and [The MacMillan Book of Proverbs, Maxims, and Famous Phrases](#) are considered among the most reliable and comprehensive sources. Diaries and calendars often include quotations for entertainment or inspirational purposes, and small, dedicated sections in newspapers and weekly magazines with recent quotations by leading personalities on current topics —

have also become commonplace. Chiefly through the [World Wide Web](#), the [Internet](#) has become the most commonly used quotation repository.

Based on ERIC Documents (<http://www.hamnet.org/pisfaqs.html>) there are three styles in citation writing those are: MLA (Modern Language Association), APA (American Psychological Association) and Chicago Style, to make clear the style of citation the researcher will explain such as bellow:

The first style is MLA style, defined as a Modern Language Association, is most common in the humanities. Because the humanities research highlights how one piece of writing influence another. MLA style emphasizes the author's name and the page in the original text you are using.

MLA style was developed by the Modern Language Association and is most often used in English studies, comparative literature, foreign-language literary criticism, and some other fields in the humanities. MLA style uses a works Cited Page to list works at the end of the paper. Brief parenthetical citations, which include an author and page (if applicable), are used within the text. These direct readers to the work of the author on the list of works cited, and the page of the work where the information is located (e.g. (Smith 107) refers the reader to page 107 of the work made by someone named Smith). www.wikipedia.org

Second style is APA style, defined by the American Psychological Association, is most common in the social sciences. Although the author's name is an important element in APA citations, this style emphasizes the year the source was published, rather than the page number, which allows a reader to see quickly how the research you are writing about has evolved over time

Materials directly quoted from another author's work should be reproduced word for word. Incorporate a short quotation (fewer than 40 words) into text, and enclose the quotation with quotation marks. Display a quotation of 40 or more words in a freestanding block of typewritten lines, and omit the quotation marks. Start such a block quotation on a new line, and indent the block about ½ inch (5 spaces) from the left margin. Double spaces.

APA style recommends the use of italics, rather than underlining, for certain elements (e.g., book and journal titles). Use underlining only if your instructor requires it or if your word-processing program can't produce italics. However, the use of underlining to represent italics becomes a problem when you compose texts for online publication. On the World Wide Web, underlining in a document indicates that the underlined word or phrase is an active hypertext link. (All HTML editing programs automatically underline any text linked to another hypertext or Web site.)

In the APA style, a textual citation generally requires the surname of the author (s), the year of publication and specific page number(s) when quoting directly from the sources. Alternatively, the author's surname may be integrated into the text, followed by the year of publication in parentheses.

Third style is Chicago style, especially popular in historical research. When developing in a historical explanation from multiple primary sources, using footnotes instead of inserting parenthetical information allows the reader to focus

on the evidence instead of being distracted by the publication information about that evidence.

A footnote is a note placed at the bottom of a page of a document to comment on a part of the main text, or to provide a reference for it, or both. The connection between the relevant text and its footnote is indicated by a number or symbol which appears both after the relevant text and before the footnote.

Hadi (2001:125-126) argues that there are two ways to insert footnote, those are; first direct footnote, this footnote insert directly below the statement before the paragraph finish, between footnote and text separate by line with one space with the text above and double space with the text below.

Second footnote foot, this ways commonly used and good looking, because of the position is after the text finish or in the bottom of page. Budiharso states (2006:19) that direct citation means the writer copy all of the content without leaved although just one word or punctuation, so in this case the writer should write every word same with the sources, and usually this cited called short citation because of less than 40 words.

To write direct citation the writer should write the content between two quotation marks, write the name of the writer that we cited, and type with double space for example: Guira (1972:142) defines empathy as “a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of somebody else.”

In other case to make direct cited that more than 40 words the writer written without quotation marks, and begin of six spaces from the left margin, and type with single space. Budiharso (2006:138-139), for example:

The natural order hypothesis does not state that every acquirer will acquire grammatical structures in the exact same order. It states that, in general, certain structures tend to be acquired early and others to be acquired late

Budiharso (2006:20), discuss that there are three aspect that should pay more attention, when we make citation; First, citation should accurate, for direct or indirect citation, without change the meaning, if necessary the writer should change the meaning or leave some words because of the writer think the words are unnecessary or not relevant so the writer should change the leaved words with three point marks. Second, if the researcher think it's very important to add the argument or sources that the writer cited, so the writer must give two brackets to give sign if the writer give addition argument. Third, when we cited someone arguments, we may not change the meaning of words itself.

Direct Citation

Budiharso states (2006:19) that direct citation means the writer copy all of the content without leaved although just one word or punctuation, so in this case the writer should write every word same with the sources, and usually this cited called short citation because of less than 40 words.

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The natural order hypothesis does not state that every acquirer will acquire grammatical structures in the exact same order. It states that, in general, certain structures tend to be acquired early and others to be acquired late

... .

The example above is direct citation that a part of the contents lost or cut by the writer because the writer think is the words that lose is unnecessary , so the next words replace by three full stop marks, this case same with indirect citation in the same case.

Indirect Citation

Indirect citation means, the citation that write by using language of the writer herself, with the summary or paraphrase techniques. Budiharso (2006:139) this citation write without quotation marks, in paragraph with the name of author and the number of page.

In the other words, indirect citation is summary or paraphrase that used language the writer herself, the writer can explain more detail and used simple language that make easy to understand by the readers.

Quotations are used for a variety of reasons: to illuminate the meaning or to support the arguments of the work in which it is being quoted, or to provide direct information about the work being quoted (whether in order to discuss it, positively or negatively, to pay homage to the original work or [author](#), to make the user of the quotation seem well-read). www.wikipedia.org

Citation from Opinion and Facts

Most problems students have in writing is that students often fail to prove their points. They fail because they do not support their points with concrete supports. Their papers are too often full of opinions and generalizations without the factual details to support them. A succesful paragraph should contain concrete support for the topic sentence.

It is certainly acceptable to express opinions in academic writing. However, the writer must support the opinions with factual details. The more specific the details, the better they are. In very formal academic writing, even some statements that are considered facts need further support. The statements need specific supporting details in order to be completely convincing.

When a writer uses ideas from someone’s else she must give proper credit to the originator even she does not use the exact words. The process to

documenting sources within a text of the essay is called as in-text citation. One way to write in-text citation is to put a brief reference in parentheses immediately following the quoted, paraphrased or summarized materials (Oshima & Houge, 1991:96).

Figures and Statistics

World Population Growth

The world's population has been increasing dramatically. According to a United Nation chart of world population growth, the world's population suddenly multiplied in the nineteenth and twentieth centuries. At the beginning of the Christian era, the estimated world population was 200 to 300 million. It took more than 1,800 years for the population to reach one billion. Then in less than one hundred years, the figure doubled to two billion by 1930. By 1975, when it reached four billion, it had doubled again in less than fifty years. The United Nations has projected an increase to more than six billion by the year 2000. (Oshima & Hogue, 1991:77)

Direct quotation

Drugs and the Olympic Games

It is no secret that performance-enhancing drugs have been used by Olympic athletes for decades. In 1993, the head of the International Olympic Committee's medical commission, Prince Alexander de Merode of Belgium, stated: *"I believe that as many as 10% of all Olympic athletes are regular users of performance-enhancing drugs."* Despite rigorous drug testing of Olympic athletes, the use of banned performance-enhancing substances has become more widespread than ever. It is clear that if athletes want to win, they must consider using drugs. In a 1997 article in Sports Illustrated magazine, Dutch physician Michel Karsten is quoted as saying, *"There may be some sportsmen who can win gold medals without taking drugs, but there are very few."* According to Dr. Karsten, who says he has prescribed anabolic steroids to hundreds of world-class athletes over the last twenty-five years, *"If you are especially gifted, you may win once, but from my experience you can't continue to win without drugs. The field is just too filled with drugs."* (Oshima & Hogue, 1991:83).

Indirect quotation

Seeking Spouse in the Web

The global reach of the Internet is helping expatriate citizens of India find marriage partners. Most Indians prefer their partners to come from the same region of India as they and to have similar religious and socioeconomic

backgrounds. For young Indians who live abroad, searching a suitable wife or husband becomes quite difficult. They often must depend on their family back home in India to find them mates. However, computer scientist Raj Baronia, who lives and works in Silicon Valley in California, has developed a site on the World Wide Web to help called Indolink. In an interview, Baronia said that he had developed Indolink to allow Indians living abroad to take responsibility for finding their own marriage partners rather than having their parents to it for them. He estimated that about half of Indolink ads were placed by marriage seekers themselves, rather than by family. Baronia also said Indolink allowed them to search not only in India but also in expatriate communities around the world. (Oshima & Houge, 1991:86).

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