



BUKU MATERI POKOK
PB154111/3SKS/MODUL 1 - 9

EDISI 1

Refnaldi
Refnaldi

Writing 1

■ *Refnaldi* ■ *Jufrizal* ■ *Jufri*

PENERBIT UNIVERSITAS TERBUKA

Hak Cipta © pada Penulis dan dilindungi Undang-undang
Hak Penerbitan pada Penerbit Universitas Terbuka
Departemen Pendidikan Nasional
Kotak Pos 6666 – Jakarta 10001
Indonesia

Dilarang mengutip sebagian ataupun seluruh buku ini
dalam bentuk apa pun tanpa izin dari penerbit

Edisi Kesatu
Cetakan pertama, Januari 2007

<i>Penulis</i>	: Refnaldi, S.Pd., M.Litt Dr. Jufrizal, M. Hum Drs. Jufri, M.Pd.
<i>Penelaah Materi</i> <i>Pengembang Desain Instruksional</i>	: Drs. Sunu Dwi Antoro, M.Pd. : Dr. Suratinah
<i>Desain Cover dan Ilustrasi</i> <i>Lay-outer</i> <i>Copy Editor</i>	: Sunarty : Sapriyadi : M. Nasiruddin

411

REF REFNALDI

m Materi pokok writing; 1 – 9; PBIS4111/3 SKS/Refnaldi,
Jufrizal, Jufri. - Cet. 1 - Jakarta: Universitas Terbuka, 2007
508 hal; 9 modul; ill. 21 cm
. ISBN: 979-689-876-4

I. Turlisan

I. Judul

II. Jufrizal III. Jufri



Table of Content

Course Overview	i
Module 1: CLEAR SENTENCES	1.1
Unit 1: Fragments	1.3
Summary	1.14
Formative Test 1	1.14
Unit 2: Run-On, Shift and Mixed Constructions	1.19
Summary	1.35
Formative Test 2	1.36
Unit 3: Modifiers	1.40
Summary	1.46
Formative Test 3	1.47
Unit 4: Pronoun Reference	1.50
Summary	1.60
Formative Test 4	1.61
Keys to Formative Test	1.65
References	1.73
Module 2: EFFECTIVE SENTENCES	2.1
Unit 1: Coordination, Subordination, and Parallelism	2.3
Summary	2.21
Formative Test 1	2.21
Unit 2: Conciseness versus Wordiness	2.24
Exercises	2.28
Summary	2.39
Formative Test 2	2.40

Unit 3: Variety and Emphasis	2.44
Exercises	2.48
Summary	2.55
Formative Test 3.....	2.55
Keys to Formative Test	2.58
References	2.64
Module 3: DICTION AND STYLE	3.1
Unit 1: Appropriate Word Choice	3.3
Summary	3.11
Formative Test 1	3.11
Unit 2: Sexiest and Biased Language	3.15
Summary	3.24
Formative Test 2	3.25
Unit 3: Exact Word Choice	3.27
Summary	3.35
Formative Test 3	3.35
Keys to Formative Test	3.38
References	3.42
Module 4: PUNCTUATION	4.1
Unit 1: End Punctuation	4.2
Summary	4.11
Formative Test 1	4.12
Unit 2: The Comma, Semicolon and Colon	4.15
Summary	4.33
Formative Test 2	4.34

Unit 3: The Apostrophe, quotation Mark and Other Punctuation	4.38
Summary	4.56
Formative Test 3	4.57
Keys to Formative Test	4.60
References	4.65
Module 5: MECHANICS	5.1
Unit 1: Capitals, Abbreviations and Number	5.2
Summary	5.19
Formative Test 1	5.19
Unit 2: Italics Or Underlining	5.23
Summary	5.27
Formative Test 2	5.27
Unit 3: Word Divisions	5.30
Summary	5.35
Formative Test 3	5.35
Keys to Formative Test	5.38
References	5.43
Module 6: PARAGRAPH WRITING	6.1
Unit 1: An Introduction To Paragraph	6.2
Summary	6.12
Formative Test 1	6.13
Unit 2: Components of A Paragraph	6.17
Summary	6.36
Formative Test 2	6.36

Unit 3: Composing A Good Paragraph	6.41
Summary	6.54
Formative Test 3.....	6.55
Keys to Formative Test	6.62
References	6.68
Module 7: NARRATIVE PARAGRAPH	7.1
Unit 1: Introduction to Narrative Paragraph	7.2
Summary	7.16
Formative Test 1	7.16
Unit 2: Writing Narrative Paragraph	7.20
Summary	7.37
Formative Test 2	7.38
Keys to Formative Test	7.42
References	7.48
Module 8: Descriptive Paragraph	8.1
Unit 1: Describing A Person	8.2
Summary	8.8
Formative Test 1	8.9
Unit 2: Describing A Place	8.12
Summary	8.20
Formative Test 2	8.21
Unit 3: Describing Things	8.24
Summary	8.33
Formative Test 3.....	8.33

Keys to Formative Test	8.36
References	8.39
Module 9: EXSPOSITORY PARAGRAPH	9.1
Unit 1: Process and Procedure	9.2
Summary	9.10
Formative Test 1	9.11
Unit 2: Comparison and Contrast	9.14
Summary	9.24
Formative Test 2	9.25
Unit 3: Cause and Effect	9.30
Summary	9.45
Formative Test 3	9.45
Keys to Formative Test	9.48
References	9.52

Course Overview

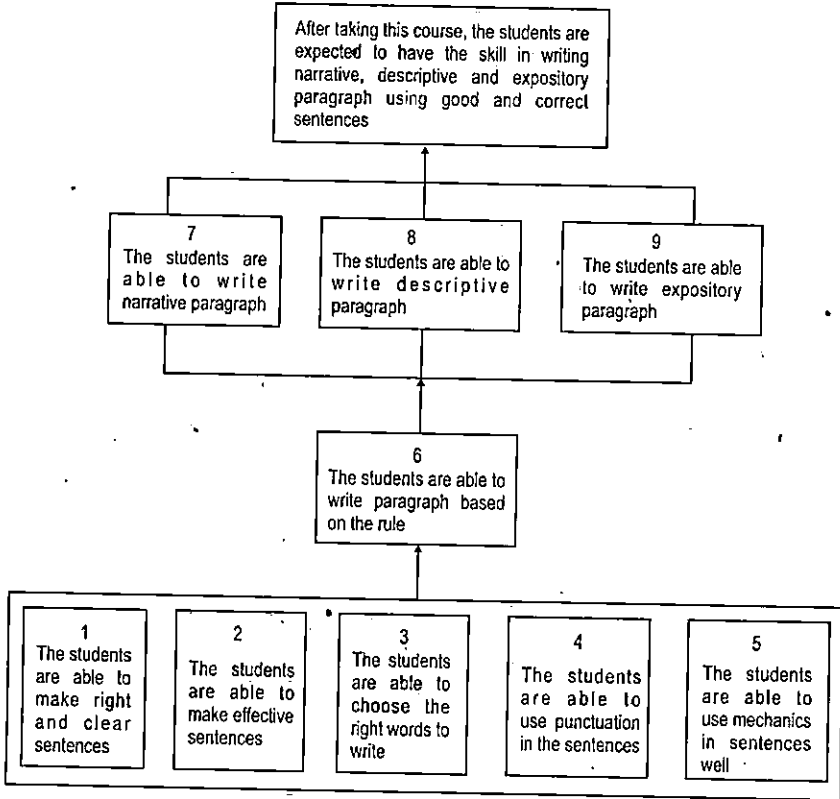
This course of Writing I is one of the core courses in the English Department, Faculty of Teacher, Training Universitas Terbuka. This course asks the students to discuss and practice how to write good sentences and a good paragraph. It also discuss how to develop into the narrative, descriptive and expository paragraph.

As an English teacher the ability to write good sentences and good paragraph is necessary. By having this ability the teacher will be able to teach writing by giving various practices and many sample sentences to the students. It will make the teacher feel confidence to teach writing.

Starting with the discussion about clear sentences, this course continues talking about how to write effective sentences. It also discusses how to write sentences by applying diction and style, punctuation, and mechanics. After the students have the ability to write good sentences this course invites them to use the good sentences to develop a paragraph. Then the students are asked to write narrative paragraph, descriptive paragraph, and expository paragraph.

To be able to learn this course successfully the students should read the theory of writing good and effective sentences and how to write sentences by choosing the right words, right punctuation and mechanics. After the students do a lot of practices to write good sentences, then they are asked to make main idea and develop it into a good paragraph. At last they are asked to practice developing narrative, descriptive and expository paragraph.

Competence Map of Writing 1 / PBIS 4111



Clear Sentences

Refnaldi, S.Pd, M.Litt.



INTRODUCTION

This Module is the first of nine Modules available in Writing One. The module deals mainly with the clear sentences. The materials to be covered here are *fragments*, *run-on sentences*, *shift and mixed constructions*, *dangling modifiers*, and *pronoun references*. A *fragment* is a group of words that lacks a subject or a verb and that does not express a complete thought. A *run-on* is two complete thoughts that are run together with no adequate sign given to mark the break between them. A *shift construction* is a construction with some detours that will confuse the readers. A *mixed construction* is a sentence that begins one way and then takes a sudden, unexpected turn so that the readers are unsure what it means. A *modifier* is a word or a group of words that gives details explanation of the other word or phrase. A *pronoun reference* is a pronoun used to replace a noun or a noun phrase.

After finishing this module, you are expected to be able to:

1. identify sentence fragments;
2. change sentence fragments into good sentences;
3. identify run-on sentences and change them into good sentences;
4. identify shift and mixed constructions and change them into correct sentences;
5. identify dangling and misplaced modifiers and change them into correct modifiers;
6. identify pronoun references and use them in correct ways.

The explanation and the exercises in this module are presented in four units. They are as follow:

Unit 1: Fragments.

Unit 2: Run-on, Shift, and Mixed Constructions.

Unit 3: Modifiers.

Unit 4: Pronoun References.

UNIT 1

Fragments

What fragments are

Every sentence must have a subject and a verb and must express a complete thought. A word group that lacks a subject or a verb and that does not express a complete thought is a fragment. There are four most common types of fragments that people write. They are (1) dependent-word fragments, (2) -ing and to fragments, (3) added-detail fragments, and (4) missing-subject fragment

Once you understand the specific kind or kinds of fragments that you might write, you should be able to eliminate them from your writing. Here is the explanation of each type of fragments.

A. DEPENDENT-WORD FRAGMENT

Some word groups that begin with a dependent word are fragments. Here is the list of common dependent words:

although, though	after	until	unless	as
what, whatever	because when,	whenever	before	how
where, wherever	even though	whether	while	
which, whichever	if, even if	in order that	who	since
whose	that, so that			

Whenever you start a sentence with one of these dependent words, you must be careful that a dependent-word fragment does not result. The group beginning with the dependent word *after* in the following expression is a fragment.

After I stopped drinking coffee. I began sleeping better at night.

A dependent statement—starting with a dependent word like *after*—cannot stand alone. It depends on another statement to complete the thought. "After I stopped drinking coffee" is a dependent statement. It leaves

us hanging. We expect in the same sentence to find what happened after the writer stopped drinking coffee. When a writer does not follow through and complete a thought, a fragment results. To correct a fragment, simply follow through and complete the thought, like in the following example:

After I stopped drinking coffee, I began sleeping better at night.

Remember then, then, that dependent statements by themselves are fragments. They must be attached to a statement that makes sense standing alone. Here are two other examples of dependent-word fragments:

Harry sat nervously in the dental clinic. *While waiting to have his wisdom tooth pulled.* Ani decided to throw away the boxes. *That had accumulated for years in the basement.*

"While waiting to have his wisdom tooth pulled" is a fragment; it does not make sense standing by itself. We want to know in the same statement *what Harry did* while waiting to have his tooth pulled. The writer must complete the thought. Likewise, "That had accumulated for years in the basement" is not in itself a complete thought. We want to know in the same statement what *that* refers to.

How to Correct Dependent-Word Fragments

1. Attach the sentence that comes after it, or to the sentence that come before it.

For example: *After I stopped drinking coffee, I began sleeping better at night.*

(The fragment has been attached to the sentence that comes after it.)

Brian sat nervously in the dental clinic while waiting to have his wisdom tooth pulled.

(The fragment has been attached to the sentence that comes before it)

2. Eliminate the dependent word and make a new sentence.

For example: *I stopped drinking coffee*

He was waiting to have his wisdom tooth pulled

They had accumulated for years in the basement.

Exercise 1: Turn each of the dependent-word groups into a sentence by adding a complete thought. Put a comma after the dependent-word group if a dependent word starts a sentence.

Examples: After I got out of high school.

After I got out of high school, I spent a year traveling

1) Before I eat breakfast

2) Because I have to work tonight

3) Since it was such a hot day

4) The dentist that I go to

5) When my sister got married

Exercise 2: Underline the dependent-word fragment (or fragments) in each selection. Then correct each fragment by attaching it to the sentence that comes before or the sentence that comes after -- whichever sounds more natural. Put a comma after the dependent-word group if it starts the sentence.

- 1) When the waitress coughed in his food. Frank lost his appetite. He didn't even take home a doggy bag.
- 2) My little brother had chicken pox this summer. He was very upset. Because he didn't get to miss any school.
- 3) Tony doesn't like going to the ballpark. If he misses an exciting play. There's no instant replay.

- 4) After the mail carrier comes. I run to our mailbox. I love to get mail. Even if it is only junk mail.
- 5) Even though he can't read. My little brother likes to go to the library. She chooses books with pretty covers. While I took at the latest magazines.

B. '-ING' AND 'TO' FRAGMENTS

When a word ending in '-ing' or the word to appears at or near the start of a word group, a fragment may result. Such fragments often lack a subject and part of the verb. The underlined the word groups in the examples below that contain -ing words. Each is an -ing fragment.

Example 1

*I spent all day in the employment office. Trying to find a job that suited me.
The prospect looked bleak*

Example 2

*Lola surprised Tony on the nature hike. Picking blobs of resin off pine trees.
Then she chewed them like bubble gum.*

Example 3

Mel took as aisle seat on the bus. His reason being that he had more legroom.

People often write '-ing' fragments because they think the subject in one sentence will work for the next work group as well. In the first selection above, they might think the subject I in the opening sentence will also serve as the subject for "Trying to find a job that suited me." But the subject must actually be in the sentence.

How to correct '-ing' fragments

1. Attach the fragment to the sentence that comes before it or the sentence that comes after it, whichever makes sense. Example 1 above could read, "I spent all day in the employment office, trying to find a job that suited me." (Note that here a comma is used to set off "trying to find a job that suited me," which is extra material placed at the end of the sentence.)

2. Add a subject and change the -ing verb part to the correct form of the verb. Example 2 could read, "She picked blobs of resin off pine trees."
3. Change being to the correct form of the verb be (am, is, are, was, were). Example 3 could read, "His reason was that he had more legroom."

How to correct 'to' fragments

As noted above, when 'to' appears at or near the start of a word group, a fragment sometimes results.

To remind people of their selfishness, Otis leaves handwritten notes on cars that take up two parking spaces.

The first word group in the example above is a 'to' fragment. It can be corrected by adding it to the sentence that comes after it:

To remind people of their selfishness, Otis leaves handwritten notes on cars that take up two parking spaces.

(Note that here a comma is used to set off "To remind people of their selfishness," which is introductory material in the sentence.)

Exercise 3: *Underline the '-ing' fragment in each of the following item. Then make the fragment a sentence by rewriting it, using the method described in parentheses.*

Example: The dog eyed me with suspicion. Not knowing whether its master was at home. I hesitated to open the gate. (Add the fragment to the sentence that comes after it.)

Not knowing whether its master was at home, I hesitated to open the gate.

- 1) Mahfud sat nervously in the dentist's chair. Waiting for his x-rays to be developed. He prayed there would be no cavities. (Add the fragment to the preceding sentence.)
-

- 2) Looking through the movie ads for twenty minutes. Mahmud and Mardian tried to find a film they both wanted to see. (Add the fragment to the sentence that comes after it.)
-

- 3) The jeep went to fast around the sharp curve. As a result, tipping over. (Add the subject it and change the verb tipping to the correct form, tipped.)
-

Exercise 4: *Underline the '-ing' or 'to' fragment in each of the following selection. Then rewrite each selection correctly, using one of the methods of correction previously described.*

- 1) Some workers dug up the street near our house. Causing frequent vibrations inside. By evening, all the pictures on our walls were crooked.
-

- 2) I had heard about the surprise party for me. I therefore walked slowly into darken living room. Preparing to looked shocked.
-

- 3) Yeni's stomach grumbled all morning. The reason being that she skipped breakfast to get the bus on time.
-

- 4) As I was dreaming of a sunny day at the beach, the alarm clock rang. Wanting to finish the dream. I pushed the snooze button.
-

- 5) To get back my term paper. I went to see my English instructor from last semester. I also wanted some career advice.
-

C. ADDED-DETAIL FRAGMENTS

Added-detail fragments lack a subject and a verb. They often begin with one of the following words

also	except	including
especially	for example	such as

You can see the one added-detail fragment in each of these examples:

Example 1

Tony has trouble accepting criticism. Except from Lola. She has a knack for tact.

Example 2

My apartment has its drawbacks. For example, no hot water in the morning.

Example 3

I've worked at many jobs while in school. Among them, busboy, painter, and security guard.

People often write added-detail fragments for much the same reason they write 'ing' fragments. They think the subject and verb in one sentence will serve for the next word group as well. But the subject and verb must be in each word group.

How to correct added-detail fragments

1. Attach the fragment to the complete thought that precedes it. Example 1 could be rewritten: "*Tony has trouble accepting criticism, except from Lola.*" (Note that here a comma is used to set off "except from Lola," which is extra material placed at the end of the sentence.)
2. Add a subject and a verb to the fragment to make it a complete sentence. Example 2 could be rewritten: "*My apartment has its drawbacks. For example, there is no hot water in the morning.*"

3. Change words as necessary to make the fragment part of the preceding sentence. Example 3 could be rewritten: "*Among the many jobs I've worked at while in school have been busboy, painter, and security guard.*"

Exercise 5: *Underline the fragment in each selection below. Then make it a sentence by rewriting it, using the methods described in parentheses.*

Example: My husband and I share the household chores. Including meals. I do the cooking and he does the eating. (Add the fragment to the preceding sentence.) My husband and I share the household chores, including meals.

- 1) Ali can be pretty absentminded. For example, taking a bus home from work on a day he drove his car there. (Correct the fragment by adding the subject *he* and changing *taking* to the proper form of the verb, *took*.)
-

- 2) My high school teacher picked on everybody. Except the athletes. They could do no wrong. (Add the fragment to the preceding sentence.)
-

- 3) Beni always buys things out of season. For example, an air conditioner in December. He saves a lot of money this way. (Correct the fragment by adding the subject and verb *he bought*.)
-

D. MISSING-SUBJECT FRAGMENT

In each example below, underline the word group in which the subject is missing!

Example 1: *One example of my father's generosity is that he visits sick friends in the hospital. And takes along get-well cards with a few dollars folded in them.*

Example 2: *The weight lifter grunted as he heaved the barbells into the air. Then, with a loud groan, dropped them.*

People write missing-subject fragments because they think the subject in one sentence will apply to the next word group as well. But the subject, as well as the verb, must be in each word group to make it a sentence.

How to correct missing-subject fragments

1. Attach the fragment to the preceding sentence. Example 1 could be rewritten: " *One example of my father's generosity is that he visits sick friends in the hospital and takes along get-well cards with a few dollars folded in them.*"
2. Add a subject (which can often be a pronoun standing for the subject in the preceding sentence). Example 2 could be rewritten: "*Then, with a loud groan, he dropped them.*"

Exercise 6: *Underline the missing-subject fragment in each selection. Then rewrite that part of the selection needed to correct the fragment. Use one of the two methods of correction described above.*

- 1) Arman tripped on his shoelace. Then looked around to see if anyone had noticed.

- 2) I started the car. And quickly turned down the blaring radio.

- 3) Rita manages to exercise at work. She does toe touches while sitting at her desk. Also, does deep-knee bends when she files.

- 4) An obnoxious driver tailgated me for five blocks. Then passed me on the right. Unfortunately, he didn't get a ticket.

- 5) My elderly aunt never stands on bus rides for long. She places herself in front of a seated young man. And stands on his feet until he gets up.
-

Key to Exercises

Exercise 1:

- 1) I take a bath before I eat breakfast
- 2) I take a nap in the afternoon because I have to work tonight.
- 3) Since it was such a hot day, you need to bring your umbrella.
- 4) The dentist that I go to will move to another city.
- 5) When my sister got married, I was studying in Sydney

Exercise 2:

- 1) When the waitress coughed in his food, Frank lost his appetite. He didn't even take home a doggy bag.
- 2) My little brother had chicken pox this summer. He was very upset because he didn't get to miss any school.
- 3) Tony doesn't like going to the ballpark. If he misses an exciting play, there's no instant replay.
- 4) After the mail carrier comes, I run to our mailbox. I love to get mail. Even if it is only junk mail.
- 5) Even though he can't read, my little brother likes to go to the library. She chooses books with pretty covers while I took at the latest magazines.

Exercise 3:

- 1) Waiting for his x-rays to be developed, Mahfud sat nervously in the dentist's chair. He prayed there would be no cavities.
- 2) Looking through the movie ads for twenty minutes, Mahmud and Mardian tried to find a film they both wanted to see.
- 3) The jeep went to fast around the sharp curve. As a result, it tipped over.

Exercise 4:

- 1) Some workers dug up the street near our house. Causing frequent vibrations inside. By evening, all the pictures on our walls were crooked.
Some workers dug up the street near our house. It caused frequent vibrations inside. By evening, all the pictures on our walls were crooked.
- 2) I had heard about the surprise party for me. I therefore walked slowly into darken living room. Preparing to look shocked.
I had heard about the surprise party for me. I therefore walked slowly into darken living room and I prepared to look shocked.
- 3) Yeni's stomach grumbled all morning. The reason being that she skipped breakfast to get the bus on time.
Yeni's stomach grumbled all morning because she skipped breakfast to get the bus on time.
- 4) As I was dreaming of a sunny day at the beach, the alarm clock rang. Wanting to finish the dream. I pushed the snooze button.
As I was dreaming of a sunny day at the beach, the alarm clock rang. Wanting to finish the dream, I pushed the snooze button.
- 5) To get back my term paper. I went to see my English instructor from last semester. I also wanted some career advice.
To get back my term paper, I went to see my English instructor from last semester. I also wanted some career advice.

Exercise 5:

- 1) Ali can be pretty absentminded. For example, he took a bus home from work on a day he drove his car there.
- 2) My high school teacher picked on everybody. Except the athletes, they could do no wrong.
- 3) Beni always buys things out of season. For example, he bought an air conditioner in December. He saves a lot of money this way.

Exercise 6:

- 1) Arman tripped on his shoelace. Then he looked around to see if anyone had noticed.
- 2) I started the car, and he quickly turned down the blaring radio.

- 3) Rita manages to exercise at work. She does toe touches while sitting at her desk. She
- 4) Also, does deep-knee bends when she files.
- 5) An obnoxious driver tailgated me for five blocks. Then he passed me on the right. Unfortunately, he didn't get a ticket.
- 6) My elderly aunt never stands on bus rides for long. She places herself in front of a seated young man, and then she stands on his feet until he gets up.



SUMMARY

Every sentence must have a subject and a verb and must express a complete thought. A word group that lacks a subject or a verb and that does not express a complete thought is a fragment. There are four most common types of fragments that people write. They are (1) dependent-word fragments, (2) -ing and to fragments, (3) added-detail fragments, and (4) missing-subject fragment

Once you understand the specific kind or kinds of fragments that you might write, you should be able to eliminate them from your writing.



FORMATIVE TEST 1

A. Listed below are a number of fragments and sentences. See if you can complete the statement that explains each fragment.

- 1) Children Fragment
Children cry. Sentence
'Children' is a fragment because, while it has a subject (Children), it lacks a (cry) and so does not express a complete thought.
- 2) Dances Fragment
Mary dances Sentence
"Dances" is a fragment because, while it has verb (Dances), it lacks a _____ (Lola) and so does not express a complete thought.
- 3) Staring through the window. Fragment

Bigfoot was staring through the window. Sentence
 "Staring through the window" is a fragment because it lacks a _____
 (Bigfoot) and
 also part the _____ (was) and because it does not express a complete
 thought.

- 4) When the dentist began drilling. Fragment
 When the dentist began drilling, I closed my eyes. Sentence
 "When the dentist began drilling" is a fragment because we want to
 know what happened when the dentist began drilling. The word group
 does not follow through and _____

**B. Turn each of the following word groups into a complete sentence.
 Use the space provided.**

Example: Feeling very confident
 Feeling very confident, I began my speech.

- 1) After we ate dinner

- 2) Whenever the instructor is late

- 3) Under the bed

- 4) If the weather is bad

- 5) David, who is not very organized

- 6) To get to know each other better

- 7) which was inconvenient

- 8) Will meet me later

- 9) Waiting for the stoplight to change

- 10) While you park the car.

C. Underline the fragment in each item below. Then correct the fragment in the space provided.

Example: Sam received all kinds of junk mail. Then complain to the post office. Eventually, some of the mail stopped coming.
Then he complained to the post office

1) Fascinated, Nina stared at the stranger. Who was standing in the doorway. She wondered if she could convince him they had met before.

2) Trees can survive on a steep mountain slope if they obey two rules. They must grow low to the ground. And bend with the wind.

3) While waiting in line at the supermarket. I look in people's baskets. Their food choices give hints about their personalities.

4) I saw spectacular twin rainbows through the kitchen window. So I rushed to get my camera. To take a picture before they vanished.

5) Whenever you buy cotton clothes, get them one size too large. By allowing for shrinkage. You will get a longer life out of them.

6) My nutty cousin cuts the address labels off magazine. Then pastes them on envelopes. This way, he doesn't have to write his return address.

7) Maria never has to buy catsup or mustard. Because she saves the extra packages that come with fast-food orders.

8) Many maple tree seeds drifted to the ground. Spinning like tiny propellers. With help from the wind, some landed far from the tree.

9) My friend climbed his first mountain yesterday. Now he's calling all his friends. To tell them about his peak experience.

- 10) The trivia book listed some interesting facts about Babe Ruth. For instance, he spoke German fluently. Also, kept cool on hot days by putting wet cabbage leaves under his cap.

D. Underline and then correct the ten fragments in the following passage!

My cousin Danil is the worst driver I know. When he picks me up for school in the morning, he screeches to halt outside my door. And peels away again in a cloud of blue exhaust fumes. Before hitting the highway, we speed through several narrow streets. Doing forty-five in twenty-mile-an-hour zones. One the four-lane road, Danil weaves from lane to lane, tailgating cars six inches from their rear bumpers. Then passes them with a burst of stomach-flattening acceleration. To pass a car that's moving somewhat slowly in the passing lane. Danil will get behind it, beep his horn, and even flash his high beams. Nothing infuriates him more than the "idiots," as he calls them. Who ignore these hints to move over. As we approach the jug-handle turn leading to school, Danil speeds up. He is determined to make the light allowing cars to cross the highway into campus. If the light turns red and a car has already stopped. Danil tromps on the pedal at the last possible second before impact and curse various things. Such as the red light and the car that stopped for it. Once in parking lot, he finishes with a flourish. Pulling into a parking space at thirty-five miles an hour. As I reach out a limp hand to open the car door. I usually vow that I soon will buy my own car. Or find another ride to school.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

Run-On, Shift and Mixed Constructions

A. RUN-ON SENTENCES

A run-on is two complete thoughts that are run together with no adequate sign given to mark the break between them. As a result of run on, the reader is confused, and unsure of where one thought ends and the next one begins. Two types of run-ons are fused sentences and comma splices.

Some run-on sentences have no punctuation at all to mark the break between the thoughts. Such run-ons are known as fused sentences. They are fused or joined together as if they were only one thought. Now look at the following sentences.

*Rita decided to stop smoking she didn't want to die of lung cancer.
The exam was postponed the class was cancelled as well.*

In other run-on sentences, known as comma splices, a comma is used to connect or splice together two complete thoughts. However, a comma alone is not enough to connect two complete thoughts. Some connection stronger than a comma alone is needed. Compare the following sentences with the above sentences.

*Rita decided to stop smoking, she didn't want to die of lung cancer.
The exam was postponed, the class was cancelled as well.*

Comma splices are the most common kind of run-on. Students sense that some kind of connection is needed between thoughts, and so they put comma at the dividing point. But the comma alone is not sufficient. A stronger, clear mark is needed between the two thoughts.

Here are four common methods of correcting a run-on:

- Use a period and a capital letter to separate the two complete thoughts.
Example 1: *Rita decided to stop smoking. She didn't want to die of lung cancer. The exam was postponed. The class was cancelled as well.*
- Use a comma plus a joining word (and, but, for, or, nor, so, yet) to connect the two complete thoughts.
Example 2: *Rita decided to stop smoking, for she didn't want to die of lung cancer. The exam was postponed, and the class was cancelled as well.*
- Use a semicolon to connect the two complete thoughts.
Example 3: *Rita decided to stop smoking; she didn't want to die of lung cancer. The exam was postponed; the class was cancelled as well.*
- Use subordination.
Example 4: *Rita decided to stop smoking because she didn't want to die of lung cancer. When the exam was postponed, the class was cancelled as well.*

Have you understood how to correct a run-on? Well to make it clearer, let's discuss it one by one.

Method 1: Period and a capital letter

One way of correcting a run-on sentence is to use a period and a capital letter at the break between the two complete thoughts. You should use this method especially if the thoughts are not closely related or if another method would make the sentence too long.
(see example 1).

Exercise 1: *Locate the split in each of the following run-ons. Correct the run-on by putting a period at the end of the first thought and a capital letter at the start of the second thought.*

Example: Gary was not a success at his job his mouth moved faster than his hands.

Gary was not a success at his job. His mouth moved faster than his hands.

- 1) My father is a very sentimental man he still has my kindergarten drawings.
- 2) Sue dropped the letter into the mailbox, then she regretted mailing it.
- 3) Certain street names are very common the most common is "Park"
- 4) Bacteria are incredibly tiny, a drop of liquid may contain fifty million of them.
- 5) The fastest dog in the world is the greyhound it can run over forty-one miles an hour.

Method 2: Comma and a joining word

Another way of correcting a run-on is to use a comma plus a joining word to connect the two complete thoughts. Joining words (also called *coordinating conjunction*) include *and*, *but*, *for*, *or*, *nor*, *so* and *yet*. Here is what the four most common joining words mean:

And: in addition, along with

Lola was watching Monday night football, and she was doing her homework as well

(*And* means *in addition*: Lola was watching Monday night football; *in addition*, she was doing her homework as well.)

but: however, except, on the other hand, just the opposite

I voted for the president two years ago, but I would not vote for him today.

(*But* means *however*: I voted for the president two years ago; *however*, I would not vote for him today.)

for: because, the reason why, the cause for something

Saturday is the worst day to shop, for people jam the stores.

(*For* means *because*: Saturday is the worst day to shop because people jam the stores.) If you are not comfortable using *for*, you may want to use *because* instead of *for* in the activities that follow. If you use *because*, omit the comma before it.

So: as a result, therefore

Our son misbehaved again, so he was sent upstairs without dessert.

(*So* means *as a result*: Our son misbehaved again; as a result, he was sent upstairs without dessert.)

Exercise 2: *Insert the comma and the joining word (and, but, for, so) that logically connect the two thoughts in each sentence.*

Example: A trip to the zoo always depresses me I hate to see animals in cages.

A trip to the zoo always depresses me, for I hate to see animals in cages.

- 1) I want to stop smoking I don't want to gain weight again.
- 2) Packages are flown to distant cities during the night vans deliver them the next morning.
- 3) The weathered door of the cabin sagged on its hinges the boards were splintered and dry.
- 4) Jim wanted to buy his girlfriend a ring he began saving ten dollars a week.
- 5) I frequently enjoy watching television I still feel guilty about spending so much time in front of the tube.

Method 3: Semicolon

A third method of correcting a run-on is to use a semicolon to mark the break between two thoughts. A *semicolon* (;) is made up a period above a comma and is sometimes called a strong comma. The semicolon signals more of a pause than a comma alone but not quite the full pause of a period.

Occasional use of semicolon can add variety to sentences. For some people, however, the semicolon is a confusing mark of punctuation. Keep in mind that if you are not comfortable using it, you can and should use one of the first two methods of correcting a run-on sentence.

Semicolon alone

Here are some earlier sentences that were connected with a comma plus a joining word. Now they are connected with a semicolon. Notice that a semicolon, unlike a comma, can be use alone to connect the two complete thoughts in each sentence:

Lola was watching Monday night football; she was doing her homework as well I voted for the president two years ago; I would not vote for him today. Saturday is the worst day to shop; people jam the stores.

Exercise 3: *Insert a semicolon where the break occurs between the two complete thoughts in each of the following sentences:*

- 1) The problem with pound cake is obvious I gain a pound every time I eat a piece. 2. Vira quickly ate the baby watched with interest.
- 2) A huge green insect flopped against the screen it looked like a spaceship trying to land.
- 3) Lipius decided to let his Mohawk haircut grow out brown fuzz covered both sides of his head.
- 4) The first birthday parties in history were for kings and queens birth records were not yet kept for common people.

Semicolon with a Transition

A semicolon is sometimes used with a transitional word and comma to join two complete thoughts:

I figured that the ball game would cost me about ten dollars; however, I didn't consider the high price of food and drinks.

Fred and Martha have a low-interest mortgage on their house; otherwise, they would move to another neighborhood

Sharon didn't understand the instructor's point; therefore, she asked him to repeat it.

Exercise 4: For each item, choose a logical transitional word from the following box and write it in the space provided. In addition, put semicolon before the transition and a comma after it.

However	moreover	therefore
On the other hand	in addition	as a result
Nevertheless	also	consequently
Instead	furthermore	otherwise

- 1) A new car is always fun to drive _____ the payments are never fun to make.
- 2) The fork that fell into our disposal looks like a piece of modern art _____ it is useless
- 3) Auto races no longer use gasoline _____ spectators have nothing to fear from exhaust fumes.
- 4) We got to the stadium two hours before game time _____ all the parking spaces were already taken.
- 5) Mice use their sensitive whiskers as feelers _____ they scurry along close to walls.

Method 4: Subordination

A fourth method of joining related thoughts together is to use subordination: Subordination is a way of showing that one thought in a sentence is not as important as another thought. Here are three sentences where one idea is subordinated to the other idea:

- *Because Amir didn't want to die of lung cancer, he decided to stop smoking*
- *The students stopped writing when the bell rang.*
- *Although Ihsan wanted to watch AR, the rest of the family insisted on turning to the network news*

Exercise 5: Choose the logical dependent word from the following box, and write it in the space provided.

after	before	unless
although	even though	until
as	if	when
because	since	while

- 1) _____ I was six, I thought chocolate milk came from brown cows.
- 2) _____ you are willing to work hard, don't sign up for Professor Dunn's class.
- 3) The lines at that supermarket are too long _____ there are too few cashiers.
- 4) _____ cooking at the restaurant all day, my father comes home and cooks dinner for the family.
- 5) My brother gave me smoked salmon for my birthday _____ he knows I'm a vegetarian.

B. SHIFT AND MIXED CONSTRUCTIONS

Readers, like bus drivers, like to know where they are being taken. A good writer respects readers' expectations the same way that a good driver keeps passengers comfortable: by avoiding needless detours and sudden changes in destination. As you edit, check to make sure that you have not made any detours that will confuse your readers.

1. Avoiding unnecessary shifts

Readers generally expect continuity in point of view and references to time throughout a piece of writing. Within sentences, readers expect a logical consistency in the person and a number of subjects, in the forms of verbs, and in the way quotations are reproduced. A change in any of these elements is called a shift. Often a writer's meaning does require a shift, such as a change

of subject from third person to first person or from singular to plural. Look at the following example.

1. As Gibson limped around the bases, we in the stands erupted in frenzy.
2. As Gibson limped around the bases, we in the stands erupt in frenzy.

Do you find a change from sentence 1 to sentence 2?

However, a shift in verb tense in the same sentence would be unnecessary and confusing: As Gibson limped around the bases, we in the stands erupt in frenzy. Such unnecessary shifts disrupt effective communication.

a) Shifts in person and number

We refer to ourselves in the first person (I, we), to our audience in the second person (you), and to the other subjects in the third person (he, she, it, one, they). Unnecessary shifts in person often arise in sentences about groups or about unidentified people. Some writers shift unnecessarily to the second person, particularly when trying to make a comprehensive statement. To avoid unnecessary shifts to the second person, use 'you' in formal writing only when referring to the reader.

The chemistry students learned that *you* had to be careful with certain combination of chemicals

The chemistry students learned that *they* had to be careful with certain combination of chemicals

As one enters the building, *you see* little evidence of fire.

As one enters the building, *one sees* little evidence of fire.

Unnecessary shifts in number—from singular to plural and vice versa—generally occur when a writer has used a singular noun or pronoun of indeterminate gender (student, one) and then uses a plural pronoun to refer to it, perhaps to avoid the appearance of sexism. You can avoid such shifts by making the antecedent plural or by substituting a singular pronoun.

Every student makes their own schedule.

Students make their own schedules.

Each student is responsible for *their* own work

Each student is responsible for *his* or her own work

b) Shifts in tense

Tense places the action of the verb in time: Today I go. Yesterday I went. Tomorrow I will go. Different verbs in a sentence or paragraph may logically use different tenses to reflect action occurring at different times.

We will play tennis before we eat breakfast but after we have had our office.

The tense you select to describe most of the actions in your paper is called governing tense. Once you establish it, do not use another tense without a good reason.

When the contract was finished, it *sets* a firm deadline

When the contract was finished, it *set* a firm deadline

The literary present tense is used to describe literature or art. If you use it, do so consistently.

In *The Glass Menagerie*, Tom realizes how trapped he is after the Gentleman Caller *departed*.

In *The Glass Menagerie*, Tom realizes how trapped he is after the Gentleman Caller *departs*.

c) Shifts in mood

English verbs are used in one of three moods. The indicative mood is used for statements and questions: *Rain fell. Did you hear it?* The imperative mood expresses commands, orders, or directions: *Close the door.* Unnecessary shifts from the imperative to the indicative mood commonly occur in instructions.

First cover your work surface with newspapers, and then *you* make sure your materials are within easy reach.

First cover your work surface with newspapers, and then make sure your materials are within easy reach.

By contrast, the subjunctive mood expresses wishes or statements that are known to be not factual: *He wishes chocolate were not fattening. If I were a millionaire, he'd be happy without it.* Often, you will find that using the subjunctive mood and the indicative mood in the same sentence is appropriate. In the next two examples, the verbs in independent clauses (wishes and would be) are in the indicative, while the verbs in the dependent clauses (were in both cases) are in the subjunctive.

My professor wishes that I were more diligent.

The world would be nicer if everyone were as kind as you

Watch for and avoid shifts from the subjunctive to the indicative or to imperative that do not make sense.

The contract requires that you be in Denver on July 1 and that you *will* be in Houston on August 1.

The contract requires that you be in Denver on July 1 and that you be in Houston on August 1.

d) Shifts in voice and subject

The subject of an active verb performs the verb's action: *He kicked the ball.* The subject of a passive verb is acted upon: *The ball was kicked by him.* If a sentence has two verbs with the same subject, a shift of voice can be acceptable.

The students completed the project and were given first prize.

The verbs shift from active (completed) to passive (were given) but have the same subject, students. The shift is acceptable because it keeps the focus on the subject. However, a shift from the active to the passive voice (or vice versa) can be distracting and unnecessary, when it requires a shift in subject as well.

As we peered out the tent, the waning moon was seen through the trees.

As we peered out the tent, we saw the waning moon through the trees.

e) Shifts between direct and indirect quotation

Direct quotation, sometimes called direct discourse, reproduces someone's exact words, which are enclosed in quotation marks.

Mary said, "I love my work".

Indirect quotation, or indirect discourse, is a paraphrase of someone else's words; it is not placed in quotation marks.

Mary said that she loved her work.

As you edit, watch for shifts from indirect to direct quotation that are not clearly indicated. Either use indirect quotation consistently or rewrite the sentence so that the direct quotation is introduced by a new verb and is enclosed in quotation marks.

He claimed that he loved his work and why was the job being eliminated?

becomes

He claimed that he loved his work and wondered why the job had to be eliminated.

or

He claimed that he loved his work and cried, "Why is the job being eliminated?"

Exercise 6: *Edit the following sentences to avoid distracting or awkward shifts. Some sentences have more than one possible answer. Be ready to explain your editing choice. Circle the number of any sentence that is correct.*

Example: Oral exams can be the hardest thing a student faces. You work so hard to be ready, and then can just stand up there and freeze.

becomes:

Oral exams can be the hardest things students face. They work so hard to be ready, and then they can just stand up there and freeze.

- 1) Last night, Karen reminded me again about the time of the exam and said, "You had better not be late this time."
- 2) Fortunately, this morning she also gave me a wake-up call; she says she knew that I would oversleep.
- 3) I arrived at the examination room about five minutes early and was given an answer booklet and a seating assignment by the proctor.

- 4) We were allowed one hour for the examination, and do not use any books.
- 5) When it was time to begin, we were told first to review, and then you can begin to answer the questions.

2. Eliminating Mixed Constructions

The term mixed construction applies to a sentence that begins one way and then takes a sudden, unexpected turn, so that readers are unsure what it means. One kind of mixed construction uses a grammatically unacceptable element as a subject or predicate. Another kind of mixed construction links subject and verb in an illogical way.

a. Making subjects and predicates grammatically compatible

A grammatically mixed sentence can have an inappropriate element as a subject. For example, in English a prepositional phrase cannot be the subject of a sentence.

By listening closely and paying attention to nonverbal signals helps a doctor make a fuller diagnosis.

becomes

Listening closely and paying attention to nonverbal signals helps a doctor make a fuller diagnosis.

(The prepositional phrase is converted into something that can be a subject)

or

A doctor can make a fuller diagnosis by listening closely and paying attention to nonverbal signals.

(A completely new subject is created).

A modifier clause also cannot be the subject of a sentence. A modifier clause begins with a subordinating conjunction such as *after*, *before*, *when*, *where*, *while*, *because*, *if*, *although*, and *unless*. To edit a sentence that has a modifier clause as a subject, provide a new subject for the sentence.

Because the doctor is *an expert* does not mean a patient should never question a diagnosis.

becomes

The doctor's status as an expert does not mean a patient should never question a diagnosis.

(The subject is now 'status' rather than the modifier clause beginning with 'because')

Another kind of grammatically mixed sentence uses an inappropriate element as a predicate. A dependent clause cannot contain the main verb of a sentence.

The fact that most patients are afraid to ask questions, which gives doctors complete control.

becomes

The fact that most patients are afraid to ask questions gives doctors complete control.

(Removing 'which' turns 'gives' into the main verb)

b. Making the subjects and predicates logically compatible

Sometimes a sentence combines elements that do not quite fit logically. Although the intent is usually clear, something is wrong at the level of literal meaning. As you edit, if you sense that some elements do not work together, reduce your sentence to its most basic elements—subject and verb—to see where the problem lies.

~~The opinion of most people believe that dogs make better pets than cats.~~

becomes

Most people believe that dogs make better pets than cats.

(The opinion cannot believe; people can. So 'people' makes a more logical subject)

~~The increase in the number of cat owners in the United States has doubled since 1960.~~

becomes

The number of cat owners in the United States has doubled since 1960.

c. Eliminating faulty predication

A type of mixed construction called faulty predication is both ungrammatical and illogical. Sentences with faulty predication use a modifier clause starting with *when*, *where*, or *because* to rename the subject. Some contain the phrase *'The reason is because...'*

A stalemate is where neither player can win

A stalemate is the failure of either player to win

Pop art is where an artist reproduces images from commercial products and the popular media.

In pop art an artist reproduces images from commercial products and the popular media.

Such constructions are ungrammatical because a modifier cannot rename a subject. They are illogical because a person or thing (the subject) cannot be a *when*, *where*, or *because*. Reserve *when* and *where* clauses to modifiers specifying time and place. Whenever you see *the reason is because*, substitute *the reason is that* or restate the subject.

The reason little has been done to solve the problem is because the committee is deadlocked.

becomes

The reason little has been done to solve the problem is that the committee is deadlocked.

or

Little has been done to solve the problem because the committee is deadlocked

Exercise 7: *Edit the following passage by eliminating mixed construction. More than one edited version is possible.*

The reason some readers feel that Ernest Hemingway's fiction is overrated is because his style seems so simple and repetitive. By focusing on the subtitles of his language, though, can tell us a great deal about the

psychology of his characters. In "The Big Two-Hearted River," for example, the intention of Hemingway tries to give the reader a sense of Nick Adam's struggle to maintain some degree of emotional stability by focusing on all the minute of details of a trout-fishing excursion. By repeatedly reminding himself that he had made a 'good camp' shows that Nick feels a sense of anxiety on some other, subconscious level. In an example like this, then, we can see that Hemingway's style is using small details to offer deeper insights into his characters' minds.

Key to Exercises

Exercise 1:

- 1) My father is a very sentimental man. He still has my kindergarten drawings.
- 2) Sue dropped the letter into the mailbox. Then she regretted mailing it. 3. Certain street names are very common. The most common is "Park"
- 3) Bacteria are incredibly tiny. A drop of liquid may contain fifty million of them.
- 4) The fastest dog in the world is the greyhound. It can run over forty-one miles an hour.

Exercise 2:

- 5) I want to stop smoking, for I don't want to gain weight again.
- 6) Packages are flown to distant cities during the night, and vans deliver them the next morning.
- 7) The weathered door of the cabin sagged on its hinges, but the boards were splintered and dry.
- 8) Jim wanted to buy his girlfriend a ring, so he began saving ten dollars a week.
- 9) I frequently enjoy watching television, for I still feel guilty about spending so much time in front of the tube.

Exercise 3:

- 1) The problem with pound cake is obvious; I gain a pound every time I eat a piece.
- 2) Vira quickly ate; the baby watched with interest.
- 3) A huge green insect flopped against the screen; it looked like a spaceship trying to land.
- 4) Lipius decided to let his Mohawk haircut grow out; brown fuzz covered both sides of his head.
- 5) The first birthday parties in history were for kings and queens; birth records were not yet kept for common people.

Exercise 4:

- 1) A new car is always fun to drive- nevertheless, the payments are never fun to make.
- 2) The fork that fell into our disposal looks like a piece of modern art, however, it is useless
- 3) Auto races no longer use gasoline; as a result, spectators have nothing to fear from exhaust fumes.
- 4) We got to the stadium two hours before game time; otherwise, all the parking spaces were already taken.
- 5) Mice use their sensitive whiskers as feelers; consequently, they scurry along close to walls.

Exercise 5:

- 1) Until I was six, I thought chocolate milk came from brown cows.
- 2) Unless you are willing to work hard, don't sign up for Professor Dunn's class.
- 3) The lines at that supermarket are too long because there are too few cashiers.
- 4) After cooking at the restaurant all day, my father comes home and cooks dinner for the family.
- 5) My brother gave me smoked salmon for my birthday although he knows I'm a vegetarian.

Exercise 6:

- 1) OK
- 2) Fortunately, this morning she also gave me a wake-up call; she said that she knew that I would oversleep.
- 3) OK
- 4) We were allowed one hour for the examination, and did not use any books.
- 5) When it was time to begin, we were told first to review, and then we could begin to answer the questions.

Exercise 7:

The reason some readers feel that Ernest Hemingway's fiction is overrated is because his style seems so simple and repetitive. By focusing on the subtitles of his language, though, he can tell us a great deal about the psychology of his characters. In "The Big Two-Hearted River," for example, Hemingway tries to give the reader a sense of Nick Adam's struggle to maintain some degree of emotional stability by focusing on all the minute of details of a trout-fishing excursion. By repeatedly reminding himself that he had made a 'good camp', Nick feels a sense of anxiety on some other, subconscious level. In an example like this, then, we can see that Hemingway is using small details to offer deeper insights into his characters' minds.

**SUMMARY**

A run-on is two complete thoughts that are run together with no adequate sign given to mark the break between them. Two types of run-ons are fused sentences and comma splices. Some run-on sentences have no punctuation at all to mark the break between the thoughts. Such run-ons are known as fused sentences. In other run-on sentences, known as comma splices, a comma is used to connect or splice together two complete thoughts.

Four common methods of correcting a run-on sentence are:

- Use a period and a capital letter to separate the two complete thoughts.
- Use a comma plus a joining word (and, but, for, or, nor, so, yet) to connect the two complete thoughts.
- Use a semicolon to connect the two complete thoughts.

- Use subordination.

Readers expect a logical consistency in the person and a number of subjects, in the forms of verbs, and in the way quotations are reproduced within a sentence. A change in any of these elements is called a shift. Often a writer's meaning does require a shift, such as a change of subject from third person to first person or from singular to plural.

Mixed construction is a sentence that begins one way and then takes a sudden, unexpected turn, so that readers are unsure what it means. One kind of mixed construction uses a grammatically unacceptable element as a subject or predicate. Another kind of mixed construction links subject and verb in an illogical way.



FORMATIVE TEST 2

- A. Locate the split in each of the following run-ons. Correct the run-on by putting a period at the end of the first thought and a capital letter at the start of the second**

- 1) Miners have dug deeply for gold some have gone down farther than two miles.
- 2) The thunderstorm was a severe one, the power was out in our neighborhood for two days.
- 3) A shadow on the kitchen wall was lovely it had the shape of a plant on the windowsill.
- 4) The little girl hated seeing her father drink, one day, she poured all his liquor down the kitchen drain.
- 5) Children have been born at odd times for instance, one child was born during his mother's funeral.

- B. Insert the comma and the joining word (and, but, for, so) that logically connect the two thoughts in each sentence.**

Example: A trip to the zoo always depresses me I hate to see animals in cages.

A trip to the zoo always depresses me, for I hate to see animals in cages.

- 1) It was too hot indoors to study I decided to go down to the shopping center for ice cream.

- 2) Lola's favorite female singer is Madonna her favorite male singer is Phil Collins. 3. The repairman couldn't find anything wrong with my washing machine I still had to pay for a service call.
- 3) I don't like to go to the doctor's office I'm afraid one of the other patients will make me really sick.
- 4) We knew there had been a power failure all the clocks were forty-five minutes slow.

C. In the space provided, write R-O beside run-on sentences. Write C beside the one sentence that is punctuated correctly. Correct each run-on by using (1) a period and a capital letter, (2) a comma and a joining word, or (3) a semicolon. Do not use the same method of correction for every sentence.

- 1) He enjoys watching a talk show, she prefers watching a late movie. _____
- 2) Elena tried a herbal shampoo, her hair smelled like a meadow. _____
- 3) My last vacation trip was very broadening I gained five pounds. _____
- 4) Some people prefer very loud music their bodies vibrate with the sound.
- 5) Badu is determined to find anew job, for his old one has given him an ulcer. _____
- 6) The rain fell softly outside it was a relaxing day to stay indoors. _____
- 7) A little girl toddled down the street she was attached to her mother by a chest harness and leash. _____
- 8) The school bus stopped at the corner children scattered like leaves in the wind. _____
- 9) The restaurant was closing waiters were already stacking chairs on the tables for the night. _____
- 10) His nose had become very cold, he pressed the warm underside of his forearm against it. _____

D. Correct shifts in person and number in the following sentences

- 1) During the ninth and tenth centuries, some members in the Catholic Church's hierarchy suggested that by using elements of stage drama, we could enhance the appeal of public worship.
- 2) A typical monastic community would usually confine their dramatic activities to Christmas, Easter, and perhaps one or two saints' days.
- 3) A person who is nonsmoker can develop lung troubles when you live with smokers.
- 4) Today it is quite common for a man to come to Jakarta alone and work to raise money so that the family members can later join them.
- 5) The seven candidates for the judgeship have a liberal record.

- 6) Any candidate should file his papers by noon on December 1.
- 7) Until the nineteenth century, comedy was inappropriate to serious religious dramas; they saw it as almost blasphemous
- E. Edit the following sentences to avoid distracting or awkward shifts. Some sentences have more than one possible answer. Be ready to explain your editing choice. Circle the number of any sentence that is correct.**

Example: Oral exams can be the hardest things a student faces. You work so hard to be ready, and then you can just stand up there and freeze.

Oral exams can be the hardest things students face. They work so hard to be ready, and then they can just stand up there and freeze.

- 1) As I turn to the first question, though, I saw a truly horrible sight.
- 2) My test dealt with second-year organic chemistry, But I was enrolled in American history.
- 3) I start sweating, and then, when I looked next to me, I saw another student busily scribbling in their answer book.
- 4) Suddenly, it dawns on me that I don't recognize anyone in the room, and I began to panic.
- 5) Just then the phone rang, and I hear Karen saying, "Get up!" and telling me that she knew I would oversleep.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very-good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 3

Modifiers

In English, word order can affect the meaning: *The man ate the fish* does not mean the same thing as *"The fish ate the man."* Word order problems in writing often involve modifiers—adjectives, adverbs, and phrases or clauses used as adjectives and adverbs. If a modifier's placement within a sentence does not make clear what it modifies, readers may misinterpret the sentence. *"They want only her to sing this song"* means something different from *"They want her to sing only this song."*

Modifiers that seem to modify the wrong thing are called misplaced. Those that are ambiguous about what they modify are called squinting. Those that have no element to modify sensibly are called dangling. Finally, modifiers that come between sentence elements that should not be separated are called disruptive. This unit discusses only dangling modifiers and misplaced modifiers.

A. DANGLING MODIFIERS

A modifier that opens a sentence must be followed immediately by the word it is meant to describe. Otherwise, the modifier is said to be dangling, and the sentence takes on an unintended meaning. For example, in the sentence

1. *While sleeping in his backyard, a Frisbee hit Bill on the head*
The unintended meaning is that the Frisbee was sleeping in his backyard. What the writer meant, of course, was that Bill was sleeping in his backyard. The writer should have placed Bill right after the modifier:
2. *While sleeping in his backyard, Bill was hit on the head by a Frisbee.*
Compare sentence 2 with sentence 1.
The sentence can also be corrected by placing the subject within the opening word group:

3. *While Bill was sleeping in his backyard, a Frisbee hit him on the head*
Compare sentence 3 with sentence 1 and 2.

A dangling modifier cannot be attached logically to anything in the sentence. Either the element that modifier is intended to modify does not appear in the sentence, or it does not appear in a grammatically appropriate form. Readers interpret a dangling modifier as modifying the nearest grammatically acceptable element, which may not be what the writer had in mind. Often a dangling modifier consists of a prepositional phrase or verbal phrase at the beginning of the sentence.

Running through the rain, our clothes got soaked

Clearly, it was we who were running through the rain, not our clothes. But subject 'we' does not appear in the sentence, only 'our', which cannot be modified by the phrase "Running through the rain."

The following sentences contain dangling modifiers. Read the explanations of why they are dangling and look carefully at the ways they are corrected.

Dangling	Correct
Having almost no money, my survival depended on my parents. (Who has almost no money? The answer is not survival but I. The subject I must be added.)	<ul style="list-style-type: none"> - Having almost no money, I depended on my parents for survival. - Since I had almost no money, I depended on my parents for survival
Riding his bike, a German shepherd bit Tony's ankle. (Who is riding the bike? The answer is not German shepherd, as it unintentionally seems to be, but Tony. The subject Tony must be added.)	<ul style="list-style-type: none"> - Riding his bike, Tony was bitten on the ankle by a German shepherd. - While Tony was riding his bike, a German shepherd bit him on the ankle
When trying to lose weight, all snacks are best avoided. (Who is trying to lose weight? The answer is not snacks but you. The subject you must be added.)	<ul style="list-style-type: none"> - When trying to lose weight, you should "avoid all snacks. - When you are trying to lose weight, avoid all snacks

The following examples make clear two ways of correcting a dangling modifier. Decide on a logical subject and do one of the following:

1. Place the subject within the opening word group:

Since I had almost no money, I depended on my parents for survival

2. Place the subject right after the opening word group:

Having almost no money, I depended on my parents for survival.

Sometimes even more rewriting is necessary to correct a dangling modifier. What is important to remember is that a modifier must be placed as close as possible to the word that it modifies.

Exercise 1: Rewrite each sentence to correct the dangling modifier. Mark the one sentence that is correct with a C.

- 1) Having turned sour, I would not drink the milk.

- 2) At the age of five, my mother bought me a chemistry set.

- 3) While it was raining, shoppers ran into the stores.

- 4) Having brake trouble, I drove my car slowly.

- 5) Talking on the phone, my hot tea turned cold.

- 6) Piled high with dirty dishes, Peter hated to look at the kitchen sink.

7) Having locked my keys in the car, the police had to open it for me.

8) Because they were drooping, the children watered the plants.

9) After sitting through a long lecture, my foot was asleep.

10) Being late, stopping for coffee was out of the question.

Exercise 2: Complete the following sentences with your own words. In each case, a logical subject should follow the opening words.

Example: Checking the oil stick, I saw that my car was a quart low.

1) While taking a bath, _____

2) Before starting the car, _____

3) Frightened by the noise in the basement, _____

4) Realizing it was late, _____

5) Though very expensive, _____

B. MISPLACED MODIFIERS

Because readers usually assume that a modifier modifies the nearest grammatically acceptable element, a misplaced modifier is often interpret as modifying the wrong element, not the one the writer intended. Misplaced modifiers are words that, because of awkward placement, do not describe the words the writer intended them to describe. Misplaced modifiers often confuse the meaning of a sentence. To avoid them, place words as close as possible to what they describe. Look at the following table.

Misplaced Words	Correctly Placed Words
They could see the Goodyear blimp sitting on the front lawn (The Goodyear blimp was sitting on the front lawn?)	Sitting on the front lawn, they could see the Goodyear blimp (The intended meaning—that the Goodyear blimp was visible from the lawn—is now clear)
We had a hamburger after the movie, which was too greasy for my taste. (The movie was too greasy for your taste?)	After the movie, we had a hamburger, which was too greasy for my taste. (The intended meaning—that hamburger was greasy—is now clear)
Our phone almost rang fifteen times last night (The phone almost rang fifteen times, but in fact did not ring at all?)	Our phone rang almost fifteen times last night. (The intended meaning—that the phone rang a little under fifteen times—is now clear.)

Other single-word modifiers to watch out for include *only*, *just*, *even*, *hardly*, *nearly*, and *often*. Such words should be placed immediately before the word they modify. Look at the word *just* in five different places in the same sentence below and examine the explanation of the meaning.

Just he suggested that we leave early.
(This means he was the only one who spoke)

He *just* suggested that we leave early.
(This means that he merely told of one idea. It also means that he made the suggestion a short while ago.)

He suggested *just* that we leave early.
(This means that he made no other suggestion.)

He suggested that *just* we leave early.
(This means that he meant nobody else should leave early.)

He suggested that we *just* leave early.
(This means that he felt we should do nothing else but leave early.)

Exercise 3: *Underline the misplaced word or words in each sentence. Then rewrite the sentence, placing related words together and thereby making the meaning clear.*

Example: Anita returned the hamburger to the supermarket *that was spoiled*.
Anita returned the hamburger that was spoiled to the supermarket.

- 1) The tiger growled at a passerby at the back of his cage.
- 2) Arthur spilled a full bottle on the table of soda.
- 3) We watched the fireworks standing on our front porch.
- 4) Jason almost has two hundred baseball cards.
- 5) The salesclerk exchanged the blue water for a yellow one with a smile.
- 6) Yanti kept staring at the man in the front row with curly hair.
- 7) I love the cookies from the bakery with chocolate frosting.
- 8) The faculty decided to strike during their last meeting.
- 9) Larry looked on as his car burned with disbelief.
- 10) My cousin sent me instructions on how to get to her house in a letter.

Key to Exercise

Exercise 1:

- 1) Because the milk had turned sour, I would not drink it.
- 2) When I was five, my mother bought me a chemistry set.
- 3) While it was raining, shoppers ran into the stores. (C)
- 4) Because my car was having brake trouble, I drove it slowly.
- 5) While I was talking on the phone, my hot tea turned cold.
- 6) Peter hated to look at the kitchen sink, which was piled high with dirty dishes.
- 7) Having locked my keys in the car, I had to have the police open it for me.
- 8) Because the plants were drooping, the children watered them.
- 9) After I sat through a long lecture, my foot was asleep.
- 10) Because we were late, stopping for coffee was out of the question.

Exercise 2:

(Quite many possible answers can be accepted)

- 1) While taking a bath, the water stopped running from the faucet.
- 2) Before starting the car, I checked the engine condition first.
- 3) Frightened by the noise in the basement, the thieves ran away.
- 4) Realizing it was late, I decided not to go the office.
- 5) Though very expensive, I decided to buy this second-hand BMW.

Exercise 3:

- 1) At the back of his cage, the tiger growled at a passerby.
- 2) Arthur spilled a full bottle of soda on the table.
- 3) Standing on our front porch, we watched the fireworks.
- 4) Jason has almost two hundred baseball cards.
- 5) With a smile, the salesclerk exchanged the blue water for a yellow one.
- 6) Yanti kept staring at the man with curly hair in the front row.
- 7) I love the cookies with the chocolate frosting from the bakery.
- 8) During their last meeting, the faculty decided to strike.
- 9) Larry looked on with disbelief as his car burned.
- 10) My cousin sent me instructions in a letter on how to get to her house.

**SUMMARY**

Word order problems in writing often involve modifiers—adjectives, adverbs, and phrases or clauses used as adjectives and adverbs. If a modifier's placement within a sentence does not make clear what it modifies, readers may misinterpret the sentence. Modifiers that seem to modify the wrong thing are called misplaced. Those that are ambiguous about what they modify are called squinting. Those that have no element to modify sensibly are called dangling. Finally, modifiers that come between sentence elements that should not be separated are called disruptive.



FORMATIVE TEST 3

Pilihlah satu jawaban yang paling tepat!

A. Underline the five dangling modifiers in the passage. Then correct them in the spaces provided!

¹ Have you ever thought about what life was like for the first generation of your family to come to America? ² Or have you wondered what your grandparents did for fun when they were your age? ³ Family stories tend to be told for two or three generations and then disappear because no one ever records them. ⁴ Using a tape recorder, these stories can be saved for the future. ⁵ Here are some hints for conducting interviews with older members of your family. ⁶ Thinkin, hard about what you really want to know, good questions can be prepared an advance. ⁷ Try to put the people you interview at ease by reassuring them that you value what they have to say. ⁸ Nervous about the tape recorder, stories might not come so easily to them otherwise. ⁹ Remember that most people have never been interviewed before. ¹⁰ Listening carefully to everything the person says, your interview will be more successful. ¹¹ By respecting their feelings, your older relatives will be delighted to talk with your. ¹² The tapes you make will be valued by your family for many years to come.

Sentence number: _____

Correction: _____

Sentence number: _____

Correction: _____

Sentence number: _____

Correction: _____

Sentence number: _____

Correction: _____

Sentence number: _____

Correction: _____

B. Underline the five misplaced modifiers in the following passage. Then, in the spaces provided, show how you would correct them.

¹ The young teenagers who almost hang out in our town library every night are becoming a major nuisance. ² They show up every weeknight and infuriate the otherwise mild librarians throwing spitballs and paper airplanes. ³ Some of the kids hide out behind stacks of bookcase; others indulge in continual adolescent flirting games. ⁴ The noise many of these teenagers make is especially offensive to some of the older library patrons, who often give looks to the clusters of young people that are disapproving. ⁵ One time there was so much noise that a librarian lost her temper and yelled at the boys to be quiet or leave the library at the top of her lungs. ⁶ The worst recent offense took place when a soaking-wet dog was led into the middle of the library by a junior high school boy with a stubby tail and the meanest-looking face one could ever imagine.

Sentence number: _____

Correction: _____

Sentence number: _____

Correction: _____

Sentence number: _____

Correction: _____

Sentence number: _____

Correction: _____

Sentence number: _____

Correction: _____

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit.

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 4

Pronoun Reference

☉ Pronouns serve as stand-ins for nouns, noun phrases, or other pronouns. Unless reader can understand what word a pronoun such 'she' refers to, they may find themselves asking, "She who?" Readers should know that you are talking about Miranti or Syarifah or whomever. Pronouns are words that take place of nouns (persons, places, or things). In fact, the word *pronoun* means *for a noun*. Pronouns are shortcuts that keep you from unnecessarily repeating words in writing. Here are some examples of pronouns:

- Wayan shampooed **his** dog. (*His* is a pronoun that takes the place of *Wayan*).
- As **the door** swung open, **it** creaked. (*It* replaces *door*).
- When the **motorcyclists** arrived at McDonald's, **they** removed **their** helmet. (*They* and *their* replace motorcyclists.)

The word for which a pronoun substitutes is called its antecedent (from Latin roots meaning 'to go before'). Although antecedents normally appear before pronouns that refer to them, sometimes they follow the pronouns. In either case, there must be no conflicting choices to confuse readers. This unit focuses on clarifying pronoun reference, pronouns-antecedents agreement, and pronoun case.

A. ESTABLISHING A SINGLE ANTECEDENT

A pronoun that has more than one possible antecedent can create a confusing sentence. For example:

Maman met Rudi as he arrived at the gym.

Who was arriving, Maman or Rudi? Because 'he' could refer to either Maman or Rudi, the sentence offers the reader more than one meaning but no clue as to which is correct. To edit such a sentence so that the pronoun has only one

possible antecedent, you can eliminate the pronoun. If you eliminate the pronoun, the result seems a bit awkward.

Maman met Rudi as Rudi arrived at the gym.

The other way is you can place the pronoun closer to the one antecedent.

As Maman arrived at the gym, he met Rudi.

Verbs such as *said* and *told* can create confusion about antecedents because they appear often in sentences involving more than one person. When editing such a sentence you can often use a direct quotation.

Bakri told Ramona that she had failed the test.

becomes

Bakri told Ramona, "You failed the test."

Exercise 1: *Edit the following passage by making each pronoun refer clearly to a single antecedent. More than one edited version is possible.*

Diane spotted Laura as she was beginning her regimen of stretching exercises. It was twenty minutes before the race was due to begin. Diane told Laura that she thought she would win the race. She was just plain faster. Laura responded that she had a good chance, but that she was going to be tough to beat. Nodding in agreement, Diane shook hands with Laura. "Good luck," she said. "Have a good race."

B. PLACING PRONOUNS CLOSE TO ANTECEDENTS

The closer a pronoun to its antecedent appear to each other, the more easily readers can spot the relationship between them. If many words intervene, the reader may lose the connection. In the following passage, by the time readers get to 'he' in the fourth sentence, they may have forgotten *Galileo* is the antecedent. Find a place to introduce the pronoun earlier, or use the antecedent again.

In the seventeenth century, the Italian scientist Galileo Galilei upset the Catholic church by publishing a scientific paper asserting that the earth revolved around the sun. That assertion contradicted contemporary church belief, which held that the earth was the center of the universe. The paper

also violated a papal order of sixteen years earlier not to "hold, teach, or defend' such a doctrine. Under pressure from the church, he recanted his theory of the earth's motion, but even as he recanted, he is said to have whispered "Eppur si muove" ("Nonetheless it moves").

In the seventeenth century, the Italian scientist Galileo Galilei upset the Catholic church by publishing a scientific paper asserting that the earth revolved around the sun. That assertion contradicted contemporary church belief, which held that the earth was the center of the universe. The paper also violated a papal order **that Galileo had accepted** sixteen years earlier not to "hold, teach, or defend' such a doctrine. Under pressure from the church, **Galileo** recanted his theory of the earth's motion, but even as he recanted, **Galileo** is said to have whispered "Eppur si muove" ("Nonetheless it moves").

C. PROVIDING EXPLICIT ANTECEDENTS

In general, a pronoun's antecedent should be stated explicitly. A pronoun whose antecedent is merely implied may confuse readers.

Interviews with several computer programmers made *it* seem like a fascinating career.

What does *it* stand for? A reader might guess that *it* stands for computer programming, since this is a possible career, but computer programming does not appear in the sentence. To edit such a sentence, substitute a noun for the pronoun, use another pronoun that can refer to something already explicit in the sentence, or provide a clear antecedent for the pronoun.

Example:

- Interviews with several computer programmers made *programming* seem like a fascinating career.
- Interviews with several computer programmers made *theirs* seem like a fascinating career.
- Interviews with several *people in programming* made *it* seem like a fascinating career.

D. REPLACING A VAGUE IT, THEY, OR YOU

In casual speech, people often use *it*, *they*, and *you* with no definite antecedent. In academic writing, however, indefinite uses of *it*, *they*, and *you* should be avoided in favor of more specific constructions.

Example:

- It said on the news this morning that the game was canceled.
becomes
- The news report this morning said that the game was canceled.

- They tow away any car that is illegally parked.
becomes
- The police tow away any car that is illegally parked

- If the weather doesn't clear, you could see flooding.
becomes
- If the weather doesn't clear, local residents could see flooding.

E. AVOIDING OVERUSE OF IT

The pronoun *it* has three common uses. First, it can function as a personal pronoun: I want to read the book, but Shana won't let me borrow *it*. Second, it can be used to introduce a sentence in which the subject and verb are inverted: *It is necessary to apologize.* Third, it appears in idiomatic constructions about time, weather, and distance: *It is ten past twelve.* In speech, few people notice if these senses of *it* are mixed. In writing, however, you should avoid using the same word in different senses in the same sentence.

It is important to remember that once the concert begins, it will be two hours before it breaks for intermission.

The correction of the above sentence is as follow:

Remember that once the concert begins, it will be two hours before intermission.

A pronoun must agree in number with the words it replaces. If the word a pronoun refers to is singular, the pronoun must be singular. If the word is plural, the pronoun must be plural. Note that the word a pronoun refers to is known as the antecedent.

Lola agreed to lend me **her** Koes Plus Albums.

The gravediggers sipped coffee during **their** break

In the first example, the pronoun `her' refers to the singular word *Lola*; in the second example, the pronoun `their' refers to the plural word *gravediggers*.

Exercise 2: Write the appropriate pronoun in the blank space in each of the following sentences.

Example: My credit cards got me in debt, so I burned _____ them

- 1) The two girls in identical dresses were surprised when _____ saw each other at the prom.
- 2) It annoys me when disc jockeys play _____ favorite songs all the time.
- 3) I put my family pictures in a photo album, but then I lost _____
- 4) I used to collect baseball cards and comic books, but then I gave _____ to my little brother.
- 5) When the children are watching television, it is impossible to get _____ attention.

F. INDEFINITE PRONOUN

The following words, known as indefinite pronouns, are always singular.

Indefinite Pronoun		
-one words	-body words	
One	Nobody	Each
Anyone	Anybody	Either
Everyone	Everybody	Neither
Someone	Somebody	

- Either of the apartments has its drawbacks.
- One of the girls lost her skateboard.
- Everyone in the class must hand in his paper tomorrow.

In each example, the pronoun is singular because it refers to one of the indefinite pronouns. There are two important points to remember about indefinite pronouns.

Point 1: The last example above suggests that everyone in the class is male. If the students were all female, the pronoun would be *her*. If the students were a mixed group of males and females, the pronoun form would be *'his or her'*:

Everyone in the class must hand in his or her paper tomorrow.

Some writers still follow the traditional practice of using *'his'* to refer to both men and women. Many now use his or her to avoid an implied sexual bias. Perhaps the best practice, though, is to avoid using his or the somewhat awkward *his or her*. This can be done by rewriting a sentence in the plural:

All students in the class must hand in their papers tomorrow.

Here are some examples of sentences that can be rewritten in the plural.

A young child is seldom willing to share her toys with others.

Young children are seldom willing to share their toys with others.

Anyone who does not wear his seat belt will be fined.

People who do not wear their seat belts will be fined.

A newly elected politician should not forget his or her campaign promises.

Newly elected politicians should not forget their campaign promises.

Point 2: In informal spoken English, plural pronouns are often used with indefinite pronouns. Instead of saying

Everybody has his or her own idea of an ideal vacation.

We are likely to say

Everybody has their own idea of an ideal vacation.

Here are other examples:

Everyone in the class must pass in their papers.

Everybody in our club has their own idea about how to raise money.

No one in our family skips their chores.

Exercise 3: *Fill in the blank with the appropriate pronoun*

- 1) Neither of the men was aware that _____ voice was being taped.
- 2) One of the waiters was fired for failing to turn over all _____ tips.
- 3) We have three dogs, and each of them has _____ own bowl.
- 4) During the intermission, everyone had to wait a while for _____ turn to get into the ladies' room.
- 5) All the boxes of old-clothing need to have labels attached to _____
- 6) Mr. Alvarez refuses to let anyone ride in his car without using _____ seat belt.
- 7) It seems that neither of the mothers is comfortable answering _____ teenager's questions about sex.
- 8) If anybody in the men's club objects to the new rules, _____ should speak up now.
- 9) Nobody on the women's basketball team had enough nerve to _____ voice complaints to the coach.
- 10) Before moving into this development, each homeowner must agree in writing to keep _____, pet on a leash.

G. PRONOUN POINT OF VIEW

Pronouns should not shift their point of view unnecessarily. When writing a paragraph or an essay, be consistent in your use of first-, second-, or third-person pronouns.

For instance, if you start writing in the first-person 'I', don't jump suddenly to the second-person 'you'. Or if you are writing in the third-person 'they', don't shift unexpectedly to 'you'. Look at the following example:

Inconsistent	Consistent
One reason that I like living in the city is that you always have a wide choice of sports events to attend. (The most common mistake people make is to let 'you' slip into their writing after they start with another pronoun.)	One reason that I like living in the city is that I always have a wide choice of sports events to attend
Someone who is dieting should have the help of friends; you should also have plenty of willpower.	Someone who is dieting should have the help of friends; he or she should also have plenty of willpower
Students who work while they are going to school face special problems. For one thing, you seldom have enough study time.	Students who work while they are going to school face special problems. For one thing, they seldom have enough study time.

Exercise 4: *Cross out inconsistent pronouns in the following sentences and write the correction on the space provided*

Example: I work much better when the boss doesn't hover over you with instructions on what to do.
I work much better when the boss doesn't hover over me with instructions on what to do.

- 1) A good horror movie makes my bones feel like ice and gets your blood running cold.

- 2) Many men and women have problems meeting people, especially if you don't go to singles' bars.

- 3) Even though Tom is careful about his health, you can't prevent an occasional cold.

- 4) If students attend class regularly and study hard, you should receive a good grade.

- 5) I like to shop in my hometown because all the store owners know you.
-
- 6) Every year we make resolutions to improve, and every year one finds excuses for not carrying them out
-
- 7) Andy enjoys watching soap operas because then you can worry about someone else's problems instead of your own.
-
- 8) Mrs. Soenarto enjoys working the three-to-eleven shift because that way you can still have a large part of your day free.
-
- 9) Our math class is so confusing that they don't even know what to study for the tests.
-
- 10) All of us at work voted to join the union the union because we felt it would protected your rights.
-

Key to Exercise

Exercise 1:

Diane spotted Laura as **Laura** was beginning her regimen of stretching exercises. It was twenty minutes before the race was due to begin. Diane told Laura that she thought Laura would win the race. **Laura** was just plain faster. Laura responded that she had a good chance, but that she was going to be tough to beat. Nodding in agreement, Diane shook hands with Laura. "Good luck, "**Diane** said. "Have a good race."

Exercise 2:

- 1) The two girls in identical dresses were surprised when they saw each other at the prom.
- 2) It annoys me when disc jockeys play their favorite songs all the time.
- 3) I put my family pictures in a photo album, but then I lost it.
- 4) I used to collect baseball cards and comic books, but then I gave them to my little brother.

- 5) When the children are watching television, it is impossible to get their attention.

Exercise 3:

- 1) Neither of the men was aware that his voice was being taped.
- 2) One of the waiters was fired for failing to turn over all his tips.
- 3) We have three dogs, and each of them has its own bowl.
- 4) During the intermission, everyone had to wait a while for her turn to get into the ladies' room.
- 5) All the boxes of old-clothing need to have labels attached to them.
- 6) Mr. Alvarez refuses to let anyone ride in his car without using his or her seat belt.
- 7) It seems that neither of the mothers is comfortable answering her teenager's questions about sex.
- 8) If anybody in the men's club objects to the new rules, he should speak up now.
- 9) Nobody on the women's basketball team had enough nerve to voice her complaints to the coach.
- 10) Before moving into this development, each homeowner must agree in writing to keep his or her pet on a leash.

Exercise 4:

- 1) A good horror movie makes my bones feel like ice and gets blood running cold.
A good horror movie makes my bones feel like ice and gets my blood running cold.
- 2) Many men and women have problems meeting people, especially if don't go to singles' bars.
Many men and women have problems meeting people, especially if they don't go to singles' bars.
- 3) Even though Tom is careful about his health, can't prevent an occasional cold.
Even though Tom is careful about his health, he can't prevent an occasional cold.

- 4) If students attend class regularly and study hard, should receive a good grade.
If students attend class regularly and study hard, they should receive a good grade
- 5) I like to shop in my hometown because all the store owners know.
I like to shop in my hometown because all the store owners know me.
- 6) Every year we make resolutions to improve, and every year one finds excuses for not carrying out.
Every year we make resolutions to improve, and every year one finds excuses for not carrying him or her out.
- 7) Andy enjoys watching soap operas because then yeo can worry about someone else's problems instead of own.
Andy enjoys watching soap operas because then he can worry about someone else's problems instead of his own.
- 8) Mrs. Soenarto enjoys working the three-to-eleven shift because that way can still have a large part of day free.
Mrs. Soenarto enjoys working the three-to-eleven shift because that way she can still have a large part of her day free.
- 9) Our math class is so confusing that don't even know what to study for the tests.
Our math class is so confusing that we don't even know what to study for the tests.
- 10) All of us at work voted to join the union because we felt it would protect rights.
All of us at work voted to join the union because we felt it would protect our rights.



SUMMARY

Pronouns serve as stand-ins for nouns, noun phrases, or other pronouns. Unless reader can understand what word a pronoun such '*she*' refers to, they may find themselves asking, "She who?" Pronouns are words that take place of nouns (persons, places, or things). In fact, the word *pronoun* means *for a noun*. Pronouns are shortcuts that keep you from unnecessarily repeating words in writing.

The word for which a pronoun substitutes is called its antecedent (from Latin roots meaning 'to go before'). Although antecedents normally appear before pronouns that refer to them, sometimes they follow the pronouns. In either case, there must be no conflicting choices to confuse readers.

To clarify pronoun reference, edit your sentences using the following strategies:

1. Make sure a pronoun clearly refers to a single antecedent.
2. Place a pronoun close to its antecedent.
3. Provide an explicit antecedent.
4. Use *it*, *they*, and *you* appropriately.
5. Avoid overusing *it*.
6. Choose *who*, *which*, or *that* according to the antecedent.
7. Eliminate unneeded pronouns.



FORMATIVE TEST 4

Pilihlah satu jawaban yang paling tepat!

Part A: Underline the correct word in the parentheses

- 1) Debbie twisted the channel selector on the television so hard that (it, the selector) broke.
- 2) During the boring movie, people started to squirm in (his or her, their) seats.
- 3) I love living alone because (you, I) never have to answer to anyone else.
- 4) Almost all the magazines I subscribe to arrive with (its, their) covers torn.
- 5) My mother is angry with my sister because (she, my sister) has a drinking problem.
- 6) I like driving on that turnpike because (they, state officials) don't allow billboard there.
- 7) Neither one of the umpires wanted to admit that (he, they) had made a mistake.
- 8) When Edi went to the bank for home improvement loan, (they, the loan officers) asked him for three credit references.

- 9) Even if you graduate from that business school, (they, the placement officers) don't guarantee they will find you a job.
- 10) Not one of the women in the audience was willing to raise (her, their) hand to volunteer to be sawed in half on stage.

Part B: Cross out the pronoun error in each sentence and write the correction in the space provided. Then circle the letter that correctly describes the type of error that was made.

Example: Anyone turning in their papers late will be penalized.

Students

Mistake in: a. pronoun reference b. pronoun agreement

- 1) A good salesperson knows that you should be courteous to customers

Mistake in a. pronoun agreement b. pronoun point of view

- 2) Neither of the girls who flunked bothered to bring their report card home.

Mistake in a. pronoun reference b. pronoun agreement

- 3) When Lola tried to return her dress, they refused to accept it.

Mistake in a. pronoun agreement b. pronoun reference

- 4) Nobody seems to add or subtract without their pocket calculator anymore.

Mistake in a. pronoun agreement b. pronoun point of view

- 5) Denise went everywhere with Nita until she moved to Texas last year.

Mistake in a. pronoun agreement b. pronoun reference

- 6) It seems that everyone watches the lighted numbers whenever they ride on an elevator.

Mistake in a. pronoun agreement b. pronoun point of view

- 7) In baking desserts, people should follow the directions carefully or you are likely to end up with something strange.

Mistake in a. pronoun reference b. pronoun point of view

- 8) When Jerry added another card to the delicate structure, it fell down.

Mistake in a. pronoun reference b. pronoun point of view

- 9) Anyone who wants to join the car pool should leave their name with me.

Mistake in a. pronoun agreement b. pronoun reference

- 10) Any working mother knows that you need at least a twenty-five hour day.

Mistake in a. pronoun agreement b. pronoun point of view

Hint: In items 6 and 10, you will also need to correct a verb form.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

- Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formatif Test

Formative Test 1

A. Listed below are a number of fragments and sentences. See if you can complete the statement that explains each fragment.

- 1) 'Children' is a fragment because, while it has a subject (Children), it lacks a verb 'cry' and so does not express a complete thought.
- 2) "Dances" is a fragment because, while it has verb (Dances), it lacks a subject 'Lola' and so does not express a complete thought.
- 3) "Staring through the window" is a fragment because it lacks a subject 'Bigfoot' and also part the verb 'was'.

B. Turn each of the following word groups into a complete sentence. Use the space provided.

- 1) After we ate dinner, we went around the city.
- 2) We wait for the instructor whenever he/she is late.
- 3) I put my money under the bed. 4. If the weather is bad, we do not play tennis.
- 4) David, who is very organized, is the cleverest student in the class.
- 5) They should come to the meeting to get to know each other better.
- 6) The room which was inconvenient was too small.
- 7) They will meet me later.
- 8) Waiting for the stoplight to change, I saw someone stealing a young mother's purse.
- 9) You should keep your eyes on the car beside you while you park the car.

C. Underline the fragment in each item below. Then correct the fragment in the space provided.

Example: Sam received all kinds of junk mail. Then complain to the post office. Eventually, some of the mail stopped coming.
Then he complained to the post office.

- 1) Fascinated, Nina stared at the stranger. Who was standing in the doorway. She wondered if she could convince him they had met before. Fascinated, Nina stared at the stranger who was standing in the doorway. She wondered if she could convince him they had met before.
- 2) Trees can survive on a steep mountain slope if they obey two rules. They must grow low to the ground. And bend with the wind. Trees can survive on a steep mountain slope if they obey two rules. They must grow low to the ground and bend with the wind.
- 3) While waiting in line at the supermarket. I look in people's baskets. Their food choices give hints about their personalities. While waiting in line at the supermarket, I look in people's baskets. Their food choices give hints about their personalities.
- 4) I saw spectacular twin rainbows through the kitchen window. So I rushed to get my camera. To take a picture before they vanished. I saw spectacular twin rainbows through the kitchen window. So I rushed to get my camera to take a picture before they vanished.
- 5) Whenever you buy cotton clothes, get them one size too large. By allowing for shrinkage. You will get a longer life out of them. Whenever you buy cotton clothes, get them one size too large. By allowing for shrinkage, you will get a longer life out of them.
- 6) My nutty cousin cuts the address labels off magazine. Then pastes them on envelopes. This way, he doesn't have to write his return address. My nutty cousin cuts the address labels off magazine. Then he pastes them on envelopes. This way, he doesn't have to write his return address.
- 7) Maria never has to buy catsup or mustard. Because she saves the extra packages that come with fast-food orders. Maria never has to buy catsup or mustard because she saves the extra packages that come with fast-food orders.
- 8) Many maple tree seeds drifted to the ground. Spinning like tiny propellers. With help from the wind, some landed far from the tree. Many maple tree seeds drifted to the ground. They spin like tiny propellers. With help from the wind, some landed far from the tree.
- 9) My friend climbed his first mountain yesterday. Now he's calling all his friends. To tell them about his peak experience.

My friend climbed his first mountain yesterday. Now he's calling all his friends to tell them about his peak experience.

- 10) The trivia book listed some interesting facts about Babe Ruth. For instance, he spoke German fluently. Also, kept cool on hot days by putting wet cabbage leaves under his cap.

The trivia book listed some interesting facts about Babe Ruth. For instance, he spoke German fluently. He also kept cool on hot days by putting wet cabbage leaves under his cap.

D. Underline and then correct the ten fragments in the following passage!

My cousin Danil is the worst driver I know. When he picks me up for school in the morning, he screeches to halt outside my door. He peels away again in a cloud of blue exhaust fumes. Before hitting the highway, we speed through several narrow streets. He does forty-five in twenty-mile-an-hour zones. One the four-lane road, Danil weaves from lane to lane, tailgating cars six inches from their rear bumpers. Then he passes them with a burst of stomach-flattening acceleration. To pass a car that's moving somewhat slowly in the passing lane, Danil will get behind it, beep his horn, and even flash his high beams. Nothing infuriates him more than the "idiots," as he calls them who ignore these hints to move over. As we approach the jug-handle turn leading to school, Danil speeds up. He is determined to make the light allowing cars to cross the highway into campus. If the light turns red and a car has already stopped, Danil tromps on the pedal at the last possible second before impact and curse various things, such as the red light and the car that stopped for it. Once in parking lot, he finishes with a flourish and pull into a parking space at thirty-five miles an hour. As I reach out a limp hand to open the car door, I usually vow that I soon will buy my own car or find another ride to school.

Formative Test 2**Part A.**

- 1) Miners have dug deeply for gold. Some have gone down farther than two miles.
- 2) The thunderstorm was a severe one. The power was out in our neighborhood for two days.
- 3) A shadow on the kitchen wall was lovely. It had the shape of a plant on the windowsill.
- 4) The little girl hated seeing her father drink. One day, she poured all his liquor down the kitchen drain.
- 5) Children have been born at odd times. For instance, one child was born during his mother's funeral.

Part B.

- 1) It was too hot indoors to study, so I decided to go down to the shopping center for ice cream.
- 2) Lola's favorite female singer is Madonna, and her favorite male singer is Phil Collins.
- 3) The repairman couldn't find anything wrong with my washing machine, but I still had to pay for a service call.
- 4) I don't like to go to the doctor's office, for I'm afraid one of the other patients will make me really sick.
- 5) We knew there had been a power failure, so all the clocks were forty-five minutes slow.

Part C.

- 1) He enjoys watching a talk show. She prefers watching a late movie. (R-O)
- 2) Elena tried a herbal shampoo, so her hair smelled like a meadow. (R-O)
- 3) My last vacation trip was very broadening; I gained five pounds. (R-O)
- 4) Some people prefer very loud music; as a result, their bodies vibrate with the sound.
(R-O)

- 5) Badu is determined to find a new job, for his old one has given him an ulcer. (OK)
- 6) The rain fell softly outside. It was a relaxing day to stay indoors. (R-O)
- 7) A little girl toddled down the street. She was attached to her mother by a chest harness and leash. (R-O)
- 8) The school bus stopped at the corner, and children scattered like leaves in the wind. (R-O)
- 9) Before the restaurant was closing, waiters were already stacking chairs on the tables for the night. (R-O)
- 10) His nose had become very cold, so he pressed the warm underside of his forearm against it. (R-O)

Part D

- 1) During the ninth and tenth centuries, some members in the Catholic Church's hierarchy suggested that by using elements of stage drama, **they** could enhance the appeal of public worship.
- 2) A typical monastic community would usually confine its dramatic activities to Christmas, Easter, and perhaps one or two saints' days.
- 3) A person who is nonsmoker can develop lung troubles when **he or she** lives with smokers.
- 4) Today it is quite common for a man to come to Jakarta alone and work to raise money so that the family members can later join **him**.
- 5) The seven candidates for the judgeship have **liberal records**.
- 6) **All** candidates should file their papers by noon on December 1.
- 7) Until the nineteenth century, comedy was inappropriate to serious religious dramas; **it was seen** as almost blasphemous

Part E.

- 1) As I turned to the first question, though, I saw a truly horrible sight.
- 2) My test dealt with second-year organic chemistry, but I was enrolled in American history.
- 3) I started sweating, and then, when I looked next to me, I saw another student busily scribbling in their answer book.
- 4) Suddenly, it dawned on me that I didn't recognize anyone in the room, and I began to panic.

- 5) Just then the phone rang, and I heard Karen saying, "Get up!" and told me that she knew I would oversleep.

Formative Test 3

Part A.

Sentence number: 4

Correction:

If you use a tape recorder, these stories can be saved for the future

Sentence number: 6

Correction:

After thinking hard about what you really want to know, you can prepare good questions in advance.

Sentence number: 8

Correction:

When they were nervous about the tape recorder, stories might not come so easily to them otherwise.

Sentence number: 10

Correction:

If you listen carefully to everything the person says, your interview will be more successful.

Sentence number: 11

Correction:

Your older relatives will be delighted to talk with you by respecting their feelings

Part B.

Sentence number: 1

Correction:

The young teenagers who hang out in our town library almost every night are becoming a major nuisance.

Sentence number: 2

Correction:

They show up every weeknight and infuriate the mild librarians by throwing spitballs and paper airplanes.

Sentence number: ____ 4 ____

Correction:

The noise many of these teenagers make is especially offensive to some of the older library patrons, who often give disapproving looks to the clusters of young people.

Sentence number: ____ 5 ____

Correction:

One time there was so much noise that a librarian lost her temper and yelled at the top of her lungs at the boys to be quiet or leave the library.

Sentence number: ____ 6 ____

Correction:

The worst recent offense took place when a soaking-wet dog was led into the middle of the library by a junior high school boy with a stubby tail and the meanest-looking face one could ever imagine.

Formative Test 4

Part A:

- 1) it 4) their 7) he 10) her
2) their 5) my sister 8) the loan officers
3) I 6) state officials 9) the placement officers

Part B:

- 1) A good salesperson knows that should be courteous to customers
he or she (b)
- 2) Neither of the girls who flunked bothered to bring report card home.
her (b)
- 3) When Lola tried to return her dress, refused to accept it.
the tailors (b)

- 4) Nobody seems to add or subtract without pocket calculator anymore.
his or her (a)
- 5) Denise went everywhere with Nita until moved to Texas last year.
Nita (b)
- 6) It seems that everyone watches the lighted numbers whenever ride on an elevator.
he or she rides (a)
- 7) In baking desserts, people should follow the directions carefully or are likely to end up with something strange.
they (b)
- 8) When Jerry added another card to the delicate structure, fell down
the card (a)
- 9) Anyone who wants to join the car pool should leave name with me.
his or her (a)
- 10) Any working mother knows that need at least a twenty-five hour day.
she needs (b)

References

- Axelrod, Rise B. and C. R. Cooper. 1991. *The St. Martin's Guide to Writing (3rd Edition)*. New York: St. Martin's Press, Inc.
- Fulwiler, Toby and Alan R. Hayakawa. 1997. *The Blain Handbook (2nd Edition)*. New Jersey: Prentice-Hall, Inc.
- Langan, John. 1997. *Sentence Skills with Readings*. New York: The McGraw-Hill Companies, Inc.
- . 1998. *English Skills with Readings*. New York: The McGraw-Hill Companies, Inc.
- . 1999. *College Writing Skills with Readings (4th Edition)*. New York: The McGraw-Hill Companies, Inc.
- Rosen, Leonard J. and Laurence Behrens. 1997. *The Allyn & Bacon Handbook (3rd Edition)*. Boston: Allyn & Bacon.

Effective Sentences

Dr. Jufrizal, M.Hum



INTRODUCTION

Congratulation! You have passed Module 1. Welcome to Module 2. The topic of this module is the effective sentences. The materials which are to be discussed in this module are coordination, subordination, parallelism, conciseness, wordiness, and variety and emphasis. After learning this module, you are expected to be able to:

1. write effective sentences well;
2. use right coordination in compound sentences;
3. use right subordination in complex sentences;
4. apply parallelism in compound sentences;
5. identify wordy sentences;
6. write concise sentences;
7. use variety and emphasis in writing sentences.

To achieve these objectives systematically, the materials of this module are presented respectively as follow:

1. Unit 1 : Coordination, Subordination, and Parallelism
2. Unit 2 : Conciseness versus Wordiness
3. Unit 3 : Variety and Emphasis

These three units, as a matter of fact, deal with the general objective which is stated as the objective number 1 above. Please always remember the general objective of this module. Unit 1 which talks about coordination, subordination, and parallelism, deals with the objectives number 2, 3, and 4. In accordance with this, before you come to the next unit, please be sure that you have mastered them well. In Unit 2 you learn conciseness versus wordiness; the things that are needed to be considered in order to have good

and effective sentences. This unit deals with the objectives number 5 and 6. Your understanding and mastering of them are really necessary before you move to Unit 3. Unit 3 discusses variety and emphasis in writing sentences. These three units of module 2 help and encourage you to be able to write and create effective sentences, especially in writing:

The following activities are really suggested to do in order to learn this module successfully.

1. Read carefully the explanation of each topic.
2. Don't forget to give serious attention to examples given.
3. Do the exercises as well as possible.
4. Look up the meaning of difficult words in your dictionary.
5. Evaluate yourself by checking your answers or your responses with the key answers provided.

Good luck and be a good writer!

UNIT 1

Coordination, Subordination, and Parallelism

Welcome to Module 2. It is time for you to learn effective sentences. What is an effective sentence? Simply, an effective sentence means a clear, coherent sentence that produces precisely the reader's response you want. Effective sentences are similar to the threads in a piece of knitting or weaving; each thread helps form the larger design. If any one thread become tangled or lost, the pattern becomes muddled. Therefore, to persuade your reader, you must concentrate on writing informative, effective sentences that consistently clarify the purpose of your writing. In order to construct good and effective sentences, basically, you should know kinds of sentences, coordination, subordination, and parallelism. Alright, let's discuss them one by one.

A. COORDINATION

Before we talk about coordination, it is better for us know the kinds of English sentences. Basically, there are four kinds of sentences in English, namely simple, compound, complex, and compound-complex. The kind of sentences is determined by the kind of clauses used to form it. A simple sentence is one independent clause; it can stand alone. A compound sentence is two or more independent clauses joined together; each clause is of equal importance and could stand alone. Complex sentence contains one independent clause and one (or more) dependent clause. A compound-complex sentence is a combination of two or more independent clauses and one or more dependent clauses.

Sentences that are related to each other in meaning may be combined by using connectors that indicate the relationship between the two sentences. The result is a compound sentence. A compound sentence can be formed with:

Independent clause + coordinator + independent clause

There are four kinds of connectors or coordinators in the compound sentence, namely coordinate conjunctions, correlative conjunctions, conjunctive adverbs, and transition expressions.

1. Coordinate conjunctions

The coordinate conjunctions join equal sentences. They are also used to join any parallel elements of the sentence, such as words, phrases, and clauses. The coordinate conjunctions are: *and*, *or*, *nor*, *but*, *for*, *so*, and *yet*. Look at the following examples:

And shows augmentation, for examples:

- My brother moved to New York, *and* I moved to Seattle.
- Dolphins are friendly animals, *and* they are also intelligent.

But and *yet* show contrast, for examples:

- Her cousin moved away, *but* she stayed in town.
- Budi is a vegetarian, *yet* he eats chicken.

Or and *nor* show contrast or alternation, for examples:

- Are you going to the party, *or* will you stay home?
- I do not write Arabic, *nor* do I speak it very well.

For and *so* show reason, for examples:

- That student failed, *for* he was very ill this year.
- The books were cheap, *so* I bought all of them.

2. Correlative conjunctions

Correlative conjunctions are used in pairs, and they may be used to join two basic sentence patterns or two parallel elements of any kind. They are:

either ...or

neither ... nor

both ... and

not only ... but also

Let's see the following examples well!

- *Either* you will confess, *or* I will complain.
- He is *neither* dependable *nor* trustworthy.
- *Both* Yudi *and* Rais are good students.
- He failed *not only* Chemistry *but also* Physics.

3. Conjunctive adverbs

Conjunctive adverbs are also used to connect basic sentence patterns and make compound sentence. The conjunctive adverbs are grammatically a part of the sentences they introduce and could be moved to an internal position in the sentence. The main conjunctive adverbs are: *however, furthermore, accordingly, therefore, hence, consequently, otherwise, also (internal only), like wise, moreover, then, meanwhile, nevertheless, besides, and thus.*

4. Transition expressions

Transition expressions are usually prepositional phrases used as adverbs. Some examples are: *in fact, as a result, on the contrary, in the meantime, on the other hand, at the same time.* Please study the use of these expressions in the following sentences.

- It is too late to finish the work; *in fact*, it is time to go home.
- He is not a stupid person; *on the contrary*, he is quite intelligent.
- They may go to the concert; *on the other hand*, they may decide to attend the lecture.
- Mahdi worked hard all year; *as a result*, he was promoted.
- He is going to Spain next year; *in the meantime*, he is studying Spanish.



EXERCISES

Exercise 1: Study the following sentences carefully. Then, please identify connectors used and mention the types of the connectors.

- 1) The young man is poor but honest.
- 2) Language and culture are related phenomena.
- 3) I do not write Spanish, nor do I speak it very well.
- 4) Either they will confess, or I will explain.
- 5) Not only is the boy dependable, but he is also trustworthy.
- 6) Mr. Said was invalid all his life; nevertheless, he had a career.

- 7) We must meet the deadline; hence, a decision is needed now.
- 8) I live too far away to visit you often; besides, you are never home.
- 9) They may go to the concert; on the other hand, they may decide to attend the lecture.
- 10) Budiman is going to Spain next year; in the meantime, he is studying Spanish.

Exercise 2: Combine the following pairs of sentences with conjunctive adverbs. Please be sure to use correct punctuation as well.

- 1) Harrison is intelligent. He is well educated. (addition).
- 2) I did a rough outline. I wrote the report. (time sequence).
- 3) They never answer my letters. I don't like to write to them anymore. (cause, result).
- 4) They must leave a little earlier. They will miss the train. (alternative).
- 5) Mr. Sabri has little money. He enjoys his life. (contrast).
- 6) The weather report said it would rain. I prepared a raincoat and boots. (cause, result).
- 7) My neighbours are nosy. They are gossips. (addition).

Exercise 3: Please combine the following pairs of sentences with transition expressions.

- 1) The situation is quite serious. It is a crisis.
- 2) Mr. Sabri will have an operation next month. He is taking medication.
- 3) Earthworms do not damage the soil. They improve it.
- 4) Large numbers of buffalo have been killed by hunters. They are almost extinct.
- 5) Too little sleep can impair your health. Too much sleep is a symptom of a disorder.

B. SUBORDINATION

So far you have learned the coordinative construction of sentence (coordination). A good writer should use compound sentences (coordination) to express related thoughts which are more or less equal, and he or she should also use complex sentences (subordination) to express unequal ideas. In

general, however, the use of coordination is considered a more nature, interesting, and effective writing style.

A subordination or complex sentence contains one independent clause and one (or more) dependent clause. In a complex sentence, one idea is generally more important than the other one. The more important idea is placed in the independent clause, and the less important idea is placed in the dependent clause. There are three kinds of dependent clauses used in complex sentences; adverbial clause, adjective clause, and noun clause.

1. Adverbial clauses

An adverbial clause is a dependent clause used as an adverb. It, therefore, can modify a verb, an adjective, a verbal, another adverb, or a sentence. The followings are examples of adverbial clauses arranged according to the meaning of the subordinate conjunction.

(1) *Time*: when, whenever, while, since, after, before, until, as.

- Abraham Lincoln maintained great interest in legal studies *when he was president*.
- He read law books whenever he had the chance.
- He even read *while/as he conducted cabinet meetings*.
- He had wanted to be a lawyer *since he was a young boy*.
- He worked as a lawyer *after he finished his education*.
- He was a member of the legislature of his state *before he became president*.
- He maintained his interest in law *until he was assassinated*.
- We will better appreciate Lincoln the lawyer *when we study his legal opinions*.

(2) *Place*: where, wherever

- I have always lived *where I was born*.
- We will meet *wherever the committee decides*.

(3) *Manner*: as, as if

- I will do *as I have been instructed*.
- He acted *as if he owned the place*.

- (4) *Comparison*: as, than
- I don't swim as well *as he does*.
 - However, I swim better *than she does*.
- (5) *Reason, cause, purpose*: as, because, so that, in order that, for fear that, since
- *As/Since you have already studied that chapter*, it will not be necessary to read it again.
 - It will not be necessary to study that chapter *because you have already read it*.
 - The instructions are to read that chapter *so that we will be prepared to take the examination*.
 - I read that chapter *in order that I might be prepared to take the examination*.
 - I read that chapter several times *for fear that I might not be prepared for the examination*.
- (6) *Result*: so...that, such ...that/...such that
- The book was so interesting that I read it in one evening.
 - It was such an interesting book that I read it in one evening.
 - His skill was such that he solved the problem very rapidly.
- (7) *Condition*: if, whether, unless, provided (that), on the condition that, as/so long as, supposing (that).
- He will sign the contract *if it is satisfactory*.
 - He will sign the contract *whether it is satisfactory or not*.
 - He will not sign the contract *unless it is satisfactory*.
 - He will consider it, *provided that all his conditions are met*.
 - He will sign the contract on condition that he be allowed to consult his father.
 - *He will sign the contract* as long as his father has no objections.
 - *Supposing he signs the contract*, will it take effect immediately?
- (8) *Contrast, concession*: although, though, even though, no matter if, while, even if, wherever, whenever, as much as, whereas.
- *Although I had a slight handicap*, I was an ambitious student.

- My grades were always excellent, *even though I was often absent*.
- I wanted to excel in everything, *no matter if it cost me extra effort*.
- *While I met many friends in the class*, I had to learn on my own.
- I always passed all the tests, even if I needed more time than the others.
- *Wherever I sat in class*, my teacher always made sure I could hear.
- *Whenever I spoke*, they always listened patiently.
- *Whatever I may achieve*, my fellow students and teachers deserve a lot of credit.
- *As much as I needed special attention*, people were always helpful.
- *Whereas a handicap can be an obstacle*, to me it was a reason for trying harder.

2. Adjective clauses

An adjective clause is a dependent clause used as an adjective. It modifies a noun or a pronoun. These clauses are introduced by two different kinds of words which always occur just after the noun that the clause modifies.

Adjective clauses are usually introduced by relative pronouns *who*, *whom*, *whose*, *which*, and *that*. These pronouns function in noun positions in the clauses they introduce.

Krakatau, *which* is a volcano on an Indonesian island, exploded.

People *who* lived 3,520 kilometers away heard the noise.

The thousands *whom* the tidal wave killed lived on the island of Java.

Notice that in the first of the preceding two sentences, the relative pronouns (relative because they relate to the nouns they modify) function as the subjects of the clauses they introduce. In the other sentence, the relative pronoun is the direct object of the verb in the clause it introduces.

Adjective clauses may also be introduced by the subordinate conjunctions *when*, *where*, and *why*.

People still speak of the day *when* the explosion occurred.

The ocean covered the place *where* the volcano had been.

Only scientists can explain the reason *why* this disaster happened.

3. Noun clauses

A noun clause is a subordinate clause used as a noun. It functions as a noun in the sentence.

He noticed *her nervousness*. (noun)

He noticed *that she was nervous*. (noun clause)

The noun clauses may be introduced by subordinate conjunctions or relative pronouns. Since the noun clause may be used in the same way in which a noun is used, it can occur anywhere in the sentence that a noun can occur.

a. Position of the Noun Clause

Subject of the sentence:

His destination is a secret.

Where he is going is a secret.

Indirect object:

The club will give *the winner* a prize.

The club will give *whoever wins* a prize.

Direct object:

I know *his name*.

I know *what his name* is.

Subjective complement:

This is *my opinion*.

This is *what I think*.

Objective complement:

She will name him *John*.

She will name him *whatever she wants to*.

Object of a preposition:

She worried about *his health*.

She worried about *how ill he was*.

Appositive:

One problem, *his incompetence*, will be hard to deal with.

One problem, *that he is incompetent*, will be hard to deal with.

Object of a participle:

Remembering *her remark*, I was careful to be on time.

Remembering *what she said*, I was careful to be on time.

Object of an infinitive:

John asked her to read *the manuscript*.

John asked her to read *what he had written*.

Object of a gerund:

Knowing *English* is very useful to him.

Knowing *that he is here* is a comfort to me

b. Subordinators in the Noun Clause

Subordinators which introduce noun clauses can be either relative pronouns or subordinate conjunctions. When a pronoun is used as a subordinator, it takes one of the noun positions in the clause it introduces, or it acts as a determiner before one of the nouns in the clause.

We know <i>who</i> wrote the letter.	(subject)
<i>who(m)</i> you say.	(direct object)
<i>whose</i> work was best.	(determiner)
of <i>whom</i> he was speaking.	(object of preposition)
<i>which</i> way they went.	(determiner)
<i>what</i> time it was.	(determiner)
<i>what</i> they needed.	(direct object)
<i>what</i> happened.	(subject)
They will welcome <i>whoever</i> is there.	(subject)
Give them <i>whatever</i> they need.	(direct object)

When a conjunction acts as a subordinator, it may have an adverbial function within the clause it introduces. That is to say, when a subordinate conjunction turns a sentence into a noun clause, the conjunction often replaces an adverbial.

His house is *on Main Street*.
 I know where *his house is*.
 Did they say *where* she went?
 We understand *why* she is tired and hungry.
 I remember *when* he was very young.
 I can tell you *how* he disliked inactivity.
 Do you know *how* industrious he is.

In order to have effective sentences, you have to be able to write in coordination and in subordination unless your sentences are boring and confusing. The use of various kinds of sentences may lead you to have effective writing. Of course, the various kinds of sentences must be logical, clear, concise, and communicative; the effective sentences.

Exercise 4: Combine the following sentences, using adverbial clauses. Remember to punctuate correctly.

- 1) Elephants need to drink. They use their trunks.
- 2) Their trunks are very strong. They can pick up huge weights.
- 3) They use their trunks. They want to pick up a peanut.
- 4) Their tusks are useful for them. They are dangerous to others.
- 5) They can pierce more quickly. We can imagine..
- 6) What would George Washington say? He saw TV.
- 7) Communication was very slow. The electronic media were invented.
- 8) Now you sit in your living room. You see events taking place thousands of miles away.
- 9) The world seems smaller. Airplanes, radio, and television link us with people far away.
- 10) These things have been invented. Life is richer for many.

Exercise 5: Combine the following pairs of sentences into a paragraph using adjective clauses. Punctuate carefully.

The telegraph was an invention. It certainly aided progress.

The telegraph was an invention which certainly aided progress.

1. Samuel Morse is the person. He is credited with that invention.
2. The cable followed. It linked North America and Europe.
3. In time there came another invention. We all enjoy it.

4. The wireless came into being. It is another name for radio.
5. Marconi will be known to history as the inventor of wireless telegraphy. He did much to make radio workable.
6. There were others. They had experimented before him.
7. However, it is Marconi. The credit goes to him.
8. The disappointments seemed endless. He had them.
9. Finally, success arrived in 1908. It was well deserved.
10. By 1908 wireless news dispatches passed regularly between North America and Europe. They were in code.

Exercise 6: Combine each of the following pairs of sentences to form one sentence containing a noun clause.

1. Poetry is difficult for some readers. It is a fact.
2. They forget it. Poetry is natural for children.
3. Most poetry must be read slowly. This is true.
4. One reason is this. A few words suggest big ideas.
5. Words are placed in unusual order. That is another reason.
6. This fact is obvious. Poets use words figuratively.
7. Who has an imagination? Poets give world pictures (whoever)
8. One must think about this. What do the words suggest?
9. Does poetry give rewards? Who reads it? (whoever)
10. We know this. It contains many of life's noblest thoughts.

C. PARALLELISM

Now we talk about parallelism. In order to make the ideas in your sentences clear and understandable, words, phrases, and clauses should have parallelism—that is, the sentence structures should be grammatically balanced. Parallel construction is the repetition of grammatical patterns within a sentence or a series of sentences. By using grammatical forms to express equal ideas, your sentences will flow smoothly, and your writing style will improve.

Use similar grammatical structures to balance your writing. If the first structure is a noun, make all of the others nouns; if it is an infinitive verb phrase, make all of the others infinitive verb phrases; if it is a dependent clause, make all of the others dependent clauses.

Notice how the rule of parallelism is followed in the second set of sentences below. The first sentences are structurally unbalanced. The second sentences are correctly balanced: nouns with nouns, phrases with phrases, and clauses with clauses.

- Incorrect : A student needs textbooks, notebooks, and he needs pens.
 Correct : A student needs textbooks, notebooks, and pens.
- Incorrect : A student who does well in exams attends class, reads the textbooks, and he reviews the notes.
 Correct : A student who does well in exams attends class, reads the textbooks, and reviews the notes.
- Incorrect : The student wanted to know what the calculus problems were and the due date.
 Correct : The student wanted to know what the assigned calculus problems were and when the due date was.

All of the words in the first parallel structure do not have to be repeated in the second. You may repeat all or some of the words, depending upon what you wish to emphasize.

- Before you write a paper or (before) (you) take a test, you must organize your thoughts.
 'Before' and/or 'you' may be deleted from the second parallel structure.
- Before you write a paper or take a test, you must organize your thoughts.

1. Conjunctions—And, Or, But

Words, phrases, and clauses that are joined by *and*, *or* and *but* are written in parallel form. Notice the parallel structures joined by conjunctions in the following sentences.

- The Federal Air Pollution Control Administration regulates automobile exhausts, *and* the Federal Aviation Administration makes similar regulations for aircraft.
- The states regulate the noise created by motor vehicles *but* not yet by commercial aircraft.
- Pesticides must be removed from the market if they present an adverse effect on man or *on* the environment.

2. Correlative conjunctions

Use parallel forms with the correlative conjunctions *both...and*, *either...or*, *neither...nor*, and *not only ...but also*.

Correlative conjunctions are placed directly before the elements they join in the sentence. Notice the parallel structure in these clauses joined by correlative conjunctions:

- Congress has provided the means for *both regulating pesticides and ordering* their removal if dangerous.
- Air pollutants may come *either from* the ocean as natural contaminants given off by sea life *or from* the internal combustion engines of automobiles.
- If *neither industry nor* the *public* works toward reducing pollution problems, future generations will suffer.
- Many people are *neither concerned* about pollutants *nor worried* about their future impact.
- At the present time, air pollution is controlled through laws passed *not only to reduce* the pollutants at their sources *but also to set up* acceptable standards or air quality.

These are the main points you should have learned about parallelism: 1) words, phrases, or conjunctions that are joined by coordinating conjunctions and correlative conjunctions must be written in parallel form, 2) If the first structure is a noun, make all others nouns; if it is a prepositional phrase, make all the others prepositional phrases; if it is a dependent clause, make all the others dependent clauses, 3) All of words in the first structure do not have to be repeated in the second, and 4) Parallelism in paragraph means using the same grammatical structures in several sentences to establish coherence.

Exercise 7: Grammatical elements in the following sentences are written in parallel form. Underline the words that are parallel.

Example: The ideal conditions for skiing are *sunshine*, *powdery snow*, and *uncrowded slopes*.

1. The XYZ Corporation manufactures copiers, duplicators, and self-correcting typewriters.
2. The corporation gathers, edits, and synthesizes information.
3. The new personal computer is the most important, useful, and exciting electronic product of today.
4. The latest self-correcting typewriter works easily, speedily, and noiselessly.
5. The company's buyers sat in the conference room with the sales representative, both listening and talking.
6. If you want to learn a foreign language well, you should try to think in the language and to speak as much as possible.
7. You must spend your time studying the vocabulary, listening to native speakers, and practicing new sentence structures.
8. You can learn a foreign language in the classroom, at home, or in the foreign country where the language is spoken.
9. If the supply of oil drops and if the demand increases, alternative fuels will have to be found.
10. At an international seminar, participating countries discussed who the major producers of oil were and how much they would export.
11. It is a popular misconception that oil is found in vast underground pools and that it needs only to be pumped out.
12. Americans are facing a fuel crisis, but according to statistics, they are driving their cars more often.
13. Before the energy crisis began and before the government emphasized the need to save natural resources, Americans did not realize the seriousness of the situation.

Exercise 8: Rewrite the following sentences in parallel form.

Example: Attending the symphony or to go to the theater is what I enjoy the most.

Attending the symphony or going to the theater is what I enjoy the most.

- 1) Credit cards are accepted by department stores, airlines, and they can be used in some gas stations.
- 2) You do not need to risk carrying cash or to risk to pass up a sale.
- 3) With credit cards you can either pay your bill with one check, or you can stretch out your payments.
- 4) You can charge both at the restaurant and when you stay at hotels.
- 5) Many people carry not only credit cards but also they carry cash.
- 6) Many people want neither to read a product's warrant nor sending it into a company.
- 7) Many warranties give comprehensive coverage, but some give coverage that is limited.
- 8) Getting a defective product fixed or to have it replaced is what a comprehensive warranty guarantees.

*Key to Exercises***Exercise 1:**

- 1) but (coordinating conjunction)
- 2) and (coordinating conjunction)
- 3) nor (coordinating conjunction)
- 4) Either ... or (correlative conjunction)
- 5) Not only ... but also (correlative conjunction)
- 6) nevertheless (conjunctive adverb)
- 7) hence (conjunctive adverb)
- 8) besides (conjunctive adverb)
- 9) on the other hand (transition expression)
- 10) in the meantime (transition expression)

Exercise 2:

1. Harrison is intelligent; besides, he is well educated.
2. I did a rough outline; then, I wrote the report.
3. They never answer my letters; consequently, I don't like to write to them anymore.
4. They must leave a little earlier; otherwise, they will miss the train.
5. Mr. Sabri has little money; however, he enjoys his life.
6. The weather report said it would rain; therefore, I prepared a raincoat and boots.
7. My neighbors are noisy; moreover, they like gossiping.

Exercise 3:

1. The situation is quite serious; in fact, it is a crisis.
2. Mr. Sabri will have an operation next month; in the meantime, he is taking medication.
3. Earthworms do not damage the soil; on the contrary, they improve it.
4. Large numbers of buffalo have been killed by hunters; as a result, they are almost extinct.
5. Too little sleep can impair your health; on the other hand, too much sleep is a symptom of a disorder.

Exercise 4:

1. When elephants need to drink, they use their trunks.
2. Because their trunks are very strong, they can pick up huge weights.
3. They use their trunks when they want to pick up a peanut.
4. Although their tusks are useful for them, they are dangerous to others.
5. They can pierce more quickly than we can imagine.
6. What would George Washington say if he saw TV?
7. Communication was very slow before the electronic media were invented.
8. Now you sit in your living room where you see events taking place thousands of miles away.
9. The world seems smaller because airplanes, radio, and television link us with people far away.
10. After these things have been invented, life is richer for many.

Exercise 5:

The telegraph was an invention which certainly aided progress. Samuel Morse is the person who is credited with that invention. The cable which linked North America and Europe followed. In time there came another invention which we all enjoy it. The wireless which is another name for radio came into being. Marconi who did much to make radio workable will be known to history as the inventor of wireless telegraphy. There were others who had experimented before him. However, it is Marconi whom the credit goes to. The disappointments that he had seemed endless. Finally, success was well deserved arrived in 1908. By 1908 wireless news dispatches passed which were in code passed regularly between North America and Europe.

Exercise 6:

1. It is a fact that poetry is difficult for some readers.
2. They forget it that poetry is natural for children.
3. This is true that most poetry must be read slowly.
4. One reason is that a few words suggest big ideas.
5. Another reason is that words are placed in unusual order.
6. It is obvious that poets use words figuratively.
7. Whoever has an imagination gives world pictures.
8. One must think about what the words suggest.
9. Does poetry give rewards to whoever reads it?
10. We know that it contains many of life's noblest thoughts.

Exercise 7:

1. The XYZ Corporation manufactures copiers, duplicators, and self-correcting typewriters.
2. The corporation gathers, edits, and synthesizes information.
3. The new personal computer is the most important, useful, and exciting electronic product of today.
4. The latest self-correcting typewriter works easily, speedily, and noiselessly.
5. The company's buyers sat in the conference room with the sales representative, both listening and talking.

6. If you want to learn a foreign language well, you should try to think in the language and to speak as much as possible.
7. You must spend your time studying the vocabulary, listening to native speakers, and practicing new sentence structures.
8. You can learn a foreign language in the classroom, at home, or in the foreign country where the language is spoken.
9. If the supply of oil drops and if the demand increases, alternative fuels will have to be found.
10. At an international seminar, participating countries discussed who the major producers of oil were and how much they would export.
11. It is a popular misconception that oil is found in vast underground pools and that it needs only to be pumped out.
12. Americans are facing a fuel crisis, but according to statistics, they are driving their cars more often.
13. Before the energy crisis began and before the government emphasized the need to save natural resources, Americans did not realize the seriousness of the situation.

Exercise 8:

1. Credit cards are accepted by department stores, airlines, and some gas stations.
2. You do not need to risk carrying cash or risking to pass up a sale.
3. With credit cards you can either pay your bill with one check, or stretch out your payments.
4. You can charge both at the restaurant and at hotels.
5. Many people carry not only credit cards but also cash.
6. Many people want neither to read a product's warrant nor to send it into a company.
7. Many warranties give comprehensive coverage, but some give limited one.
8. Getting a defective product fixed or having it replaced is what a comprehensive warranty guarantees.



SUMMARY

An effective sentence means a clear, coherent sentence that produces precisely the reader's response you want. An effective sentence consistently clarifies the purpose of writing. In order to construct effective sentences, basically, we should know kinds of sentences, coordination, subordination, and parallelism.

A compound sentence is two or more independent clauses joined together; each clause is of equal importance and could stand alone. It is the coordination. A complex sentence contains one independent clause and one (or more) dependent clause. It is the subordination. In order to make the ideas in your sentences clear and understandable, words, phrases, and clauses should have parallelism—that is, the sentence structures should be grammatically balanced. Parallelism is a paragraph means using the same grammatical structures in several sentences to establish coherence.



FORMATIVE TEST 1

Part One

Direction: Combine the following sentences using the conjunctions given. Study the example given firstly before you do the test.

Example:

- (but) Bees are not normally dangerous insects. Some caused considerable damage in South America.
 Bees are not normally dangerous insects, but some caused considerable damage in South America.

- (but) A beekeeper brought twenty ferocious African queen bees to South America. He made a terrible mistake.
- (and) He thought they would mix with his tame bees. A better breed would be produced.
- (either...or) They killed the tame bees. Their interbreeding produced only killer bees.
- (neither...nor) The bees could be handled safely. Their honey could be harvested.
- (for) They ran wild and increased in number. They were dangerous to control.

6. (not only...but also) These bees invaded the cities. They stung anything they could find when attempts were made to kill them.
7. (both...and, so, or) Animals were killed by them. People were killed by them. They all had to be destroyed somehow. The cities would not be safe.
8. (for) The price of honey rose 400%. It was difficult to extract.
9. (but) Entomologists were faced with a serious problem. They tried to find the means of solving it.
10. (not only...but also) They tried biological experiments. They used agricultural and environmental efforts.

Part Two

Direction: Let's see the following paragraph. It is made up of simple sentences. Please make it more interesting by combining sentences. You will probably use both coordination and subordination. In other words, your rewritten paragraph will have both compound and complex sentences.

I live on a ranch. There is plenty of room and fresh air. Everybody in the city suffers in the summer. We enjoy cool breezes. People in the city rush busily from place to place. We have a less complicated life. We are busy. Our schedule is more flexible. We have less noise and confusion. We live closer to trees and water and all kinds of animal life. We live closer to the earth. We are sometimes a little lonely. This is true.

Part Three

Direction: Study the following paragraph. Then, identify what is the parallelism used by the writer to keep the paragraph flowing smoothly from one idea to the next.

The weather of Texas offers something for everyone. If you are the kind who likes to see snow drifting onto mountain peaks, a visit to the Big Bend area will satisfy your eye. If, on the other hand, you demand a bright sun to bake your skin a golden brown, stop in the southern part of the state. And for hardier souls, who ask from nature a show of force, the skies of the Panhandle regularly release ferocious springtime tornadoes. Finally, if you are the fickle type, by all means come to central Texas, where the sun at any time may shine unashamed throughout the most torrential rainstorm.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

Conciseness Versus Wordiness

Another aspect of writing that you have to know in order to come to effective sentences is conciseness versus wordiness. Effective sentences have conciseness and avoid wordiness. Wordiness means the tendency to use more words than necessary. Before we come to the discussion of developing conciseness and avoiding wordiness it is better for us to know some common sentence problems found in writing.

A. SENTENCE PROBLEMS

A good writer keeps effective and communicative sentences in his/her writing. You are expected then to recognize some common errors in sentence structure and to correct them.

1. Sentence Fragments

Sentence fragments are incomplete sentences or parts of sentences. Remember that a complete sentence must contain at least one main or independent clause. Study the following four examples of sentence fragments and the suggested methods for correcting them.

a. *Because some students have part-time jobs in addition to going to school.*

Problem : This is a subordinate clause.

Solution : Attach it to an independent clause.

Complete sentence: *Because some students have part-time jobs in addition to full-time classwork, they have very little free time.*

b. *For example, the increase in the cost of renting an apartment.*

Problem : No main verb.

Solution : Rewrite the sentence so that it has a subject and a verb.

Complete sentence: *For example, the cost of renting an apartment has increased.*

c. *Having no money and being lonely in the big city.*

Problem : This is a participial phrase. It has no subject or verb.

Solution : (a) Rewrite the phrase to include a subject and a verb.

(b) Attach the phrase to an independent clause.

Complete sentences: (a) *She had no money and was lonely in the big city.*

(b) *Having no money and being lonely in the big city, the woman committed suicide.*

d. *Many people who get married before they are mature enough.*

Problem : This is a noun followed by a dependent (adjective) clause.

Solution : Rewrite the clause by eliminating the adjective clause aspect.

Complete sentence: *Many people get married before they are mature enough.*

Always check your own writing for sentence fragments! Pay particular attention to your sentences beginning with subordinating conjunctions (although, since, because, if, before, etc.). These are **DANGEROUS WORDS!** Make sure that every subordinate clause beginning with these words is attached to an independent clause.

2. Chippy Sentences

Chippy sentences are sentences that are too short. They are the result of using too many simple sentences, like those that follow. Although simple sentences are quite effective sometimes, overuse of them is considered poor style in academic writing.

Chippy : We must find new sources of energy. The earth's natural sources of energy are dwindling. Solar energy is a promising new source of energy. Solar energy is energy from the sun's radiation.

Chippy : Government and industry are spending huge sums of money to develop solar energy. Research scientists are working hard to develop economical means of converting the sun's rays into usable energy.

Choppy sentences are easy to correct. Just combine two or three simple sentences to make one compound or complex sentence. Your decision to make a compound or a complex sentence should be based on whether the ideas in the simple sentences are equal or whether one sentence is dependent on the other.

1. If the simple sentences are equal, make a compound sentence, using a coordinating conjunction (*and, or, but, so, yet, nor, for*) or a conjunctive adverb (*moreover, otherwise, however, therefore, etc.*)
2. If one sentence depends on the other, make a complex sentence, using a subordinating conjunction (*who, which, when, although, because, since, if, etc.*).

Compound : Government and industry are spending huge sums of money to develop solar energy, and research scientists are working hard to develop economical means of converting the sun's rays into usable energy.

Complex : We must find new sources of energy because the earth's natural sources of energy are dwindling. Solar energy, which is energy from the sun's radiation, is a promising new source of energy.

Examine your own writing carefully. Do you use too many simple sentences? If you do, practice combining them.

3. Run-On sentences and Comma Splices

A run-on sentence is a sentence in which two or more independent clauses are written one after another with no punctuation. A similar error happens when two independent clauses are incorrectly joined by a comma without a coordinating conjunction. This kind of error is also called a comma splice.

Run-on : Getting married is easy staying married is a different matter.

Comma splice : San Francisco is a very cosmopolitan city, there are people from many cultures and ethnic groups living there.

A comma alone cannot join two independent clauses.

A run-on/comma splice sentence can be corrected by adding:

- a. a period:
Getting married is easy. Staying married is a different matter.
- b. a semicolon:
Getting married is easy; staying married is a different matter.
- c. a coordinating conjunction:
Getting married is easy; but staying married is a different matter.
- d. a subordinating conjunction:
Although getting married is easy, staying married is a different matter.

4. Stringy Sentences

Another type of problem that students sometimes create is the stringy sentence. This is a sentence with too many clauses usually connected with *and*, *but*, *so*, and *because*, forming one very long sentence. The result is a sentence that seems endless.

Stringy sentence: My roommate, Bill, goes to college and from the beginning of this semester until last week, he hadn't studied at all and the reason was because he had no exams during that period. But the day before yesterday, I was astonished because I saw him studying and later on, he told me he had studied all day-long and the reason was because he was going to have an exam the next day and he wanted to get a good grade in the exam so he decided to study.

There are several ways to correct a stringy sentence:

- Stringy sentence : Many students attend classes all morning, and they work all afternoon and then they have to study at night so they are usually exhausted by the weekend.
- Divide : Many students attend classes all morning and work all afternoon. Then, they have to study at night. As a result, they are usually exhausted by the weekend.
- Subordinate : Many students, after they attend classes all morning, also work all afternoon. Because they also have to

study at night, they are usually exhausted by the weekend.

Subordinate and combine:

Many students, who attend classes all morning, work all afternoon, and study all night, are usually exhausted by the weekend.

Participial phrases:

After attending classes all morning, working all afternoon, and studying at night, many students are exhausted by the weekend.



EXERCISES

- 1. The desire of all mankind to live in peace and freedom, for example.
- 2. Second, the fact that men are physically stronger than women.
- 3. The best movie that I saw last year.
- 4. Born on the Fourth of July was the best movie that I saw last year.
- 5. For example, many students have part-time jobs.
- 6. Although people want to believe that all men are created equal.
- 7. Finding a suitable marriage partner is a challenging task.
- 8. Many of my friends who didn't have the opportunity to go to college.
- 9. Working during the morning and attending classes during the afternoon.
- 10. Because I don't feel that grades in college have any value.
- 11. The nuclear accident that occurred in Russia in 1986, the worst nuclear accident in history.
- 12. The first hint of the tragedy came two days after the accident occurred.
- 13. When radiation monitors in Sweden indicated an increase in radiation levels over Scandinavia.

- 14. Radiation escaping into the atmosphere, drifting west over countries, and causing crops and dairy products to become contaminated.
- 15. Opponents of nuclear power plants pointing to the Chernobyl disaster and the near disaster at a US plant in Pennsylvania.

Exercise 2: Improve the following choppy sentences by combining them to make either compound or complex sentences.

1. Gasoline is becoming expensive. Automobile manufacturers are producing smaller cars. Smaller cars use less gasoline.
2. The computer has undoubtedly benefited humanity. The computer has also created problems for humanity.
3. Government and private agencies have spent billions of dollars advertising the dangers of smoking. The number of smokers is still increasing.
4. Some students go to a vocational school to learn a trade. Some students go to college to get a degree.
5. The grading system at our college should be abolished. The students don't like getting grades. The instructors don't enjoy giving grades.

Exercise 3: Correct the following run-on/comma splice sentences using the method indicated.

1. A foreign student faces many problems, for example, he has to cope with a new culture.
a. (Add a period.) b. (Add semicolon.)
2. San Francisco is a very cosmopolitan city, there are people from many cultures and ethnic groups living there.
a. (Add period.) b. (Add a semicolon.)
c. (add a subordinating conjunction.) d. (Add a coordinating conjunction.)
3. Learning a new language is like learning to swim it takes a lot of practice.
(Add a coordinating conjunction.)
4. Ask for assistance at the reference desk in the library, there is always a librarian on duty.

(Add a semicolon.)

5. Hang-gliding is a dangerous sport you can easily break your leg.

(Add a subordinating conjunction)

Exercise 4: Improve these stringy sentences. Use any method or combination of methods.

1. He enrolled in an advanced calculus class, but he found it too difficult, so he dropped it.
2. The tidal wave ruined the crops, and it destroyed several villages, and it caused many deaths, so it was a real disaster.
3. The analysts worked many hours on the computer program, but they couldn't find the cause of the problem, so they finally gave up, and they went home.
4. Junk food is bad for your health, and it also contains no vitamins, and damages your stomach, so people shouldn't eat it.
5. The lack of rainfall has caused a severe water shortage, so people have to conserve water every day, and they also have to think of new ways to reuse water.

B. DEVELOP CONCISENESS AND AVOID WORDINESS

Almost all writing suffers wordiness – the tendency to use more words than necessary. When useless words weigh down your prose, the meaning is often lost, confused, or hidden. Flabby prose calls for a reducing plan; put those obese sentences on a diet by cutting out unnecessary words, just as you avoid fatty foods to keep yourself trim. Mushy prose is ponderous and boring; crisp, to-the-point writing, on the other hand, is both accessible and pleasing. Beware, however, a temptation to overdiet; you don't want your prose to become so thin or brief that your meaning disappears completely. Therefore, cut out only the unessential words and phrases.

Wordy prose is frequently the result of using one or more of the following: 1) deadword constructions, 2) redundancies, 3) pretentiousness.

1. Avoid Deadword Constructions

Always try to cut empty “deadword” from your sentences. Having a clear, concise style does not mean limiting your writing to choppy, childish Dick-and-Jane sentences; it only means that all unnecessary words, phrases, and clauses should be deleted. Below are some sentences containing common deadword constructions and ways they may be pruned:

- Poor : *The reason why* the painter wasn't happy despite his first-prize award was because the judges had hung his painting upside down.
- Better : The painter was unhappy despite his first-prize award because the judges had hung his painting upside down.
- Poor : The land settlement *was an example where* the Indians did not receive fair treatment.
- Better : The land settlement was unfair to the Indians.
- Poor : *Because of the fact that* his surfboard business failed after only a month, my brother decided to leave Minnesota.
- Better : Because his surfboard business failed after only a month, my brother decided to leave Minnesota.

Other notorious deadword constructions include:

- | | |
|--------------------------------|---|
| regardless of the fact that | (use 'although') |
| due to the fact that | (use 'because') |
| the reason is that | (omit) |
| as to whether or not to | (omit 'as to' and 'or not') |
| at this point in time | (use 'now' or 'today') |
| it is believed that | (use a specific subject and 'believes') |
| concerning the matter of | (use 'about') |
| by means of | (use 'by') |
| these are the kinds of ...that | (use 'these' plus a specific subject) |

Watch a tendency to tack on empty ‘fillers’ that stretch one word into an awkward phrase:

- Wordy : Each candidate should be evaluated *on an individual basis*.
- Concise : Each candidate should be evaluated *individually*.
- Wordy : Television does not portray violence *in a realistic fashion*.
- Concise : Television does not portray violence *realistically*.
- Wordy : The New York blackout produced a *crisis-type situation*.

Concise : The New York blackout produced a *crisis*.

To retain your reader's interest and improve the flow of your prose, trim all the fat from your sentences.

'There are,' 'It is.' These introductory phrases are often space wasters. When possible, omit them or replace them with specific subjects, as shown in the following:

- Wordy : *There are* thirty thousand students attending this university.
 Revised : Thirty thousand students attend this university.
 Wordy : *There is* a good reason why I do not eat liver.
 Revised : I do not eat liver for a good reason.
 Wordy : It is impossible for some people to learn to relax.
 Revised : Some people never learn to relax.

'Who' and 'which' clauses. Some 'who' and 'which' clauses are unnecessary and may be turned into modifiers placed before the noun:

- Wordy : The getaway car, *which was* stolen, turned the corner.
 Revised : The stolen getaway car turned the corner.
 Wordy : The chief, *who was* depressed, ordered his noisy lobsters to simmer down.
 Revised : The depressed chef ordered his noisy lobsters to simmer down.

When adjective clauses are necessary, the words 'who' and 'which' may sometimes be omitted:

- Wordy : Tinsel Tony, who was a big-time wrestler, challenged every grandmother in the arena.
 Revised : Tinsel Tony, a big-time wrestler, challenged every grandmother in the arena.

'To be.' 'Most to be's are inessential and ought not to be. Delete them every time you can.

- Wordy : She seems *to be* angry.
 Revised : She seems angry.

- Wordy : The freeze-dried facelift proved *to be* unsuccessful.
 Revised : The freeze-dried facelift proved unsuccessful.
 Wordy : The new mayor wanted his archenemy, the local movie critic, *to be* arrested.
 Revised : The new mayor wanted his archenemy, the local movie critic, arrested.

'Of' and infinitive phrases. Many 'of' and infinitive ('to' plus verb) phrases may be omitted or revised by using possessives, adjectives, and verbs, as shown below:

- Wordy : At the *time of registration* students are required to make payment *of their library fees*.
 Revised : At registration students must pay their library fees.
 Wordy : The producer fired the mother *of the director of the movie*.
 Revised : The producer fired the movie director's mother.

2. Avoid Redundancy

Many flabby sentences contain redundancies (words that repeat the same idea or whose meanings overlap). Consider the following examples:

In this day and time, people expect to live at least seventy years. ('Day' and 'time' present a similar idea.)

He repeated the winning bingo number over again. ('Repeated' means 'to say again', so there is no need for 'over again'.)

The group consensus was that the pizza crust tasted like cardboard. ('Consensus' means 'general agreement', so it's unnecessary to add 'group'.)

Some other common redundancies include:

reverted <i>back</i>	reflected <i>back</i>	retreated <i>back</i>
fell <i>down</i>	climb <i>up</i>	a <i>true</i> fact
<i>new</i> innovation	red <i>in color</i>	burned <i>down up</i>
<i>pair of twins/two</i> twins	<i>resulting</i> effect	<i>final</i> outcome

3. Carefully Consider Your Passive Verbs

When the subject of the sentence performs the action, the verb is active; when the subject of the sentence is acted upon, the verb is passive. You can often recognize sentences with passive verbs because they contain the word *by*, telling who performed the action.

Passive : The Indians *were considered* uncivilized by the early settlers.

Active : The early settlers *considered* the Indians uncivilized.

Passive : The wedding date *was announced* by the young couple.

Active : The young couple *announced* their wedding date

In addition to being wordy and weak, passive sentences often disguise the performer of the action in question. You might have heard a politician, for example, say something similar to this: "It was decided this year to give all congressmen an increase in salary." The question of who decided to raise salaries remains foggy—perhaps purposefully so. But in your own prose, you should strive for clarity and directness; therefore, use active verbs as often as you can except when you wish to stress the person or thing that receives the action, as shown below:

The baby was born September 30, 1980.

The elderly man was struck by a drunk driver.

Authorities in some professional and technical fields still prefer the passive construction because they wish to put emphasis on the experiment or process rather than on the people performing the action. If the passive voice is preferred in your field, you should abide by that convention when you are writing reports or papers for your professional colleagues.

4. Avoid Pretentiousness

Another enemy of clear, concise prose is pretentiousness. Pompous, inflated language surrounds us, and because it often sounds learned or official, we may be tempted to use it when we want to impress others with our writing. But as George Orwell, author of *1984*, noted, an inflated style is like 'a cuttlefish squirting out ink.' If you want your prose easily understood, write as clearly and plainly as possible.

To illustrate how confusing pretentious writing can be, here is a copy of a government memo announcing a blackout order, issued in 1942 during World War II:

Such preparations shall be made as will completely obscure all Federal buildings and non-federal buildings occupied by the Federal government during an air raid for any period of time from visibility by reason of internal or external illumination.

President Franklin Roosevelt intervened and rewrote the order in plain English, clarifying its message and reducing the number of words by half:

Tell them that in buildings where they have to keep the work going to put something across the windows.

By translating the obscure original memo into easily understandable language, Roosevelt demonstrated that a natural prose style can get necessary information to the reader more quickly and efficiently than bureaucratic jargon.

Exercise 5: The sentences below are filled with deadword, redundancies, and passive constructions. Rewrite each one so that it is concise and direct.

1. In point of fact, the main reason he lost the editing job was primarily because of his careless and sloppy proofreading work.
2. It was revealed today that there are some professors in the Prehistoric History department who are incompetent.
3. My brother, who happens to be a loudmouth, can't drive to work this week due to the fact that he was in a wreck in his car at 2 A.M. Saturday morning.
4. In this modern world of today, we often criticize or disapprove of advertising that is thought to be damaging to women by representing them in an unfair way.
5. When the prosecution tried to introduce the old antique gun, this was objected to by the attorney defending the two twin brothers.
6. What the poet is trying to get across to the reader in the fourth stanza is her feeling of disgust with the telephone company.

7. We very often felt that although we expressed our deepest concerns to our boss, he often just sat there and gave us the real impression that he was taking what we said in a very serious manner although, in our opinion, he did not really and truly care about our concerns.
8. It is a true fact that certainly bears repeating over and over again that learning word processing can help you perform in a more efficient way at work and also can save you lots of time too.
9. Personally, I believe that there are too many people who go to eat out in restaurants who always feel they must continually assert their superior natures by acting in a rude, nasty fashion to the people who are employed to wait on their tables.
10. In order to enhance my opportunities for advancement in the workplace at this point in time, I arrived at the decision to seek the hand of my employer's daughter in the state of matrimony.

Key to Exercises

Exercise 1:

- FRAG: 1. The desire of all mankind to live in peace and freedom, for example makes them against the war.
- FRAG: 2. Second, the men are physically stronger than women.
- FRAG: 3. The best movie that I saw last year is played on TV.
- SENT: 4. Born on the Fourth of July was the best movie that I saw last year.
- FRAG: 5. Many students have part-time jobs.
- FRAG: 6. People want to believe that all men are created equal.
- SENT: 7. Finding a suitable marriage partner is a challenging task.
- FRAG: 8. Many of my friends didn't have the opportunity to go to college.
- FRAG: 9. Working during the morning and attending classes during the afternoon make me really exhausted.
- FRAG: 10. I don't feel that grades in college have any value.
- FRAG: 11. The nuclear accident that occurred in Russia in 1986 is the worst nuclear accident in history.
- SENT: 12. The first hint of the tragedy came two days after the accident occurred.

- FRAG: 13. Radiation monitors in Sweden indicated an increase in radiation levels over Scandinavia.
- FRAG: 14. Radiation escaping into the atmosphere drifted west over countries, and caused crops and dairy products to become contaminated.
- FRAG: 15. Opponents of nuclear power plants pointed to the Chernobyl disaster and the near disaster at a US plant in Pennsylvania.

Exercise 2:

- 1) Gasoline is becoming expensive, automobile manufacturers are producing smaller cars that use less gasoline.
- 2) The computer has undoubtedly benefited humanity; on the other hand, it has also created problems for humanity.
- 3) Government and private agencies have spent billions of dollars advertising the dangers of smoking; however, the number of smokers is still increasing.
- 4) Some students go to a vocational school to learn a trade, but some others go to college to get a degree.
- 5) The grading system at our college should be abolished, because the students don't like getting grades, and the instructors don't enjoy giving grades.

Exercise 3:

- 1) a. A foreign student faces many problems. For example, he has to cope with a new culture.
b. A foreign student faces many problems; for example, he has to cope with a new culture.
- 2) a. San Francisco is a very cosmopolitan city. There are people from many cultures and ethnic groups living there.
b. San Francisco is a very cosmopolitan city; there are people from many cultures and ethnic groups living there.
c. San Francisco is a very cosmopolitan city because there are people from many cultures and ethnic groups living there.
d. San Francisco is a very cosmopolitan city, for there are people from many cultures and ethnic groups living there.

- 3) Learning a new language is like learning to swim, so it takes a lot of practice.
- 4) Ask for assistance at the reference desk in the library; there is always a librarian on duty.
- 5) Hang-gliding is a dangerous sport since you can easily break your leg.

Exercise 4:

- 1) After he enrolled in an advanced calculus class, he found it too difficult. So, he dropped it.
- 2) The tidal wave ruined the crops, destroyed several villages, and caused many deaths. So it was a real disaster.
- 3) The analysts worked many hours on the computer program, but they couldn't find the cause of the problem. Therefore, they finally gave up and went home.
- 4) Junk food is bad for your health, contains no vitamins, and damages your stomach. So, people shouldn't eat it.
- 5) Because the lack of rainfall has caused a severe water shortage, people have to conserve water every day and think of new ways to reuse water.

Exercise 5:

- 1) In fact, he lost the editing job because of his careless proofreading work.
- 2) It was revealed today that there are some professors in the Prehistoric History department are incompetent.
- 3) My brother, loudmouth, can't drive to work this week because his car was in a wrecked at 2 a.m. Saturday morning.
- 4) In this modern world, we often criticize advertising that is thought to be damaging to women because it is representing them in an unfair way.
- 5) When the prosecution tried to introduce the old antique gun, the attorney defending the twin brothers objected.
- 6) The poet is trying to get across feeling of disgust with the telephone company.
- 7) We usually felt that our boss just sat there and gave us the real impression to care about our concerns.
- 8) It is a true that word processing can help you perform in more efficiently at work and save lots of time.

- 9) I believe that there are too many people who eat out feel they are superior than waiters.
- 10) To speed up the advancement in the workplace, I decided to marry my employer's daughter.



SUMMARY

Almost all writing suffers from wordiness – the tendency to use more words than necessary. Wordiness is frequently the result of using one or more of the following: 1) deadword construction, 2) redundancies, and 3) pretentiousness. If you can avoid wordiness, you might have conciseness. You have also to know the sentence problems and revise them. There are four major sentence structure problems:

1. A fragment is only a part of a sentence. You can fix it most easily by attaching it to an independent clause.
2. A run-on or comma splice sentence is two independent clauses written without punctuation. To fix it, separate the clauses with a period or semicolon.
3. Choppy sentences result from too many simple sentences in one paragraph. To fix this problem, join some of the sentences to make compound and complex sentences.
4. A stringy sentence results from too many clauses in one sentence. Divide the stringy sentence into two or three compound or complex sentences.

In other—shorter—words, to attract and hold your readers' attention, to communicate clearly and quickly, make your sentences as informative, straightforward, specific, and concise as possible. Good writing demands clarity and conciseness.


FORMATIVE TEST 2

Part One

Direction: the following sentences show faulty sentence structure. Identify the problem and write FRAG for fragment, RO for run-on, CS for comma splice, CHOPPY, or STRINGY in the space provided.

- 1. The United States counts its population every ten years, and each census reveals that the racial and ethnic mix is changing dramatically, so by the year 2050, the average American will not be descended from Europeans, but the majority of US residents will trace his or her ancestry to Africa, Asia, the Hispanic world, the Pacific Islands, or the Middle East.
- 2. Once America was a microcosm of European nationalities, today America is a microcosm of the world.
- 3. The United States, no longer considered a 'melting pot' society by many of its residents.
- 4. Many people prefer the term 'salad bowl'. They use this term to describe American society. American society will soon be predominantly non-white.
- 5. 'Melting pot' implies that the diverse ethnic groups blend together into one homogeneous mixture, 'salad bowl' implies that nationalities, like the ingredients in a mixed green salad, retain their cultural identities.
- 6. While earlier generations of immigrants believed they had to learn English quickly to survive.
- 7. Many Hispanics want to retain their Spanish heritage. They want their children to learn both English and Spanish at school. They are winning the right to bilingual education in many communities. In many communities they are in the majority.

Part Two

Direction: Underline the fragment in each item below. Then correct the fragment.

Example: Sam received all kinds of junk mail. *Then complained to the post office.*

Eventually, some of the mail stopped coming.

Then he complained to the post office.

1. Fascinated, Nina stared at the stranger. Who was standing in the doorway. She wondered if she could convince him they had met before.

2. Trees can survive on a steep mountain slope if they obey two rules. They must grow low to the ground. And bend with the wind.
3. While waiting in line at the supermarket. I look in people's baskets. Their food choices give me hints about their personalities.
4. I saw spectacular twin rainbows through the kitchen window. So I rushed to get my camera. To take a picture before they vanished.
5. Whenever you buy cotton clothes, get them one size too large. By allowing for shrinkage. You will get a longer life out of them.
6. My nutty cousin cuts the address labels off his magazines. Then pastes them on envelopes. This way, he doesn't have to write his return address.
7. Marian never has to buy catsup or mustard. Because she saves the extra packets that come with fast-food orders.
8. Many maple tree seeds drifted to the ground. Spinning like tiny propellers. With help from the wind, some landed far from the tree.
9. My husband climbed his first mountain yesterday. Now he's calling all our friends. To tell them about his peak experience.
10. The trivia book listed some interesting facts about Babe Ruth. For instance, he spoke German fluently. Also, kept cool on hot days by putting wet cabbage leaves under his cap.

Part Three

Direction: Underline the two fragments in each item below. Then make whatever changes are needed to turn the fragments into sentences.

Example: Sharon was going to charge her new suit. But then she decided to pay cash instead. She remembered her New Year's resolution. To cut down on her use of credit cards.

Sharon was going to charge her new suit but then decided to pay cash instead. She remembered her New Year's resolution to cut down on her use of credit cards.

1. We both began to tire. As we passed the halfway mark in the race. But whenever I'd hear Reggie's footsteps behind me. I would pump my legs faster.
2. I have a few phobias. Such as fear of heights and fear of dogs. My nightmare is to be trapped in a hot-air balloon. With three German shepherds.
3. My children joke that we celebrate 'Hanumas'. With our Jewish neighbors. We share Hanukkah and Christmas activities. Including making potato pancakes at their house and decorating our tree.

4. Punching all the buttons on his radio in sequence. Phil kept looking for a good song. He was in the mood to cruise down the highway. And sing at the top of his voice.
5. I noticed two cartons of cigarettes. Sticking up out of my neighbor's trash bag. I realized he had made up his mind. To give up smoking for the fifth time this year.
6. I've decided to leave home. And rent an apartment. By being away from home and on my own. I will get along better with my parents.
7. The alley behind our house was flat. Except for a wide groove in the center. We used to sail paper boats down the groove. Whenever it rained hard enough to create a 'river' there.
8. Don passed the computer school's aptitude test. Which qualifies him for nine months of training. Don kidded that anyone could be accepted. If he or she had \$4,000.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 3

Variety and Emphasis

So far you have learned how to write effective sentences by understanding English sentence types, coordination, subordination, parallelism, conciseness, and wordiness. Good writing demands clarity and conciseness. However, it is not yet enough. Good writing must be lively, forceful, and interesting as well. Variety and emphasis are writer's way to have lively, forceful, and interesting writing. Let's discuss variety under the sub topic develop a lively style and emphasis under the sub topic develop an emphatic style.

A. DEVELOP A LIVELY STYLE

In order to develop a lively style, below are some practical suggestions that can help you.

- a. Use specific, descriptive verbs. Avoid bland verbs that must be supplemented by modifiers.

Bland : His fist *broke* the window *into many little pieces*.

Better : His fist *shattered* the window.

Bland : Dr. Love *asked* his congregation about donating money to his 'love mission' *over and over again*.

Better : Dr. Love *hounded* his congregation into donating money to his 'love mission'

Bland : The exhausted runner *walked up* the last hill *very slowly*.

Better : The exhausted runner *staggered up* the last hill.

To cut wordiness that weighs down your prose, try to use active verbs instead of nouns and colorless verbs such as 'to be', 'to have', 'to get', 'to do', and 'to make':

Wordy : By sunrise the rebels had made their way to the capital city.

Better : By sunrise the rebels had battled to the capital city.

Wordy : At first the players and managers had an argument over the money, but finally they came to an agreement and got the contract dispute settled.

Better : At first the players and managers argued over the money, but finally they agreed and settled the contract dispute.

Wordy : The executives made the decision to have another meeting on Tuesday.

Better : The executives decided to meet again on Tuesday.

- b. Use specific, precise modifiers that help the reader see, hear, or feel what you are describing. Adjectives such as *good*, *bad*, *many*, *more*, *great*, *a lot*, *important*, and *interesting* are too vague to paint the reader a clear picture. Similarly, the adverbs *very*, *really*, *too*, and *quite* are overused and add little to sentence clarity. The following are examples of weak sentences and their revisions:

Imprecise : The potion changed the scientist into a *really old* man.

Better : The potion changed the scientist into a *one hundred-year-old* man.

Imprecise : Marcia is a very *interesting* person.

Better : Marcia is witty, *intelligent*, and *talented*.

Imprecise : The vegetables tasted *funny*.

Better : The vegetables tasted *like lichen mixed with Krazy Glue*.

- c. Emphasize people when possible. Try to focus on persons rather than abstractions whenever you can. Next to our fascinating selves, we most enjoy hearing about other people. Although all the sentences in the first paragraph following are correct, the second one, revised by a class of composition students at Brown University, is clearer and more personal because the jargon has been eliminated and the focus changed from the tuition rules to the students.

Original : Tuition regulations currently in effect provide that payment of the annual tuition entitles an undergraduate-degree

candidate to full-time enrollment, which is defined as registration for three, four, or five courses per semester. This means that at no time may an undergraduate student's official registration for courses drop below three without a dean's permission for part-time status and that at no time may the official course registration exceed five. (Brown University Course announcement 1980-81)

Revised : If students pay their tuition, they may enroll in three, four, or five courses per semester. Fewer than three or more than five can be taken only with a dean's permission.

Here's a similar example with a bureaucratic focus rather than a personal one.

Original : The salary deflations will most seriously impact the secondary educational profession.

Revised : High school teachers will suffer the biggest salary reductions.

Obviously, the revised sentence is the more easily understood of the two because the reader knows exactly who will be affected by the pay cuts. In your own prose, wherever appropriate, try to replace vague abstractions such as 'society', 'culture', 'administrative concerns', 'programmatic expectations', and so forth, with the human beings you're thinking about. In other words, remember to talk to people about people.

- d. Vary your sentence style. The only torture worse than listening to someone's nails scraping across a blackboard is being forced to read a paragraph full of identically constructed sentences. To illustrate this point, below are a few sentences composed in the all-too-common subject + predicate pattern:

Soccer is the most popular sport in the world. Soccer exists in almost every country. Soccer players are sometimes more famous than movie stars. Soccer teams compete every few years for the World Soccer Cup. Soccer fans often riot if their team loses. Some fans even commit suicide. Soccer is the only game in the world that makes people so crazy.

Excruciatingly painful, yes? Each of us has a tendency to repeat a particular sentence pattern (though the choppy subject + predicate is by far the most popular); you can often detect your own by reading your prose aloud. To avoid overdosing your readers with the same pattern, vary the length, arrangement, and complexity of your sentences. Of course, this doesn't mean that you should contort your sentences merely for the sake of illustrating variety; just read your rough draft aloud, listening carefully to the rhythm of your prose so you can revise any monotonous passages or disharmonious sounds.

- e. Avoid overuse of any one kind of construction in the same sentence. Don't, for example, pile up too many negatives, 'who' or 'which' clauses, prepositional or infinitive phrases in one sentence.

He *couldn't* tell whether she didn't want him to go or *not*.

I gave the money to my brother, who returned it to the bank president, who said the decision to prosecute was up to the sheriff, *who* was out of town.

I went to the florist i my father *for* a dozen roses *for* his date.

- f. Don't change your point of view between or within sentences. If, for example, you begin your essay discussing students as 'they', don't switch midway—or mid-sentence—to 'we' or 'you'.

Inconsistent : Students pay tuition, which should entitle *them* to some voice in the university's administration. Therefore, *we* deserve one student on the Board of Regent.

Consistent : Students pay tuition, which should entitle *them* to some voice in the university's administration. Therefore, *they* deserve one student on the Board of Regent.

Inconsistent : *I* like my photography class because *we* learn how to restore *our* old photos and how to take better color portraits of *your* family.

Consistent : *I like my photography class because I'm learning how to restore my old photos and how to take better color portraits of my family.*

Perhaps this is a good place to dispel the myth that the pronoun 'I' should never be used in an essay; on the contrary, many of our best essays have been written in the first person. Some of your former teachers may have discouraged the use of 'I' for these two reasons: 1) overuse of 'I' makes your essay sound like the work of an egomaniac, 2) writing in the first person often results in too many empty phrases such as 'I think that' and 'I believe that'. Nevertheless, if the situation demands a personal point of view, feel free—if you're comfortable doing so—to use the first person, but use it in moderation; make sure that every sentence doesn't begin with 'I' plus a verb.



EXERCISE

Exercise 1: Replace the italicized words below so that the sentences are clear and vivid. In addition, rephrase any awkward constructions or unnecessarily abstract words you find.

- 1) After the pilot started acting *really crazy*, I didn't know the reason why he didn't get taken to the hospital.
- 2) Professional baseball team management *appeared to be rather upset* over the testing program for drugs.
- 3) To watch Jim Bob eat pork chops was *most interesting*.
- 4) The teacher said loudly that he *did not care* for the student's report on common kitchen aphrodisiacs.
- 5) The workshop on family relationships we are attending is *great* because you learn to control your parents through blackmail and guilt.
- 6) The new diet made me feel awful, and it *did many horrible things* to my body.
- 7) After reading *The Looter's Guide to Riot-Prone Cities*, Eddie asked to *have* a transfer *really soon*.
- 8) The wild oat soup was *very good*, so we drank *a lot of* it pretty fast.
- 9) When Alfred *hit* the ball to the top of the fence of the park, his teammates *got excited*.
- 10) My brother is *sort of different*, but I never thought he'd try to *take over* my aunt's estate.

2. Develop an Emphatic Style

Some words and phrases in your sentences are more important than others and, therefore, need more emphasis. Three ways to vary emphasis are by 1) word order, 2) coordination, and 3) subordination.

a. *Word order*

The arrangement of words in a sentence can determine which ideas receive the most emphasis. To stress a word or phrase, place it at the end of the sentence or at the beginning of the sentence. Accordingly, a word or phrase receives least emphasis when buried in the middle of the sentence. Compare the examples below, in which the word ‘murder’ receives varying degrees of emphasis:

- Least emphatic : Colonel Mustard knew *murder* was his only solution.
 Emphatic : *Murder* was Colonel Mustard’s only solution.
 Emphatic : Colonel Mustard had only one solution: *murder*.

Another use of word order to vary emphasis is inversion, taking a word out of its natural or usual position in a sentence and inserting it in an unexpected place.

- Usual order : The *conceited* man congratulates his mother on his birthday.
 Inverted order : *Conceited* is the man who congratulates his mother on his birthday.

Not all your sentences will contain words that need special emphasis; good writing generally contains a mix of some sentences in natural order and others rearranged for special effects.

b. *Coordination*

When you have two closely related ideas and want to stress them equally, coordinate them. In coordination, you join two clauses with a coordinating conjunction. Use coordination to show a relationship between ideas and to add variety to your sentence structures. Be careful, however, to avoid linking non related ideas such as: Mrs. Smith hasn’t had any clothes for

a year and has been visited regularly by the clergy. Study the following examples:

- Choppy : The most common girl's name today is Jennifer. The most common boy's name is Michael.
- Coordinated : The most common girl's name today is Jennifer, and the most common boy's name is Michael.
- Choppy : Imelda brought home a pair of ruby slippers. Ferdinand made her return them.
- Coordinated : Imelda brought home a pair of ruby slippers, but Ferdinand made her return them.

Sometimes when writers are in a hurry, they join ideas that are clearly related in their own minds, but whose relationship is confusing to the reader:

- Confusing : My laboratory report isn't finished, and today my sister is leaving for a visit home.
- Clear : I'm still working on my laboratory report, so I won't be able to catch a ride home with my sister who's leaving today.

You should also avoid using coordinating conjunctions to string too many ideas together like linked sausages:

- Poor : We went inside the famous cave and the guide turned off the lights and we saw the rocks that glowed.
- Better : After we went inside the famous cave, the guide turned off the lights so we can see the rocks that glowed.

c. *Subordination*

Some sentences contain one main statement and one or more less-emphasized elements: the less important ideas are subordinate to, or are dependent upon, the sentence's main idea. Subordinating conjunctions introducing dependent clauses show a variety of relationships between the clauses and the main part of the sentence. Here are four examples of subordinating conjunctions and their uses:

a) To show time

- Without subordination : Superman stopped changing his clothes. He realized the phone booth was made of glass.

- With subordination : Superman stopped changing his clothes when he realized the phone booth was made of glass.
- b) To show cause
- Without subordination : John did not pass the army's entrance exam. John did not want to be a soldier.
- With subordination : John did not pass the army's entrance exam because he did not want to be a soldier.
- c) To show condition
- Without subordination : Susan ought to study the art of tattooing. She will work with colorful people.
- With subordination : If Susan studies the art of tattooing, she will work with colorful people.
- d) To show place
- Without subordination : Bulldozers are smashing the old movie theater. That's the place I first saw Roy Rogers and Dale Evans ride into the sunset.
- With subordination : Bulldozers are smashing the old movie theater where I first saw Roy Rogers and Dale Evans ride into the sunset.

Subordination is especially useful in ridding your prose of choppy Dick-and-Jane sentences and 'empty sentences'. Below are some examples of choppy, weak sentences and their revisions, which contain subordinate clauses:

- Choppy : Lew makes bagels on Tuesday. Lines in front of his store are a block long.
- Better : When Lew makes bagels on Tuesday, lines in front of his store are a block long.
- Choppy : I have fond memories of Zilker Park. My husband and I met there.

Better : I have fond memories of Zilker Park because my husband and I met there.

A correctly subordinated sentence is one of the marks of a sophisticated writer because it presents adequate information in one smooth flow instead of in monotonous drips. Subordination, like coordination, also adds variety to your sentence construction.

Generally, when you subordinate one idea, you emphasize another, so to avoid the tail-wagging-the-dog problem, put your important idea in the main clause. Also, don't let your most important idea become buried under an avalanche of subordinate clauses, as in the sentence that follows:

When he was told by his boss, *who* had always treated him fairly, that he was being fired from a job *that* he had held for twenty years at a factory *where* he enjoyed working *because* the pay was good, Henry felt angry and frustrated.

Exercise 2: Revise the sentences below so that the underlined words receive the most emphasis.

- 1) W. C. Fields once filled a child actor's baby bottle with gin to show his dislike for the little boy.
- 2) According to recent polls, television is where most Americans get their news.
- 3) Of all the world's problems, it is hunger that is most urgent.
- 4) I enjoyed visiting many foreign countries last year, with Greece being my favorite of all of them.
- 5) The annoying habit of knuckle-cracking is something I can't stand.

Exercise 3: Rewrite the pairs of choppy sentences below using coordination or subordination.

- 1) Elbert wanted to win the skateboard championship. He broke his leg the day before the contest.
- 2) The earthquake shook the city. Louise was practicing primal scream therapy at the time.

- 3) Harold couldn't tune in 'The Battle of the Butlers of the Rich and Famous'. The television was broken.
- 4) Juanita lost some old friends when she won the lottery. She made lots of new ones.
- 5) Jim Bob quit drinking beer last month. Our aluminum recycling plant closed a week later.
- 6) Frances hit her professor with her shoe. He decided to reevaluate her essay.
- 7) The postman quit because the mailbag was too heavy. He also quit because he could not remember all the zip codes.
- 8) Most of the guests at the royal reception ordered martinis. The Count preferred a Bloody Mary.
- 9) Bubba is thirty-five. He still lives with his mother.
- 10) Nedah has only been skiing a few years ago. She's already an expert.

Key to Exercises

Exercise 1:

- 1) After the pilot started acting carelessly, I didn't know the reason why he didn't get taken to the hospital.
- 2) Professional baseball team management was upset over the testing program for drugs.
- 3) To watch Jim Bob eat pork chops was most exciting.
- 4) The teacher said loudly that he refused the student's report on common kitchen aphrodisiacs.
- 5) The workshop on family relationships we are attending is useful because you learn to control your parents through blackmail and guilt.
- 6) The new diet made me feel uncomfortable, and it gave negative side to my body.
- 7) After reading the book about the city, Eddie asked transfer really soon.
- 8) The wild oat soup was delicious, so we drank it up pretty fast.
- 9) When Alfred kicked the ball to the top of the fence of the park, his teammates were very happy.
- 10) My brother is extraordinary, but I never thought he'd try to take over my aunt's estate.

Exercise 2:

- 1) To show his dislike for the little boy, W. C. Fields once filled a child actor's baby bottle with gin.
- 2) According to recent polls, most Americans get their news from television.
- 3) Hunger is the world's most urgent problems.
- 4) Greece is the most favorite foreign country that I enjoyed visiting last year.
- 5) Knuckle-cracking is the annoying habit that I can't stand.

Exercise 3:

- 1) Elbert wanted to win the skateboard championship; however he broke his leg the day before the contest.
- 2) The earthquake shook the city when Louise was practicing primal scream therapy at the time.
- 3) Harold couldn't tune in 'The Battle of the Butlers of the Rich and Famous' because the television was broken.
- 4) Although Juanita lost some old friends when she won the lottery, she made lots of new ones.
- 5) Jim Bob had quit drinking beer last month before our aluminum recycling plant closed a week later.
- 6) Frances hit her professor with her shoe after he decided to reevaluate her essay.
- 7) The postman quit because the mailbag was too heavy and he could not remember all the zip codes.
- 8) Although most of the guests at the royal reception ordered martinis, the Count preferred a Bloody Mary.
- 9) Bubba is thirty-five, but he still lives with his mother.
- 10) Nedah has only been skiing a few years ago; however, she's already an expert.



SUMMARY

Good writing must be clear, concise, lively, forceful, and interesting. In order to have such kind of writing, the following practical suggestions are useful for you:

1. use specific, descriptive verbs;
2. use specific, precise modifiers that help the reader see, hear, or feel what you are describing;
3. emphasize people when possible;
4. vary your sentence style;
5. avoid overuse of any one kind of construction in the same sentence;
6. don't change your point of view between or within sentences.

Furthermore, you need to give emphasis on some words and phrases in your sentence. Three ways to vary emphasis are by 1) word order, 2) coordination, and 3) subordination.



FORMATIVE TEST 3

Part One

Direction: Combine the simple sentences below into complex sentences.

1. A boy runs away from home. His companion is a runaway slave. He lives on a raft. The raft is on the Mississippi River. He has many adventures. The boy learns many lessons. Some lessons are about human kindness. Some lessons are about friendship.
2. A young man returns from prison. He returns to his family. His family lives in the Dust Bowl. The family decides to move. The family expects to find jobs in California. The family finds intolerance. They also find dishonest employers.
3. A scientist is obsessed. He wants to recreate life. He creates a monster. The monster rebels against the scientist. The monster kills his creator. The villagers revolt. The villagers storm the castle.
4. A young man falls in love. She is a beautiful girl. She washed up on a shore. The shore is in New York. She is really a mermaid. He does not know she is a mermaid. He saw her once before. He saw her when he was he a child.

Part Two

Direction: The paragraph below is poorly written because of their choppy and monotonous sentences. Rewrite the passage so that it is clear, lively, and emphatic.

There is a new invention on the market. It is called a 'dieter's conscience'. It is a small box to be installed in one's refrigerator. When the door of the refrigerator is opened by you, a tape recorder begins to start. A really loud voice yells, 'You eating again?. No wonder you're getting fat'. Then the very loud voice says, 'Close the door; it's getting warm'. Then the voice laughs a lot in an insane and crazy fashion. The idea is one that is designed to mock people into a habit of stopping eating.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formative Test

Formative Test 1

Part One:

1. A beekeeper brought twenty ferocious African queen bees to South America but he made a terrible mistake.
2. He thought they would mix with his tame bees, and a better breed would be produced.
3. They either killed the tame bees or produced only killer bees.
4. Neither could the bees be handled safely, nor could their honey be harvested.
5. They ran wild and increased in number, for they were dangerous to control.
6. These bees did not only invade the cities but they also stung anything they could find when attempts were made to kill them.
7. Both animals and people were killed by them, so they all had to be destroyed somehow or the cities would not be safe.
8. The price of honey rose 400%, for it was difficult to extract.
9. Entomologists were faced with a serious problem, but they tried to find the means of solving it.
10. Not only did they try biological experiments, but they also used agricultural and environmental efforts.

Part Two:

I live on a ranch where there is plenty of room and fresh air. When everybody in the city suffers in the summer, we enjoy cool breezes. People in the city rush busily from place to place; on the other hand we have a less complicated life. We are busy, but our schedule is more flexible. We have less noise and confusion and we live closer to trees and water and all kinds of animal life. In other words, we live closer to the earth. However, we are sometimes a little lonely.

Part Three:

1. If you are ... a visit to the Big Bend area ...
2. If you demand ..., stop

3. If you are the fickle type, by all means ...

Formative Test 2

Part One:

- RO : 1. The United States counts its population every ten years, and each census reveals that the racial and ethnic mix is changing dramatically, so by the year 2050, the average American will not be descended from Europeans, but the majority of US residents will trace his or her ancestry to Africa, Asia, the Hispanic world, the Pacific Islands, or the Middle East.
- CS : 2. Once America was a microcosm of European nationalities, today America is a microcosm of the world.
- FRAG: 3. The United States, no longer considered a 'melting pot' society by many of its residents.
- CHOP: 4. Many people prefer the term 'salad bowl'. They use this term to describe American society. American society will soon be predominantly non-white.
- STRI: 5. 'Melting pot' implies that the diverse ethnic groups blend together into one homogeneous mixture, 'salad bowl' implies that nationalities, like the ingredients in a mixed green salad, retain their cultural identities.
- FRAG: 6. While earlier generations of immigrants believed they had to learn English quickly to survive.
- CHOP: 7. Many Hispanics want to retain their Spanish heritage. They want their children to learn both English and Spanish at school. They are winning the right to bilingual education in many communities. In many communities they are in the majority.

Part Two:

1. Fascinated, Nina stared at the stranger. Who was standing in the doorway. She wondered if she could convince him they had met before.
 = Fascinated, Nina stared at the stranger who was standing in the doorway. She wondered if she could convince him they had met before.

2. Trees can survive on a steep mountain slope if they obey two rules. They must grow low to the ground. And bend with the wind.
= Trees can survive on a steep mountain slope if they obey two rules. They must grow low to the ground and bend with the wind.
3. While waiting in line at the supermarket. I look in people's baskets. Their food choices give me hints about their personalities.
= While waiting in the line at the supermarket, I look in people's basket. Their food choices give me hints about their personalities.
4. I saw spectacular twin rainbows through the kitchen window. So I rushed to get my camera. To take a picture before they vanished.
= I saw spectacular twin rainbows through the kitchen window. So I rushed to get my camera to take a picture before they vanished.
5. Whenever you buy cotton clothes, get them one size too large. By allowing for shrinkage. You will get a longer life out of them.
= Whenever you buy cotton clothes, get them one size too large by allowing for shrinkage. You will get a longer life out of them.
6. My nutty cousin cuts the address labels off his magazines. Then pastes them on envelopes. This way, he doesn't have to write his return address.
= My nutty cousin cuts the address labels off his magazines, then pastes them on envelopes. This way, he doesn't have to write his return address.
7. Marian never has to buy catsup or mustard. Because she saves the extra packets that come with fast-food orders.
= Marian never has to buy catsup or mustard because she saves the extra packets that come with fast-food orders.
8. Many maple tree seeds drifted to the ground. Spinning like tiny propellers. With help from the wind, some landed far from the tree.
= Many maple tree seeds drifted to the ground, spinning like tiny propellers. With help from the wind, some landed far from the tree.
9. My husband climbed his first mountain yesterday. Now he's calling all our friends. To tell them about his peak experience.
= My husband climbed his first mountain yesterday. Now he's calling all our friends to tell them about his peak experience.

10. The trivia book listed some interesting facts about Babe Ruth. For instance, he spoke German fluently. Also, kept cool on hot days by putting wet cabbage leaves under his cap.
- = The trivia book listed some interesting facts about Babe Ruth. For instance, he spoke German fluently, he kept also cool on days by putting wet cabbage leaves under his cap.

Part Three:

1. We both began to tire. As we passed the halfway mark in the race. But whenever I'd hear Reggie's footsteps behind me. I would pump my legs faster.
- = We both began to tire as we passed the halfway mark in the race, but whenever I'd hear Reggie's footsteps behind me, I would pump my legs faster.
2. I have a few phobias. Such as fear of heights and fear of dogs. My nightmare is to be trapped in a hot-air balloon. With three German shepherds.
- = I have a few phobias, such as fear of heights and fear of dogs. My nightmare is to be trapped in a hot-air balloon with three German shepherds.
3. My children joke that we celebrate 'Hanumas'. With our Jewish neighbors. We share Hanukkah and Christmas activities. Including making potato pancakes at their house and decorating our tree.
- = My children joke that we celebrate 'Hanumas' with our Jewish neighbors. We share Hanukkah and Christmas activities including making potato pancakes at their house and decorating our tree.
4. Punching all the buttons on his radio in sequence. Phil kept looking for a good song. He was in the mood to cruise down the highway. And sing at the top of his voice.
- = Punching all the buttons on his radio in sequence, Phil kept looking for a good song. He was in the mood to cruise down the highway and sing at the top of his voice.

5. I noticed two cartons of cigarettes. Sticking up out of my neighbor's trash bag. I realized he had made up his mind. To give up smoking for the fifth time this year.
= I noticed two cartons of cigarettes, sticking up out of my neighbor's trash bag. I realized he had made up his mind to give up smoking for the fifth time this year.
6. I've decided to leave home. And rent an apartment. By being away from home and on my own. I will get along better with my parents.
= I've decided to leave home and rent an apartment. By being away from home and on my own, I will get along better with my parents.
7. The alley behind our house was flat. Except for a wide groove in the center. We used to sail paper boats down the groove. Whenever it rained hard enough to create a 'river' there.
= The alley behind our house was flat, except for a wide groove in the center. We used to sail paper boats, down the groove whenever it rained hard enough to create a 'river' there.
8. Don passed the computer school's aptitude test. Which qualifies him for nine months of training. Don kidded that anyone could be accepted. If he or she had \$4,000.
= Don passed the computer school's aptitude test which qualifies him for nine months of training. Don kidded that anyone could be accepted if he or she had \$ 4,000.

Formative Test 3

Part One:

1. A boy runs away from home with his companion who is a runaway slave. He lives on a raft which is on the Mississippi River. When he has many adventures, the boy learns many lessons about human kindness and friendship.
2. A young man returns from prison to his family who lives in the Dust Bowl. The family decides to move because they expect to find jobs in California. However, the family does not only finds intolerance, but also find dishonest employers.

3. A scientist who is obsessed wants to recreate life. However, he creates a monster which rebels against the scientist. After the monster kills his creator, the villagers revolt and storm the castle.
4. A young man falls in love with beautiful girl who washed up on a shore in New York. She is really a mermaid; however, he does not know it. He saw her once before. He saw her once when he was he a child.

Part Two

There is a new invention on the market which is called a 'dieter's conscience'. It is a small box to be installed in one's refrigerator. When the door of the refrigerator is opened, a tape recorder begins to start. A really loud voice yells, 'You are eating again? No wonder you're getting fat'. Then the very loud voice says, 'Close the door; it's getting warm'. Then the voice laughs a lot in an insane and crazy fashion. The idea is designed to mock people into a habit of stopping eating.

References

- Langan, John. (1997). *College Writing Skills with Readings*. New York: The McGraw-Hill Companies, Inc.
- Langan, John. (1997). *Sentence Skills with Readings*. New York: The McGraw-Hill Companies, Inc.
- Oshima, Alice and Ann Hogue. (1988). *Introduction to Academic Writing*. California: Addison-Wesley Publishing Company.
- Oshima, Alice and Ann Hogue. (1991). *Writing Academic English*. California: Addison-Wesley Publishing Company.
- Wishon, George E and Julia M. Burks. (1980). *Let's Write English*. New York: American Book Company.
- Wyrick, Jean. (1987). *Steps to Writing Well: A Concise Guide to Composition*. New York: Holt, Rinehart and Winston, Inc.

Diction And Style

Drs. Jufri, M.Pd



INTRODUCTION

Congratulation! You have passed Module 2. This module is the third of nine modules available in Writing One. The module deals mainly with diction and style. The materials that are discussed are word choice (slang, colloquialism, jargon, gobbledegook), sexiest and biased language (gender, stereotypes, regionalism) and exact word choice (specific and general words, concrete and abstract words, denotation and connotation). By giving explanation, examples, and exercises, we hope to show the full range of possibilities for punctuation in contemporary writing.

After finishing this module, you are expected to be able to:

1. choose and use the appropriate words in sentences;
2. choose and avoid sexiest and biased words in sentences;
3. use the exact word in order to avoid misinterpretation or double interpretation.

The explanation and the exercises in this module are presented in three units. They are as follow:

Unit 1: Appropriate Word Choice.

Unit 2: Sexiest and Biased Language.

Unit 3: Exact Word Choice.

The following activities are really suggested to do in order that you learn this module successfully:

- Read the explanation of each unit carefully.
- Pay your fully attention to the examples given.
- Do all the exercises seriously.
- Look up the meaning of the difficult words in your dictionary.

- Don't look at the answer keys before you do the exercises and formative test.
- Always consult with the answer keys.

UNIT 1

Appropriate Word Choice

Everyday speech is peppered with slang, language that originates in and is unique to small groups such as students, musicians, athletes, or politicians. One group's slang may be unintelligible to another. Consider, for example, the slang of politics-spin, *sound bite-or* of student *life-fresh, rude*. Some slang words eventually join the mainstream and may even become part of Standard English. A *jeep* was originally a general-purpose (g.p.) military vehicle introduced in World War II. Now it is the brand name of a four-wheel-drive vehicle.

Regionalisms are expressions used in one part of the country but not standard nationwide. The generic word for *carbonated beverages*, for example, varies by region from *pop* to *soda* to *soft drink* to *seltzer*. Some expressions from regional dialects are regarded as substandard, not acceptable in formal writing.

A. REVISE MOST SLANG EXPRESSIONS INTO STANDARD ENGLISH

Slang is the comfortable, in-group language of neighborhood friends, coworkers, teammates, or of any group to which we feel we belong. Assume for the moment you do not windsurf, and you happen to overhear a conversation between windsurfers in which someone says that she was *dialed in or completely powered*. What do these words mean? To someone not involved with the sport, nothing specific. Slang can be descriptive and precise for those who understand; it can just as readily be confusing and annoying to those who do not. In some cases, slang may mislead: the same expression can have different meanings for different groups. For example, *turbo charged* has distinctly different meanings for computer aficionados and for race-car enthusiasts and is likely to be vague and confusing when used outside of those settings. In the interest of writing accessibly to as many people as possible, avoid slang expressions in academic papers.

B. REPLACE REGIONALISM AND DIALECT EXPRESSION WITH STANDARD ACADEMIC ENGLISH

Regionalisms *are* expressions specific *to* certain areas of the country. Depending on where you were born, *you* will use the word *tonic*, *soda*, *cola*, or *pop* to describe what *you* drink with *your sub*, *hoagie*, *grinder*, or *hero*. In a few states, when *you* are driving fast and a *smokey* catches up with *you*, *your* insurance rates will skyrocket. Words that have a clear and vivid reference in *some* areas of the country may lack meaning in others or have an unrelated meaning. *For* instance, *muss* means "to make messy" in some places and "to fight" in others. *Bad* means "good" in some places and "bad" in others.

Dialect expressions are specific *to* certain social or ethnic groups, as well as regional groups, within a country. Like regionalisms, dialects can use a specialized vocabulary and sometimes a distinctive grammatical system. Especially with respect to verbs, regional and ethnic dialect usage may regularly differ *from* Standard English in omitting auxiliary verb forms. ("I done everything I can" or "It taken him all day" omit the standard auxiliary *have*, *had*, or *has*. "They be doing all right" replaces the standard *are* with the infinitive or base *form be*.) These are grammatically consistent and correct usages within the dialects they represent, but they address their language *to* a specific and restricted group rather than *to* a general audience. Like slang, regionalisms and dialect usages are appropriate *for* the audience that understands them; however, *for* general audiences in academic writing, they should be avoided.

D. REDUCE COLLOQUIAL LANGUAGE TO MAINTAIN CLARITY AND CONSISTENCY

Colloquial language is informal, conversational language. Colloquialisms do not pose barriers *to* understanding in the same way that slang, jargon, and regionalisms *do*; virtually all long-time speakers of English will understand expressions like *tough break*, *nitty-gritty*, and *it's a cinch*. In formal English, however, colloquialisms are rewritten or "translated" *to* maintain precision and *to* keep the overall tone of a document consistent.

Choose your words carefully when you write. Always take the time to think about your word choices, rather than simply using the first word that

comes to mind. You want to develop the habit of selecting words that are appropriate and exact for your purposes. One way you can show sensitivity to language is by avoiding slang, clichés, pretentious words, and wordiness.

E. SLANG

We often use slang expressions when we talk because they are so vivid and colorful. However, slang is usually out of place in formal writing. Here are some examples of slang expressions:

- The party was a *real horror show*.
- I don't want to *lay a guilt trip* on you.
- Our boss is not *playing with a full deck*.
- *Dad flipped out* when he learned that Jan had *totaled* the car.
- Someone *ripped off* Ken's new Adidas running shoes from his locker.
- After the game, we *stuffed our faces* at the diner.
- I finally told my parents to *get off my case*.
- The movie really *grossed me out*.

Slang expressions have a number of drawbacks. They go out of date quickly, they become tiresome if used excessively in writing, and they may communicate clearly to some readers but not to others. Also, the use of slang can be an evasion of the specific details that are often needed to make one's meaning clear in writing. For example, in "The party was a real horror show," the writer has not provided the specific details about the party necessary for us to understand the statement clearly. Was it the setting, the food and drink (or lack of same), the guests, the music, the hosts, the writer, or what that made the party such a dreadful experience? In general, then, you should avoid slang in your writing. If you are in doubt about whether an expression is slang, it may help to check a recently published hardbound dictionary.

Exercise 1: Rewrite the following sentences, replacing the italicized slang words with more formal ones.

Example:

My friend had *wheels*, so we decided to *cut out* of the *crummy* dance.

We decided to use my friend's car to leave the boring dance

- 1) If you keep *pigging out* like that, you're going to be a *blimp*.
- 2) My parents always *shoot me down* when I ask them for some *bucks* to buy new tapes.
- 3) First the home team *got creamed*, and then the visiting fans *trashed* the field.
- 4) If Ellen would *lighten up* and stop talking about her troubles, a date with her wouldn't be such a *downer*.
- 5) I'm going to have to *sweat out* the next couple of days, hoping the boss doesn't discover the *goof* I made.

Clichés

Clichés are expressions that have been worn out through constant use.

Some typical clichés are listed below

all work and no play	at a loss for words
better late than never	drop in the bucket
easier said than done	on top of the world
sad but true	had a hard time of it
in the nick of time	in this day and age
it dawned on me	it goes without saying
last but not least	make ends meet
saw the light	short but sweet
sigh of relief	singing the blues
taking a big chance	time and time again
too close for comfort	too little, too late
took a turn for the worse	under the weather
where he (or she) is coming from	word to the wise work like a dog

Clichés are common in speech but make your writing seem tired and stale. Also, they are often an evasion of the specific details that you must work to provide in your writing. You should, then, avoid clichés and try to express your meaning in fresh, original ways.

Exercise 2: Underline the cliché in each of the following sentences. Then substitute specific, fresh words for the trite expression.

Example: My parents supported me through some trying times. (*rough years*)

- 1) To make a long story short, my sister decided to file for divorce.
(.....)
- 2) As quick as a wink, the baby tipped over the open box of oatmeal.
(.....)
- 3) Any advice my friends give me goes in one ear and out the other.
(.....)
- 4) I felt like a million dollars when I got my first A on a college test.
(.....)
- 5) These days, well-paying jobs for high school graduates are few and far between.(.....)

Exercise 3: Write a short paragraph describing the kind of day you had yesterday. Try to put as many clichés as possible into your writing. For example, "I had a long hard day. I had a lot to get done, and I kept my nose to the grindstone." By making yourself aware of clichés in this way, you should lessen the chance that they will appear in your writing.

F. PRETENTIOUS WORDS

Some people feel that they can improve their writing by using fancy and elevated words rather than simpler and more natural words. They use artificial and stilted language that more often obscures their meaning than communicates it clearly

Here are some unnatural-sounding sentences:

The football combatants left the gridiron

His instructional technique is a very positive one

At the counter, we inquired about the arrival time of the aircraft

I observed the perpetrator of the robbery depart from the retail establishment

The same thoughts can be expressed more clearly and effectively by using plain, natural language, as below:

The football players left the field

He is a good teacher

At the counter, we asked when the plane would arrive

I saw the robber leave the store

Following is a list of some other inflated words and the simple words that could replace them

Inflated Words	Simpler Words
Component	part
Delineate	describe
Facilitate	help
Finalize	finish
Initiate	begin
Manifested	shown
subsequent to	after
to endeavor	to try
transmit	send

Exercise 4: *Certain words are italicized in the following sentences. In the space provided, identify whether the words are slang (S), clichés (C), or pretentious word (PW).*

- 1) I *get off* on horror flicks. (.....)
- 2) You should file all office *memorandums* after *perusing* them. (.....)
- 3) Building your own house is *easier said than done*. (.....)
- 4) Because Ted realized he had had *one too many*, he decided to take a taxi home. (....)
- 5) My little brother's *demeanor* always *ameliorates* just before Christmas. (.....)

- 6) Often when I am called on in school, *my brain is out to lunch*. (.....)
- 7) When Flora tried to *bum a cancer stick* from me, I told her I quit smoking a week ago. (.....)
- 8) The committee's *mission* is to *alleviate* scheduling problems. (.....)
- 9) Because Nadia kept forgetting to clean her room, our mother decided to *put her foot down*. (.....)
- 10) The students *manifested* delight at the *communication* that classes would be cancelled Tuesday morning. (.....)

G. GOBBLEDYGOOK

Gobbledygook is a problematical written (and occasionally oral) style characterized by unnecessary wordiness, vague, and abstract terms, irresponsible use of the passive voice, euphemisms, weak verbs, and excessive caution. Gobbledygook, marketese, or bureaucratese is the language that confuses or muddies the issue, hypes a product or situation, or simply makes no sense to anyone except the writer ... and even there we are not quite sure the writer understands it. Some examples of gobbledygook are:

From a PR Student: "*A series of external communication vehicles will need to be developed in the next six to eight months of our organization.*"

When this student was asked what he meant, he more or less replied, "*The PR department needs to produce sis different publications by the end of the year.*"

From the pen of a civil servant who normally writes well: *An agreement has been reached between ABC Company and XYZ Ltd. to promote skills transfer among Canadian workers.*

Can anyone say, "*ABC Company and XYZ Ltd. have agreed to train Canadians*"?

*Key to Exercises***Exercise 1:**

- 1) If you keep eating a lot like that, you're going to be a foolish person.
- 2) My parents are always angry with when I ask them for some money to buy new tapes.
- 3) First the home team was defeated completely, and then the visiting fans destroyed the field.
- 4) If Ellen would be exciting and stop talking about her troubles, a date with her wouldn't be such a sadness
- 5) I'm going to have to work hard the next couple of days, hoping the boss doesn't discover the silly mistake I made

Exercise 2:

- 1) To make a long story short, my sister decided to file for divorce.
- 2) Quickly, the baby tipped over the open box of oatmeal.
- 3) Any advice my friends give me goes in one ear and out the other.
- 4) I felt very happy when I got my first A on a college test.
- 5) These days, well-paying jobs for high school graduates are very rare.

Exercise 3: There are no suggested answers because they vary individually.

Exercise 4:

- 1) I get off on horror flicks.(S)
- 2) You should file all office memorandums after perusing them. (PW)
- 3) Building your own house is easier said than done.(C)
- 4) Because Ted realized he had had one too many, he decided to take a taxi home. (C)
- 5) My little brother's demeanor always ameliorates just before Christmas. (PW)
- 6) Often when I am called on in school, my brain is out to lunch. (S)
- 7) When Flora tried to bum a cancer stick from me, I told her I quit smoking a week ago. (S)
- 8) The committee's mission is to alleviate scheduling problems. (PW)

- 9) Because Nadia kept forgetting to clean her room, our mother decided to put her foot down (S).
- 10) The students manifested delight at the communication that classes would be cancelled Tuesday morning. (PW)



SUMMARY

Slang is the comfortable, in-group language of neighborhood friends, coworkers, teammates, or of any group to which we feel we belong. We often use slang expressions when we talk because they are so vivid and colorful. However, slang is usually out of place in formal writing. Clichés are expressions that have been worn out through constant use. Pretentious Words are fancy and elevated words. People use artificial and stilted language that more often obscures their meaning than communicates it clearly.



FORMATIVE TEST 1

Part A. Certain words are italicized in the following sentences. In the space provided, identify whether the words are *slang* (S), *clichés* (C), or *pretentious word* (PW).

- 1) Donna *came out of her shell* after she joined a singing group at school.
(_____)
- 2) I *flipped out* when my little brother *got busted* for underage drinking.
(_____)
- 3) I'm *suffering from a temporary depletion of all cash reserves*.
(_____)
- 4) The coach *went bananas* at halftime and *chewed out* the team for twenty minutes.
(_____)
- 5) I got angry at the park visitors who did not put their *waste materials* in the *trash receptacle*. (_____)
- 6) Hearing I had passed the accounting final really *took a load of my mind*.
(_____)

- 7) We all thought it was *too good to be true* when the instructor said that most of us would get A's in the course. (_____)
- 8) Fred *asserted to* the collection agency that he had sent the *remuneration*. (_____)
- 9) My old Chevy Impala just *bit the dust*, so I'm *checking out* new cars. (_____)
- 10) The book was written by a millionaire who *didn't have a dime to his name* as a boy. (_____)
- 11) Receiving an A on my final was *as sweet as pie*. (_____)
- 12) If you don't *get off my case*, I'll *punch your lights out*. (_____)
- 13) The school board's decision to drop football *had many parents up in arms*. (_____)
- 14) The interviewer *inquired as to the location of my permanent residence*. (_____)
- 15) Too many people *get hung up on* the way teenager look, instead of trying to understand *where they're coming from*. (_____)
- 16) Our *refuse* can were bent up by the *sanitation personnel*. (_____)
- 17) John, your mother and I *have had it up to here* with your careless attitude. (_____)
- 18) The instructor *raked him over the coals* for missing class, but Jed *kept his cool*. (_____)
- 19) *An excess of precipitation* has caused crop failure. (_____)
- 20) I *let out a sigh of relief* when I saw my grade for the paper. (_____)

Part B: Cross out the two artificial words in each sentence. Then substitute clear, simple language for the artificial words

- 1) Please query one of our sales associates
- 2) The meteorological conditions are terrible today
- 3) My parents desire me to obtain a college degree
- 4) Do not protrude your arm out of the car, or an accident might ensue
- 5) Many conflagrations are caused by the careless utilization of portable heaters

Part C. The following sentences include examples of wordiness. Rewrite the sentence in the space provided, omitting needless word.

- 1) A total of eight students in our class were given failing grades for the exam we took.
- 2) During the time that the Millers were off on vacation somewhere, their home was burglarized by unknown persons.
- 3) Holly took three hundred dollars from her bank account for the purpose of buying a television in the near future.
- 4) At this point in time, I have not as yet fully and completely made my decision concerning just what it is that I should do.
- 5) If you want to make sure that the answer you have come up with is correct, you should refer to the answer key that you will find by turning to the back of the book.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

Sexiest and Biased Language

The structure of language enables us as thinkers, speakers, and writers to move from the general to the specific and back again. Used carefully, *generalization* offers a powerful tool for predicting future experience from past. Nevertheless, using generalization carries risks. You might generalize from faulty data or use faulty logic. If, for example, a tossed coin comes up tails ten times in a row, you might generalize that tossed coins always come up tails. But you would be wrong; the odds on the next coin toss are exactly the same as on the first -fifty-fifty.

Using generalizations about a group of people to describe, interpret, or predict the behavior or characteristics of an individual is particularly risky. Careless generalizations, especially those based on race, ethnicity, gender, cultural background, age, physical characteristics, or lifestyle, are called *stereotypes*.

Writers especially should be aware of the extent to which stereotypes can invade language, both in describing individuals (liberal politician, chorus girl) and in making descriptive images (sleepy southern town). Referring to a doctor or lawyer as he reinforces the stereotype that all doctors and lawyers are men. Language that contributes to stereotypes is called biased, and many people—not just those being stereotyped—find biased language offensive and alienating. Using such language may offend your readers and cause them to mistrust your judgment.

A. ELIMINATING STEREOTYPES

Stereotypes are oversimplified generalizations that frequently involve gender, race, ethnicity, or sexual preference. Many stereotypes attribute undesirable behavior or characteristics to all members of a group but not all stereotypes seem negative. Expecting someone's racial or cultural background to imply skill in mathematics, for example, may seem positive at first glance, but it is still a stereotype. Such assumptions not only are as illogical as the idea that a tossed coin will always land tails up but are also

demeaning in the way they substitute a simplistic formula for appreciation of an individual.

If you find you have used stereotypes, edit your writing to eliminate them. You might need to qualify a broad generalization or replace sweeping statements with relevant, specific evidence. In some cases you might need to eliminate altogether the stereotypical image or information.

- Like most inexperienced drivers, he didn't know what to do when the car started to skid.
- Michael Jordan is a superbly gifted athlete. His tremendous achievements have provided an inspiration to many children everywhere.
- Frank peters, stooped from years in the woods remembers the dry, hot summer of the Tillamook burn.

Exercise 1: *Read the terms on the following list. Write down your reactions to each, and note what images and ideas spring to mind.*

Example:

Intellectuals: (Positive) Educated people, clever
 Drug addicts: _____

Career politicians: _____

Lawyers: _____

Actors: _____

Churchgoers: _____

Bureaucrats: _____

Conservatives: _____

Liberals: _____

As you edit your writing, look for stereotypes such as like ten-year-olds everywhere (or suburban families or Korean immigrants). If you find one, ask yourself four questions.

1. **Am I relying on stereotypes rather than on evidence to make my point?** A stereotype is really shorthand: it says to your readers, "you

know what I mean.” But your readers may not know what you mean, or they may disagree.

2. **Do my generalizations follow logically from factual evidence?** Make sure your facts are accurate and adequate to support your generalization. Then make sure your conclusions are logically related to your facts. That someone is Canadian and that she likes baklava may both be facts, but it does not necessarily follow that being Canadian creates a taste for baklava.
3. **Am I using generalizations responsibly?** Generalizations about a group cannot predict the knowledge, abilities, attitudes, beliefs, or behavior of an individual. For example, anthropologists have suggested that Japanese culture emphasizes group values more highly than western society, but that generalization does not support an automatic characterization of any one Japanese person.
4. **Have I used euphemism to mask a stereotype?** A positive stereotype often is a slur in disguise, as when someone praises a woman for being an asset to her husband, which implies that her defining role in life is as a wife, a gendered stereotype about women’s roles.

B. USING LABELS CAREFULLY

People often speak of themselves in terms of the racial, gender, political, professional, or ethnic groups to which they belong. Everyone who communicates, including writers, uses labels to identify such groups: whites, females, democrats, psychiatrists, Taiwanese. But labels inevitably focus on a single feature and have the potential to offend those who do not want to be characterized in one particular way. Also, some labels are considered derogatory, that is, they go beyond simple identification and evoke stereotypes. Here are some ways to judge how to use labels in your writing.

1. Using a group’s own labels

Whenever possible, refer to a group of people by the label its members themselves prefer. Sometimes doing this is easy: members of the rotary club call themselves Rotarians; members of the ancient free and accepted masons are masons.

With ethnic, racial, national, cultural, sexual, or gender labels, your choices become more difficult. Sometimes even those who belong to a group do not agree on what they should be called.

a. Designations of race, ethnicity, and nationality

Today some Americans of Spanish heritages refer to themselves as Hispanics, while others prefer Latino and Latina. Some Mexican Americans prefer Chicano and Chicana. Many Native Americans prefer that term to Indian, but using the name of the tribe or nation is often a better choice: Navaho, Lakota Sioux, or Seneca. Some Inuit prefer that term to Eskimo.

The terms black, afro-American, African American, and the more general people of color are generally accepted, while Negro and colored are no longer acceptable.

Naming the specific country of someone's origin is always correct and worth the trouble: Japanese, Korean, Malaysian, Vietnamese, Dominican, Guatemalan, Panamanian, Chilean, Bosnian, Latvian, Ukrainian, Pole, Libyan, Palestinian, Iraqi, and so on. In some cases, you may need to identify people by ethnic origin as well as nationality: Bosnian Serbs, German-speaking poles.

If the religion of a particular group has a specific relevance in your writing, use the preferred terms: for example, a Muslim is a believer in Islam.

b. Considering Others

Wherever possible, be guided by the preferences of the people you are writing about. If you cannot ask a member of the group, consult a recent dictionary. It should go without saying that derogatory labels or slang expressions denoting sexual preference, religious affiliation, or race and gender, have no place in academic writing.

c. Using labels derived from adjectives

Many labels that describe groups are derived from adjectives: the rich, the poor, and the homeless. Take care to use such collective nouns correctly.

1. Always use the definite article *the* before the noun.

The legislature passed a law to assist the hearing impaired.

2. Use a plural verb when the collective noun is the subject.

The poor are always with us.

3. A collective noun cannot refer to an individual. If you refer to one person in a group, use an adjective-plus-noun construction.

We spoke to a homeless woman about her search for a job.

d. *Designations of gender and sexual orientation*

Most adult females prefer to be called women rather than girls or ladies.

When writing about sexual orientation, keep in mind that people have widely different views about the role of sexuality in our personal and public lives. Be aware that not everyone may share your perspective, and always use the preferred term for a particular group.

2. **Checking labels for negative connotations**

Labels that seem neutral can hide negative connotations. For example, the term '*AIDS victims*' implies that such people are blameless, which you may intend, but also that they are helpless, which you may not.

As you edit, watch for unnecessary or unintended negative connotations, and substitute more neutral alternatives. Focus whenever possible on people's strengths, referring to people as living with cancer or as cancer survivors rather than suffering from cancer. Focus on individuals first and their characteristics second: a woman with quadriplegia rather than a quadriplegic.

People's preferences for certain labels change frequently, as connotations change. People with physical limitations often, but not universally, prefer disabled to handicapped, and the latter term one time seemed more neutral than crippled. The continuing attempt to avoid negative connotations has resulted in the use of visually impaired or hearing impaired for blind and deaf and in such constructions as differently abled for disabled. Such terms are easily lampooned as an excess of "political correctness," but you must balance the need for directness against the need for sensitivity. Sometimes the solution is not to label at all.

He was a fascinating man with a lifelong passion for book collecting and fine cognac.

Exercise 2: *Identify stereotypes in the following passages and describe the ways in which they may be thoughtless or offensive. If there is any useful information in the particular passage, edit it to communicate the information in a way that is not offensive. Be ready to explain your editing choices.*

- 1) In order to achieve more diversity on college campuses, admissions officers all over the country are eager to accept foreigners, especially from third world countries.
- 2) Because of policies like this, during my freshman year I found myself living with an oriental guy, as well as with a Jew from New York City.
- 3) Since I had trouble in math and science, I asked my Vietnamese roommate to help me in calculus and physics; I also asked him to show me some karate.
- 4) My other roommate, not surprisingly, was majoring in economics, but since I didn't take any economics courses we couldn't really help each other study.
- 5) All in all, I enjoyed the chance to life with a couple of minorities; it taught me a lot about how different people view things differently.

C. USING NONSEXIST LANGUAGE

If you use words that embody sexual stereotypes, you run the risk of alienating half your potential audience (or more). Several kinds of gender bias arise from habits of thought and language.

1. In pronoun choice

English does not have a singular personal pronoun of indefinite gender. In everyday speech, people often use plural pronouns to avoid the masculine forms: everybody had fun on their vacations. This is grammatically incorrect since the subject everybody is actually singular and requires a singular pronoun. Using a singular pronoun, however, forces a choice between the masculine his and the feminine her.

Until recently, writers and readers alike accepted the generic use of he, him, and his to refer to singular nouns or pronouns whose gender was unknown, unstated, or irrelevant: Anyone who believes those promises should have his head examined. This usage has been disappearing because many people believe that the generic he implies the exclusion of women.

Avoiding the generic 'he'

Here are four strategies for avoiding using the generic he.

1. If you know the gender of the antecedent, you can use the pronoun of the same gender.

Every nun has her own room.

Nuns are women, so her is appropriate.

2. You can make the antecedent plural and edit any other agreement problems.

All attorneys have their legal specialties.

To avoid suggesting that all attorneys have the same specialty, specialty must also be plural.

3. Use his or her. Do this sparingly, since his or her becomes monotonous with repetition.

A lawyer is only as good as his or her preparation.

4. Eliminate the pronoun by restructuring the sentence. This approach is often the most effective because it simply eliminates the potential problem.

Every writer wrestles with this problem.

2. In universal terms

The use of man and mankind to refer to the whole of humanity has fallen into disfavor because it seems to exclude or diminish the female half of the species. Substitute humanity, the human race, humankind, or people.

3. In occupational terms

In choosing terms for a person's occupation, focus on the occupation, not the person's gender. Otherwise you risk suggesting that gender is a person's most important attribute or that some jobs are "naturally" held by either men or women.

Many occupational terms have a feminine form consisting of the neutral base form and a suffix that indicates the female gender: actor/actress, author/authoress, poet/ poetess. Some terms, like authoress are obsolete; others, including poetess, appear occasionally but are considered offensive; and still others, such as stewardess, waitress, and actress, are in the process of changing to more inclusive terms (flight attendant, server, actor). As you edit, avoid feminine forms and describe a person solely by occupation, not gender.

Occupational terms that end in man imply that everyone who engages in that profession is a man. Sex – neutral substitutes for many occupations are readily available.

BIASED**NEUTRAL**

Statesman
Congressman

diplomat
representative to congress, congressional
representative

Mailman

letter carrier, mail carrier

Policeman

police officer

Fireman

firefighter

Businessman executive, businessperson

Chairman

chair, hear

Similarly, do not use language that implicitly assumes that an occupation determines a person's gender – that all flight attendants, nurses, secretaries, or teachers are female or that all airline pilots, business executives bronco busters are male.

The physician was assisted by a nurse, who helped prepare the patient for surgery

4. In descriptions

Treat the sexes equally. As you edit, notice if there are comments about a woman's appearance or family life. If you would not have made the same comments about a man a similar context. Delete them.

Dr. Jones was named to the hospital's peer review board.

5. In comparisons

Whenever you use a pair of terms for male and female, make sure that the terms are directly comparable. The phrase man and wife; for example, identifies one partner as independent (man) and the other in terms of her relation to him (wife). Edit it as man and woman or husband and wife.

Her essay contrasted the British novelists dickens and Austen.

6. In addressing your audience

Unless you are sure that only men or only women will read your writing, do not address your audience as if it were of a single gender.

When you buy a house you will have to get used to a new kitchen.

Exercise 3: *Change the following expressions into the bias-free expressions.*
Number one is done for you.

- | | |
|--------------------------|---------------------------------------|
| 1) mankind | <u>humanity, human beings, people</u> |
| 2) man-made | _____ |
| 3) chairman | _____ |
| 4) steward | _____ |
| 5) foreman | _____ |
| 6) headmaster | _____ |
| 7) policeman | _____ |
| 8) fireman | _____ |
| 9) the man in the street | _____ |
| 10) actress | _____ |

Key to Exercises

Exercise 1: These are only one of the suggested answers.

drug addicts: (Negative) Get drunk every night

career politicians: (Positive) politicians who spend almost all of their in politics

Lawyers: (Positive) know much about law

Actors: (Both Positive and Negative) performing any type of characters on TV shows or films, full of gossips

Churchgoers (Positive) religious person

bureaucrats: the high position employee who works for government

Conservatives: an old fashioned person, not easy to change the mind for some thing new

Liberals: (Negative) Facing free life in the world

Exercise 2:

- 1) In order to achieve more diversity on college campuses, admissions officers all over the country are eager to accept foreigners, especially *from third world countries.*(under-developed/poor countries)
- 2) Because of policies like this, during my freshman year I found myself living with *an oriental guy (immigrant from China, Korea, or Taiwan),*

as well as with a *Jew from New York City (Israel people, clever but heartless)*.

- 3) Since I had trouble in math and science, I asked my *Vietnamese roommate (an immigrant, not having a good status)* to help me in calculus and physics; I also asked him to show me some karate.
- 4) My other roommate, not surprisingly, was *majoring in economics (not as good as science)*, but since I didn't take any economics courses we couldn't really help each other study.
- 5) All in all, I enjoyed the chance to life with *a couple of minorities (immigrant or the native inhabitant having less power or authority)*; it taught me a lot about how different people view things differently.

Exercise 3: *Change the following expressions into the bias-free expressions.*

- | | |
|--------------------------|--|
| 1) mankind | <u>humanity, human beings, people</u> |
| 2) man-made | <u>manufactured</u> |
| 3) chairman | <u>chair person, head</u> |
| 4) steward | <u>flight attendant</u> |
| 5) foreman | <u>supervisor</u> |
| 6) headmaster | <u>head teacher, principal</u> |
| 7) policeman | <u>police officer</u> |
| 8) fireman | <u>firefighter, fire safety officer</u> |
| 9) the man in the street | <u>the average person, the ordinary person</u> |
| 10) actress | <u>actor</u> |



SUMMARY

Using generalizations about a group of people to describe, interpret, or predict the behavior or characteristics of an individual is particularly risky. Careless generalizations, especially those based on race, ethnicity, gender, cultural background, age, physical characteristics, or lifestyle, are called *stereotypes*. People often speak of themselves in terms of the racial, gender, political, professional, or ethnic groups to which they belong. But labels inevitably focus on a single feature and have the

potential to offend those who do not want to be characterized in one particular way and some labels are considered derogatory. If you use words that embody sexual stereotypes, you run the risk of alienating half your potential audience (or more). Several kinds of gender bias arise from habits of thought and language.



FORMATIVE TEST 2

A. Revise the following sentences by changing gender-based uses and balance references of some expressions

- 1) A cover letter, along with a resume, should be sent to the chairman of the department
- 2) Man's need to compete may be instinctive.
- 3) The men and the girls in the office contributed generously to the charity fund.
- 4) A doctor should wash his hand before examining a patient.
- 5) If a student is not given clear advice, he may become confused, or he may not know what to do.

B. Identify gender-offensive language in the following paragraph. Rewrite sentences in whatever way you feel is needed to make the gender references neutral.

The elementary school teacher, especially at the early grades, has her hands full with helping children adjust to a formal learning environment. Not all of the girls and young men in her class will understand that school is not, primarily, a place for play. Learning, of course, should be fun; but the elementary school teacher must be sure that her students appreciate the distinctions between playground play and intellectual play. By the later grades, a teacher will want his students to understand that serious intellectual play is the business of school. Women and boys in high school must appreciate that ideas should be celebrated with, not hidden from, classmates.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 3

Exact Word Choice

Your purpose as a writer and your intended audience profoundly affect your diction—your choice of words. Like the overall tone of a document, diction can be high or low, formal or informal. The English language usually gives you options in selecting words. Readers have a certain attention span and certain radar; they know when writers are invested in their work—when, for instance, writers have taken time to state a thought precisely or to render a description vividly. A document that shows little concern for word choice will quickly lose its readers.

A. LEARNING DENOTATION AND CONNOTATION

Your first concern in selecting a word is to be sure that its denotation, or dictionary meaning, is appropriate for the sentence at hand. A careless writer might, for instance, state that in performing their jobs diplomats should know when to *precede*. Is this the intended meaning (when to go first), or did the writer mean that diplomats should know when to *proceed* (when to go forward)? Although these words look similar and sound nearly the same, their denotations are very different. Once you are satisfied that you are using a word correctly according to its denotation, consider its connotations—its implications, associations, and nuances of meaning. Consider these sentences:

His speech was *brief*.

His speech was *concise*.

His speech was *curt*.

His speech was *abbreviated*.

Brief, *concise*, *curt*, and *abbreviated*: These adjectives suggest brevity but only the word "brief" has this single meaning, with no other associations. The word "brief" suggests nothing about the content of what is said, aside from its duration. Of the four adjectives, "curt" suggests a brief remark, but one made with a degree of rudeness. "Abbreviated" suggests that "the speaker has more to say, but is being purposely brief. And" "concise" suggests mental

rigor and discipline, directed at making one's statements as brief and accurate as possible. Your choice among these words with their different connotations will make a difference in how readers react to your writing.

Exercise 1: Read the following passage, and choose one of the two in each set of parentheses. Be sure the words you choose have the connotations you want. More than one version is possible.

As a girl, my grandmother worked in a textile mill. Recently she (revealed to/told) me what it was like for her. Every morning she had to feed her (youthful/younger) brother and sister breakfast and then take them to the house of Cousin Sophia, who looked after them. My grandmother was at the (gates/portal) of the factory by 5:25 A.M. If an employee was late, she would (forfeit/lose) half a day's pay. The work was (drab/tedious) and exhausting. My grandmother had to (patrol/watch) and tend the same machine for hours on end, with no thing to (distract/entertain) her but the whirring and clanking of the engines. Her lunch hour was just fifteen minutes long, and she often (toiled/worked) sixteen hours a day.

B. REVISING AWKWARD DICTION

At times you may find the abbreviation "AWK" in the margins of your papers, with a line leading to a phrase or to a particular word. *Awkward diction*, or word choice, interrupts the process of communication. It momentarily stops an audience from reading by calling attention to a word that is somehow not quite right for a sentence. How can you avoid this difficulty? Until you have more experience with the ways of words, you will not be able to avoid it entirely. However, you can minimize awkward writing by guarding against four common errors: inappropriate connotation, inappropriate idiom, straining to sound learned, and unintentional euphony (rhyming, etc.).

1. Choosing words with an appropriate connotation

Frequently, *awkward diction* means that a word's connotation is inappropriate. The sentence in which the word appears is grammatical; the

word in question is the right part of speech; but the word's meaning seems only partially correct for the sentence.

The professor urged *abstinence* in times of emotional stress. [Does the writer mean to suggest the avoidance of alcohol only? The sentence seems to suggest something else.]

If you look at a dictionary's usage entry for *abstinence*, you will see that there are synonyms for this word with nearly the same denotation but which might have a less awkward and limited connotation.

REVISED The professor urged *sobriety* in times of emotional stress.

REVISED The professor urged emotional *restraint*. [The revisions do not limit the advice to avoiding alcohol.]

2. Following Standard English idioms

An idiom is a grouping of words, one of which is usually a preposition, whose meaning may or may not be apparent based solely on simple dictionary definitions. Moreover, the grammar of idioms—particularly the choice of prepositions used with them—is a matter of customary usage and is often difficult, if not impossible, to explain. Native speakers of English know intuitively that "running *across* an old letter" is a legitimate phrase (often listed in the dictionary), while "running *in* an old letter" is not. The difference is very difficult to explain, even for native speakers. Often, our attempts at using idioms result in awkwardness.

NOT When the intruder left, the manager *got the courage* to call the

IDIOMATIC police. [Idiomatically, we do not normally *get* courage; we either have it or we do not.]

IDIOMATIC When the intruder left, the manager *got* the courage to call the police. [The standard idiom implies that courage is summoned from within when needed.]

To avoid awkwardness, memorize idioms or do not use them at all. You can refer to the detailed listings in a dictionary to find some idioms; for others, you must listen carefully to the patterns of common usage. The box on the following page shows some common idiomatic expressions in English.

3. Writing directly rather than straining to sound learned

When you are new to an area of study, or for that matter new to a social group, it is natural to want to fit in and sound as if you know what you are talking or writing about. In academics, this desire shows when students strain to take on the learned diction of professors. Some students try so hard they will use words that do not exist in any dialect of English.

AWKWARD The character's grief and *upsetion* were extreme. [The word does not exist.]

AWKWARD *Disconcern* is common among the employees at that factory. [Disinterest, *indifference*, or unconcern could be used.]

At times, students straining at sophistication will choose lengthy, complicated phrasings when simpler ones will do; they will favor pretentious language because they believe this is the way learned people express themselves. The following sentence is not erudite.

AWKWARD The eccentricities of the characters could not fail to endear them to this reader.
I found the eccentric characters endearing.

In a poem, euphony—the pleasing sound produced by certain word combinations—is put to literary ends, and the effect can be memorable. A sentence in an essay or report, however, can be awkward when a writer unintentionally creates rhymes or alliterations (words that begin with the same consonant sound) that distract the reader from a sentence's meaning.

AWKWARD Particularly in poetry, euphony is put to literary ends.
[The rhymes and alliterations distract from the meaning.]

SIMPLIFIED In a poem, euphony is used for literary ends.

The surest way to avoid unintentional rhymes or alliterations is to listen for them as you read your work aloud. Reading aloud forces you to slow down and hear what you have written. It can also help you to become aware of sentence rhythms. Finally, reading aloud can be an aid to proof reading

catching misspelled words, inadvertently misused homonyms (writing *affect* instead of *effect*), omitted words (often a preposition), and doubled words

Here are some common idioms in American English:

We arrived at a conclusion.

We arrived in time.

We arrived on time.

We brought in the cake.

We brought up the rear of the parade.

Except for my close friends, no one knows of my plan.

Don't call, *except in* emergencies.

I often *get into* jams.

Get up the courage to raise your hand.

I *got in* just under the deadline.

Good friends will *make up* after they argue.

How did you *make out* in your interview?

We'll *take out* the trash later.

Next week, the Red Sox *take on* the Orioles.

The senate will *take up* the issue tomorrow.

A large crowd *turned out*.

At midnight, we will *turn in*.

The request was *turned down*

4. Using General and Specific language

Specific details, illustrations, and observations are more vivid and more memorable than *general* remarks. To comment that a book about fourteenth century Europe was *interesting* is so general as to be meaningless. By contrast, to state that you were perplexed by your morbid fascination with Barbara Tuchman's description of bubonic plague in fourteenth-century *Europe-that* is a specific comment.

Successful writers shuttle back and forth between the general and specific, since to dwell at either end of this spectrum for too long will tax a reader's patience. The writer who concentrates on details and will not generalize gives the impression of being unable to see "the big picture." Conversely, the writer who makes nothing but general claims will leave readers restless for specific details that would support these claims. Read the

following sets of sentences. One is specific, the other general. Consider the differences.

Genetically engineered organisms can be of great benefit to agriculture. Scientists have discovered or are working on organisms that can make plants frost and herbicide resistant and can help plants produce their own nitrogen.

Scientists have discovered the benefits and uses of genetically engineered organisms in agriculture. One important example is the ice-minus bacterium created by Steve Lindow and Nicholas Panopoulos. Realizing a bacterium commonly found in plants produces a protein that helps ice to form, these scientists removed the unfavorable gene and thereby prevented ice from forming on greenhouse plants. Others have manipulated genetic materials to create tobacco that kills attacking insects and to produce plants that resist herbicides. Geneticists hope in 20 to 40 years to produce plants such as corn and other grains that "fix" their own nitrogen—that will be able to extract nitrogen from the atmosphere without relying on nitrifying bacteria. If such a plant could be created, U.S. farmers would save \$3 to \$4 billion annually in fertilizer costs and could save one third of all crops lost each year to pests.

In the first example, the writer makes a claim and supports it with three general examples, each of which is named quickly and left undeveloped. In the second example, the writer makes the same claim; but this time, details are provided that give readers specific information about genetically engineered organisms. Details such as these help to establish the writer's authority and give readers reasons to accept the writer's claim as true or probable. To produce effective, academic writing, writers shuttle between general claims and specific, supporting details

Exercise 2: *Create three lists, the first item of each being a very general word, the next item somewhat less general, the next still less general, and so on. The completed list, top to bottom, will proceed from general to specific.*

Example: nation, state, county, city, neighborhood, street, house

Exercise 3: *Choose a topic that you know well (sports, music, art, etc.) and write a general sentence about it. Then, in support of that sentence, write two additional sentences rich in specific detail.*

C. USING ABSTRACT AND SPECIFIC LANGUAGE

Like general words, abstract words are broad. They name categories or ideas, such as patriotism, evil, and *friendship*. Concrete expressions (a *throbbing* headache, a *lemon-scented perfume*) provide details that give readers a chance to see, hear, and touch—and in this way to understand how an idea or category is made real. Just as with general and specific language, you should seek a balance between the abstract and concrete. The writers who dwell on the concrete give readers the impression of literal mindedness, perhaps even denseness. The writers who dwell on the abstract give the impression of being vague or aloof.

As with the general and specific, balance is the key—and not just in literary writing or autobiography but in all disciplines where writers labor to give concrete meaning to their ideas. See, for example, the balanced use of abstract and concrete terms in the following paragraph on biological inheritance.

Among all the symbols in biology, perhaps the most widely used and most ancient are the hand mirror of Venus (♀) and the shield and spear of Mars (♂), the biologists' shorthand for male and female. Ideas about the nature of biological inheritance—the role of male and female—are even older than these famous symbols. Very early, men must have noticed that certain characteristics—hair color, for example, a large nose, or a small chin—were passed from parent to offspring. And throughout history, the concept of biological inheritance has been an important factor in the social organizations of men, determining the distribution of wealth, power, land, and royal privileges.

Notice that the abstract term *symbol* is given two more concrete examples: the hand mirror of Venus and the shield and spear of Mars. The abstract term *characteristics* is given concrete examples: *hair color, a large nose, a small chin*. And the abstract phrasing social organizations of men is

given more concrete examples: *power, wealth, land, social privileges*. Of these last examples, though, one can imagine more concrete cases (*what kinds of privileges?*); but Curtis does not provide these, and in any event the paragraph does not call for them. The important point is that Curtis *does* weave the abstract with the concrete (even if some of these examples could be made more concrete)

Key to Exercises

Exercise 1:

As a girl, my grandmother worked in a textile mill. Recently she told me what it was like for her. Every morning she had to feed her younger brother and sister breakfast and then take them to the house of Cousin Sophia, who looked after them. My grandmother was at the portal of the factory by 5:25 A.M. If an employee was late, she would forfeit half a day's pay. The work was tedious and exhausting. My grandmother had to watch and tend the same machine for hours on end, with no thing to entertain her but the whirring and clanking of the engines. Her lunch hour was just fifteen minutes long, and she often toiled sixteen hours a day.

Exercise 2:

- 1) Reference, dictionary, bilingual dictionary, an English-Indonesian dictionary
- 2) Television, TV program, Entertainment, Commercial advertisement
- 3) Teacher, high school teacher, biology teacher, new biology teacher
- 4) Etc.

Exercise 3: *Choose a topic that you know well (sports, music, art, etc.) and write a general sentence about it. Then, in support of that sentence, write two additional sentences rich in specific detail.*

Example: Topic—Cooking an omelet

General sentence: Making omelet is a delicate operation

Specific sentences:

- Use a well-seasoned omelet pan—cast iron, well greased, clean but never thoroughly scrubbed

- Scramble the eggs with a splash of water (not milk), blending lightly so as not to toughen the cooked eggs.



SUMMARY

The writer's first concern in selecting a word is to be sure that its denotation, or dictionary meaning, is appropriate for the sentence at hand. Once you are satisfied that you are using a word correctly according to its denotation, consider its connotations—its implications, associations, and nuances of meaning. *Specific* details, illustrations, and observations are more vivid and more memorable than *general* remarks. Successful writers shuttle back and forth between the general and specific. Like general words, abstract words are broad. They name categories or ideas. Concrete expressions provide details that give readers a chance to see, hear, and touch—and in this way to understand how an idea or category is made real. Just as with general and specific language, you should seek a balance between the abstract and concrete.



FORMATIVE TEST 3

Part A. Given the following set of words, state which word in each set you would prefer someone to use in describing you. Use a dictionary, if necessary, to find the meaning of each word.

- 1) thrifty, economical, provident, frugal
- 2) sentimental, emotional, maudlin, mushy

Part B: Create three lists, the first item of each being a very general word, the next item somewhat less general, the next still less general, and so on. The completed list, top to bottom, will proceed from general to specific.

Example: nation, state, county, city, neighborhood, street, house

- 1) Education
- 2) Outdoor sport
- 3) Transportation

- 4) Literary works
- 5) Financial institution
- 6) Food
- 7) Drink
- 8) Drugs
- 9) Pollution
- 10) Music

Part C: Choose a topic that you know well (sports, music, art, etc.) and write a general sentence about it. Then, in support of that sentence, write two additional sentences rich in specific detail.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formative Test

Formative Test 1

Part A.

- 1) Donna came out of her shell after she joined a singing group at school. (S)
- 2) I flipped out when my little brother got busted for underage drinking (S)
- 3) I'm suffering from a temporary depletion of all cash reserves. (PW)
- 4) The coach went bananas at halftime and chewed out the team for twenty minutes. (S)
- 5) I got angry at the park visitors who did not put their waste materials in the trash receptacle. (PW)
- 6) Hearing I had passed the accounting final really took a load of my mind. (S)
- 7) We all thought it was too good to be true when the instructor said that most of us would get A's in the course. (C)
- 8) Fred asserted to the collection agency that he had sent the remuneration. (PW)
- 9) My old Chevy Impala just bit the dust, so I'm checking out new cars. (S)
- 10) The book was written by a millionaire who didn't have a dime to his name as a boy. (S)
- 11) Receiving an A on my final was as sweet as pie. (C)
- 12) If you don't get off my case, I'll punch your lights out. (S)
- 13) The school board's decision to drop football had many parents up in arms. (S)
- 14) The interviewer inquired as to the location of my permanent residence. (PW)
- 15) Too many people get hung up on the way teenager look, instead of trying to understand where they're coming from. (C)
- 16) Our refuse can were bent up by the sanitation personnel (PW).
- 17) John, your mother and I have had it up to here with your careless attitude. (S)
- 18) The instructor raked him over the coals for missing class, but Jed kept his cool. (S)

- 19) An excess of precipitation has caused crop failure. (PW)
- 20) I let out a sigh of relief when I saw my grade for the paper. (C)

Part B:

- 1) Please ask one of our sales representatives
- 2) The weather conditions are bad today
- 3) My parents want me to get a college degree
- 4) Do not extend your arm out of the car, or an accident might happen.
- 5) Many fires are caused by the careless use of portable heaters

Part C.

- 1) Eight students in our class failed for the exam we took.
- 2) When the Millers were off on vacation, their home was burglarized by the thieves.
- 3) Holly took three hundred dollars from her bank account to buy a television soon.
- 4) Now, I have not made my decision concerning what I should do.
- 5) If you want to make sure that your answer is correct, you should refer to the answer key at the back of the book.

Formative Test 2**Part A**

- 1) A cover letter, along with a resume, should be sent to the chair-person of the department
- 2) Human's need to compete may be instinctive.
- 3) The men and the women in the office contributed generously to the charity fund.
- 4) A doctor should wash his/her hand before examining a patient.
- 5) If a student is not given clear advice, he/she becomes confused, or he/she may not know what to do.

Part B

The elementary school teacher, especially at the early grades, has his/her hands full with helping children adjust to a formal learning environment. Not all of the girls and the boys in his/her class will understand that school is not,

primarily, a place for play. Learning, of course, should be fun; but the elementary school teacher must be sure that his/her students appreciate the distinctions between playground play and intellectual play. By the later grades, a teacher will want his/her students to understand that serious intellectual play is the business of school. Girls and boys in high school must appreciate that ideas should be celebrated with, not hidden from, classmates.

Formative Test 3

Part A. Given the following set of words, state which word in each set you would prefer someone to use in describing you. Use a dictionary, if necessary, to find the meaning of each word.

- 1) thrifty (using money carefully and wisely), economical (using money, time, good carefully and without wasting any), provident (saving money for the future carefully and formally), frugal (Careful to only buy what is necessary)
- 2) sentimental (easily affected by emotions such as sadness, love), emotional (showing the strong feeling to other people), maudlin (behaving in a sad, silly way, because you are drunk), mushy (insulting way of addressing someone)

Part B:

- 1) Education, higher education, university, lecturer, English lecturer
- 2) Outdoor sport, soccer, player, famous player, Maradona
- 3) Transportation, land transportation, Bus, Inter-city bus, Kramat Jati
- 4) Literary works, Written works, Fiction, Short story
- 5) Financial institution, bank, government-owned bank, BNI
- 6) Food, Traditional food, Sate, Sate Padang
- 7) Drink, Soft drink, Fresh-tea
- 8) Drugs, Dangerous drugs, marijuana
- 9) Pollution, Air pollution, smoke, smoke from factories
- 10) Music, Rock music, Rocker, Indonesian rocker, Ahmad-Albar

Part C: One of the suggested answers:

There are two types of sports; outdoor sports and indoor sports.

- 1) Outdoor sports are played in the field

- 2) One of the examples of outdoor sports is soccer
- 3) Indoor sports are played in a hall or a building
- 4) Chess is one example of indoor sports
- 5) Badminton can be played both outdoor and indoor

References

- Axelrod, Rise B. and C. R. Cooper. (1991). *The St. Martin's Guide to Writing (3rd Edition)*. New York: St. Martin's Press, Inc.
- Fulwiler, Toby and Alan R. Hayakawa. (1997). *The Blair Handbook (2nd Edition)*. New Jersey: Prentice-Hall, Inc.
- Langan, John. (1997). *Sentence Skills with Readings*. New York: The McGraw-Hill Companies, Inc.
- _____. (1998). *English Skills with Readings*. New York: The McGraw-Hill Companies, Inc.
- _____. (1999). *College Writing Skills with Readings (4th Edition)*. New York: The McGraw-Hill Companies, Inc.
- Rosen, Leonard J. and Laurence Behrens. (1997). *The Allyn & Bacon Handbook (3rd Edition)*. Boston: Allyn & Bacon.

Punctuation

Drs. Jufri, M.Pd



INTRODUCTION

This module is the fourth of nine modules available in Writing One. The module deals mainly with the punctuation. The materials to be covered here are *end punctuation (period, question mark, and exclamation point), commas, semicolon, colon, apostrophe, quotation mark, and other types of punctuation*. By giving explanation, examples, and exercises, we hope to show the full range of possibilities for punctuation in contemporary writing.

After finishing this module, you are expected to be able to:

1. use the appropriate end punctuation in sentences;
2. use comma, semicolon, and colon in sentences appropriately;
3. use other types of punctuation in sentences correctly.

The explanation and the exercises in this module are presented in Three units. They are as follow:

Unit 1: End Punctuation.

Unit 2: Comma, Semicolon, Colon.

Unit 3: Apostrophe, Quotation Marks, and Other Punctuation Types.

UNIT 1

End Punctuation

The ending of one sentence and the beginning of the next sentence is a crucial boundary for readers. Sentences provide the primary medium for delivering isolatable, comprehensible chunks of information, and readers are highly sensitive to signals that show when they come to a full stop. When sentence boundaries are blurred, readers have trouble grouping a writer's words into meaningful segments. The end-of-sentence boundary in English is marked in three ways: with a period, a question mark, or an exclamation point. Now let's learn one by one.

A. THE PERIOD (.)

The period is our workhorse mark of punctuation, the one used most often for noting a full stop—the end of a sentence.

1. Placing a period to mark the end of a statement or a mild command

It is conventional to end statements or mild commands with a period.

For example:

- For quite some time after the *Titanic's* collision with the iceberg, the people on board did not believe themselves to be in danger.
- After all, the *Titanic* was supposed to be unsinkable.
- "Women and children must get into the lifeboats."

A restatement of a question asked by someone else is called indirect question. Since it is really a statement, it does not take a question mark.

Direct Question	Many of the women who were being urged to board the life raft asked, "Is this truly necessary?"
Statement	Many of the women who were being urged to board the life raft asked whether this measure was truly necessary.

2. Placing periods in relation to end quotation marks and parentheses

A period is always placed inside a quotation mark that ends a sentence.

For example:

- The rule was, at least on the port side of the ship, "Women and children only."

When a parenthesis ends a sentence, place a period outside the parenthesis if the parenthetical remark is not a complete sentence. If the parenthetical remark is a separate complete sentence, enclose it entirely in parentheses and punctuate it as a sentence-with its own period.

Example:

- There was, in fact, enough room on the life rafts for first and second class women and children, but no allowance had been made for steerage passengers (that is, economy class-the cheapest fare.).
FAULTY
- There was, in fact, enough room on the life rafts for first and second-class women and children, but no allowance had been made for steerage passengers (that is, economy class-the cheapest fare).
REVISED
- There was, in fact, enough room on the life rafts for first and second-class women and children, but no allowance had been made for steerage passengers. (Steerage was defined as economy class, the cheapest fare.) **REVISED**

3. Using a period with abbreviations

The following are considered abbreviations that conventionally end with a period:

Mr. Mrs. Ms. (even though this is not an abbreviation) Apt. Ave. St. Dr.
Eccles. mgr.

When an abbreviation ends a sentence, use a single period.

Example:

- The lawyers addressed their questions to Susan Turner, Esq..
FAULTY
- The lawyers addressed their questions to Susan Turner, Esq.
REVISED

When an abbreviation falls in the middle of a sentence, punctuate as if the word abbreviated were spelled out.

Example:

- The award envelope was presented to Susan Turner, Esq. who opened it calmly. **FAULTY**
- The award envelope was presented to Susan Turner, Esq., who opened it calmly. **REVISED**

Use no periods with acronyms or certain long abbreviations.

A number of abbreviations do not take periods—most often *acronyms* (NATO for North *Atlantic Treaty* Organization), the names of large organizations (IBM for International Business Machines), or government agencies (FTC for Federal *Trade* Commission). To be sure about the proper abbreviation of a word or organizational name, see the box at 31c and consult a standard dictionary for general purposes or specialized dictionaries when you are writing in a particular discipline. The following are some typical abbreviations:

ABC CNN AT&T USA ABM FAA

Exercise 1: *Add, delete, or reposition periods in these sentences as needed.*

Example: Organ transplants have increased since the development of immunosuppressive drugs such as cyclosporin

Organ transplants have increased since the development of immunosuppressive drugs such as cyclosporin.

- 1) According to one expert, "roughly 5,000 patients are waiting at any given moment for replacement livers. Ten thousand wait for kidneys." (Thomas)
- 2) Modern transplant techniques have created a rush for human organs and have given rise to what is ghoulishly called the "meat market"

- 3) "The ethical dilemmas raised by organ transplants are enormous," says Dr. Philip Wier (an ethicist at the Longwood Institute.)
- 4) Some poor people, faced with the prospect of starving, sell off their kidneys (This practice is the subject of intense debate in some state legislatures)
- 5) Sandra Booker, MD, is a role model for our community
- 6) Dr Booker focuses her practice on pediatric care for homeless children, beginning her day as early as 5:00 a.m..
- 7) She volunteers two days a week at an A.I.D.S clinic.
- 8) She has worked with the US. Department of Housing and Urban Development (H.U.D.) to develop programs for at-risk families.
- 9) She even conducts a learning lab. for high school students who are considering becoming doctors.
- 10) I wonder who else in the community, does so much?

Have you done the exercise 1?. If you have done it, please check your answer with the key answer exercise.

B. THE QUESTION MARK(?)

1. Using a question mark after a direct question

Example:

- Why do children develop so little when they are isolated from others?
- Why is the crime rate higher in the city than the country, in impoverished areas more than other areas?
- Why do more males than females, more young people than older people, commit crimes?

NOTE: An indirect question restates a question put by someone else. The indirect question does not take a question mark.

- Sociologists Eshleman and Cashion have asked why children develop So little when they are isolated from others.

Requests, worded as questions, are often followed by periods.

- Would you pour another glass of wine.

Questions in a series inside a sentence will take question marks if each denotes a separate question.

Look at the following example.

When an automobile manufacturer knowingly sells a car that meets government safety standards but is defective, what are the manufacturer's legal responsibilities? moral responsibilities? financial responsibilities? [Note that these three "clipped" questions—these incomplete sentences—do not require capitalization.]

When the sense of the questions in a series is not completed until the final question, use one question mark—at the end of the sentence.

Will the agent be submitting the manuscript to one publishing house, two houses, or more?

2. Using a question mark after a quoted question with a statement

Placing the question mark *inside* the end quotation mark

When the question mark applies directly to the quoted material, place it inside the quotation mark.

In a dream, Abraham Lincoln remembered a stranger asking, "Why are you so common looking?"

Place the question mark inside the end quotation mark when the mark applies to *both* the quoted material and the sentence as a whole.

Don't you find it insulting that a person would comment directly to a president, "Why are you so common looking?"

Placing the question mark *outside* the end quotation mark

When the sentence as a whole forms a question but the quoted material does not, place the question mark outside the quotation.

Was it Lincoln who observed, "The Lord prefers common-looking people; that's the reason he makes so many of them"?

NOTE: Do not combine a question mark with a period, a comma, or an exclamation point.

FAULTY "Are you going with him?!" asked Joan.

REVISED "Are you going with him?" asked Joan.

REVISED "Are you going with him!" shouted Joan.

3. Using a question mark within parentheses to indicate that the accuracy of information is in doubt even after extensive research

The question mark can be used to indicate dates or numerical references known to be inexact. The following are equivalent in meaning:

Geoffrey Chaucer was born in 1340 (?).

Chaucer was born about 1340.

Chaucer was born c. 1340. (The c. is an abbreviation for circa, meaning "around.")

NOTE: Do *not* use the question mark in parentheses to make wry comments in your sentences.

FAULTY We found the play a stimulating (?) experience.

REVISED Martin fell asleep in the play's first act, and I persuaded him to leave at intermission.

Exercise 2: Add or delete question marks as needed. If necessary, reword sentences. *Example:* The candidates' forum provided an illuminating (?) hour of political debate.

The candidates' forum failed to provide an illuminating debate.

- 1) Many people are quick to complain about the quality of political discourse in American politics, so why is it that more thoughtful people aren't running for elected office.
- 2) When we find that it is polling information, not philosophical conviction, that shapes the public remarks of political figures, is it any wonder that Americans turn cynical, refuse to vote, bemoan the absence of leadership.
- 3) Political scientists ask why Americans have one of the lowest voter turnouts among democratic nations?
- 4) Was it Marie Thompson who asked, "Why do we have so much difficulty rising to the challenge of our democratic traditions"?

- 5) Thompson reaches no firm answers when she concludes, "If the framers of the Constitution assumed an educated, caring citizenry, then we must wonder aloud have we failed to meet the challenges laid down 200 years ago"?
- 6) What is the best way for me to learn to speak French. Converse with my friends. Go to the language lab. Go to France?
- 7) The best way to learn to speak another language is to speak it as often as possible, isn't it.
- 8) Don't you know that we learn by making mistakes.

If you have done exercise 2, check your answer with the key answer exercise.

C. THE EXCLAMATION POINT (!)

In spoken conversation, exclamations are used freely, especially in moments of high passion. For some informal occasions, writers may be tempted to create with exclamation points what their tone of voice cannot show on paper. In academic writing, however, it is far more convincing to create emphasis by the force of your words, as opposed to the force of your punctuation

1. Using the exclamation point sparingly to mark an emphatic statement or command

Overused exclamation points create a none-too-flattering portrait of a "breathy" or "flaky" writer who is highly excitable and not too credible. Save the exclamation point to call special attention to a unique, memorable sentence, the content of which creates its own emphasis. The exclamation point will highlight the emphasis already present.

Example:

- Enterprising archaeologists visit their dentists regularly, if only to obtain supplies of worn-out dental instruments, which make first-rate fine digging tools!

- Please! Let me do it myself! [The use of exclamation points with this emphatic exclamation and command is appropriate for duplicating spoken dialogue.]

2. Marking mild exclamations with periods or commas

Please, let me do myself

NOTE: Do not combine an exclamation point with a period, comma, or question mark.

FAULTY "Leave this room!," demanded the judge

RIVISED "Leave this room!" demanded the judge

FAULTY "Can't you give us some privacy?!" he snarled

REVISED "Can't you give us some privacy!" he snarled

Exercise 3: *Read the following paragraphs on the subject of getting fired from a job, and provide periods, question marks, and exclamation points as needed!*

Many people who have lost their jobs report that the loss profoundly undermines their self-esteem. They blame themselves. They ask themselves "How can I be lovable, worthy, and competent if I have lost my job?" Having to file an unemployment claim only serves to deepen their sense of shame.

Even well-intentioned former coworkers are no source of comfort. The newly unemployed often find that even the most sympathetic colleagues tend to abandon them. These coworkers are terrified that the same thing might happen to them (in a climate of downsizing this fear is certainly justified). Others tell the victim that this loss is "the best thing that could ever happen to you." From the fired person's point of view, such people are merely trying to alleviate their own discomfort. "They say that so that they won't have to worry about me," one woman commented. The loss of one's job can cause a person to become cynical and suspicious.

*Key to Exercises***Exercise 1:**

- 1) According to one expert, "roughly 5,000 patients are waiting at any given moment for replacement livers. Ten thousand wait for kidneys" (Thomas).
- 2) Modern transplant techniques have created a rush for human organs and have given rise to what is ghoulishly called the "meat market".
- 3) "The ethical dilemmas raised by organ transplants are enormous," says Dr. Philip Wier (an ethicist at the Longwood Institute).
- 4) Some poor people, faced with the prospect of starving, sell off their kidneys (This practice is the subject of intense debate in some state legislatures).
- 5) Sandra Booker, MD., is a role model for our community.
- 6) Dr. Booker focuses her practice on pediatric care for homeless children, beginning her day as early as 5:00 a.m.
- 7) She volunteers two days a week at an AIDS clinic.
- 8) She has worked with the US Department of Housing and Urban Development (HUD) to develop programs for at-risk families.
- 9) She even conducts a learning lab. for high school students who are considering becoming doctors.
- 10) I wonder who else in the community does so much?

Exercise 2:

- 1) Many people are quick to complain about the quality of political discourse in American politics, that's why more thoughtful people aren't running for elected office.
- 2) When we find that polling information is not philosophical conviction, and shapes the public remarks of political figures, is it any wonder that Americans turn cynical? refuse to vote? bemoan the absence of leadership?
- 3) Political scientists ask why Americans have one of the lowest voter turnouts among democratic nations.
- 4) Was it Marie Thompson who asked, "Why do we have so much difficulty rising to the challenge of our democratic traditions?"

- 5) "Thompson reaches no firm answers when she concludes, "If the framers of the Constitution assumed an educated, caring citizenry, then we must wonder aloud have we failed to meet the challenges laid down 200 years ago?"
- 6) What is the best way for me to learn to speak French, converse with my friends, go to the language lab. or go to France?
- 7) The best way to learn to speak another language is speaking as often as possible, isn't it?
- 8) Don't you know that we learn by making mistakes?

Exercise 3:

Many people who have lost their jobs report that the loss profoundly undermines their self-esteem. They blame themselves. They ask themselves, "How can I be lovable, worthy, and competent if I have lost my job?" Having to file an unemployment claim only serves to deepen their sense of shame.

Even well-intentioned former coworkers are no source of comfort, the newly unemployed often find that the most sympathetic colleagues tend to abandon them. These coworkers are terrified that the same thing might happen to them (in a climate of downsizing this fear is certainly justified). Others tell the victim that this loss is "the best thing that could ever happen to you". From the fired person's point of view, such people are merely trying to alleviate their own discomfort. "They say that they won't have to worry about me!" one woman commented. The loss of one's job can cause a person to become cynical and suspicious.



SUMMARY

A period is used to mark the end of a statement or a mild command, in relation to end quotation mark and parentheses, and with abbreviations. The question mark is used after a direct question, after a quoted question with a statement, and within parentheses to indicate that the accuracy of information is in doubt. Exclamation point is used to mark an emphatic statement or command, please mark mild exclamation with periods or comma.

FORMATIVE TEST 1

A. Add a period, question mark, or exclamation point, as needed, to each of the following sentences.

- 1) Is it possible for a fish to drown
- 2) Thomas Jefferson was a redhead
- 3) I asked Jill for the time of day, but she wouldn't give it to me
- 4) When Eva learned she had won the lottery, she jumped up and down, yelling, "I don't believe it "
- 5) Because Americans watch so much television, one writer has called us a nation of "vidiots "
- 6) I questioned whether the police officer's report was accurate
- 7) If you had one year left to live, what would you do with the rest of your life
- 8) The last thing I heard before waking up in the hospital was someone screaming, "Look out for that truck"
- 9) On the plane from New York to Chicago, Dominic said, "Must I turn my watch back one hour--or forward"
- 10) In the first paper for her English class, Claire wrote that she wanted to "learn how not to be redundant and repeat myself"

B. Add a period, a question mark, or an exclamation point, as needed, to each of the following sentences!

- 1) My birthday present was wrapped in old newspapers and yellowed Scotch tape
- 2) Did you know that washing in very hot water can dry out your skin
- 3) The bride stunned everyone when she appeared in a purple lace gown
- 4) Don't eat that poisonous mushroom
- 5) How did you get a wad of gum in your hair
- 6) That boy has a loaded gun
- 7) All through the interview, my stomach grumbled' and my hands shook
- 8) How many years have you worked as a school bus driver
- 9) I wonder if we should have a New Year's Eve party this year
- 10) Look out for that swerving car

- C. Edit the following by using all end punctuation correctly. More than one edited version is possible.**

Have you always assumed eating sugar will make you gain weight. This fact (?) is increasingly subject to debate. According to recent research, the main problem with sugar is that it usually accompanies fat in a diet Dr Adam Berg, a nutritionist, wondered what makes some people gain weight more than others? His research has led him to believe that excess fat is actually more likely than sugar to cause problems with weight and health! A study by the US Food and Drug Administration shows that the average American eats about two ounces of sugar a day. According to Berg, the level of sugar consumption found by the F.D.A. applies to both moderately overweight and obese people. Does the difference lie in amount of exercise? Genetic make-up. Calorie intake. Berg believes it is a combination of these, but he notes specifically that eating patterns of obese people reflect a particularly high consumption of fatty foods. He suggests cutting out doughnuts (!) and eating low-fat sweets instead. If only it could be so easy.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

The Comma, Semicolon, And Colon

A. COMMAS

The comma is the most frequently used mark of punctuation in English. Commas shape the phrasing of written sentences in the same way that brief pauses shape the phrasing of spoken sentences. Commas indicate how a sentence is divided into distinct but connected grammatical parts. By showing which words are related and which make up separate ideas, commas help readers understand a sentence's meaning. Now please learn how to use commas.

1. Using commas before coordinating conjunctions joining independent clauses

An independent clause is a group of words that contains a subject and a predicate and that can stand alone as a complete sentence. A **compound sentence** contains two or more independent clauses. If those clauses are joined with a **coordinating conjunction** (and, or, but, for, nor, yet, so), use a comma before the coordinating conjunction.

Example:

The cable broke, and frightened passengers screamed.

She wanted to participate, but no one knew when the game would start.

When two independent clauses are very short, especially when they are related in meaning or parallel in structure and there is no chance of misreading, the comma between them may be omitted.

The sun rose and the fog lifted

To prevent misreading of a compound sentence when the independent clauses contain internal commas, you may use a semicolon rather than a comma before the coordinating conjunction. Do not use a comma without a coordinating conjunction to join independent clauses. If you do, the result is an error known as a comma splice. Do not use a comma before a

coordinating conjunction joining two dependent clauses. Also do not use commas between other compound elements, such as compound subjects and compound verbs.

Exercise 1: Edit the following sentences, using commas correctly with coordinating conjunctions joining independent clauses. Circle the number of any sentence that is correct.

Example:

The highway department sets speed limits on state roads and highways, and it determines standards for intersecting roads.

- 1) Every new business or residence along a highway needs an access road but first the highway department must approve its design and location.
- 2) The developer of a new housing development or commercial center must complete an application, and must submit it for the highway department's review.
- 3) The regulations very clearly describe the standards for sight distances and markings so a developer can tell if a driveway is acceptable.
- 4) The minimum sight distances vary with the speed limit and the grade of the road and the standards for driveway construction vary with the expected volume of traffic.
- 5) The highway department does not have to permit a driveway that does not meet its standards or that would require modification to the roadway.

2. Using commas after introductory elements

An introductory element is a dependent clause, phrase, or word that precedes and introduces an independent clause. In most cases, a comma should separate the introductory element from the independent clause.

Always use a comma after an introductory adverb clause (a dependent clause beginning with a subordinating conjunction such as when, because, if, and so on).

Example:

- *When Elizabeth I assumed the throne of England in 1558, the country was in turmoil.*

In most cases, an introductory phrase should be followed by a comma.

- *In every taste test, the subjects chose the new flavor over the old.*
- *To do the job properly, they need more time.*

Some writers do not use a comma when the phrase is only two or three words and there is no possibility of confusion. This is particularly true with short prepositional phrases: *in 1963 an assassin's bullet shocked the world.* However, a comma is always correct in these situations and may be preferred by some instructors.

Do not use a comma after an introductory phrase when the word order of the sentence is inverted so that the verb precedes its subject.

In the back of the closet was an old box.

In this sentence, box is the subject and was is the verb.

Do not use a comma after an introductory phrase that functions as the subject of the sentence rather than as a modifier.

Hearing that song evokes warm memories.

In this sentence, hearing that song is the subject.

Introductory words should generally be separated from an independent clause by a comma.

Adjective	Together, we are a great team.
Adverb	Nervously, I waited for my name to be called.
Conjunctive	However, taxes must be raised
Adverb	
Transitional	First, remove the plastic wrapper. Then, unfold the bag
Expression	
Interjection	Yes, we need to improve our parks.

Exercise 2: Edit *the following passage, using commas after introductory elements.*

Despite his own admission that he had lived a life full of failings Mickey Mantle died a hero to many Americans. During the 1950s and 1960s Mantle was the most popular player on the New York Yankees. Because of that team's unsurpassed success on the baseball diamond Mantle's personal achievements took on an even greater luster than they otherwise might have. However it was not just his skills as a player that made him beloved. In fact Mantle's warmth as a human being endeared him to fans and sportswriters more than did any other trait.

When Mantle died in 1995 his passing was felt deeply by many who had seen him play. Although years separated them from their childhood days at the ballpark many older Americans took time to cherish their memories of watching "the Mick" play. To many he was the symbol of a less cynical and materialistic era.

3. Using commas to set off nonrestrictive modifiers and appositives

A modifier is restrictive if it provides information that readers must have in order to understand the meaning of the word or words modified. It "restricts" or limits the meaning from a general group to a more specific one.

Students who are late will be prohibited from taking the exam.

The modifier who are late is restrictive because it limits the meaning of the word it modifies to a specific group of students: not all students will be prohibited from taking the exam, only those who are late.

A modifier is nonrestrictive if it provides additional information but is not essential to the meaning of the word or words it modifies.

Qualified doctors, who must be licensed, are in short supply.

The modifier who must be licensed is nonrestrictive because it tells the reader more about doctors but does not limit the meaning to a specific group of doctors.

Commas are used to set off nonrestrictive modifiers but not restrictive ones. Often, the only clue to whether a modifier is restrictive or nonrestrictive- and to the writer's meaning- is how the sentence is punctuated.

Company employees who receive generous benefits should not complain.

Company employees, who receive generous benefits, should not complain.

The restrictive modifier in the first sentence limits the meaning to a specific group of employees, implying that not all employees of the company receive generous benefits. The nonrestrictive modifier in the second sentence says something different: by not

specifying a specific group, it implies that all employees receive generous benefits.

RESTRICTIVE

Athletes who take steroids want a shortcut.

Athletes want a shortcut.

NONRESTRICTIVE

Olympic athletes, who all have trained intensely, are usually in top physical shape.

Olympic athletes are usually in top physical shape.

These two sentences mean about the same thing; the modifier is nonrestrictive.

a. Adjective and adverb clauses

Adjective clauses- clauses that begin with that, where, which, who, whom, and whose-can be either restrictive or nonrestrictive. That is used only in restrictive clauses. Which is used for nonrestrictive clauses, but it can be used for restrictive as well. Remember that restrictive clauses are not set off by commas because they are necessary to the meaning of the sentence; nonrestrictive clauses are set off by commas.

RESTRICTIVE

- The trophy will go to the team that scores the most points.
- Anyone who visits the notional Air and Space Museum can touch a piece of the moon.

NONRESTRICTIVE

- Soccer, which dates back two centuries, is the world's-most popular sport.
- The festival will honor spike lee, who directed Malcolm x.

Adverb clauses- clauses beginning with subordinating conjunctions, such a because, when, and before- are most often restrictive. They may, however, be considered nonrestrictive when they indicate a contrast; such clauses

b. Phrases

Prepositional phrases are usually restrictive, although they occasionally serve to add nonrestrictive information. Participial phrases may be restrictive or nonrestrictive.

RESTRICTIVE

An attitude of patience is required for the job.

NONRESTRICTIVE

A "baby boom" began in 1946, after World War II.

c. Appositives

An appositive is a noun or noun phrase that immediately follows another noun and renames it. An appositive is restrictive only when it is more specific than the noun it renames.

RESTRICTIVE

Poet Garry Soto has written several novels for young adults.

His poem "Oranges" is about having a crush on someone else.

NONRESTRICTIVE

Garry Soto, a popular poet, writes novels for young adults.

"Oranges," my favorite of his poems, seems autobiographical.

Exercise 3: Edit the following passage, using commas correctly with restrictive and nonrestrictive modifiers and appositives.

Anger an emotion all of us experience at one time or another generally arises, when we feel we can't control a situation or we don't get what we want. Anger may be natural, but researchers say that people, who get angry often, may be giving in to a learned response. Such uncontrolled fits of anger which can actually kill a person may be controlled if people can learn to deal with their anger, in a positive way. C. Mack Amick a counselor from north Carolina advises people to ask themselves three questions when they get angry. The first question, recommended by Amick, is "Is this really important to me?" the answer well may be "no" which means it's time to cool off The second question that he recommends is "Is this the right time to get angry?" the final question designed specifically to help one gain control is "Do I have an effective response?" finding a response, that is assertive but not aggressive, is the key to controlling one's anger.

4. Using commas between items in a series and between coordinate adjectives

A series consists of three or more words, phrases, or clauses that are equal in grammatical form and in importance. A coordinating conjunction- and, or, but, nor, so, for, yet- usually precedes the final item in the series. Use a comma after er each item in the series except the last.

Example:

- He studied all of the notes, memos, letters, and reports.
- To accelerate smoothly, to stoop without jerking, and to make complete turns can require many hours of driving practice.

Coordinate adjectives are two or more adjectives that modify the same noun: warm, sunny day. Coordinate adjectives are independent of each other in meaning and in their relationship to the noun. Use commas to separate coordinate adjectives.

To see whether adjectives are coordinate, try inserting *and* between them or reversing their order. If the resulting sentence still makes sense, the adjectives are coordinate and require commas.

ADJECTIVES COORDINATE

- YES He put on a clean, pressed shirt.
 YES He put on a clean and pressed shirt.
 YES He put on a pressed, clean shirt.

ADJECTIVES NOT COORDINATE

- YES I found five copper coins.
 NO I found five and copper coins.
 NO I found copper five coins.

Exercise 4: Edit the following sentences, using commas correctly between items in a series and between coordinate adjectives. Circle the number of any sentence that is correct. Example:

Burlington International airport, like any other airport, has a tower, a radar room and many safety devices.

- 1) Inside the airport are a comfortable lounge, three departure gates, and a restaurant
- 2) The airport leases the space to a number of customers, including airlines car rental agencies food concessions and gift shops.
- 3) The airport's representative explained that the airport is run like larger airports that it leases out its buildings and that it takes a percentage of the profits made by the independent businesses.

- 4) The majority of air travel at the airport is between Boston Newark and Chicago, although travel is by no means limited to these three, major cities.
- 5) Over the next ten years, the airport hopes to replace the few, remaining pre-1950s buildings with large modern facilities.

5. Using commas to set off parenthetical expressions and elements of contrast

Parenthetical expressions are words and phrases that interrupt the flow of a sentence to offer a comment, a supplemental explanation, or a transition. In many cases, transitional expressions and conjunctive adverbs (such as furthermore, for example, as a result, therefore, however, and meanwhile) serve as parenthetical expressions and are set off with commas. Parenthetical expressions can often be moved within a sentence without affecting its meaning. No matter where they appear in a sentence, they are generally set off with commas.

Example:

- One Saturday, for example, we had marshmallows for breakfast.
- The commissioner was not amused by the report, however.

Commas may also be used to set off elements of contrast—words, phrases, or clauses that emphasize a point by describing what it is not or by citing an opposite condition.

Example:

- The experience was illuminating, but unnerving, for everyone.
- The class started on Tuesday, not on Wednesday.

Exercise 5: Edit the following sentences, using commas correctly with parenthetical expressions and elements of contrast. Circle the number of any sentence that is correct. Example:

Soothing music it seems is effective for reducing stress.

- 1) Many physicians in fact are recommending relaxing music not tranquilizers to patients with high levels of stress.

- 2) One Boston doctor surprisingly enough has produced a recording of music that according to him uses the rhythms of a healthy heartbeat.
- 3) He believes exposure to such rhythms can promote a slower and more regular heartbeat in patients.
- 4) Other physicians however suggest that patients should select their own favored music not a doctor's prescription
- 5) A Phoenix psychologist for example advises patients to start with music that is the same as not calmer than their energy level; they can later switch to music of a lower intensity such as new age or light jazz.

6. Using commas to set off interjections, tag sentences, and direct address

Use a comma or commas to set off mild **interjections**.

Example:

- Oh, what good times we had together.
- The replacement players were, alas, doomed from the start.

Use a comma before **tag sentences**- short statements or questions at the ends of sentences that express or elicit an opinion.

Example:

- You received my application in time, I hope.
- We are not so trusting of strangers these days, are we?

Use a comma or commas to set off words of **direct address**- words that name the person or group to whom a sentence is directed.

Example:

- Lilith, I hope you are well.
- That, my friends, is not the end of the story.
- We appreciate your generous contribution, Dr. Collins.

Exercise 6: Edit the following sentences, using commas correctly to set off interjections, tag sentences, and words of direct address. Circle the number of any sentence that is correct. Example:

We've all heard the standard politician's spiel haven't we?

- 1) Oh the promises politicians make.
- 2) They always begin with something like, "My fellow citizens it is my goal to follow the will of the people."
- 3) Then they tell us, " you realize that my first concern is my constituents I hope."
- 4) They can't really expect us to believe their promises can they?
- 5) Ah we're just disillusioned with politicians these days my friends, which is why turnout on election day gets lower every year don't you think?

7. Using Commas With Quotations

Detect quotations are often accompanied by attributory words, which identify the source of the quotation. In general, use commas to set off attributory words, whether they appear before, after, or in the middle of the quotation. A comma before attributory words goes inside the quotation marks.

Example:

- *In 1948 Jack Kerouac first declared, " we're a beat generation. "*
- *"I didn't raise my boy to be a soldier, " begins a 1915 poem.*

Also no comma is used when a quotation is partial and is preceded by that, or when there is no true attributory phrase.

Example:

- *He closed by saying that "time will prove us right."*
- *According to one critic, the program is " a sinkhole for public dollars."*

In general, do not use a comma before indirect quotations, which also should not be enclosed in quotation marks.

Jones claimed he had not yet begun to fight.

Exercise 7: Edit the following sentences, using commas correctly with quotations. *Example:*

"Lobe looks not with the eyes" according to Shakespeare "but with the mind"

- 1) In her novel *Jacques*, George sand writes "No human creature' can give orders to love."
- 2) "How do I love thee," asked Elizabeth Barrett Browning? "let me count the ways.
- 3) "Man must evolve for all human conflict a method which rejects revenge, aggression, and retaliation" said Martin Luther King, "The foundation of such a method is love."
- 4) Dr. King also said "I believe that unarmed truth and unconditional love will have the final word in reality."
- 5) "Love is heaven" wrote Walter Scott "and heaven is love."

8. Other uses of Commas

- Using commas with numbers, dates, names, places, and addresses

a. Numbers

For numbers of five digits or more, use a comma before every three digits, counting from the right. In four-digit numbers, the comma is optional.

2700(or 2,700)

79,087

654,220

Do not use a comma in years or page numbers of four digits or with numbers in addresses.

That example is found on page 1269.

In 1990 our address was 21001 South Street, Lodi, Ohio 43042.

b. Dates

Always use a comma between the words for the day and month and between the numbers for the date and year.

Friday, March 22

June 10, 1990

Also use a comma after the year when a date giving month, day, and year is part of a sentence.

Louis Armstrong was born on July 4, 1900, in New Orleans.

Don't use commas when only the month and year are given in a date or when the month separates the date and year.

The war broke out in August 1914 and ended on 11 November 1918.

c. Names

Use commas to set off an abbreviation or title following a name.

Joyce B. Wong, M.D., supervised the CPR training session.

Renee Dafoe, vice president, welcomed the new members.

Do not use commas to set off roman numerals following a name: Frank T. Winters III.

d. Places and addresses

Use a comma before and after the state, when naming a city and state in a sentence.

She was born in Lexington, Kentucky, and raised in New York

When a full address is given in a sentence, use a comma to separate each element except for postal zip code, which should have no comma before or after it.

My address is 169 Elm Street, Apartment 4, Boston, Massachusetts 02116 through the end of June.

However, for an address in block form, as on the front of an envelope, do not use a comma at the end of each line.

B. SEMICOLONS

While a comma marks a pause within a sentence, a semicolon marks a stop within a sentence, telling readers that what precedes it is complete and that what follows is also complete and closely related. The semicolon marks a division between sentence elements of equal rank; it is not used to introduce, enclose, or end a statement.

1. Using semicolons between independent clauses

An independent clause is a group of words that contains a subject and a predicate and that can stand alone as a complete sentence. Two or more such clauses may be joined with a semicolon to indicate that the clauses are closely related. A semicolon is often used when the relationship between clauses is one of contrast or contradiction.

Example:

- *The storm raged all night; most of us slept fitfully, if at all.*
- *Most dogs aim to please their owners; cats are more independent*

A semicolon may be used between independent clauses joined with a conjunctive adverb (however, furthermore, therefore) or a transitional expression (for example, on the other hand).

Example:

- *Many in the community were angry; however, they lacked an articulate leader.*
- *The contract was approved; indeed, no one questioned the restrictions.*

You may use a semicolon with a coordinating conjunction to join complex or

lengthy independent clauses, particularly if they contain commas.

Example:

- *If the weather clears, we plan to leave at dawn; and if it doesn't given the dangerous trail conditions, we'll pack up and go home.*

Do not use a coordinating conjunction with a semicolon to join simple independent clauses.

Example:

- *Hundreds of volunteers assisted in the cleanup effort; many worked from dawn to dusk.*

Exercise 8: *Edit the following sentences, using semicolons as necessary to join independent clause. Example:*

The amount of crime shown on television has been criticized for inciting aggression in viewers; in fact, it may be equally criticized for unreasonably raising viewers' fears.

- I. Some experts estimate that 55 percent of prime-time characters experience a violent confrontation in the course of a week, the actual figure in life is less than 1 percent.

2. Studies have found that frequent viewers of television are likely to overestimate the statistical chance of violence in their lives, no matter what their gender, educational level, or neighborhood, and, moreover, fear, mistrust, and even paranoia can be the result.
3. For example, among city dwellers almost half of those identified as frequent viewers see crime as a very serious problem, only a quarter of infrequent viewers see crime as a very serious problem, only a quarter of infrequent viewers see crime as a very serious problem, only a quarter of infrequent viewers do.
4. Many Americans today rate crime as the country's number one problem, in fact, only a small segment of the population is actually at risk of being the victim of a violent crime.
5. Television-related misconceptions about crime may lead citizens to clamor for more protection, local governments to request additional funding, and politicians to raise taxes, and, worse, they may also contribute to increasing social mistrust.

2. Using semicolons in a series containing commas

Items in a series are generally separated by commas. In some situations, however, you can prevent confusion by separating the elements with semicolons instead.

Use a semicolon between elements in a series when at least one element of the series includes a comma. Example:

The candidates for the award are Maria, who won the essay competition; Elaine, the top debater; and Shelby, who directed the senior play.

Some writers use a semicolon to separate a series of long verb phrases of dependent clauses, even when they contain no internal commas. Example:

As a nation, we need to understand why these regional conflicts occur: how they are rooted in the power vacuum that followed the fall of the soviet union; and what kinds of responses we can offer in settling them.

As with commas, a series should not be preceded or followed by a semicolon unless another rule requires it.

Exercise 9: *Edit the following sentences, using semicolons as necessary. Circle the number of any sentence that does not need semicolons. Example:*

Our vacation to New England included trips to mystic, Connecticut: Ogunquit, Maine, Boston, Massachusetts, and Keene, new Hampshire.

- 1) Several different craft can be seen on the Charles river, including sculls rowed by students from the universities in the area, canoes, rowboats that can be rented for a small fee, and motorboats.
- 2) To learn about a new place quickly, obtain a detailed map of the area you plan to visit, walk to as many places as possible, always wearing shoes with good soles, and talk to the residents, provided they look friendly.
- 3) If you go to Boston's.Museum of fine Arts, don't miss the Paul Revere silver, the Egyptian mummies, the Athenian vases, and the terrific collection of paintings, including works by Gauguin, Degas, Monet, van Gogh, and Whistier.
- 4) In addition to its art collection, New England has been home to some of the greatest writers in America: Henry David Thoreau, who wrote Walden, Henry Wadsworth Longfellow, whose house on Brattle Street in Cambridge is a historic landmark, and Nathaniel Hawthorne, a resident of Salem, Massachusetts, and author of the scarlet letter.
- 5) If you really want to fit in while you see the sights, ask someone where the locals eat, always use public transportation to find these places, and leave your maps where you're staying, relying instead on the people you meet for directions.

C. COLON (:)

The colon is a mark of introduction. Use colon at the end of a complete statement to do the following:

1. Introduce a list

My little brother has three hobbies: playing video games, racing his Hot Wheels cars all over the floor, and driving me crazy.

2. Introduce a long quotation

Janet's paper was based on a passage from George Eliot's novel *Middlemarch*: "If we had a keen vision and feeling of all ordinary human life, it would be like hearing the grass grow and the squirrel's heart beat, and we should die of that roar which lies on the other side of silence. As it is, the quickest of us walk about well wadded with stupidity."

3. Introduce an explanation

There are two ways to do this, job: the easy way and the right way.

*Key to Exercises***Exercise 1:**

- 1) In fact, high school juniors' and seniors' scores on many commercial achievement tests are higher than they have ever been.
- 2) It seems that the media's need to report negative news is a large factor in leading people to believe that young peoples' knowledge today is not as great as it was in the past.
- 3) What older people do not always realize is that no one's knowledge of the world at eighteen is as comprehensive as it will be after another ten or twenty or thirty year's worth of learning.
- 4) Many also do not consider that student's work today is generally more advanced than in the past, particularly in the sciences.
- 5) Today's high school biology textbooks, for example, include lessons on DNA, RNA, genetic splicing, and biochemical engineering.
- 6) During my mother and father's high school years, such subjects were reserved for college or even graduate school.
- 7) Even in terms of history and geography, areas in which the current generation's knowledge has been shown to be weak, critic's reports of declining standards seem to be exaggerated.
- 8) A 1943 survey of college freshmen found that even elite students knew nothing at all about Thomas Jefferson and Abraham Lincoln's presidencies and could not identify the Mississippi Rivers' location on a map!

Exercise 2:

- 1) In the summer, a boat will take passengers from the city to Bear Mountain, where hiking enthusiasts won't be disappointed.
- 2) The views from the mountain's 1 300-foot summit can't be surpassed: you'll see wilderness stretching out before your eyes in every direction.
- 3) A trip to the country wouldn't be complete without a stop at Buddy's, Cafe 'n Deli.
- 4) Similarly, you shouldn't visit Hyde Park without stopping by FDR's country home, which has been preserved as it was when he died in 45.
- 5) Both the Hudson River Valley and New York City offer plenty to do for the outdoor buff whos' interested in stunning scenery, fine hiking, and rich history.

Exercise 3:

The computer industry's most important "enhancement" these days may be many software companies expansion of they're call-in help desks. With the enormous growth in the number of computer owners over the past five years has come a corresponding growth in those owners need for truly helpful technical support, particularly considering that the average first-time buyer of a computer today has very little understanding of its operation or functions. Just a few years ago, most companies technical support staffs consisted only of technicians and computer experts, whose attitude often suggested that a customer's questions were too stupid to be taken seriously, implying that "the problem is yours not ours." Worse, their advice could be so technical that its usefulness to customers was almost nonexistent. Today, however, companies are beginning to realize that ones success in an increasingly competitive market will depend on good customer service. Now when all those Es for "Error" appear on a user's screen, real help will be only a telephone call away.

Exercise 4:

- 1). "Preparations were in the air around our house before school was even over," she recalls. "We packed for a week."
- 2) "Once in Washington", Lorde remembers, "I spent the whole next day after Mass squinting up at the Lincoln Memorial where Marian Anderson had sung after the D.A.R. refused to allow her to sing in their

auditorium because she was Black. Or because she was "Colored," my father said as he told me the story. Except that what he probably said was "Negro:" because for his times, my father was quite progressive."

- 3) Lorde goes on to observe that later in the evening, "The family stopped for a dish of vanilla ice cream at a Breyer's ice cream and soda fountain."
- 4) "When the waitress first spoke, they didn't understand her; so then", writes Lorde, "The waitress moved along the line of us closer to my father and spoke again. 'I said I kin give you to take out. but you can't eat here. Sorry.'"
- 5) The young Lorde's feelings about this casual racism in the nation's capital seems to be summarized by the first lines of a poem she wrote many years later:
- 6) There are so many roots to the tree of anger that sometimes the branches shatter before they bear.

Exercise 5:

- 1) Jan prefers to stay at home and finish reading "A View from the Woods", one of the stories in Flannery O'Connor's *Everything that Rises Must Converge*.
- 2) As usual, Kim will be watching Star Trek reruns on television. Her favorite episode is "Who Mourns for Adonis?"
- 3) Erik will spend the evening reading "Why I Write," an essay that Orwell wrote the year after he published his novel *Animal Farm*. (Correct)
- 4) Alan wants to stay home and study Thomas Hardy's poem *At the Word "Farewell,"* (Correct)

Exercise 6:

- 1) Other names for Buddha are the Tathagata ("he who has come thus"), Bhagavat ("the Lord"), and Sugata ("well-gone").
- 2) Tradition has it that Gautama (also spelled Gotama) was born a prince but renounced the world at twenty-nine years to seek to understand the inevitability of human suffering.
- 3) Eventual spiritual enlightenment led him to the "four noble truths" of Buddhism: (1) existence is suffering; (2) suffering is caused by attachment to the physical world; (3) the suffering humans experience

can cease; (4) the path to release from suffering involves eight stages of thinking and behavior:

- 4) For the next forty-five years (He was thirty-five when he reached enlightenment.), Buddha traveled and taught his doctrine to a growing number of disciples.
- 5) Central to the practice of Buddhism are meditation and adherence to a set of clearly defined moral precepts.
- 6) These moral precepts (for example, injunctions against taking life, stealing, and dishonesty) continue to provide a primary basis of Buddhist practice.

Exercise 7:

Jamaica Kincaid's most openly opinionated and, to my mind, best book- *A Small Place*-is a social critique of her home island-Antigua. In this book, her voice-humble yet strong, and sometimes filled with anger-speaks for her people. Her feelings stemming from years of living in Antigua in the aftermath of British imperialism are expressed in a simple yet beautiful manner.

Exercise 8:

According to the findings of a new study, people who smoke may be hurting not only themselves. "It (tobacco smoke) can be just as detrimental to nonsmokers as to smokers," a spokesperson for the study told reporters. "In fact, secondhand smoke may be even more dangerous," she added, "since they are inhaling it without a filter." This latest finding adds to the growing list of the dangers of cigarette smoking (See related article on the effects of smoking on fetal development (p. 14)).



SUMMARY

Comma is used before coordinating conjunction joining independent clauses, after introductory elements, to set off nonrestrictive modifier and appositives, between items in a series and between coordinate adjectives, to set off parenthetical expressions and elements of contrast, to set off interjections, tag sentences, and direct address, with quotation, and many other uses. Semicolon is used between independent clauses

and in a series containing commas. Colon is used to introduce a list, to introduce a long quotation, and to introduce an explanation.



FORMATIVE TEST 2

- A. Edit the following sentences, using commas correctly with numbers, dates, names, places, and addresses**

Example:

In the week before Christmas, the mail-order company where I worked filled 84,567 orders.

- 1) I started my job in February, 1993, and the last day I worked was January 15 1994.
- 2) During that time, I answered 3456 calls and sold merchandise worth more than \$200000.
- 3) The worst customers are the ones with names like Jane Jones Ph.D. or John Johnson, III, who insist on having their titles appear on all their mail.
- 4) You may write to my former employer at this address: National Mail-Order Products, 19123 Fifth Avenue New York New York 10001.
- 5) With \$1500 in my savings account, I do not need to worry about getting another job until March 1994.

- B. Consider, for example, how difficult it is to understand the meaning of the following sentence, from which all commas have been deleted. Add commas when necessary!**

A quarter of a century after the introduction of television into American society a period that has seen the medium become so deeply ingrained in American life that in at least one state the television set has attained the rank of a legal necessity safe from repossession in case of debt along with clothes cooking utensils and the like television viewing has become an inevitable and ordinary part of daily life.

C. Edit the following passage, using commas correctly.

In two, recent scientific studies researchers have found what might be called an "excitability gene." This genetic variation as it is called is found in people who crave, excitement, thrills and new experiences. They are also them selves excitable, and prone to temper flare-ups. If the discovery holds up after further research it will represent the first link ever discovered between a gene and normal nonpathological behavior. "Success in mapping genes for a normal personality trait may signal a fruitful way to map genes for psychopathology" according to one of the researchers C. Robert Cloninger M.D., who is on the staff of Washington university, proposed the hypotheses that, people's need for excitement is related to how dopamine a neural chemical is processed by the brain. This process is governed by a specific gene that in fact occurs in two variant ways, as a series of seven sequences or a series of four. What researchers discovered was that people, who could be called "novelty-seekers," generally had the longer seven-sequence version of the gene. This does not mean however, that the behavioral trait is governed solely by this single gene and researchers caution that other factors such as personal experience come into play.

D. Edit the following passage, using semicolons correctly. More than one edited version is possible. Be ready to explain your editing choices.

Often students will not use the semicolon because they are unsure how to use it. They find the rules confusing; or hard to follow, or they have trouble applying the examples from textbooks to their own writing. Consequently, they avoid using semicolons whenever possible, which causes their writing to sound choppy or too simplistic at times. A person does not have to be a professional writer, however, to use semicolons correctly. He or she can develop a knack for using this elusive punctuation through practice. The following three rules might help; use semicolons to separate items in a complex series, and finally, do not use semicolons too often or your reader will think you don't know what you're doing-an important consideration; especially if you are writing for a professor.

- E. Edit the following sentences by replacing any incorrectly used semicolons with the correct mark of punctuation or rewording the sentence. Some sentences can be edited in more than one way. Circle the number of any sentence that is correct. Be ready to explain your editing choices.**

Example:

Farley Mowat's books are not depressing though they do make one think about the role of humans in the universe.

- 1) His writing abounds with examples of the greedy nature of human beings; however, it does not convey a sense of helplessness.
- 2) Mowat clings to a spark of hope, that it is not too late for humans to develop a respectful attitude toward our planet and the animals that inhabit it; although he regards humans as covetous.
- 3) A self-designated advocate for nonhuman animals, Mowat reveals the precariousness of the relationship between humans and animals; with unforgiving honesty for the most part.
- 4) He can be delightfully witty when he describes a positive, healthy relationship but also merciless when he condemns one; especially when it is destructive and exploitative.
- 5) After describing the harsh conditions in the village of Burgeo in the north of Newfoundland, he reveals the paradoxical lure of the place; abundant fish, seals, dolphins, and whales.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 3

The Apostrophe, Quotation Mark, and Other Punctuation

A. APOSTROPHES

The apostrophe, used primarily to form the possessive of a noun or pronoun, also indicates certain unusual plural forms and shows where a letter has been dropped in contraction.

1. Using apostrophes to form the possessive case of nouns and indefinite pronouns

The possessive case of a noun or pronoun shows ownership or an association between the noun and pronoun and the word it modifies. To form the possessive case, nouns and some indefinite pronouns add an apostrophe and -s or add just an apostrophe.

a. Singular nouns

Use an apostrophe and -s to form the possessive of any singular noun that does not end in -s. Example:

- *Stephen Spielberg's new movie is one of his best*
- *The camera's shutter speed is fixed*

For singular nouns ending in -s, it is always correct to form the possessive by adding both an apostrophe and -s. However, if pronouncing the additional syllable is awkward as with last names that sound like plurals—some writers add only an apostrophe. Example:

- *Don't waste the class's time.*
- *John Adams' presidency was marked by crisis and conflict.*

b. Plural nouns

For plural nouns ending in -s, add only an apostrophe to form the possessive.

The owe me several months' pay

For irregular plural nouns not ending in -s, form the possessive by adding an apostrophe and -s. Example:

We studied the media's coverage of children's issues.

c. Compound nouns

Use an apostrophe and -s on only the last word to form the possessive of a hyphenated or unhyphenated compound noun. Example:

- *He borrowed his father-in-law 's car*
- *The secretary of state's office certified the election results.*

d. Two or more nouns

When nouns joined by and are considered a unit and are jointly in possession, use an apostrophe and -s only to the last noun.

My aunt and uncle's anniversary party was a disaster

When nouns joined by and are considered individuals in separate possession, use an apostrophe and -s to each noun.

The documentary compared Aretha Franklin 's and Diana Ross's early careers.

e. Indefinite pronouns

An indefinite pronoun is a pronoun that does not refer to any specific person or thing. Use an apostrophe and -s to form the possessive case of some indefinite pronouns, including someone, anybody, no one, one, and another.

- *Someone's umbrella was left in the classroom.*
- *It is no one's business but mine.*

Do not use an apostrophe and -s to form the possessive of the indefinite pronouns *all, any, both, each, few, many, most, much, several, some, and such*. Indicate the possessive by using a preposition such as *of*, or use a pronoun that has a possessive form.

- *For the Dickinson and Crane seminar, we must read complete works of both.*
- *With so many applicants, we cannot respond to (everyone's questions).*

Exercise 1: *Edit the following sentences, using apostrophes correctly to form the possessive forms of nouns and indefinite pronouns.*

- 1) In fact, high school juniors and seniors scores on many commercial achievement tests are higher than they have ever been.
- 2) It seems that the medias need to report negative news is a large factor in leading people to believe that young peoples' knowledge today is not 1 S greqt as it was in the past
- 3) What older people do not always realize is that no ones knowledge)f the world at eighteen is as comprehensive as it will be after another ten or twenty or thirty year's worth of learning.
- 4) Many also do not consider that student's work today is generally mor-e advanced than in the past, particularly in the sciences.
- 5) Todays' high school biology textbooks, for example, include lessons on DNA, RNA, genetic splicing, and biochemical engineering.
- 6) During my mother and father's high school years, such subjects were-, eserved for college or even graduate school.
- 7) Even in terms of history and geography, areas in which the current generations knowledge has been shown to be weak, critic's reports of declining standards seem to be exaggerated.

2. Using apostrophes to form plurals of words, used as words, letters, numbers, and symbols

Use an apostrophe and -s to form the plural of a word used as a word.

Analysis reveals more the's than and's in most writing.

Also use an apostrophe and an -s to form the plural of letters, numerals, and symbols.

Example:

- *Tic tac toe is played on a grid with x's and o's.*
- *We' have no size 8's in that style hul five size 10's.*
- *Today most telephone dial pads include #'sand 's.*

You may use an apostrophe and -s or an -s alone to form the plural of centuries and decades, as long as you are consistent within a paper. (The

Modern Language Association prefers an -s alone.) Do not use an apostrophe when the century or decade is expressed in words. Example:

- *the 1800s (or the 1800's)*
- *the 60s (or the 60's)*
- *the sixties*

Use an apostrophe and -s for plurals of abbreviations ending with periods. Use -s alone for abbreviations without periods. Example:

- *My science professor has earned two Ph.D.'s.*
- *Like all politicians, she has some IOUs.*

3. Using apostrophes to form contractions

A contraction joins two words into one by replacing one or more letters with an apostrophe. The following list shows the correct use of the apostrophe in some common contractions.

Cannot	can't	does not	doesn't
do not	don't	would not	wouldn't
will not	won't	was not	wasn't
she would	she'd	it is	it's
who is	who's	you are	you're

Writers sometimes use apostrophes in dialogue to indicate letters omitted from certain words, suggesting the speaker's pronunciation.

"Courtin' was diffrent in my day," the old man said.

Because they are conversational, contractions help to create a friendly, accessible tone (which is why we have used contractions in writing this book). But because of their informality, contractions tend not to be appropriate for most academic writing.

Exercise 2: *Edit the following sentences, using apostrophes correctly to form contractions.*

- 1) In the summer, a boat will take passengers from the city to Bear Mountain, where hiking enthusiasts wont be disappointed.
- 2) The views from the mountain's I 300-foot summit cant be surpassed: youll see wilderness stretching out before your eyes in every cirection.

- 3) A trip to the country wouldn't be complete without a stop at Buddy's, Cafe n Deli.
- 4) Similarly, you shouldn't visit Hyde Park without stopping by FOR's country home, which has been preserved as it was when he died in 45.

Exercise 3: *Edit the following passage, using apostrophes correctly.*

The computer industry's most important "enhancement" these days may be many software companies' expansion of their call-in help desks. With the enormous growth in the number of computer owners' over the past five years has come a corresponding growth in those owners' need for truly helpful technical support, particularly considering that the average first-time buyer of a computer today has very little understanding of its operation or functions. Just a few years ago, most companies' technical support staffs consisted only of technicians and computer experts, whose attitude often suggested that a customer's questions were too stupid to be taken seriously, implying that "the problem is yours' not ours." Worse, their advice could be so technical that its usefulness to customers was almost nonexistent. Today, however, companies are beginning to realize that one's success in an increasingly competitive market will depend on good customer service. Now when all those Es for "Error" appear on a user's screen, real help will be only a telephone call away.

B. QUOTATION MARKS

Quotation can be a powerful tool. By using quotations, you can document exactly what was said at a crucial time, portray people speaking to each other, clarify an idea you are analyzing, or enlist an expert's support for an argument you are making.

Using another person's exact words is called direct quotation. When you quote directly, you must tell readers you are doing so by indicating the source and by enclosing the person's exact words in quotation marks (or by setting off long quotations). Restating someone else's idea in your own words is called paraphrasing or indirect quotation. When quoting indirectly, you must still identify the source, but you do not use quotation marks.

1. Using quotation marks for brief direct quotations

The conventions are different for using quotation marks when quoting short passages and long ones.

a. Short passages

Use quotation marks to enclose brief quotations, those from one word up to four typed lines of prose or three lines of poetry. If a parenthetical citation of the source is provided, place it after the closing quotation marks but before the period or other punctuation.

Example:

- *Boswell calls this relationship a "collateral adoption" (97), a term other experts do not use.*
- *In Lives under Siege, Ratzenburger argues that "most adolescents are far too worried about the next six months and far too unconcerned about the next sixty years" (84).*

When quoting poetry, use a slash preceded and followed by a single space to indicate line breaks. Example:

Shakespeare concludes Sonnet 18 with this couplet:

"So long as men can breathe or eyes can see,/So
long lives this, and this gives life to thee."

b. Long passages

Longer direct quotations are set off from the main text in block format. Start a new line for the quotation, indent all lines of the quotation ten spaces, and do not use quotation marks. If the words introducing a block quotation form a complete sentence, they are usually followed by a colon, although a period is also acceptable.

Example:

A recent editorial describes the problem:

In countries like the United States, breastfeeding, though always desirable, doesn't mean the difference between good and poor nutrition or life and death. But it does in developing countries, where for decades infant food manufacturers have been distributing free samples of infant formulas to hospitals and birthing centers. (Daily Times 17)

The editorial goes on to argue that the samples last only long enough for the mothers' own milk to dry up; then the mothers find they cannot afford to buy the formula.

Exercise 4: *Edit the following sentences, using quotation marks correctly with brief direct quotations.*

Example:

Remembering a trip with her parents in 1947, black American poet Audre' Lorde writes in her memoir, Zami, "A The first time I went to Washington, D.C., was on the edge of the summer when I was supposed to stop being a child.

- 1) "Preparations were in the air around our house before school was even over; she recalls. We packed for a week."
- 2) Once in Washington, Lorde remembers, I spent the whole next day after Mass squinting up at the Lincoln Memorial where Marian Anderson had sung after the D.A.R. refused to allow her to sing in their auditorium because she was Black. Or because she was "Colored," my father said as he told me the story. Except that what he probably said was "Negro:" because for his times, my father was quite progressive.
- 3) Lorde goes on to observe that later in the evening, "The family stopped for a dish of vanilla ice cream at a Breyer's ice cream and soda fountain.
- 4) When the waitress first spoke, they didn't understand her; so then, writes Lorde, "The waitress moved along the line of us closer to my father and spoke again. 'I said I kin give you to take out. but you can't eat here. Sorry.'"
5. The young Lorde's feelings about this casual racism in the nation's capital seems to be summarized by the first lines of a poem she wrote many years later: There are so many roots to the tree of anger/ that sometimes the branches shatter/ before they bear.

2. Using quotation marks for dialogue

Use quotation marks when reproducing dialogue, whether real or fictional. Start a new paragraph to show every change of speaker. Once the

pattern is established, readers can tell who is speaking even if not every quote has attributory words.

Example:

- "Early parole is not the solution to overcrowding," the prosecutor said "We need a new jail."
- The chairman of the county commission asked, "How do you propose we should pay for it?"
- "Increase taxes if you: must, but whatever you do, act quickly."

If one speaker's words continue for more than a single paragraph, use quotation marks at the beginning of each new paragraph but at the end of only the last paragraph.

3. Using quotation marks for certain titles

Use quotation marks for titles of brief poems, short stories, essays, book chapters and parts, magazine and journal articles, episodes of television series, and songs.

Example:

- "Araby" is the third story in James Joyce's book *Dubliners*.
- This chart appeared with the article "Will Your Telephone Last?" in November's *Consumer Reports*.
- In my favorite episode of *I Love Lucy*, "Job Switching," Lucy and Ethel work in a chocolate factory.

Use single quotation marks to indicate quoted material that is part of a title enclosed in double quotation marks.

We read, "This Is the End of the World: The Black Death" by historian Barbara Tuchman.

Titles are indicated by quotation marks only in text, so do not put quotation marks around the title at the beginning of your own essay, poem, or story. However, use quotation marks wherever your title includes a quotation or title.

An Analysis of the "My Turn" Column in Newsweek

Exercise 5: Edit the following sentences, using quotation marks correctly with titles. Circle the number of any sentence that is correct

- 1) Jan prefers to stay at home and finish reading *A View from the Woods*, one of the stories in Flannery O'Connor's *Everything that Rises Must Converge*.
 - 2) As usual, Kim will be watching *Star Trek* reruns on television. Her favorite episode is *Who Mourns for Adonis?*
 - 3) Erik will spend the evening reading "Why I Write," an essay that Orwell wrote the year after he published his novel *Animal Farm*.
 - 4) Alan wants to stay home and study Thomas Hardy's poem *At the Word "Farewell,"*
- 4. Using quotation marks for translations, specialized terms, Ironic usages, and Nicknames**

Translations

I've always called Antonio *fratellino* or "little brother," because he is twelve years younger than I.

Specialized terms

A specialized term or new coinage is often introduced in quotation marks when it is first defined.

- The ecology of this "chryocore"-a region of perpetual ice and snow-has been studied very little.
- He called the new vegetable a "broccoflower," a yellow-green cross between broccoli and cauliflower.

Irony

You may indicate that you are using a word in an ironic sense-that is, with a meaning opposed to its literal one-by putting the word in quotation marks; but use this technique sparingly in academic writing.

Jonathan Swift's essay "A Modest Proposal" offers a quick "solution" to Ireland's poverty and overpopulation: eat the children.

Nicknames

An unusual nickname may be enclosed in quotation marks at first mention, particularly when it is introduced as part of the full name.

When I joined the firm, the president was a man named Garnett E. "Ding" Cannon.

C. PARENTHESES

Parentheses enclose elements that would otherwise interrupt a sentence: explanations, examples, asides, and supplementary information. They are also used to set off cross-references, citations, and numbers in a list. Parentheses can be distracting, so use them sparingly.

1. Enclosing explanations, examples, and asides

In setting off explanations, examples, and asides, writers often have the choice of using commas, parentheses, or dashes. Because parentheses tend to deemphasize what they enclose, use them for material that is not essential to the meaning of the sentence or to the point being made.

Example:

- Current Hollywood stars whose parents were stars include Anjelica Houston (daughter of John) and Michael Douglas (son of Kirk).
- The use of corporal punishment (paddling, for example) has been banned in most public schools.
- Speaking little English (he had immigrated to the United States only a few months earlier), my grandfather found his first job in a tuna-packing factory.

Parentheses may also be used to enclose dates, a brief translation, abbreviations, or initials. Example:

- The Oxford English Dictionary was first published under the editorship of James A. H. Murray (1888-1933).
- English also borrowed the Dutch word *koekje* (cookie).
- The North American Free Trade Agreement (NAFTA) continues to spark controversy.

2. Enclosing cross-references and citations

Use parentheses to enclose cross-references to other parts of your paper and to identify references and sources for quotations. Example:

- The map (p. 4) shows the areas of heaviest rainfall.
- Nick Carraway felt unsettled to see Gatsby at the end of his dock beckoning in the direction of a "single green light" (21).

3. Enclosing numbers or letters in a list

Use parentheses to enclose numbers or letters that introduce items in a list within a sentence.

The dictionary provides (1) pronunciation, (2) etymology, (3) past meanings, and (4) usage citations for almost 300,000 words.

4. Using other punctuation with parentheses

When information placed within parentheses falls at the end of a sentence, end punctuation appears outside the final parenthesis, thereby punctuating the sentence as a whole.

The strikers protested the company's practice of buying parts from other companies (out sourcing).

When one complete sentence is enclosed in parentheses but stands alone, the end punctuation is placed inside the final parenthesis, and the first word is capitalized.

- The damage caused by the storm is estimated at \$ 1.5 million). (This does not include the cost of emergency medical aid.)

When a complete sentence enclosed by parentheses falls within another sentence, the first word is not capitalized and no period is used. A question mark or exclamation mark may be used for effect.

Example:

- The damage caused by the storm (estimates run as high as \$1.5 million) was the worst in more than three decades.
- After a visit to Buffalo (how can people there stand the cold weather?), it was a relief to return South.

Exercise 6: *Edit the following sentences, inserting parentheses where appropriate, deleting unnecessary parentheses, and correcting any nonstandard use of other punctuation with parentheses. (You may need to make other changes in punctuation.) Some sentences can be edited in more than one way. Be ready to explain the changes you made.*

- 1) Other names for Buddha are the Tathagata, "he who has come thus," Bhagavat, "the Lord," and Sugata, "well-gone."
- 2) Tradition has it that Gautama, also spelled Gotama, was born a prince but renounced the world at twenty-nine years to seek to understand the inevitability of human suffering.
- 3) Eventual spiritual enlightenment led him to the "four noble truths" of Buddhism: 1 existence is suffering; 2 suffering is caused by attachment to the physical world; 3 the suffering humans experience can cease; 4 the path to release from suffering involves eight stages of thinking and behavior:
- 4) For the next forty-five years, (He was thirty-five when he reached enlightenment.) Buddha traveled and taught his doctrine to a growing number of disciples.
- 5) Central to the practices of Buddhism are meditations (and adherence to a set of clearly defined moral precepts).

D. USING DASHES

Dashes serve many of the same purposes as parentheses, that is, they set off explanations, examples, asides, and supplementary information that would otherwise interrupt the meaning of the sentence. However, dashes tend to emphasize the material they set off rather than subordinate it, as parentheses do. Dashes can also be used to emphasize contrast and to indicate interruptions and changes in tone. Because dashes break the flow of a sentence, use them sparingly.

On the typewriter, use two hyphens with no space on either side to create a dash.

A dash--when you use one--should look like this.

Note that unlike a single parenthesis, a dash can be used singly to set off material at the end of a sentence.

1. Dashes for explanations, examples, and asides

- She donates a considerable sum to Georgetown University-her alma mater-every year.
- At first we did not notice the rain-it began so softly-but soon we were soaked through.
- Of all the oddities in Richard's apartment, the contents of the bathtub-transistors, resistors, circuit boards, and odd bits of wire-were the strangest of all.

2. Dashes to emphasize contrast

The restaurant is known for its excellence-its food and its astronomical prices.

3. Dashes to indicate a pause, interruption, or change of tone

- "Well, I guess I was a little late-O, an hour late," I admitted.
- "Hold on," she shouted, "while I grab this-"
- The candidate claims he didn't know about his staffs illegal activities-and we're expected to believe that.

Exercise 7: *Edit the following passage, deleting dashes where they are not effective. More than one edited version is possible. Be ready to explain your editing choices.*

Jamaica Kincaid's most openly opinionated-and , to my mind, best book-A Small Place-is a social critique of her home island-Antigua . In this book, her voicehumble yet strong, and sometimes filled with anger-speaks for her people. Her feelings-stemming from years of living in Antigua in the aftermath of British imperialism-are expressed in a simple-yet beautiful-manner.

E. USING ELLIPSIS POINTS

Ellipsis points are three periods, each preceded and followed by a space. They are used to mark an ellipsis, any deliberate omission of words from a direct quotation. Quotations are generally shortened either to make a passage more emphatic or to reduce it to a usable length, but writers doing so must be careful not to change the original passage's meaning.

Consider the following paragraph from Betty Edwards's *Drawing on the Right Side of the Brain*.

Drawing is not really very difficult. Seeing is the problem, or, to be more specific, shifting to a particular way of seeing. You may not believe me at this moment. You may feel that you are seeing things just fine and that it's the drawing that is hard. But the opposite is true, and the exercises in this book are designed to help you make the mental shift and gain a twofold advantage: first, to open access by conscious volition to the right side of your brain in order to experience a slightly altered mode of awareness; second, to see things in a different way. Both will enable you to draw well.

Use ellipsis points to indicate an omission within a sentence.

Edwards tells the reader, "You may feel that... it's the drawing that is hard."

If an omission comes at the end of a complete sentence, include the period or other end punctuation before the ellipsis points.

Edwards addresses the reader directly with a provocative assertion: "Drawing is not really very difficult... You may not believe me at this moment."

Likewise, if you end the quotation before the end of the original sentence, include a period before the ellipsis. (Note that in such cases, there is no space between the last quoted word and the period or between the final ellipsis point and the closing quotation mark.)

In Edwards's view, "Drawing is not really difficult. Seeing is the problem. .."

However, when parenthetical documentation is included after a quote ending with an ellipsis, the period follows the parentheses.

Betty Edwards writes, "Drawing is not really difficult. Seeing is the problem..." (2).

Ellipsis points are not necessary when what you quote is a sentence in the original or when what you quote is obviously not a complete sentence.

According to Edwards, "Drawing is not really very difficult."

Edwards offers the reader paths to "a slightly altered mode of awareness."

If you omit a whole line or more when quoting poetry, indicate the omission by using ellipsis points for the length of a line.

She walks in beauty, like the night

.....

And all that's best of dark and bright

Meet in her aspect and her eyes

F. USING BRACKETS

Brackets are used to enclose words that are added to or changed within direct quotations. They can also enclose comments about quotations and about material that is already inside parentheses. (If your typewriter or printer does not have brackets, you can write them in by hand.)

Brackets are also used to change capitalization in the original quotation to make it correct in the new sentence.

The fact that "[n]othing comes of it.. is, for White, what makes the sparrow's activity worth noting.

You may add italics for emphasis in a quotation, but always indicate that you have done so by enclosing the phrase "italics added" in brackets at the end of the passage.

According to this study, in 1992 "the average major league baseball player earned more than a million dollars a year [italics added]."

Brackets can be used to indicate a spelling or punctuation error in quoted material that was present in the original. By enclosing the word sic (Latin for "such") in brackets directly after the error, you inform the reader that you see the error but are not responsible for it.

In its statement, the commission said that its new health insurance program "will not effect [sic] the quality of medical care for county employees."

Within parentheses, use brackets to avoid double parentheses.

Exercise 8: *Edit the following passage, using brackets correctly.*

According to the findings of a new study, people who smoke may be hurting not only themselves. "It (tobacco smoke) can be just as detrimental to nonsmokers as to smokers," a spokesperson for the study told reporters. "In fact, secondhand smoke may be even more dangerous," she added, "since they (nonsmokers) are inhaling it without a filter." This latest finding adds to the growing list of the dangers of cigarette smoking. (See related article on the effects of smoking on fetal development (p. 14).)

G. USING SLASHES

A slash (/) is a slanted line; also known as a solidus or virgule: Use a slash, preceded and followed by a space, to mark the end of a line of poetry incorporated in text.

Shakespeare opens *The Passionate Pilgrim* with a seeming paradox:
"When my

love swears that she is made of truth, / I do believe her, though I know she lies."

Use a slash with no space before or after it in some common expressions indicating alternatives.

either/or proposition pass/fail system true/false test

Also use a slash without spaces to separate numerals when they represent the parts of a date (1/3/96) and the numerator and denominator in a fraction (1/2). (Use a hyphen to separate a whole number from its fraction: 2-1/2.)

*Key to Exercises***Exercise 1:**

- 1) Every new business or residence along a highway needs an access road, but first the highway department must approve its design and location.
- 2) The developer of a new housing development or commercial center must complete an application and must submit it for the highway department's review.
- 3) The regulations very clearly describe the standards for sight distances and markings, so a developer can tell if a driveway is acceptable.

- 4) The minimum sight distances vary with the speed limit and the grade of the road, and the standards for driveway construction vary with the expected volume of traffic.
- 5) The highway department does not have to permit a driveway that does not meet its standards, or that would require modification to the roadway.

Exercise 2:

Despite his own admission that he had lived a life full of failings, Mickey Mantle died a hero to many Americans. During the 1950s and 1960s, Mantle was the most popular player on the New York Yankees. Because of that team's unsurpassed success on the baseball diamond, Mantle's personal achievements took on an even greater luster than they otherwise might have. However, it was not just his skills as a player that made him beloved. In fact, Mantle's warmth as a human being endeared him to fans and sportswriters more than did any other trait. When Mantle died in 1995, his passing was felt deeply by many who had seen him play. Although years separated them from their childhood days at the ballpark, many older Americans took time to cherish their memories of watching "the Mick" play. To many he was the symbol of a less cynical and materialistic era.

Exercise 3:

Anger, an emotion, all of us experience at one time or another generally arises, when we feel we can't control a situation or we don't get what we want. Anger may be natural, but researchers say that, people who get angry often may be giving in to a learned response. Such uncontrolled fits of anger, which can actually kill a person, may be controlled if people can learn to deal with their anger in a positive way. C. Mack Amick, a counselor from North Carolina, advises people to ask themselves three questions when they get angry. The first question, recommended by Amick is, "Is this really important to me?" the answer will may be "no" which means it's time to cool off. The second question that he recommends is, "Is this the right time to get angry?" the final question designed specifically to help one gain control is "Do I have an effective response?" Finding a response that is assertive but not aggressive is the key to controlling one's anger.

Exercise 4:

- 1) Inside the airport are a comfortable lounge, three departure gates, and a restaurant
- 2) The airport leases the space to a number of customers, including airlines, car rental agencies, food concessions, and gift shops.
- 3) The airport's representative explained that the airport is run like larger airports that it leases out its buildings and that it takes a percentage of the profits made by the independent businesses.
- 4) The majority of air travel at the airport is between Boston, Newark, and Chicago, although travel is by no means limited to these three major cities.
- 5) Over the next ten years, the airport hopes to replace the few remaining pre-1950s buildings with large modern facilities.

Exercise 5:

- 1) Many physicians, in fact, are recommending relaxing music not tranquilizers to patients with high levels of stress.
- 2) One Boston doctor, surprisingly enough, has produced a recording of music that according to him uses the rhythms of a healthy heartbeat.
- 3) He believes exposure to such rhythms can promote a slower and more regular heartbeat in patients.
- 4) Other physicians, however, suggest that patients should select their own favored music, not a doctor's prescription
- 5) A Phoenix psychologist, for example, advises patients to start with music that is the same as not calmer than their energy level; they can later switch to music of a lower intensity, such as, new age or light jazz.

Exercise 6:

- 1) Oh, the promises politicians make.
- 2) They always begin with something like, "My fellow citizens, it is my goal to follow the will of the people."
- 3) Then, they tell us, " You realize that my first concern is my constituents, I hope."
- 4) They can't really expect us to believe their promises, can they?

- 5) Ah, we're just disillusioned with politicians these days, my friends, which is why turnout on Election Day gets lower every year, don't you think?

Exercise 7:

- 1) In her novel *Jacques*, George Sand writes, "No human creature can give orders to love."
- 2) "How do I love thee," asked Elizabeth Barrett Browning? "Let me count the ways."
- 3) "Man must evolve for all human conflict a method which rejects revenge, aggression, and retaliation," said Martin Luther King, "The foundation of such a method is love."
- 4) Dr. King also said, "I believe that unarmed truth and unconditional love will have the final word in reality."
- 5) "Love is heaven," wrote Walter Scott, "and heaven is love."

**SUMMARY**

The apostrophe, used primarily to form the possessive of a noun or pronoun, also indicates certain unusual plural forms and shows where a letter has been dropped in contraction. Quotation marks are like shoes: use them in pairs. In written American English, there are two types of quotation marks: double quotation marks (" ") which identify quotations, titles, and so on, and single quotation marks (' ') which identify quotations within quotations (or titles within titles). In print and in handwriting, a distinction is made between an opening quotation mark (") and a closing quotation mark ("). Most typewriters and personal computers, however, use the same quotation mark or marks at both ends of a quotation. Parentheses enclose elements that would otherwise interrupt a sentence: explanations, examples, asides, and supplementary information. They are also used to set off cross-references, citations, and numbers in a list. Parentheses can be distracting, so use them sparingly. Brackets are used to enclose words that are added to or changed within direct quotations. They can also enclose comments about quotations and about material that is already inside parentheses. Use a slash, preceded and followed by a space, to mark the end of a line of poetry incorporated in text.


FORMATIVE TEST 3

A. Underline the word in each sentence that needs `s. Then write the word correctly in the space provided. Number One is done for you as an example.

- 1) The trainer removed a nail from the horse hoof. horse's _____
- 2) My brotehr appetite is like a bottomless pit. _____
- 3) Arnie pulled his young son hand away from the kerosene heater. _____
- 4) The comedian trademarks were long cigárs and red socks. _____
- 5) No matter when you dial the landlord number, nobody answers the phone. _____
- 6) The assistant manager always takes credit for Ted ideas. _____
- 7) We all froze when the bank teller wig fell off _____
- 8) Some people never feel other people problems are their concern. _____
- 9) Nita hires an accountant to prepare her dance studio tax return each year.
- 10) The screen door slammed on the little girl fingers. _____

B. Insert the quotation mark where needed in the sentences that follow.

- 1) The chilling bumper sticker read, You can't hug children with nuclear arms.
- 2) One day we'll look back on this argument, and it will seem funny, Bruce assured Rosa.
- 3) Hey, lady, this is an express line! Shouted the cashier to the woman with a full of basket.
- 4) My grandfather was fond of saying, Happiness is found along the way, not at the of the road.
- 5) When will I be old enough to pay the adult fare? The child asked.
- 6) The trouble with Easy Street is that it's a blind alley, said our minister.
- 7) The sign on the classroom wall read, When you come to the end of your rope, make a knot and hold on.
- 8) I'm not afraid to die, said Woody Allen. I just don't want to be there when it happens.

- 9) My son once told me, Sometimes I wish I were little again. Then I wouldn't have to make so many decisions.
- 10) I don't feel like cooking tonight, Eve said to Adam. Let's just have fruit.

C. Place dashes where needed

- 1) The members of the Polar Bear Club marched into the icy sea shivering.
- 2) Jill's attempt to walk her first since the operation was a disaster.
- 3) My sociology class meets at the worst possible time eight o'clock on Monday morning.

D. ADD PARENTHESES WHERE NEEDED

- 1) Only a minority of Americans 31 percent can remember what life was like before television.
- 2) That instructor's office hours 3 to 4 P.M. are impossible for any student with afternoon job.
- 3) Since I am forgetful, I often 1 make a list and then 2 check off items I have done. Now where did I put my list?

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\text{Progress} = \frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formative Test

Formative Test 1

Part A

- 1) Is it possible for a fish to drown?
- 2) Thomas Jefferson was a redhead.
- 3) I asked Jill for the time of day, but she wouldn't give it to me.
- 4) When Eva learned, she had won the lottery, she jumped up and down, yelling, "I don't believe it! "
- 5) Because Americans watch so much television, one writer has called us a nation of "vidiots! "
- 6) I questioned whether the police officer's report was accurate.
- 7) If you had one year left to live, what would you do with the rest of your life?
- 8) The last thing I heard before waking up in the hospital was someone screaming, "Look out for that truck!"
- 9) On the plane from New York to Chicago, Dominic said, "Must I turn my watch back one hour--or forward?"
- 10) In the first paper for her English class, Claire wrote that she wanted to "Learn row not to be redundant and repeat myself"

Part B

- 1) My birthday present was wrapped in old newspapers and yellowed Scotch tape.
- 2) Did you know that washing in very hot water can dry out your skin?
- 3) The bride stunned everyone when she appeared in a purple lace gown.
- 4) Don't eat that poisonous mushroom!
- 5) How did you get a wad of gum in your hair?
- 6) That boy has a loaded gun!
- 7) All through the interview, my stomach grumbled and my hands shook.
- 8) How many years have you worked as a school bus driver?
- 9) I wonder if we should have a New Year's Eve party this year?

Part C

Have you always assumed eating sugar will make you gain weight? This fact is still increasingly subject to be debated. According to recent research, the main problem with sugar is that it usually accompanies fat in a diet. Dr. Adam Berg, a nutritionist, wondered what makes some people gain weight more than others? His research has led him to believe that excess fat is actually more likely than sugar to cause problems with weight and health! A study by the US Food and Drug Administration shows that the average American eats about two ounces of sugar a day. According to Berg, the level of sugar consumption found by the FDA applies to both moderately overweight and obese people. Does the difference lie in amount of exercise, genetic make-up, and calorie intake? Berg believes it is a combination of these, but he notes specifically that eating patterns of obese people reflect a particularly high consumption of fatty foods. He suggests cutting out doughnuts and eating low-fat sweets instead. If only it could be so easy.

Formative Test 2

Part A

- 1) I started my job in February 1993, and the last day I worked was January 15, 1994.
- 2) During that time, I answered 3,456 calls and sold merchandise worth more than \$200,000.
- 3) The worst customers are the ones with names like Jane Jones Ph.D. or John Johnson, III, who insist on having their titles appear on all their mail.
- 4) You may write to my former employer at this address: National Mail-Order Products, 19123 Fifth Avenue, New York, 10001.
- 5) With \$1,500 in my savings account, I do not need to worry about getting another job until March 1994.

Part B

A quarter of a century after the introduction of television into American society, a period that has seen the medium become so deeply ingrained in American life that in at least one state the television set has attained the rank of a legal necessity, safe from repossession in case of debt along with clothes,

cooking utensils, and the like, television viewing has become an inevitable and ordinary part of daily life.

Part C

In two recent scientific studies, researchers have found what might be called an "excitability gene." This genetic variation as it is called is found in people who crave, excitement, thrills, and new experiences. They are also themselves excitable, and prone to temper flare-ups. If the discovery holds up after further research, it will represent the first link ever discovered between a gene and normal nonpathological behavior. "Success in mapping genes for a normal personality trait may signal a fruitful way to map genes for psychopathology" according to one of the researchers C. Robert Cloninger MD who is on the staff of Washington university, proposed the hypotheses that, people's need for excitement is related to how dopamine a neural chemical is processed by the brain. This process is governed by a specific gene that in fact occurs in two variant ways, as a series of seven sequences or a series of four. What researchers discovered was that people, who could be called "novelty-seekers," generally had the longer seven- sequence version of the gene. This does not mean however, that the behavioral trait is governed solely by this single gene and researchers caution that other factors such as personal experience come into play.

Part D

Often students will not use the semicolon because they are unsure how to use it. They find the rules confusing, or hard to follow, or they have trouble applying the examples from textbooks to their own writing. Consequently, they avoid using semicolons whenever possible, which causes their writing to sound choppy or too simplistic at times. A person does not have to be a professional writer, however, to use semicolons correctly. He or she can develop a knack for using this elusive punctuation, through practice. The following three rules might help: use semicolons to separate items in a complex series, and finally, do not use semicolons too often or your reader will think you don't know what you're doing an important consideration; especially if you are writing for a professor.

Part E

- 1) His writing abounds with examples of the greedy nature of human beings. However, it does not convey a sense of helplessness.
- 2) Mowat clings to a spark of hope that it is not too late for humans to develop a respectful attitude toward our planet and the animals that inhabit it; although he regards humans as covetous.
- 3) A self-designated advocate for nonhuman animals, Mowat reveals the precariousness of the relationship between humans and animals; with unforgiving honesty for the most part.
- 4) He can be delightfully witty when he describes a positive, healthy relationship but also merciless when he condemns one; especially when it is destructive and exploitative.
- 5) After describing the harsh conditions in the village of Burgeo in the north of Newfoundland, he reveals the paradoxical lure of the place; abundant fish, seals, dolphins, and whales.

Formative Test 3**Part A**

- 1) The trainer removed a nail from the horse hoof. horse's
- 2) My brother appetite is like a bottomless pit. Brother's
- 3) Arnie pulled his young son hand away from the kerosene heater. son's
- 4) The comedian trademarks were long cigars and red socks. Comedian's
- 5) No matter when you dial the landlord number, nobody answers the phone. Landlord's
- 6) The assistant manager always takes credit for Ted ideas. Ted's
- 7) We all froze when the bank teller wig fell off. Teller's
- 8) Some people never feel other people problems are their concern. People's
- 9) Nita hires an accountant to prepare her dance studio tax return each year. Studio's
- 10) The screen door slammed on the little irl fingers. Girl's

Part B.

- 1) The chilling bumper sticker read, "You can't hug children with nuclear arms."
- 2) "One day we'll look back on this argument, and it will seem funny," Bruce assured Rosa.
- 3) "Hey, lady, this is an express line!" Shouted the cashier to the woman with a full of basket.
- 4) My grandfather was fond of saying, "Happiness is found along the way, not at the of the road."
- 5) "When will I be old enough to pay the adult fare?" The child asked.
- 6) "The trouble with Easy Street is that it's a blind alley," said our minister.
- 7) The sign on the classroom wall read, "When you come to the end of your rope, make a knot and hold on."
- 8) "I'm not afraid to die," said Woody Allen. "I just don't want to be there when it happens."
- 9) My son once told me, "Sometimes I wish I were little again. Then I wouldn't have to make so many decisions."
- 10) "I don't feel like cooking tonight," Eve said to Adam. "Let's just have fruit."

Part C

- 1) The members of the Polar Bear Club marched into the icy sea-shivering.
- 2) Jill's attempt to walk-her first since the operation-was a disaster.
- 3) My sociology class meets at the worst possible time-eight o'clock-on Monday morning.

Part D

- 1) Only a minority of Americans (31 percent) can remember what life was like before television.
- 2) That instructor's office hours (3 to 4 P.M.) are impossible for any student with afternoon job.
- 3) Since I am forgetful, I often (1) make a list and then (2) check off items I have done. Now where did I put my list?

References

Axelrod, Rise B. and C. R. Cooper. 1991. *The St. Martin's Guide to Writing (3rd Edition)*. New York: St. Martin's Press, Inc.

Fulwiler, Toby and Alan R. Hayakawa. 1997. *The Blain Handbook (2nd Edition)*. New Jersey: Prentice-Hall, Inc.

Langan, John. 1997. *Sentence Skills with Readings*. New York: The McGraw-Hill Companies, Inc.

_____. 1998. *English Skills with Readings*. New York: The McGraw-Hill Companies, Inc.

_____. 1999. *College Writing Skills with Readings (4th Edition)*. New York: The McGraw-Hill Companies, Inc.

Rosen, Leonard J. and Laurence Behrens. 1997. *The Allyn & Bacon Handbook (3rd Edition)*. Boston: Allyn & Bacon.

Mechanics

Refnaldi, S.Pd., M.Litt



INTRODUCTION

As you learned in Module 4, punctuation is one of the most important parts in writing. Another important part is mechanic. Mechanic is one of the most important elements of characterizing a good paragraph. It supports the organization of the paragraph, the content, the grammatical structure, and punctuation.

The materials to be discussed in this module are some language elements included in mechanic, such capitalization, abbreviation, numbers, italic, and word division. After learning this module, you expected to be able to:

1. Use capital letters appropriately.
2. Apply the rules of abbreviating a word.
3. Use numbers in sentences.
4. Use italics in sentences.
5. Use hyphenation in dividing or combining word (s).

To achieve the above objectives, the materials of the module are presented into the following units:

Unit 1: Capitals, Abbreviations and Numbers.

Unit 2: Italics.

Unit 3: Word Division.

UNIT 1

Capitals, Abbreviations, and Numbers

A. CAPITALS

Capital letters are conventionally used to indicate the beginning of a sentence and to distinguish names, titles, and certain other words.

1. Capitalizing the first word of a sentence

Use a capital letter at the beginning of a sentence or a deliberate sentence fragment.

- The gymnast could not have been more pleased. A perfect ten.
- What was the occasion? A holiday? Someone's birthday?

In a series of fragmentary questions, it is equally acceptable to use lowercase for each fragment

- What was the occasion? A holiday? Someone's birthday?

Whichever style of capitalization you choose for such questions, be sure to use it consistently throughout your paper.

a. Sentences following colons

When two independent clauses are joined by a colon, capitalizing the first word of the second clause is optional, but be consistent throughout a paper.

The senators' courage failed them: The [or the] term-limits bill was dead for another decade.

Always capitalize a numbered list of sentences (but not phrases) following a colon:

His philosophy can be reduced to three basic rules: (1) Think for yourself. (2) Take care of your body. (3) Never hurt anyone.

b. Sentences between parentheses or dashes

Capitalize the first word of a complete sentence within parentheses if it is not inside another sentence.

Congress attacked sex discrimination in sports with a 1972 law called Title IX. (Changes added in 1974 are called the Bayh amendments.)

Do not capitalize the first word of a complete sentence set off by parentheses or dashes when it falls within another sentence.

Title IX (the name refers to a section of U.S. civil rights law) has changed collegiate sports a great deal over twenty years. On many campuses Title IX has increased the number of competitive sports offered to women—even opponents of the law agree this is true—but its effect on men's sports is more difficult to assess

2. Capitalizing quotations and lines of poetry**a. Quotations**

Capitalize the first word of a quoted sentence, wherever it falls in your own sentence.

"We'd like to talk to you about the budget for women's sports," Jeannine told the athletic director. "The first question is from Ryan."
Ryan asked, "How many sports are offered?"

Do not capitalize the first word of the continuation of a quotation interrupted by attributory words.

"Indeed," Mr. Baker responded, "we field men's and women's teams in track, swimming, tennis, and golf."

If the first word of a quotation does not begin a sentence of yours or a sentence in the original, do not capitalize it.

Recognizing details familiar from his childhood Peter feels "the same damp moss covering the worms in the fishing can."

When quoting from published prose sources, you may have to change the capitalization of the original to fit into your sentence. If you use a capital letter where the original has a lowercase letter, or vice versa, use brackets to show the change.

b. Capitalizing quotations from poetry

When quoting poetry, always follow the capitalization of the original.

The poem opens with Frost's usual directness and rhythmic formality: "Whose woods these are, I think I know. / His house is in the village, though." Compare this to Lucille Clifton's offhanded "boys / I don't promise you nothing. . . ."

3. Capitalizing proper nouns and their derivatives

Proper nouns name particular persons, places, or things: Toni Cade Bambara, Gulf of Mexico, Mercedes Benz. In general, proper nouns are capitalized. (Articles, coordinating conjunctions, and prepositions in proper nouns are not capitalized.) Common nouns, on the other hand, name general classes of persons, places, or things: writer, gulf, automobile. Common nouns are not capitalized unless they are part of a proper noun.

a. Name of individual people and animals

Eleanor Roosevelt	Muhammad Ansyar
Karl Marx	Michael Jordan
Snoopy	Vincent van Gogh
Sitting Bull	Martin Van Buren

Note that capitalization of van, de, la, and so on varies, so consult a reliable source for the conventional spelling of a particular name.

b. Religions, religious terms, deities, and sacred words

Judaism, Jews	Christianity, Christians
Roman Catholic	Protestant
Islam	Allah
The Koran	the Bible

c. *Nationalities, ethnic groups, and languages*

French	Chinese	Hindustani
Chicano	African Americans	Seminole

d. *Titles*

Formal and courtesy titles and their abbreviations are capitalized when they are used before a name and not set off by commas.

General Colin Powel	Senator Dianne Feinstein
Judge Judy	Coach Bill Walsh
Dame Agatha Christie	Prof. Soenardi Djiwandono
Ms. Sheenah Taggert	Dr. Rusdi Thaib

They are lowercased when used alone or separated from the name by commas:

Dianne Feinstein, senator from California
My language professor, Soenardi Djiwandono

Titles indicating high station or office may be capitalized when they are not followed by a name: *the President of the United States, the Queen, the Pope*. Derivatives of such titles, however, are not capitalized: *presidential, papal*.

e. *Months, days of the week, and holidays*

August 12, 1914
Tuesday, the twentieth of April
the Fourth of July
Presidents' Day

Seasons are not capitalized: summer, fall

f. *Geographic names*

Little Rock, Arkansas	Puerto Rico
the Grand Canyon	the Windy City
the Western Hemisphere	the Midwest
the Colorado River	Madison Avenue

Note that common nouns like *river*, *avenue*, and *street* are lowercase when they are preceded by two or more proper nouns: *Bleecker* and *MacDougal streets*. Although direction words are capitalized when they name a region (*the South*), they are not when they indicate compass directions: *We headed south* on U.S. 61.

g. *Institutions, organizations, businesses, and trade names*

Oberlin College	the United Nations
the English Department	Microsoft Corporation
Big Mac	the Beatles
Congress	Habitat for Humanity.
the League of Women Voters	Aquafresh toothpaste

Be sure to capitalize only the proper name of an Institution not a generic term referring to it: *Oberlin is ranked among the best small colleges in the country*. Words such as *company*, *incorporated*, and *limited* and their abbreviations are capitalized when they are used as part of a business's formal name: *Jones Brothers Limited*. They are not capitalized when they are not part of the formal name: *The company is on the verge of bankruptcy*.

h. *Historical documents, legislation, events, periods, and movements*

the Constitution	the Norman Conquest
the Stone Age	World War II
the Stamp Act	the Renaissance
the Romantic poets	Public Law 100-13
an Impressionist painter	the Rationalist movement

i. *Ships, aircraft, spacecraft, and trains*

the V.S.S. Constitution
the Challenger
the Spirit of St. Louis
the Orient Express

j. *Derivatives of proper nouns*

Newtonian	Texan
Marxist	Beatlemania

Prefixes before such derivatives are not capitalized: *neo. Marxist. anti-American.* Words derived from proper nouns that have taken on independent meanings often are no longer capitalized: *french fries. herculean. quixotic. ohm, vulcanization.*

4. Capitalizing titles

For the title of a book, play, essay, story, poem, movie, television series, piece of music, or work of art, capitalize the first word, the last word, and all other words except articles (*the, a, an*), coordinating conjunctions (*and, or, for, but, nor, so, yet*), and prepositions (*in, on, with*, and so on).

Sense and Sensibility	“What I Did for Love”
The Taming of the Shrew	Beauty and the Beast
“Home Improvement”	Nude Descending a Staircase

Follow the same rule *for* subtitles, including capitalizing the first word: *Women Playwrights: The Best Play of 1994.* If a title contains words joined by a hyphen, both words usually are capitalized, with the exception of articles, conjunctions, and prepositions (*The One-Minute Grammarian: The Social History of the Jack-in-the-Box*).

Exercise 1: *Add the capitals needed in each of the following sentences*

- 1) At a restaurant on Broad street called Joe's Italian palace, the chefs use pasta machines to make fresh noodles right in the dining room.
- 2) After having her baby, joan received a card from one of her friends that read, “congratulations; we all knew you had it in you.”
- 3) A nature trail for the blind in cap cod, Massachusetts, has signs written in braille which encourage visitors to smell and touch the plants.
- 4) Fidel castro, the Cuban leader, once tried out for the Washington senators, a professional baseball team.
- 5) Every November, I make another vow that I will not gain weight between thanksgiving and new year's day.
- 6) Celebrities earn big money for endorsing items like Polaroid cameras, trident gum, and sanko coffee

- 7) During world war II, many americans were afraid that japanese would invade california.
- 8) When uncle Harvey got the bill from his doctor, he called the american medical association to complain.
- 9) This spring, the boy scouts and the jaycees are planning to clean up madison park.
- 10) I was halfway to the wash & dry Laundromat on elm street when I realized that my box of tide was still home on the kitchen counter.

Exercise 2: *Edit the following passage, using capital letters according to the guidelines in this unit.*

The Library of congress, established in Washington in 1800, has been called "The United state's national library." Primarily responsible for its creation was vice president Thomas Jefferson (He was himself an avid book collector), who also supported it strongly during the course of his Presidency. When a fire destroyed much of the Collection in 1814, Jefferson donated his own personal library as a replacement. Ruined by another fire in 1851—Some 35.000 volumes were lost—the library languished until congress passed the copyright act of 1870, which required that all material copyrighted in the Country be deposited there. Today the imposing building on Independence avenue—beloved by many washingtonians—contains some 75 million items, including maps, prints, photographs, and an extensive collection of asian art and artifacts. Of course, It also houses such diverse prose works as a rare edition of *The Federalist papers* and a copy of Gary Larsen's *It Come From the For Side*.

B. ABBREVIATION

Abbreviations are frequently used in tables, footnotes, endnotes, and bibliographies to help readers proceed through the material quickly and easily. (Documentation and its acceptable abbreviations are discussed in Chapters 18 and 61-65.) They are also used quite often in scientific and technical writing. With a few exceptions, however, you should avoid abbreviations in the body of a general, nontechnical essay, paper, or report. This sub-unit discusses abbreviations that are acceptable in nontechnical text.

When using an abbreviation, be sure it is appropriate for the particular writing situation, is easy for readers to understand, and is correctly punctuated and capitalized.

1. Abbreviating titles and degrees

Personal or courtesy titles such as *Mr.*, *Mrs.*, *Dr.*, and *St.* may be abbreviated when they precede a full name. For such titles, capitalize the first letter and end with a period.

Mr. Samuel Taylor Darling
 St. Francis of Assisi
 Gen. Colin Powell
 the Rev. Martin Luther King, Jr.
 Dr. Ellen Hunter
 Prof. Karen Greenber
 Rep. Ben Nighthorst
 Sen. Dianne Feinstein

Never abbreviate *president* or *mayor*. (Note that *Miss* is not an abbreviation, so it is written without a period. The courtesy title *Ms.* ends with a period even though it is not an abbreviation. Except for *Mr.*, *Mrs.*, and *Dr.*, spell out titles used before a surname alone: *Professor Greenberg*, *Senator Boxer*. Titles that do not precede a name are not abbreviated or capitalized.

Raisha Goldblum has been named assistant prof. of chemistry.
 Raisha Goldblum has been named assistant professor of chemistry.

Titles or degrees such as *Esq.*, *M.D.*, *LL.D.*, *J.D.*, and *Ph.D.* that follow a name are always abbreviated, as are generational titles such as *Jr.* and *Sr.* They are set off by commas in a sentence.

A new book by Dana Clark, M.D., criticizes animal testing.

Do not use both *Dr.* and a degree.

Barry Qualls, Ph.D., will speak at commencement.

Barry Qualls, Ph.D., will speak at commencement.

2. Abbreviating time, dates, amounts, and symbols

The following abbreviations and symbols are used only preceding or following numbers.

a. Time

Use *A.M.* and *P.M.* (or *a.m.* and *p.m.*) for specific times of day. 12: 15 P.M. (or *p.m.*) 9:00 A.M. (or *a.m.*). Avoid using these abbreviations without a specific hour.

We studied late into the P.M.

We studied late into the night

b. Dates

Use B.C. (*before Christ*) and A.D. (*anno Domini*, Latin for "in the year of the Lord") when necessary to distinguish dates. To avoid a religious reference, some writers substitute the abbreviations B.C.E. (*before Common Era*) and C.E. (*Common Em*). Note that A.D. precedes the date, except when century is used.

425 B.C. (or 425 B.C.E.)

A.D. 376 (or 376 C.E.)

the first century A.D.

c. Amounts or number

Acceptable abbreviations with amounts or numbers in nontechnical writing include F for degrees *Fahrenheit* and C for degrees *Celsius* in temperatures; *mph* (or *m.p.h.*) for *miles per hour*, and *No.* or *no.* for *number*.

The speed limit has been raised from 55 mph to 75 mph.

The prime minister's official address is No. 10 Downing Street.

In scientific and technical writing, units of measure are abbreviated when they follow amounts, usually without periods.

To 750 ml of this solution was added 200 mg of sodium cyanate.

In other situations, abbreviations are often acceptable if they are clearly defined at the first mention.

The engine develops maximum torque at 2900 revolutions per minute (rpm). Peak power is achieved at 6500 rpm.

Symbols can also be used as abbreviations with amounts. Symbols acceptable in nontechnical writing include those for degrees (°), percentage (%), and dollars (\$), when they are used with figures denoting specific quantities. Spell out the words for symbols when they are used without figures.

By definition, 100°C equals 212°F, the boiling point of water

The bill came at \$35.99.

The percent of positive responses was surprising

3. Abbreviating geographic names

It is acceptable to abbreviate geographic names in addresses on mail. For state names, use abbreviations recommended by the U.S. Postal Service (see the accompanying box).

Lila Martin
100 W. Glengarry Dr.
Birmingham, MI 48009

When presenting a full address in text, spell out everything but the state name. When presenting less than a full address, spell out everything

His address was 1109 West Green Street, Harrisburg, PA 17102.

She was born in Harrisburg, Pennsylvania.

4. State Abbreviations

Use these U.S. Postal Service' abbreviations (capitalized, with no periods) for the names of the fifty states and the District of Columbia only on mail, in full addresses in text, or in documentation.

State	Abbreviation	State	Abbreviation
Alabama	AL	Missouri	MO
Alaska	AK	Montana	MT
Arizona	AZ	Nebraska	NE
Arkansas	AR	Nevada	NV
California	CA	New Hampshire	NH
Colorado	CO	New Jersey	NJ
Connecticut	CT	New Mexico	NM
Delaware	DE	New York	NY
District of Columbia	DC	North Carolina	NC
		North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY

It is acceptable to abbreviate *District of Columbia* in text: *Washington, D.C.* Also the United States may be abbreviated *U.S.* when used as an adjective, but it is generally spelled out as a noun.

The U.S. government is divided into three branches.
 Voter turnout in the United States is disturbingly low.

5. Abbreviating common Latin terms

The following abbreviations for common Latin terms are not generally used in text but can be used in documentation or notes.

Abbreviation	Latin	Meaning
c. or ca.	<i>circa</i>	about
cf	<i>confer</i>	compare
e.g.	<i>exempli gratia</i>	for example
Et al.	<i>et alii</i>	and others
etc.	<i>et cetera</i>	and so forth
ibid.	<i>ibidem</i>	in the same place
i.e.	<i>id est</i>	that is
N.B.	<i>nota bene</i>	note well
vs. or v.	<i>versus</i>	against (used in legal case names)

6. Using Initials and Acronyms

Initials or initial abbreviations consist of the first letter of each word in a phrase or name, such as *IMF* for International Monetary Fund, *U.K.* for the United Kingdom, or *CD* for compact disc. An acronym is a word consisting of initials and pronounced as a word: *NATO* for North Atlantic Treaty Organization, *UNICEF* for United Nations International Children's Emergency Fund. Both initials and acronyms consist entirely of capital letters.

Most Initial abbreviations and all acronyms are written without periods. Abbreviated names of some countries do use periods: *U.S.*, *U.R.* Initials that stand for people's names also use periods, followed by a space: *B. B. King*, *Norman H. Schwarzkopf* (Note, however, that conventional references to American presidents by their three initials use neither periods nor spaces: *JFR.*) If you are not sure how to punctuate an abbreviation, consult a dictionary.

Keep in mind that unfamiliar initials or acronyms can bewilder readers. Before using one, decide whether it will be recognizable and whether it is essential to your writing. It is often helpful to provide the full name at the first mention in your text followed by the abbreviation or acronym in parentheses.

World commerce is governed in large part by a set of treaties called the General Agreement on Tariffs and Trade (*GATT*).

In later references you can then use just the abbreviation or acronym.

It is GATT that keeps prices from rising too quickly.

Exercise 3: *Edit the following passage, using abbreviations correctly.*

Although the United States Constitution is supposed to guarantee equal rights to all people regardless of color, in the first half of this century most African Americans in the southern U.S. lived in deplorable conditions. E.g., African Americans had to use separate washrooms, and they could not attend schools with whites. Not until the 1940s did the United States Supreme Court finally begin to outlaw practices that deprived African Americans of their rights. One small step toward equality was made when representatives from the National Association for the Advancement of Colored People (NAACP) persuaded the Court that maintaining separate schools for African Americans and whites was not equal. In 1954, under Chief Justice Earl Warren of Calif., the Court ordered the desegregation of schools in the U.S. Despite the new legislation, however, the southern states still resisted integration, and only Senator Lyndon Johnson from TX and two sen from Tenn. (Estes Kefauver and Albert Gore, Senior) were in favor of desegregating the schools. Racial conflict raged throughout the southern states over the issue of integration; one area of conflict was Little Rock, Ark., where resistance was so great that the National Guard had to be used to enforce integration. Even this drastic step did not solve the problem, however; and the struggle for equal education and other civil rights for African Americans went on for many years.

C. NUMBERS

Many techniques of analysis and persuasion depend on numbers. When doing research, you need to present the numbers that describe your findings. As you write, you include statistics that support your position. When you edit, you must ensure that numbers are presented effectively and clearly. The more numbers used in a piece of writing, the more likely readers are to become confused or intimidated

1. Choosing between figures and words according to context

Conventions for choosing between figures and words for numbers vary according to discipline. In most nontechnical academic writing, spell the numbers one to one hundred as well as fractions.

Thirty universities

Fifty-three graduates

Three-fourths of the class

Also spell out round numbers over one hundred if they can be expressed in two words. Otherwise, use figures.

Five hundred students
More than fifty thousand trees

529 students
57,468 trees

It is some times clearer to express very large round numbers using a combination of words and figures. For example:

The Census Bureau says that the population exceeds 340 millions
In most technical writing, most number, especially measurements and statistics, are written in figures.

The pressure increased by 3 kilograms pre square centimeter.
Fewer than 1/10 of the eggs failed to hatch

In both nontechnical and technical writing, we should spell out any number that begins a sentence. If doing so is awkward, rewrite the sentence.

453 students attended the meeting

Four hundred fifty-three students attended the meeting

Consistency is important. We need to express any numbers that readers must compare with each other in the same way. If convention requires using figures for one number, do the same for the other numbers.

In Padang, ninety-nine cats and 175 dogs were destroyed by the humane society

In Padang, 99 cats and 175 dogs were destroyed by the humane society

2. Using figures when required by convention

The following cases require the use of figures, even in nontechnical writing.

a. In dates

11 April 1999

the year 2004

January 16, 1901

b. In addresses

231 Pine Street, Apt. 3
 25 Air Camar Street
 San Fransisco, CA 94109

c. With abbreviation and symbols

2500 rpm	37°C
47 mph	\$79.29
62%	53¢

In discussions that use numbers infrequently, you may use words to express percentages and amounts of money if you can do so in two or three words:

Seventy-four percent fifty cents

However, you cannot use words for more than three words. For example:

\$62.23

d. time

3:15 A.M.	2245 hours.
1:07 P.M.	

We have to note that numbers used with o'clock, past, to, till, and until are generally written out as words. For example:

At five o'clock forty-five to five

e. For decimal fractions

5.6 seconds	98.45 kilometers
-------------	------------------

f. For cross-references and citations

Chapter 13	line 15
Volume 6, pages 29-38	act 2, scene 1

Exercise 4: *Edit the following passage, making sure all numbers are handled appropriately for nontechnical writing.*

For the last 10 years, I have been running at least five miles a day, six days a week, fifty-two weeks a year. That adds up to eighteen hundred and

twenty miles yearly. I figure that by the year two thousand and five, I will have run well over 20,000 miles. My running schedule almost never varies. I hit the street just after I awaken, at 6 o'clock, and run for $\frac{3}{4}$ of an hour. Then I make a ten-minute stop at a nearby diner for a quick orange juice before circling back toward home. 1,750 footfalls later I arrive home to shower and get ready for the day.

Key to Exercises

Exercise 1:

- 1) At a restaurant on Broad Street called Joe's Italian palace, the chefs use pasta machines to make fresh noodles right in the dining room.
- 2) After having her baby, Joan received a card from one of her friends that read, "Congratulations; we all knew you had it in you."
- 3) A nature trail for the blind in Cap Cod, Massachusetts, has signs written in Braille which encourage visitors to smell and touch the plants.
- 4) Fidel Castro, the Cuban leader, once tried out for the Washington senators, a professional baseball team.
- 5) Every November, I make another vow that I will not gain weight between Thanksgiving and New Year's Day.
- 6) Celebrities earn big money for endorsing items like Polaroid cameras, Trident gum, and Sanka coffee
- 7) During World War II, many Americans were afraid that Japanese would invade California.
- 8) When uncle Harvey got the bill from his doctor, he called the American Medical Association to complain.
- 9) This spring, the Boy Scouts and the Jaycees are planning to clean up Madison Park.
- 10) I was halfway to the Wash & Dry Laundromat on Elm Street when I realized that my box of tide was still home on the kitchen counter.

Exercise 2:

The Library of Congress, established in Washington in 1800, has been called "The United State's National Library." Primarily responsible for its creation was Vice President Thomas Jefferson (He was himself an avid book

collector), who also supported it strongly during the course of his presidency. When a fire destroyed much of the collection in 1814, Jefferson donated his own personal library as a replacement. Ruined by another fire in 1851—Some 35,000 volumes were lost—the library languished until congress passed the copyright act of 1870, which required that all material copyrighted in the country be deposited there. Today the imposing building on Independence Avenue—beloved by many Washingtonians—contains some 75 million items, including maps, prints, photographs, and an extensive collection of Asian art and artifacts. Of course, it also houses such diverse prose works as a rare edition of *The Federalist Papers* and a copy of Gary Larsen's *It Came From the For Side*.

Exercise 3:

Although the United States Constitution is supposed to guarantee equal rights to all people regardless of color, in the first half of this century most African Americans in the southern US lived in deplorable conditions. For example, African Americans had to use separate washrooms, and they could not attend schools with whites. Not until the 1940s did the United States Supreme Court finally begin to outlaw practices that deprived African Americans of their rights. One small step toward equality was made when representatives from the National Association for the Advancement of Colored People (NAACP) persuaded the Court that maintaining separate schools for African Americans and whites was not equal. In 1954, under Chief Justice Earl Warren of California., the Court ordered the desegregation of schools in the US. Despite the new legislation, however, the southern states still resisted integration, and only Senator Lyndon Johnson from Texas and two senators from Tennessee (Estes Kefauver and Albert Gore, Senior) were in favor of desegregating the schools. Racial conflict raged throughout the southern states over the issue of integration; one area of conflict was Little Rock, Ark., where resistance was so great that the National Guard had to be used to enforce integration. Even this drastic step did not solve the problem, however; and the struggle for equal education and other civil rights for African Americans went on for many years.

Exercise 4:

For the last ten years, I have been running at least 5 miles a day, 6 days a week, 52 weeks a year. That adds up to 1820 miles yearly. I figure that by the year 2005, I will have run well over 20,000 miles. My running schedule almost never varies. I hit the street just after I awaken, at 6 o'clock, and run for $\frac{3}{4}$ of an hour. Then I make a ten-minute stop at a nearby diner for a quick orange juice before circling back toward home. I arrive home to shower and get ready for the day at 1,750 footfalls later.

**SUMMARY**

Capital letters are used with: a) the first word in a sentence or direct quotation, b) names of persons and the word I, c) names of particular places, d) names of days of the week, months, and holidays, e) names of commercial products, f) names of organizations such as religious and political groups, associations, companies, unions, and clubs, and g) titles of books, magazines, newspapers, articles, stories, poems, films, television shows, songs, papers that you write, and the like.

The following kinds of information can be abbreviated in most writing situations: a) titles and degrees, b) numbers, symbols, and amounts, c) addresses, d) common Latin terms, and e) initials and acronyms.

The following kinds of information are useful for using numbers: a) spell out numbers that can be expressed in one or two words; otherwise, use numerals, b) be consistent when you use a series of numbers, and c) use numerals for dates, times, addresses, percentages, and parts of a book.

**FORMATIVE TEST 1****A. Correct the capitalization in the following sentences**

- 1) Richard Jewell was a security guard at centennial Olympic park.
- 2) a bomb exploded in the park on July 27, 1996.
- 3) Mr. Jewell was first named a suspect in the Atlanta Journal, a newspaper in Atlanta, Georgia
- 4) The Federal Bureau of Investigation (the FBI) investigated the case with the Atlanta Police Department.

- 5) in an article called "focus on bomb suspect brings tears and a plea," reporter rick bragg described how the bombing affected jewell's life.
- 6) Mrs. Jewell begged president Clinton to help her, but the president did not respond.
- 7) The police later cleared jewell of all suspicion in the bombing.

B. Add necessary punctuation and capitalization to the following paragraph.

What will the world be like in the future I think that future people will go through the same cycle of life and have the same problems as people today. They will be born they will go to school and universities they will fall in love they will find jobs they will grow old and die but the way of doing these things will be different. Their parents will choose their gender and physical characteristics and they will be conceived in test tube they will have electronic teachers that they see only on tv they will fall in love through computer dating they will work at home with computer hook-ups to their job they will grow old with transplanted organs and die when they are 150 years old will the world be better I think there will be less disease but I think social problems will increase and war will continue.

C. Correct the use of abbreviation in the following sentences. When appropriate write out abbreviations

- 1) Jufri Syahrudin is a Ph.D.
- 2) We'll see you in the A.M.
- 3) Let's wait until the nos. are in before we make a decision.
- 4) This happened in the B.C. era.
- 5) Please tell me the % of dropouts for the year.
- 6) Come and see me on the first Mon. in Aug.
- 7) He weighed 25 lbs.
- 8) We enrolled in bio. And soc. Next semester.
- 9) The reference can be found in Vol. 6, sec. 4, p. 1.
- 10) John Kraft is a C.P.A. (Note that C.P.A stands for Certified Public Accountant).

D. Correct the use of numbers in these sentences. Write out numbers in some cases; use figures in others.

- 1) On August thirty-first, 1995, Bass PLC sold its distribution network to Tradeteam.

- 2) A spacecraft orbiting Earth travels at seventeen thousand miles per hour; but because of the craft's distance from the planet, the images of continents and oceans seen through its window appear to be moving not much faster than images seen through the windshield of a car traveling 60 mph.
- 3) An enterprising British brewery has decided to try out home delivery on its customers with the claim that at least 24 cans of beer will be on the customer's doorstep within forty-eight hours once the order has been placed.
- 4) 57 percent of those attending the meeting fell asleep.
- 5) Forty-two thousand eight hundred forty-seven was the paid attendance at last night's game.
- 6) 3 cities have been targeted for the service so far—London, Nottingham, and Birmingham.
- 7) Customers must order a minimum of one crate (24 cans), and they can expect to pay 17.99 pounds with a delivery charge of 1.99£ added on.
- 8) The service will be tested for 3 months and then evaluated for profitability and consumer satisfaction.
- 9) Nottingham and Birmingham beer drinkers don't have much of a choice of brands—only one is available—but Londoners can choose from among 8 premium beers.
- 10) A mean score of seventy-two can be expected on the exam.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

Italics or Underlining

In print and with some word processors, words can be given special emphasis with a slanting type called *italic*. In handwritten or typewritten work, the same effect is achieved by underlining.

1. Names of airplanes, ships, and trains are underlined
2. Titles of books, newspapers, magazines, long poems, movies, television programs, and long musical composition are underlined
3. Foreign words not commonly used in English are underlined.
4. Words, numbers, and letters used as themselves are underlined.
5. Sometimes writers use underlining to emphasize a word

Most publications use a **roman** typeface—like this one—for the main body of the text. *Italic typeface—which looks like this—is* then used to distinguish certain words, usually to indicate that they must be interpreted somewhat differently.

The equivalent of italics in typed and handwritten work is underlining. Many word processing programs now allow writers to shift to italic type, but make sure this is acceptable to your instructor; he or she may still prefer underling for italics in student work:

A. ITALICIZING TITLES

Italicize the titles of books, long poems considered to be independent works, plays, operas and other long musical works, movies, long-play recordings, newspapers, magazines and journals, television or radio series, and works of art. Use quotation marks rather than italics for titles that are subdivisions of a larger work. The titles of sacred works, parts of sacred works, and ancient manuscripts are not italicized.

The Bible
the Koran
Genesis

The titles of public documents are also not in italics.

The constitution
the Declaration of Independence

Most academic stylesheets recommend neither capitalizing nor italicizing the article (*a*, *an*, or *the*) in the name of a newspaper or magazine, even if the newspaper or magazine includes it in its own name, as does [The] *New York Times*. However, consider following its particular style when writing for a publication.

Italics

Holy the Firm (book)
Here lies (story collection)
North of Boston (poetry collection)
Song of Roland (long poem, independent work)
Waiting for Godot (play)
Porgy and Bess (opera)
Carilna Burona (long musical work)
Pulp Fiction (movie)
Voodoo Lounge (LP recording)
Los Angeles Times (newspaper)

Quotation Marks

"Newborn and Salted" (Chapter)
"Big Blonde" (short story)
"Mending Wall" (poem)
"Mean Disposition" (song)
"Icy Words on Global Warming"
(article)

B. ITALICIZING FOR EMPHASIS AND CLARITY

Italics can be used to indicate that a certain word or words should receive special emphasis in a sentence.

Despite popular perception, the rate of violent crime is actually lower today than it was fifteen years ago.

Whether something is true is less important than whether people believe it to be true.

Such emphasis can also help writers clarify the specific point they wish to make

Then Ms. Dillon asked me to sing.
Of all people, me!

Then Ms. Dillon asked me to sing.
Of all things. sing!

Be careful not to overuse italics for such purposes. Too much emphasis can make the sentence seem overstated or simply lose impact. Effective emphasis can often better be achieved through other means.

C. ITALICIZING WORDS, NUMERALS, AND LETTERS USED AS WORDS

Use italics when you refer to a word or numeral as itself rather than for its usual meaning in the context of a sentence. Also italicize letters referred to as part of the alphabet or as mathematical symbols.

How would you define the terms liberal and conservative?

Because I read the *I as a 7*, my calculations were incorrect.

When I type quickly, I often substitute *w* for *s*.

Let *x* stand for test scores and *y* for hours of study.

D. ITALICIZING WORDS FROM OTHER LANGUAGES

Words and phrases from languages other than English are usually italicized unless they have become a familiar part of English usage.

- Many old castles in Spain have been turned into *paradors* where visitors can spend the night.
- The *tour de France* is a bicycle race of more than 2,500 miles.
- The menu offered spaghetti, lasagne, and *pasticcio di fagioni*.

In deciding whether to italicize words from other languages, check a recent English dictionary. Words that do not appear should be italicized. Words that do appear should be italicized only if they are clearly not part of the English language and are seldom used by English speakers. Always italicize a word or phrase from another language that you are defining for the first time.

- The Hawaiian word for that smooth ropelike lava is *pahoehoe*.

The Latin names used to classify plants and animals by genus and species are also italicized.

- The biologists named their discovery Symbian Pandora

E. ITALICIZING THE NAMES OF INDIVIDUAL TRAINS, SHIPS, AIRPLANES, AND SPACECRAFT

Italicize the official names of individual trains, ships, airplanes, and spacecraft, but not the names of classifications of such vehicles.

the *Shasta Daylight* (train)

the V.S.S. *Arizona* (ship)

a Polaris rocket

Spirit of St. Louis (airplane)

Voyager (spacecraft)

a Trident submarine

Exercise 1: Use italics (when necessary) on the following phrases!

- 1) Holy the Firm (book)
- 2) 2. "Newborn and Salted" (Chapter)
- 3) Here lies (story collection)
- 4) "Big Blonde" (short story)
- 5) North of Boston (poetry collection)
- 6) "Mending Wall" (poem)
- 7) How would you define the terms liberal and conservative?
- 8) Because I read the 1 as a 7, my calculations were incorrect.
- 9) The Hawaiian word for that smooth ropelike lava is pahoehoe.
- 10) the Shasta Daylight (train)
- 11) the V.S.S. Arizona (ship)
- 12) a Polaris rocket

*Key to Exercises***Exercise 1:** *Use italics (when necessary) on the following phrases!*

- 1) Holy the Firm (book)
- 2) 2. "Newborn and Salted" (Chapter)
- 3) Here lies (story collection)
- 4) "Big Blonde" (short story)
- 5) North of Boston (poetry collection)
- 6) "Mending Wall" (poem)
- 7) How would you define the terms liberal and conservative?
- 8) Because I read the 1 as a 7, my calculations were incorrect.
- 9) The Hawaiian word for that smooth ropelike lava is pahoehoe.
- 10) the Shasta Daylight (train)
- 11) the V.S.S. Arizona (ship)
- 12) a Polaris rocket.

**SUMMARY***Common Uses of Italics*

As you edit, check for your use of italics with the following:

- Titles of long published works, musical works, and works of art
- Specific words you wish to give special emphasis
- Words, numerals, and letters used as words
- Words from languages other than English
- Names of trains, ships, and other specific vehicles

**FORMATIVE TEST 2****A. Use italics (when necessary) on the following phrases!**

1. The Rime of the Ancient Mariner (Long poem)
2. the Georgia Review (periodical)
3. Mozart's The Magic Flute (musical work)
4. USS Hornet (a ship)

5. the Montrealer (a train)
6. the Bible
7. the New York Times (newspaper)
8. The Joy Luck Club (novel)
9. the New Testament
10. A prairie Home Companion (film)

B. Edit the following passage, making sure words are italicized according to convention.

Before planting a garden, it is a good idea to consult a reputable source for tips on successful gardening. Many newspapers, such as the New York Times, have a weekly column devoted to gardening. There are also many useful books, such as "A Guide to Growing Gorgeous Greenery," with its especially helpful introductory chapter, *Plan before You Plant*.

First a gardener should learn about the different types of plants. Annuals is the term given to plants that complete their lifetime in one year; the term perennials is used for plants that grow back every year. Many annuals are popular with gardeners, especially the *Begonia semperflorens* and the *Petunia hybrida*.

Another issue for gardeners to consider is pesticides. Environmentally conscious gardeners are not opposed to pesticides *per se*, but they use only organic pesticides, which derive from *natural* rather than *synthetic* substances.

Gardening books are useful sans doute, and they may prevent the worst faux pas in the garden, but in the end there is no one way to make a garden—chacun a son gout!

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 3

Word Divisions

Word division can be done through **hyphenation**. The **hyphen** helps readers understand how words are to be read. A hyphen can link parts of a word that might otherwise be seen as separate, can separate parts of a word that might be misleading or hard to read if written together, and can be used conventionally in numbers, fractions, and units of measure.

A. ENDS AND BEGINNING OF LINES

If a word is too long to fit at the end of a line, you can divide it, using a hyphen to signal that the word continues on the next line. It is better not to divide words, but if you must, be sure to do so at an acceptable point. When in doubt, consult a dictionary. The divisions in the entry word indicate where it may be hyphenated. Here are a few guidelines.

- Divide only between pronounced syllables. Note that one-syllable words such as **tenth**, **speaks**, and **strike** cannot be divided. Words with internal double letters can usually divide between those letters (**wil-low**, **cut-ting**), which generally indicate syllable breaks. Watch out for double letters before a suffix; words with these should divide between base word and suffix (**pass-age**, not **pas-sage**).
- Do not leave just one letter on a line. Words like **amount** (**a-mount**) and **ideal** (**i-deal**) cannot be divided; **abandon** can be divided only as **aban-don**, and **idolize** as **idol-ize**.
- Divide at prefixes or suffixes. Try to leave both parts of the word recognizable; not **an-tibody** but **anti-body**; not **ea-gerness** but **eager-ness**.
- Divide between words in compounds. The most natural place to divide a compound word is where its parts join: **mother-land**, **sword-fish**. Divide a hyphenated compound at the existing hyphen: **self-esteem**, **mother-in-law**.

Exercise 1: *Indicate the best place, if any, for hyphenating each of the following words. If a word contains more than two syllables, indicate all possible hyphenation points. You may want to consult a dictionary.*

- | | | | |
|-----------------|---------------|---------------|-----------------|
| 1. coordinated | 4. width | 7. ignite | 10. antipathy |
| 2. acquitted | 5. crossbones | 8. override | 11. malpractice |
| 3. preparedness | 6. autobus | 9. commitment | 12. dangerous |

B. PREFIXES

While prefixes are attached without hyphens, there are a few exceptions. When in doubt, consult your dictionary: The following guidelines cover most of the common uses of hyphen following prefixes.

- Use a hyphen to attach a prefix to a capitalized word or to a date. The prefix itself is usually not capitalized.

anti-Washington sentiment post-1999 guidelines

- Use a hyphen to attach a prefix to a term more than one word.

pro-school choice candidates pre-space age technology

- Use a hyphen after all-, ex-, self-, and quasi-.

all-inclusive ex-convict self-confident

- A hyphen may be used when a prefix ends with the same letter that begins the base word: *anti-intellectual*, *co-ownership*. However, the hyphen has been dropped from many such words (*cooperate*, *preexisting*, *unnatural*). It is usually best to check a dictionary.
- A hyphen is occasionally used to distinguish between two different word spelled with the same letters, especially when there is a strong chance of a misreading.

We ask them to *refund* [give back] our money.

The government will *re-fund* [fund'again] the program for another year.

- When two prefixes separated in a sentence by a conjunction apply to the same word, add a hyphen after both prefixes, with a space after the first prefix.

We compared the *pre-* and *post-election* analyses.

Exercise 2: Use hyphens (when necessary) to attach the following prefixes to nouns that follow them!

- | | |
|----------------------|-------------------|
| 1) ex Governor | 6) self doubt |
| 2) quasi serious | 7) pro choice |
| 3) pro Democracy | 8) anti septic |
| 4) anti intellectual | 9) pre reading |
| 5) self service | 10) anti magnetic |

C. COMPOUND WORDS

Two or more words use as a single unit form a compound word. Many compounds are written as one word, sometimes called a closed compound: **workhorse, schoolteacher**. Other compounds are written as two words, or open compounds: **hope chest, lunch break, curtain rod**. Still others are hyphenated: **great-grand-son, mother-in-law, and stick-in-the-mud**.

In deciding whether to hyphenate compound nouns, check a dictionary. If the compound is not listed in the dictionary, write it as separate words. Note that most compound nouns consisting of three or more words are hyphenated: **attorney-at-law, jack-in-the-box**.

Compound adjectives consist of two or more words that function together as a single adjective before a noun: **a well-written essay, a late-night party, a touch-and go situation**. They are usually hyphenated to make it clear which words go together to form the adjective. It is often necessary to do this to prevent a misreading. For example, compare the meanings of the following sentences:

Mr. Ujang is an **old car** collector. (He is an old person who collects cars)

Mr. Ujang is an **old-car** collector. (He is a person who collects old cars)

Note, however, that where a well-established compound noun functions as an adjective, misreading is unlikely and no hyphen is needed

Post office box Senior high school student

A hyphen is also never used between an adverbs ending in *-ly* and the adjective it modifies.

Highly motivated employees a strongly worded statement

When multiple-word modifiers come after a noun, they are generally not hyphenated.

The out-of-work actor auditioned every day

The actor was out of work for over a year.

When two compound adjectives before a noun have the same base word and are linked by a conjunction, the base word can be dropped from the first and a space added after the hyphen.

Full-and part-time employees.

Exercise 3: Use hyphen (when necessary) to combine the following words

- | | |
|----------------------|--------------------------------|
| 1) out line | 6) razor sharp wit |
| 2) low interest loan | 7) sand box |
| 3) cross reference | 8) case work |
| 4) air craft | 9) state of the art technology |
| 5) shrink wrap | 10) the sweet sounding voice |

D. NUMBERS, FRACTIONS, AND UNITS OF MEASURE

Hyphenate two-word numbers from twenty-one to ninety-nine. Do not hyphenate before or after the words *hundred*, *thousand*, or *million*.

Fifty-seven	twenty-five thousand
Five hundred forty-nine	seven hundred seventy-seven

Use a hyphen between the numerator and denominator of a spelled-out fraction unless one of them is already hyphenated.

One-half	two-fifths
Twenty-two fiftieths	

When a number includes a unit of measure (feet, inches, miles, pounds), hyphenate modifiers but not nouns.

An ordinary dump truck has a **nine-cubic-yard bed**.

Only a gardener would delight in **nine cubic yards** of manure

Use hyphen in ages when the expression functions as a noun or as an adjective preceding a noun.

My **fifteen-year-old son** is taller than his father.

Key to Exercises

Exercise 1: *Indicate the best place, if any, for hyphenating each of the following words. If a word contains more than two syllables, indicate all possible hyphenation points. You may want to consult a dictionary.*

- | | | | |
|-------------------|----------------|----------------|------------------|
| 1) co-ordinate-ed | 4) width | 7) ignite | 10) anti-pathy |
| 2) acquit-ed | 5) cross-bones | 8) over-ride | 11) mal-practice |
| 3) prepared-ness | 6) auto-bus | 9) commit-ment | 12) danger-ous |

Exercise 2: *Use hyphens (when necessary) to attach the following prefixes to nouns that follow them!*

- | | |
|----------------------|------------------|
| 1) ex-Governor | 6) self-doubt |
| 2) quasi-serious | 7) prochoice |
| 3) pro-Democracy | 8) antiseptic |
| 4) anti-intellectual | 9) pre-reading |
| 5) self-service | 10) antimagnetic |

Exercise 3: *Use hyphen (when necessary) to combine the following words*

- | | |
|----------------------|--------------------------------|
| 1) outline | 6) razor-sharp wit |
| 2) low-interest loan | 7) sandbox |
| 3) cross-reference | 8) casework |
| 4) aircraft | 9) state-of-the-art technology |
| 5) shrink-wrap | 10) the sweet-sounding voice |



SUMMARY

Hyphen are commonly used for the following purposes:

1. Use hyphen to make compound words.
2. Use hyphen to divide a word at the end of a line.
3. Use hyphen to add prefixes and suffixes.
4. Use hyphen to avoid misreading.
5. Use hyphen with numbers, fractions, and units of measure.



FORMATIVE TEST 3

- A. Use hyphen in the sentences that follow to form compound adjectives, to mark prefixes or suffixes, to note fraction, and to prevent misreading.**
- 1) Following WWII, Pepsi Cola Company succeeded in recruiting Alfred N. Steele, a tough talking, two fisted, pin-striped warrior with a unique grasp of the mood of the fifties.
 - 2) Steele was uniquely qualified to lead the Pepsi Cola Company when it began to falter because of its outdated marketing campaign; he had been educated at the world's greatest soft drink institution—the Coca Cola Company
 - 3) Beginning his career running a circus, he moved into advertising and then jumped to a vice presidency at Coca Cola.
 - 4) Inflation creates fractures in the implicit and explicit a-greement that bind people together.
 - 5) The runner up staged a protest
 - 6) The cross reference helped me to understand the passage.
 - 7) Helen's razor sharp wit rarely failed her.
 - 8) My best friend's father was a wild horse trainer.
 - 9) The woman with the blue hat on her head is an American history teacher.
 - 10) Ahmad had ninety two dollars in his pocket when he left for the supermarket, and he had twenty two dollars when he got back.

B. Edit the following text, hyphenating all words where necessary and deleting unnecessary hyphens. You may have to consult your dictionary.

Widely-available desktop publishing systems have led to an explosion in the publication of zines, the low tech equivalent of magazines. Generally published out of the editor owner's home, the average zine has a small print run (from 250-350 copies) and very low production costs (around \$500). Zines, which are similar to under-ground publications of the 1960s and 1970s, reflect the offbeat personalities of their owners. Most make very-little money but en-joy a devoted reader-ship, approximately two thirds of which is under thirty-years-old in most cases. One of the best known zines in Ersatz, published by Sam Pratt, twenty seven, out of his loft in Manhattan's Hells' Kitchen. Reflecting the ir-relevant sensibilities of the postReagan era, Ersatz has included such pieces as a quasiserious article on the deeper significance of the Trix rabbit. As zines become more-and-more popular, bigger publishers have begun to look for ways to coopt them.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formative Test

Formative Test 1

Part A

- 1) Richard Jewell was a security guard at Centennial Olympic Park.
- 2) A bomb exploded in the park on July 27, 1996.
- 3) Mr. Jewell was first named a suspect in the Atlanta Journal, a newspaper in Atlanta, Georgia
- 4) The Federal Bureau of Investigation (the FBI) investigated the case with the Atlanta Police Department.
- 5) In an article called "Focus on Bomb Suspect Brings Tears and a Plea," reporter Rick Bragg described how the bombing affected Jewell's life.
- 6) Mrs. Jewell begged President Clinton to help her, but the president did not respond.
- 7) The police later cleared Jewell of all suspicion in the bombing.

Part B

What will the world be like in the future? I think that future people will go through the same cycle of life and have the same problems as people today. They will be born. They will go to school and universities, they will fall in love, and they will find jobs. They will grow old and die. But the way of doing these things will be different. Their parents will choose their gender and physical characteristics and they will be conceived in test tube. They will have electronic teachers that they see only on TV. They will fall in love through computer dating. They will work at home with computer hook-ups to their job. They will grow old with transplanted organs and die when they are 150 years old. Will the world be better? I think there will be less disease but I think social problems will increase and war will continue.

Part C

- 1) Jufri Syahrudin earned his Ph.D. in Sydney University.
- 2) We'll see you in the morning
- 3) Let's wait until the numbers are in before we make a decision.
- 4) This happened 4000 years ago.

- 5) Please tell me the percentage of dropouts for the year.
- 6) Come and see me on the first Monday in August.
- 7) He weighed 25 pounds
- 8) We enrolled in Biology and Sociology next semester.
- 9) The reference can be found in Volume. 6, Section 4, Page 1.
- 10) John Kraft is an accountant

Part D

- 1) On August 31, 1995, Bass PLC sold its distribution network to Tradeteam.
- 2) A spacecraft orbiting Earth travels at 17,000 miles per hour; but because of the craft's distance from the planet, the images of continents and oceans seen through its window appear to be moving not much faster than images seen through the windshield of a car traveling 60 mph.
- 3) An enterprising British brewery has decided to try out home delivery on its customers with the claim that at least twenty-four cans of beer will be on the customer's doorstep within forty-eight hours once the order has been placed.
- 4) Among people attending the meeting, 57 percent of them fell asleep.
- 5) The paid attendance at last night's game was 42,847.
- 6) Three cities have been targeted for the service so far—London, Nottingham, and Birmingham.
- 7) Customers must order a minimum of one crate (twenty-four cans), and they can expect to pay 17.99 pounds with a delivery charge of 1.99£ added on.
- 8) The service will be tested for three months and then evaluated for profitability and consumer satisfaction.
- 9) Nottingham and Birmingham beer drinkers don't have much of a choice of brands—only one is available—but Londoners can choose from among eight premium beers.
- 10) A mean score of 72 can be expected on the exam.

Formative Test 2

Part A

- 1) *The Rime of the Ancient Mariner* (Long poem)
- 2) the *Georgia Review* (periodical)
- 3) Mozart's *The Magic Flute* (musical work)
- 4) USS *Hornet* (a ship)
- 5) the *Montrealer* (a train)
- 6) the Bible
- 7) the *New York Times* (newspaper)
- 8) *The Joy Luck Club* (novel)
- 9) the New Testament
- 10) *A Prairie Home Companion* (film)

Part B

Before planting a garden, it is a good idea to consult a reputable source for tips on successful gardening. Many newspapers, such as the *New York Times*, have a weekly column devoted to gardening. There are also many useful books, such as "A Guide to Growing Gorgeous Greenery," with its especially helpful introductory chapter, "Plan before You Plant".

First a gardener should learn about the different types of plants. *Annuals* is the term given to plants that complete their lifetime in one year; the term *perennials* is used for plants that grow back every year. Many *annuals* are popular with gardeners, especially the *Begonia Semperflorens* and the *Petunia Hybrida*.

Another issue for gardeners to consider is pesticides. Environmentally conscious gardeners are not opposed to pesticides per se, but they use only organic pesticides, which derive from *natural* rather than *synthetic* substances.

Gardening books are useful *sans doute*, and they may prevent the worst *faux pas* in the garden, but in the end there is no one way to make a garden—chacun a son gout!

Formative Test 3**Part A**

- 1) Following WWII, Pepsi-Cola Company succeeded in recruiting Alfred N. Steele, a tough-talking, two-fisted, pin-striped warrior with a unique grasp of the mood of the fifties.
- 2) Steele was uniquely qualified to lead the Pepsi-Cola Company when it began to falter because of its outdated marketing campaign; he had been educated at the world's greatest soft drink institution—the Coca-Cola Company
- 3) Beginning his career running a circus, he moved into advertising and then jumped to a vice presidency at Coca-Cola.
- 4) Inflation creates fractures in the implicit and explicit agreement that bind people together.
- 5) The runner-up staged a protest, or the runner up-staged the protest.
- 6) The cross-reference helped me to understand the passage.
- 7) Helen's razor-sharp wit rarely failed her.
- 8) My best friend's father was a wild-horse trainer.
- 9) The woman with the blue hat on her head is an American-history teacher.
- 10) Ahmad had ninety-two dollars in his pocket when he left for the supermarket, and he had twenty-two dollars when he got back.

Part B

Widely available desktop publishing systems have led to an explosion in the publication of zines, the low-tech equivalent of magazines. Generally published out of the editor owner's home, the average zine has a small-print run (from 250-350 copies) and very low-production costs (around \$500). Zines, which are similar to underground publications of the 1960s and 1970s, reflect the offbeat personalities of their owners. Most make very little money but enjoy a devoted readership, approximately two-thirds of which is under thirty years old in most cases. One of the best known zines is Ersatz, published by Sam Pratt, twenty-seven, out of his loft in Manhattan's Hells' Kitchen. Reflecting the irrelevant sensibilities of the post-Reagan era, Ersatz has included such pieces as a quasi-serious article on the deeper significance

of the Trix rabbit. As zines become more and more popular, bigger publishers have begun to look for ways to co-opt them.

References

- Axelrod, Rise B. and Charles R. Cooper. (1991). *The St. Martin's Guide to Writing (3rd Edition)*. New York: St. Martin's Press.
- Blanchard, Karen and Christine Root. (1997). *Ready to Write More: From Paragraph to Essay*. New York: Longman.
- Fazio, Gene and others. (1990). *Practicing Paragraphs*. San Fransisco: Holt, Rinehart an Winston, Inc.
- Fellag, Linda R. (2004). *Write Ahead: Skills for Academic Success 2*. New York: Longman.
- Fulwiler, Toby and Alan R. Hayakawa. (1997). *The Blair Handbook (3rd Edition)*. New Jersey: A Blair Press Book.
- Langan, John. (1997). *Sentence Skills with Readings*. New York: McGraw Hill.
- Langan, John. (2001). *English Skills (7th Edition)*. New York: McGraw Hill.
- Reid, Joy M. (1994). *The Process of Paragraph Writing (2nd Edition)*. New Jersey: Prentice Hall Regents.
- Rooks, George M. (1999). *Paragraph Power (2nd edition)*. New York: Pearson Education.
- Rosen, Leonard J. and Laurence Behrens. (1997). *The Allyn & Bacon Handbook (3rd Edition)*. Boston: Allyn & Bacon.
- Spaventa, Lou J. and Marilynn Spaventä. (2000). *Writing to Learn: The Sentence*. Boston: McGraw Hill.

Paragraph Writing

Refnaldi, S.Pd., M.Litt



INTRODUCTION

A good paragraph should have an arguable topic sentence. The topic sentence can be a statement of opinion, a statement of intent, or a statement of opinion and intent. The topic sentence, then, is supported by several; related details. At the end of the paragraph concluding sentence will summarize the paragraph and give the final thought about the topic.

In this module you will study the elements of a good paragraph. The materials cover the topic, topic sentence, supporting sentences, and concluding sentence. It also talks about achieving the unity in a paragraph and how to make the details in the paragraph coherent. Therefore, after studying all materials in this module, you are expected to be able to:

1. Explain what a paragraph is.
2. Determine the topic sentence of a paragraph.
3. Develop supporting sentences of a paragraph.
4. Write concluding sentence.
5. Make paragraph unity and coherent.

To achieve these objectives, the materials are presented as follows:

Unit 1: An Introduction to Paragraph.

Unit 2: Components of A Paragraph.

Unit 3: Composing a Good Paragraph.

UNIT 1

An Introduction To Paragraph

A. INTRODUCTORY REMARK

Not everyone is naturally gifted writer. Writing is a skill that can be practiced and mastered. In many ways, it is like driving a car. If you have ever driven in another country, you know that some of the rules of the road may be different. Just as the rules for driving differ from country to country, the convention for writing may change from language to language.

Writing in a different language involve more than mastering its vocabulary and grammar. Language, including written language, is a reflection of the thought pattern of native speakers. In order to write well in a different language, it is important to understand the way native speakers of that language organize their thoughts. That is why it rarely works to write something in your native language and then translate into English. The words may be in English, but the logic, organization, and thought patterns reflect those of your native language.

To write effectively in English, you must conform to the accepted patterns of organization and you should master some elements of good writing, known as SPA. SPA stands for subject, purpose, and audience. It is helpful to choose a topic that interest you and that you know and understand. If you are assigned a subject, try to find an angle of that subject that you find interesting and want to explore. You will usually have to go through a process of narrowing down the general subject until you find an appropriate one. For example:

Education
Teachers
Math Teacher
High School Math Teacher

Exercise 1: *Arrange the following phrases from the most general one to the specific one.*

- | | |
|---|---|
| 1) Bicycles
Dangers of bike riding
Recreation
Recreational vehicles | 4) Effects on health
Cigarettes
Effects of Smoking cigarettes
Effects on lungs |
| 2) Financial institution
Bank
Dealing with customers
Working in the bank | 5) Three funny commercials
Television commercials
Funny commercials |
| 3) Camping
First camping trip
Summer Vacation
Vacations | 6) Types of cigarette smokers
Cigarettes
Cigarette smokers |

Whenever you write something, it is important to think about your purpose. To determine your purpose, you should ask yourself the question "Why am I writing?" The three most common purposes for writing are to *entertain*, to *inform*, and to *persuade*. However, these three purposes are not always mutually exclusive. It is possible for a piece of writing to accomplish several purposes at the same time.

What you write about (subject) and your reason for writing (purpose) are greatly affected by whom you expect will be the final product (audience). Because you will almost always be writing for an audience, you will communicate your ideas more effectively if you keep that audience in mind. Remember that all audiences have expectations, but those expectations vary from one audience to another.

Exercise 2: *Read the following paragraph and analyze it by completing the table. The answer the questions: Which sentence gives the general subject and specific parts? How many sentences explain Parts 1 and 2? What kind of sentence comes after Part 2?*

Why do so Many People Visit Hawaii?

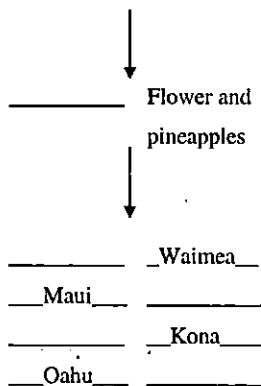
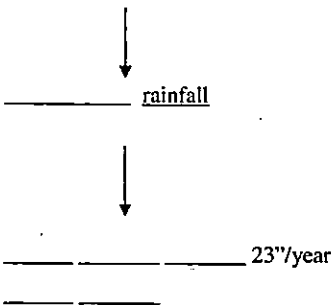
Over a million people visit Hawaii each year because of the beautiful weather and wonderful scenery! The Hawaiian islands have very mild temperatures. For example, August, the hottest month, averages 78.4°F, while February, the coldest month, averages 71.9°F. In addition, the rainfall in Hawaii is not heavy because mountains on the northern side of each island stop incoming storms; for instance, Honolulu averages only 23 inches of rain per year. This beautiful weather helps tourists to enjoy Hawaii's incredible natural scenery, from mountain waterfalls to fields of flowers and pineapples. One unusual place on Kauai is the Waimea Canyon, which looks like the Grand Canyon in Arizona. Moreover, one of the world's largest volcanoes, Haleakala, is located on Maui. And, of course, Hawaii's famous beaches are everywhere—from the lovely Kona coast beaches on the large island of Hawaii to Waikiki Beach on Oahu. Warm sunshine and beautiful beaches—it is not surprising that so many people visit Hawaii each year.

Analysis

General subject: _____

Part 1: Beautiful weather _____

Part 2: _____



B. WHAT DOES A PARAGRAPH LOOK LIKE?

A Paragraph is a group of sentences that develop one subject logically. The number of sentences in the paragraph depends on its subjects. A paragraph with a simple subject may have five sentences, but a paragraph about a difficult subject may have ten sentences. In this module you should write average-length paragraphs. Research has shown that the average paragraph in English has five to ten sentences, with 75 to 150 words. How many sentences were in the paragraph about Hawaii? The following figure shows the main way these five to ten sentences may look on regular notebook page.

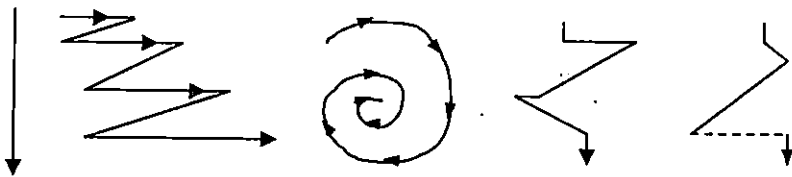
Notice the indentation at the beginning of the paragraph. It is important to realize that many writers in the sciences and business do not use indentation; instead, they begin the first line of the paragraph on the margin and skip a line between paragraphs. Whether you use the indentation is matter of personal choice, but either use it or don't use it every time you write paragraph.

Over a million people visit Hawaii each year because of the beautiful weather and wonderful scenery! The Hawaiian islands have very mild temperatures. For example, August, the hottest month, averages 78.4°F, while February, the coldest month, averages 71.9°F. In addition, the rainfall in Hawaii is not heavy because mountains on the northern side of each island stop incoming storms; for instance, Honolulu averages only 23 inches of rain per year. This beautiful weather helps tourists to enjoy Hawaii's incredible natural scenery, from mountain waterfalls to fields of flowers and pineapples. One unusual place on Kauai is the Waimea Canyon, which looks like the Grand Canyon in Arizona. Moreover, one of the world's largest volcanoes, Haleakala, is located on Maui. And, of course, Hawaii's famous beaches are everywhere—from the lovely Kona coast beaches on the large island of Hawaii to Waikiki Beach on Oahu. Warm sunshine and beautiful beaches—it is not surprising that so many people visit Hawaii each year.

Moreover, when you use a computer in typing your paragraph, it can be said that a paragraph is when you strike "Enter" key on your computer keyboard. It means there are no breaks in the paragraph. A paragraph runs

continuously from the first sentence to the last sentence. For neatness, leave a small space at the right of each line as you reach the edge of the page.

A paragraph is a group of sentences that develops logically one subject. However, each language has a different logical pattern. In other words, Arabic has a different logical pattern from that of Spanish. English has a different logical pattern from those of Arabic and Spanish. The following Figure shows the logical pattern of some nations:



It is not logical for a Chinese (Mandarin) writer to develop a subject directly. Instead, a Chinese writer begins on the outside of the subject, develops the subject indirectly, and ends with the exact subject. Thus in Mandarin Chinese, logical development is indirect development.

In contrast, it is logical for a writer of English to develop a subject directly. A writer of English usually begins with the exact subject, develops the subject directly with examples and facts, and ends with a summarizing sentence. Therefore, in English, logical development is direct development. In English, two types of paragraph are logical and direct: inductive paragraph and deductive paragraph. Since deductive paragraphs are the most common paragraphs in English, they will be explained in this module.

An English paragraph has a special form. Look at the paragraph below. It is written in the correct form.

Java Wedding

On the wedding day in Java, flowers and plants play an important part in the traditional ceremony. At the entrance to the house, many plants set on the left and right of the doorway symbolize the hopes of the people for the young couple who will soon be married there. A banana trunk laden with ripe "King" bananas represents God's blessing on the bride and groom and is a symbol for a life as prosperous as that of a king and queen. Sugar cane, because it tastes sweet, traditionally means that the couple will have a sweet life. The leaves of sedge-grass, kemming and klwirh, which are

placed together, have a meaning of rejecting danger and driving out of evil spirit. Huge fig trees are characterized by their many large leaves which give much shade in my hot country; the fig tree, therefore, means that God will protect and bless the bride and groom so they will always have peace and a safe life. In Indonesia the people use the coconut tree for many purposes; by including the coconut fruit at the doorway, the people hope that the bride and the groom will grow like a coconut tree and be just as useful to society. Finally, the young coconut leaves symbolize the hope that the couple will always look young and fresh, and remind them that they will always have special places in the hearts of people.

(Endah Frey)

A good paragraph should fulfill the following rules:

- Indent the first word of a new paragraph.
- Begin each sentence with a capital letter.
- End each sentence with a period.
- Do not start each new sentence on a new line.
- Place the title of the paragraph in the center position

The rules for writing titles are as follow:

- Always begin the first word in a title with a capital letter!
- Use a capital letter for the first letter of each important word in a title
- Don't use a capital letter for small words like a, an, the (articles); to, for, from (preposition); and, but, so, or (conjunctions)
- Don't use a period at the end of a title

Exercise 3: *The following paragraph is not written in the correct form. Look at the paragraph carefully!*

1) Explain what is wrong with the form!

marriage in iraq

marriage in Iraq is a complicated system

plenty of rules must be followed before making decision to marry

At first, the bridegroom and his mother have to go to the bride's house and talk to her father

the bride's father may agree, or he may need time to make a decision.

This depends on various factors

Second, the bridegroom's mother must go to the bride's house to see about the bride's father's agreement.

If the two sides agree, the bridegroom must buy two golden rings, hand rings, and a necklace

Then the two families decide on the bridal day

- 2) Now copy the paragraph correctly. Apply the rules of paragraph writing!
- 3) Read the following paragraph. It contains five mistakes. Find the five mistakes and correct them!

My name is Stanley Stoico

I am 90 years old. I was born in Ravenna, Italy, and lived there until I was 9 years old. Then I moved to New York with my parents and my three brothers. In my younger years I had different jobs. I worked hard and saved my money. By 1945 I had saved enough money to start my own retail business. The business was successful, and I retired in 1973. My hobbies are studying the stock market and playing golf. I have seen and done a lot of in my long life. I am a lucky and happy man

C. THE THREE-PART PARAGRAPH

A paragraph is a group of sentences that develops one main idea. There are usually three parts to a paragraph: the topic sentence, the supporting sentences, and the concluding sentence.

1. *Topic sentence*

The topic sentence introduces the subject you are going to write about and your ideas or opinions about the subject. It controls what you write in the rest of the paragraph. For example, in the above paragraph, the first sentence is the topic sentence. It introduces the topic (suffering) and the controlling idea (overcoming suffering). All the sentences in the paragraph must relate to, describe, or exemplify the topic sentence.

2. *Supporting Sentences*

The second part of the paragraph includes sentences that give details or examples that develop your ideas about the topic. This part of the paragraph is usually the longest, since it discusses and explains the controlling idea. In the above paragraph the sentences give examples of how Greg did not give in to his problems but instead tried to overcome them by forcing himself to run, and then working hard to become an Olympic champion.

3. *Concluding Sentence*

The last part of the paragraph can do one or more of the following. It can summarize the paragraph, offer solution to the problem, restate the introductory sentence, or offer an opinion. The above paragraph concludes with: "In short, even though that road was paved with obstacles, he was able to overcome them and achieve the impossible." Here, the concluding sentence restates the ideas in the topic sentence, "Although the world is full of suffering, it is also full of overcoming it."

Exercise 4: *Read the following paragraph and answer the questions!*

Helen Keller said, "Although the world is full of suffering, it is also full of overcoming it." This can be seen all around us. Many people have faced great obstacles in their lives but have found ways to overcome and actually benefit from these obstacles. For example, Greg Barton, the 1984, 1988, and 1992 U.S. Olympic medalist in kayaking, was born with serious disability. He had club feet, his toes pointed inward, and as a result, he could not walk easily. Even after a

series of operations, he still had limited mobility. Even so, Greg was never defeated. First, he taught himself to walk, and even to run. Then, he competed on his high school running team. He knew, though, he would never become an Olympic runner; so he looked for other sports that he could play. Happily, he discovered kayaking, a perfect sport for him because it required minimal leg and foot muscles. Using his upper body strength, he was able to master the sport. Finally, after many years of training and perseverance, Greg made the 1984 Olympic team. He says of his accomplishment, "Each step of the road has been made easier by looking just as far as necessary—yet not beyond that." In short, even though that road was paved with obstacles, he was able to overcome them and achieve the impossible.

Questions

- 1) What is the topic of the paragraph? How do you know?
- 2) What is the controlling idea?
- 3) What sentences support the topic and controlling ideas? How do they relate to controlling idea?
- 4) What is the conclusion? How does it relate to the topic sentence?

Exercise 5: *Read each topic sentence. Two of the ideas that follow support the topic sentence and one does not. Cross out the idea that does not support the topic sentence.*

- 1) Ever since Greg Barton was in high school, he longed to be an Olympic champion.
 - a. Greg's sports records
 - b. How Greg trained for the Olympics
 - c. Greg's academic achievements
- 2) The achievements of people like Helen Keller and Diane Schuur have inspired many others.
 - a. Explanation of how they have inspired others.
 - b. How many people have read about Helen Keller and Diane Schuur
 - c. About Helen Keller's and Diane Schuur's obstacles
- 3) The poverty-stricken lives of Frank McCourt's students deeply affected him
 - a. How Frank saw himself in his students
 - b. How Frank taught his students to write
 - c. How the students inspired him to write
- 4) Learning to read Braille is a very difficult and frustrating process.
 - a. The patience people need to learn Braille

- b. Reasons why people should learn Braille
- c. The amount of practice and time needed to learn Braille

Key to Exercises

Exercise 1:

- 1) Recreation, Recreational vehicles, Bicycles, Danger of bike riding
- 2) Financial institution, Bank, Working in the bank, dealing with customers
- 3) Vacations, Summer vacation, Camping, First camping trip
- 4) Cigarettes, Effects of smoking cigarettes, Effect on health, Effects on lungs
- 5) Television commercials, Funny commercials, Three funny commercials
- 6) Cigarettes, Cigarette smokers, Types of cigarette smokers

Exercise 2:

General subject: Hawaii

Part 1: Beautiful weather

Mild temperature, rainfall

the hottest, 78.4°F rainfall, 23"/year
the coldest, 71.9°F

Part 2: wonderful scenery

Waterfalls Flower and
 pineapples

<u> Kauai </u>	<u> Waimea </u>
<u> Maui </u>	<u> Halaikala </u>
<u>Large Island </u>	<u> Kona </u>
<u> Oahu </u>	<u> Waikiki </u>

Exercise 3

- 1) Explain what is wrong with the form!
 - a. The title is not in the center
 - b. There is no indentation
 - c. There are no capital letters at the beginning of some sentences
 - d. There are no continuous lines among sentences

2) The correct version is as follow:

Marriage in Iraq

Marriage in Iraq is a complicated system. Plenty of rules must be followed before making decision to marry. At first, the bridegroom and his mother have to go to the bride's house and talked to her father. The bride's father may agree, or he may need time to make decision. This depends on various factors. Second, the bridegroom's mother must go to the bride's house to see about the bride's father's agreement. If the two sides agree, the bridegroom must buy two golden rings, hand rings, and a necklace. Then the two families decide on the bridal day.

3) This is the correct version:

My name is Stanley Stoico. I am 90 years old. I was born in Revenna, Italy, and lived there until I was 9 years old. Then I moved to New York with my parents and my three brothers. In my younger years I had different jobs. I worked hard and saved my money. By 1945 I had saved enough money to start my own retail business. The business was successful, and I retired in 1973. My hobbies are studying the stock market and playing golf. I have seen and done a lot of in my long life. I am a lucky and happy man

Exercise 5:

1. C

22. C

3. B

4. B



SUMMARY

To write effectively in English, you must conform to the accepted patterns of organization and you should master some elements of good writing, namely subject, purpose, and audience. A paragraph is a group of sentences that develop one subject logically. The number of sentences in the paragraph depends on its subjects.

A good paragraph should fulfill the following rules: a) indent the first word of a new paragraph, b) begin each sentence with a capital letter, c) end each sentence with a period, d) do not start each new sentence on a new line, and e) place the title of the paragraph in the center position.



FORMATIVE TEST 1

A. Each group of words consists of one general idea and four specific ideas. The general idea includes all the specific ideas. Underline the general idea in each group.

- Example: jeep van truck vehicle sedan
- 1) salty bitter flavor sweet sour
 - 2) jewelry necklace ring earrings bracelet
 - 3) dime nickel coin quarter half-dollar
 - 4) fax machine copier computer calculator office machine
 - 5) theft murder rape crime holdup
 - 6) cracker snack carrot stick cookie popcorn
 - 7) yes no I don't know answer maybe
 - 8) job interview weddings car accident being fired stressful times

B. The following paragraph is written with the Asian method of the development. Read the paragraph carefully; then answer the questions!

My Favorite Historical Period

As a child, some of my favorite novels were exciting science fiction ones such as *Dune* by Frank Herbert and *Journey to the Center of the Earth* and the *Time Machine* by Jules Verne. By reading these books I could imagine being transported to strange places in the past. In *Journey to the Center of the Earth* the characters travel back in time as they go further into the Earth. As they near the Earth's center, they discover an exotic prehistoric world that time has forgotten. About the time that I was reading these books, I also became interested in *Godzilla*. I remember that when I first saw the movie *Godzilla*, I was very impressed with the size of the creature and its unusual characteristics, such as the fact that it was a vegetarian. Reading science fiction novels and watching such movies soon had giant flying reptiles, huge lizards, and dinosaurs running or flying through my imagination. Maybe that is the reason I decided to become a zoologist. For all these reasons and others, if I could travel back in time to another historical period, I would go to the Prehistoric Age. It would be incredibly exciting to try to survive along side the dinosaurs and it would be fascinating as a zoologist to study such animals.

- 1) Look back at the paragraph about Hawaii. The first sentence of that paragraph communicates specifically what will be developed in the remainder of the paragraph (BEAUTIFUL WEATHER, WONDERFUL SCENERY). Does the first sentence of the Asian paragraph tell specifically what will be discussed in the remainder of the paragraph?

- 2) What is the relationship between Journey to the Center of the Earth and Godzilla?

- 3) Where does the writer give the main point of the paragraph?

A paragraph on the same subject as the above paragraph using the Latin or Romance method of development appears below. As you can see from, the Latin method is closer in form to the English method than to the Asian method. The main difference is that writers using the Latin method often include sentences that are not directly related to the point. Cross out four sentences in the paragraph that are not directly related to the subject!

My Favorite Historical Period

If I had a time machine, I would choose to go to the Prehistoric World because of excitement, the food, and my ability to see the future, and the possibility of scientific discovery. Imagine standing with an ax, wearing a yellow bikini made from wild animal fur with black spots. Of course, I really don't wear bikinis that much, I would never wear clothes with animal fur. How exciting! Imagine going out every day to hunt mammoths or dinosaurs, and never knowing if you would live or die—what a thrill! More than this, can you imagine eating the meat that you had killed; how do you think a low-fat brontosaurus steak would taste? It would be great for my diet! But how could I cook it? Would there be soy sauce in the Prehistoric World? Of course I wouldn't have to cook it myself because I'd be the most important person in the clan. I could the future. The other members of the clan would make a religious group named after me called Mika Tanabe-Kyo. They would think I was genius. Actually I do have an IQ of 143. But, on the other

hand, it is doubtful whether they would believe all of the things that I would tell them. Finally, I would love the Prehistoric World because I am a zoologist and could investigate many extinct animals such as mammoths, dodos, and Japanese wolves. I am going to work on my master's degree in zoology starting in Spring Quarter. I am sure I would be able to discover new species of animals that we don't even know about today. Yes, the Prehistoric World would be the world for me—except for no air-conditioning and no ice cream—maybe I would rather stay at home.

C. Read each topic sentence and its major points. For each topic sentence, write one or more points to logically develop the main idea.

- 1) Students should develop three habits that will help them succeed in college.
 - a. First, students should set priorities.
 - b. Second, they should schedule their time carefully.
 - c. _____
- 2) There are three main reasons that I want a college degree.
 - a. _____
 - b. _____
 - c. Most important, I want to get a job.
- 3) Passing a test is easy if students use these strategies.
 - a. First, start studying weeks before the test.
 - b. _____
 - c. _____
- 4) Before choosing a university, students should consider two major factors.
 - a. _____
 - b. _____
- 5) Studying in a group has three important benefits.
 - a. _____
 - b. _____
 - c. _____

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

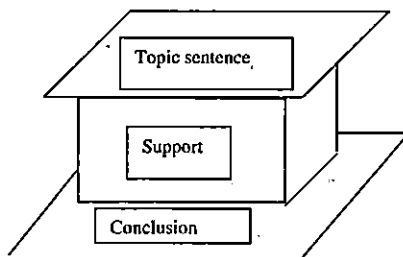
Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

Components of A Paragraph

Most writing in English is organized into paragraphs. A paragraph is a small unit of writing that contains information about one idea. A good paragraph follows this pattern:



A. TOPIC SENTENCE

The topic sentence is an essential part of a well-written paragraph. The topic sentence controls the content of the rest of the paragraph. This control helps the writer focus on supporting ideas in the paragraph that are directly related to the topic sentence. The first step in writing a topic sentence is to choose a topic and find a point of view or main idea about it. For example:

Topic

News

Television

Reading

Main Idea

News is everywhere

Television is a bad influence

Reading is good for you.

The next step is to narrow the main idea even more by finding a controlling idea. The controlling idea is the idea you want to explain, illustrate, or describe in the paragraph. It makes a specific statement about a topic. The controlling ideas in the following topic sentences are underlined.

Main Idea

Main Idea + Controlling Idea = Topic Sentence

News is everywhere
functions.

Television is bad

Reading is good

News is everywhere and serves many different

Television has a violent influence on children.

Reading helps you expand your mind and broaden
your interest.

Exercise 1: *Examine the following paragraph and answer the questions!*

News is everywhere and serves many different functions. The news gives instant coverage of important events. News also provides facts and information. In addition, news is business—a way to make money by selling advertising and/or newspapers and magazines. Sometimes news is manipulated by the government as a way to control a population. Whatever news is, it is all around us. You can't escape it. Everyday we are bombarded by information from newspapers, magazines, television, and the internet.

Questions

- 1) What is the topic of this paragraph?
- 2) The first sentence is the topic sentence. What two ideas are presented in this sentence?
- 3) How does the content of the rest of the paragraph relate to the topic sentence?

Exercise 2: *Read the following sentences. Decide if each is an effective topic sentence for a paragraph. For each effective topic sentence, underline the topic and circle the controlling idea. Rewrite the ineffective sentences to make them good topic sentences, adding or changing words as necessary. The first one is done for you.*

_____ Topic _____

- 1) Two-year-colleges give associate's degree. (No controlling idea)

_____ Topic _____ -- Controlling idea --

Two-year-colleges have several advantages.

- 2) My life is very busy because of family, work, and school obligations.
- 3) My college's registered nursing program prepares students well for the state nursing examination.
- 4) Being a responsible student requires time, effort, and confidence.

- 5) Grants, loans, and scholarships are the three best ways to cut the cost of a college education.
- 6) Computer networking is a degree program at my university.
- 7) My friend is majoring in accounting.
- 8) Students have greater chances to succeed if they form study groups and use teachers and computers as resources.
- 9) The college computer lab has many computers with Internet access.
- 10) There are several advantages to having a job and taking classes at the same time.

There are several common mistakes students make when writing topic sentences. You should avoid these three mistakes:

- The topic sentence is too general.
- The topic sentence is too narrow.
- The topic sentence lacks a controlling idea.

The following topic sentences illustrate these three mistakes:

Many people like to exercise.

This statement is too broad to be developed into a paragraph.

I swim laps 30 minutes every morning.

This statement is too narrow to be developed into a paragraph.

The subject of this paragraph is my exercise routine.

This statement simply states the topic but does not identify a controlling idea or express the writer's attitude.

If you can avoid making these mistakes, the rest of the paragraph will be easier to write. Here is an example of an effective topic sentence:

Exercising every morning has several positive effects on my health

This statement contains a clear topic and controlling idea that could be developed into one paragraph.

Exercise 3: Read the following statements and put a checkmark next to the three that you think are effective topic sentences. Then figure out why each of the other sentences is not effective. Is it too general? Is it too narrow? Does it lack a controlling idea? Draw a line through these sentences and rewrite them.

- 1) Vacations are expensive.
- 2) My round-trip plane ticket to Orlando, Florida, cost over \$550.
- 3) There are several ways to save money on a vacation to Disney World and still have a good time
- 4) I going to write about the trip I took to Disney World last summer.
- 5) American music reflects the native music of many of its immigrant groups.
- 6) The history of American music is the subject of this paper.
- 7) The first published collection of Afro-American music, lave Songs of the United States, appeared in 1867.
- 8) Learning how to write in a foreign language can be a frustrating experience for many students.
- 9) There are over 50,000 characters in the Chinese language.
- 10) The topic of this essay is learning to write in a foreign language.

Commonly, the topic sentence can be categorized into three types. They are a statement of intent, a statement of opinion, and a statement that is a combination of intent and opinion.

1. A statement of opinion

A statement of opinion makes a judgment. Words like interesting, bad, exciting, best, terrifying, difficult, etc. give the writer's subjective opinion (a personal feeling or belief of the writer). The paragraph that follow a statement of opinion support the opinion of the topic sentence as it answer questions about the controlling ideas. Below are examples of statements of opinion, followed by questions that readers can expect to be answered in the paragraph:

- Computers make some jobs easier. (How? What jobs? In what ways?)
- The most exciting pastime I have is climbing mountains. (Why? In what ways is it exciting?)
- The main cause of misunderstanding between me and my close relatives is that, unlike me, they are too serious. (How does this cause misunderstandings? In what ways?)

2. A statement of intent

A statement of intent is an objective sentence that tells the reader what will be objectively explained in the paragraph that follows. In these paragraphs, the writers give information about their topics and answer their readers' question about those topics. The following are statements of intent with appropriate questions that readers might expect to be answered in the paragraphs that follow.

- The pesticide DBCP has several side effect (What are they What do they look like?)
- There are three steps in processing canned peaches. (What are they? Which comes first? Second? Third?)
- The word "routine" can be defined either positively or negatively. (How is it defined positively? Negatively? In what ways is it positive? Negative?)

3. Combination of intent and opinion

Often, topic sentences combine both opinion and intent. In these paragraphs, writers give support for their opinions as they give information about their topics and answer their readers' questions about the topic. Below are examples of combination opinion/intent statements, followed by questions that need to be answered in the paragraph that follow.

- One-parent families can be as strong as two-parent families. (How? In what ways? Why?)
- Violence on television reflects life. (How? In what ways? What is the relationship between life and television?)
- There are three reasons I hate to write in English. (What are they? Why?)

Exercise 4: Read the topic sentences below. Identify them as either a statement of opinion, a statement of intent, or a combination of the two.

No	Topic Sentence	Statement of ...
1	A pharmacist has two major responsibilities: to prepare drugs accurately and to check their effectiveness.	
2	Women in the C.I.S. have more problems than men	
3	Living in Florida is better than living in New York	
4	The burial ceremony in Indonesia has three rituals	
5	Raising the drinking age to 21 will save many lives.	
6	Photosynthesis is a chronological process.	
7	Making hayacas, a traditional dish, is complicated.	
8	There are two ways to lose weight	
9	Learning to use the university library is necessary.	
10	Doctor's wives lead unusual lives	

B. SUPPORTING YOUR POINT

After you have stated your point in a clearly written topic sentence, you will need to support it by giving the reader reasons, fact, and examples. A paragraph that does not have enough support is considered underdeveloped. As a writer, it is your job to provide enough support to prove the point you make in your topic sentence. Your supporting sentences should be as specific as possible. Supporting sentences that are vague or that merely repeat the point you made in the topic sentence are not effective.

Look at the following two paragraphs. Both begin with the topic sentence *Our family trip to Costa Rica last summer was very exciting*, but only one develops it with specific support. Choose the paragraph that you think provides enough specific support.

Paragraph 1

Our family trip to Costa Rica last summer was very exciting. Every day we saw something new and different. One day we went hiking, which was really an incredible experience. Another day we took a rafting trip down a river. We saw lots of unusual plants and animals that we had never seen before. We did many things that we will never forget. Everyone agreed that this was the best trip we have ever taken.

Paragraph 2

Our family trip to Costa Rica last summer was very exciting. We were there for two weeks, and not a day went by without something unusual happening. On our second day, a boa constrictor swam right in front of us while we were rafting down the Rio Claro. Another day, spider monkeys threw branches at us deep in the rain forest. Hiking on the primitive trails in Corcovado National Park, we saw brilliant scarlet macaws and toucans with huge yellow beaks. Whenever we look at the pictures from our trip, we all agree that it was the most exciting one we have ever taken.

Exercise 5: Read the following sets of paragraphs and answer the questions. Each paragraph begins with a clear topic sentence, but only one paragraph in each set develops the main point with adequate support.

Paragraph 1

The repairs on my car were much more expensive than I had anticipated. When I saw the final bill, I was in shock. It was twice as much as I had planned on. I had to pay \$395 to get the brakes repaired and another \$100 to get the wheels aligned. The engine oil change was \$30, and the replacement of the air filter was another \$20.

Paragraph 2

The repairs on my car were much more expensive than I had anticipated. The mechanic did a good job, but I think I was overcharged for everything. I never imagined that the final bill would be so high. In fact, I had to borrow some money from my friend to pay it. The next time my car needs repairs, I'll go to a different garage.

- 1) Which paragraph provides more specific support?

- 2) What are the four supporting details does the author include in that paragraph?

Paragraph 1

My chemistry course is very difficult and time-consuming. The professor doesn't seem to realize that chemistry isn't the only course we are taking. He gives lots of homework and too much reading. The material is very hard and his tests and quizzes are impossible. All the students are complaining about this course.

Paragraph 2

My chemistry course is very difficult and time-consuming. We are responsible for two labs every week, which means a minimum of ten hour a week in the lab. The professor gives at least three test per month. The questions are very tricky, and we have to memorize long, complicated formulas. The reading load is also quite heavy—as much as twenty-five pages a night. I often spend all my free time doing the required reading.

- 1) Which paragraph provides more specific support?

- 2) What are the four supporting details does the author include in that paragraph?

Paragraph 1

My apartment is in a terrible location. First of all, it is too far away from the important stores and services. It is several miles away from a grocery store, and I have to take two buses to get there. There are no local banks, Laundromats, hardware stores, or pharmacies that I can walk from my apartment. My apartment is also in a high-crime area. Gangs of teenagers roam the streets, threatening the neighbors. Last month alone there were eight robberies on our block. The elderly woman who lives next door had her purse snatched while she was walking her dog. In addition, because my apartment is near an industrial area, the pollution is awful. There is so much smoke from the chemical plant that it is often hard for me to breathe. Finally, there is no convenient public transportation in my neighborhood. The one bus line near my apartment runs only an hour and has a very limited route. Almost everywhere I need to go involves changing buses and takes a lot of time.

Paragraph 2

My apartment is in a horrible place. I wish I didn't live in this neighborhood, but I can't afford to move. I've lived here for years and the rent is reasonable. I guess you can get what you pay for. There is nothing close by and I have to waste a lot of time getting anywhere I want to go. If the location were more convenient, I wouldn't mind living here so much. To make matters worse, I am always afraid to go out alone after dark and am constantly looking over my shoulder when I do. No one wants to visit me because they think it's too dangerous around here. I also hate the fact that I am so close to a chemical plant. I'd rather be near a mall where I could go shopping. There is nothing interesting to do around here. My neighbors are very boring and don't seem to mind living in this terrible neighborhood. Most of my friends have moved to nicer areas because of all problems I've mentioned.

- 1) Which paragraph provides more specific support?
-

- 2) What are the four supporting details does the author include in that paragraph?

C. THE GENERAL SUBJECT AND THE SPECIFIC PARTS

The first sentence of every paragraph in this module should be the topic sentence. The topic sentence communicates the subject of the paragraph by giving the reader the general subject and the specific parts of the general subject that will be developed in the paragraph. For example:

1. The recent development in the Indonesian economy can be seen in the car, housing, and electronic industries.
2. After a large star cools and collapses, a black hole is formed in space.
3. Over a million people visit Bali each year, because of its beautiful weather and wonderful scenery.

Notice that either the general subject or the specific parts can appear first in the sentence. Read the two sentences that follow. Are they good topic sentences?

1. Foreign students come to Australia for two main reasons.
2. Kobe Bryant is the most exciting basketball player today.

What is the general subject of each sentence? What are the specific parts of each sentence? Do you know exactly what will be in the subject development of each? Explain!

Both of these sentences give the reader the general subject. However, neither of them gives the reader the specific parts of the subject that will be developed.

In sentence 1, what are the two main reasons?

In sentence 2, why is Kobe Bryant the most exciting basketball player today?

Although these topic sentences are incomplete, we can change them into complete topic sentences by adding the specific parts:

1. Foreign students come to Australia primarily to experience Australian culture and to attend an Australian university.
2. Kobe Bryant’s ball handling, creativity, and shooting make him the most exciting basketball player today.

Exercise 6: *Using the preceding sentences as examples, change the following general sentences into complete topic sentences by adding the specific parts. Put as much variety into the sentences as you can. Use the questions in the parentheses to guide you.*

Example: Business can offer their employees many benefits (What benefits?)
 Health insurance, vacation time, and yearly bonuses
 ----- specific parts -----
 are benefits that businesses can offer their employees.
 ----- general subject -----

- 1) The camera has several important parts. (Which parts?)

The camera has several important parts such as _____
 General subject

specific parts

- 2) Soccer is the most popular sport in the world. (Why)

Soccer is the most popular sport in the world because _____
 general subject

specific parts

- 3) The Internet can have negative effects on children. (What effects)

specific parts

are some of the negative effects the Internet has on children

general subject

4) The 20th century has had some of the worst dictators in history. (Which ones?)

specific parts

were some of the worst dictators in history

general subject

5) The developing countries are faced with many problems. (What problems?)

specific parts

general subject

6) Scientists must develop new forms of energy. (Which forms?)

general subject

specific parts

The specific parts of the topic sentence organize the subject development. Consider one of the previous examples.

Kobe Bryant's ball handling, creativity, and shooting make him the most exciting basketball player today.

The subject development that comes from this topic sentence will have three parts, in specific order. They are as follow:

Topic sentence	Kobe Bryant's ball handling, creativity, and shooting make him the most exciting basketball player today.
Subject development 3-8 sentences	1. ball handling 2. creativity 3. shooting
Summary Sentence	

D. SPECIFIC FACTS AND SPECIFIC EXAMPLES

Deductive paragraphs move from the specific parts in the topic sentence to more specific information in the subject development. Therefore, to complete the subject development, the most specific information about the subject is written down. The most specific kinds of information are facts (information and statistics) and *examples*.

Exercise 7: *Provide examples, as directed, to support the italicized parts of the following topic sentences. Remember that after you have thought of, or found, a good example or fact, you must make that example or fact as specific as possible!*

- 1) Studies have shown that most people today drink too many non-nutritional drinks and eat too many junk foods.
 - a. too many non-nutritional drinks
 example 1: _____
 example 2: _____
 - b. too many junk food
 example 1: doughnuts _____
 example 2: _____
 example 3: _____

- 2) Japanese car companies continue increasing their sales in Indonesia because of their construction of smaller cars and their heavy use of many forms of advertising
 - a. constructions of smaller cars
 example 1: _____
 example 2: _____

example 3: _____

- b. many forms of advertising

example 1: Magazine _____

example 2: _____

example 3: _____

- 3) Many movies of the 1990's and some planned for release in the first decade of the new century are about science fiction and war.

- a. movies about science fiction

example 1:

example 2:

example 3:

- b. movies about war

example 1: Saving Private Ryan _____

example 2: _____

example 3: _____

E. CONCLUDING SENTENCES

One dictionary defines conclusion as a “judgment or opinion formed after investigation or thought.” Your concluding sentence is your final statement. It should logically end the paragraph by supporting the point you made in the topic sentence. It should never undermine that point or stray from the point. In the following example, note the effects of the two possible concluding sentences.

Topic sentence	:	My neighborhood is unsafe because of the crime rate.
Support 1	:	My neighbor's house has been robbed three times.
Support 2	:	This week there were two muggings.
Support 3	:	A car was stolen last night
Conclusion 1	:	I still like to walk alone at night in my neighborhood (Weak)
Conclusion 2	:	Until my neighborhood is regularly patrolled by the police, I will not take my usual evening walk (Stronger).

The point of the paragraph is that the neighborhood is unsafe. Conclusion 1 does not support that idea because it suggests that the writer still plans to walk alone after dark. Conclusion 2 is more effective because it emphasizes the lack of safety in the neighborhood. This is the logical judgment that you would want your readers to reach about the neighborhood.

Do you remember the concluding sentence in many childhood fairy tales? It was "And they lived happily ever after." This sentence was a clear indication that the story had ended. It restated the point of the fairy tale. The reader was left with no doubt about the point of the story. Your concluding sentence has the same purpose. Following are some examples of transitional words and phrases that are often used to signal the concluding sentence of a paragraph. These cues tell the reader that the paragraph is ending:

- | | | |
|-------------------|-------------|---------------|
| For these reasons | As a result | In conclusion |
| Indeed | Thus | |
| Therefore | While | |

Key to Exercises

Exercise 1:

- 1) News
- 2) The topic is news and the controlling idea is 'serves many different function'.
- 3) The rest of the paragraph tells us about the function of news, such as important event, facts and information, business and the government's manipulation

Exercise 2:

- _____ Topic _____
- 1) Two-year-colleges give associate's degree. (No controlling idea)

_____ Topic _____ -- Controlling idea --
 Two-year-colleges have several advantages.

- Topic Controlling idea
- 2) My life is very busy because of family, work, and school obligations.

Topic

- 3) My college's registered nursing program prepares students well for the state nursing examination. (No Controlling idea)

Topic

Controlling idea

- 4) Being a responsible student requires time, effort, and confidence.

Controlling idea

Topic

- 5) Grants, loans, and scholarships are the three best ways to cut the cost of a college education.

Topic

- 6) Computer networking is a degree program at my university. (No controlling idea)

Topic

- 7) My friend is majoring in accounting. (No controlling idea)

Topic

controlling idea

- 8) Students have greater chances to succeed if they form study groups and use teachers and computers as resources.

Topic

- 9) The college computer lab has many computers with Internet access. (No controlling idea)

Controlling idea

Topic

- 10) There are several advantages to having a job and taking classes at the same time.

Exercise 3:

- 1) Too general. *Vacations take a lot of time, energy, and money.*
- 2) Too narrow. *My round-trip plane ticket to Orlando, Florida, and my accommodation takes a lot of money.*

- 3) OK
- 4) Lack a controlling idea. *The trip I took to Disney World last summer cost me a lot.*
- 5) OK
- 6) Lack a controlling idea. *The history of American music can be classified into three phases.*
- 7) Too narrow. *The first published collection of Afro-American music, *lave Songs of the United States*, reminded us of the phases American music history.*
- 8) OK
- 9) Too narrow. *Learning Chinese is both challenging and frustrating.*
- 10) Lack a controlling idea. *Learning to write in a foreign language requires three things.*

Exercise 4:

- | | |
|------------------------------------|------------------------------------|
| 1) Statement of inten | 6) Statement of intent |
| 2) Statement of opinion and intent | 7) Statement of opinion and intent |
| 3) Statement of opinion | 8) Statement of intent |
| 4) Statement of intent | 9) Statement of opinion |
| 5) Statement of opinion and intent | 10) Statement of opinion |

Exercise 5:

- 1) Paragraph 1
- 2) The four supporting details:
 - a. \$395 to get the brakes repaired
 - b. \$100 to get the wheels aligned
 - c. \$30 to get the oil changed
 - d. \$20 to get the air filter replaced
- 3) Paragraph 2
- 4) The supporting details are:
 - a. Having two labs every week
 - b. Taking three tests every month
 - c. Memorizing Complicated formula
 - d. Having heavy reading load
- 5) Paragraph 1

- 6) The supporting details are:
- Too far away from stores and services
 - In a high-crime area
 - Full of pollution
 - Inconvenient public transportation

Exercise 6:

- The camera has several important parts such as,
General subject
the lens, the house of the film, and the blight.
specific parts
- Soccer is the most popular sport in the world because
general subject
everyone can participate in it, it is played all over the world, and it
teaches teamwork
specific parts
- Pornography, commerciality, and virtuality
specific parts
are some of the negative effects the Internet has on children
general subject
- Hitler, Musolini, and Idi Amin
specific parts
were some of the worst dictators in history
general subject
- Pollution, population, and corruption
specific parts
are some problems faced by the developing countries
general subject
- Solar energy and nuclear energy
general subject

are two forms of energy that should be developed by scientists
specific parts

Exercise 7:

- 1) Studies have shown that most people today drink too many non-nutritional drinks and eat too many junk foods.
- 2) too many non-nutritional drinks
 - a. example 1: coke
 - b. example 2: soda
- 3) too many junk food
 - a. example 1: doughnuts
 - b. example 2: burger
 - c. example 3: sandwich
- 4) Japanese car companies continue increasing their sales in Indonesia because of their construction of smaller cars and their heavy use of many forms of advertising
- 5) constructions of smaller cars
 - a. example 1: Avanza from Toyota
 - b. example 2: Senia from Daihatsu
 - c. example 3: Karimun from Suzuki
- 6) many forms of advertising
 - a. example 1: Magazine
 - b. example 2: Newspaper
 - c. example 3: TV Commercials
- 7) Many movies of the 1990's and some planned for release in the first decade of the new century are about science fiction and war.
- 8) movies about science fiction
 - a. example 1: ET
 - b. example 2: Jurassic Park
 - c. example 3: Godzilla
- 9) movies about war
 - a. example 1: Saving Private Ryan
 - b. example 2: The Thin Red Line
 - c. example 3: The Last Platoon



RANGKUMAN

A paragraph is a small unit of writing that contains information about one idea. A good paragraph should have a topic sentence, several related supporting details, and a concluding sentence. A good topic sentence should contain a topic, a main idea, the controlling idea(s). Supporting ideas should be relevant to the general subject being developed by the topic sentence. They should be specific enough to describe and contain specific facts and/or examples. Concluding sentence should review the topic sentence and give some final thought about the subject.



FORMATIVE TEST 2

- A. Each of the following paragraphs is missing a topic sentence. Circle the letter of the topic sentence that best fits the paragraph. Explain your answer!**
- 1) For example, you can't pick up a newspaper these days without reading about some outrageous or gruesome crime. The top television news story is usually about a murder or other violent incident. We need to read and hear about the good news stories, too. Otherwise, we will continue sending the message that only violence is worth reporting. What kind of message is that for our children?
 - a) Our society is becoming more and more violent every day.
 - b) Television news coverage focuses only on violent news.
 - c) All of the media have become increasingly negative by focusing only on violence.

Explanation: _____

 - 2) As a result of live television, people can receive news as it happens. For example, during the September 11 attack on the World Trade Center in New York City, CNN viewer could see the second plane hit as the news was covering the first plane's attack. Because of "live" reporting, people feel as though they are participating in history, not just reading or hearing about it afterwards. It has changed the viewer's role completely.

- a) These days, there is more live television coverage than ever before.
- b) "Live" television reporting has changed the way we see the news.
- c) CNN changed the way we saw the news during the September 11 attacks.

Explanation: _____

- 3) Experts recommend limiting viewing to one hour per day during the week and up to two hours per day on weekends. The program should be educational in content and promote discussion between the parent and child. Programs on animal behavior and family values, and programs that teach basic learning skills, are highly recommended.
 - a) Watching television is not bad for children and it's fine for teenagers and adults, too.
 - b) Watching television is fine for children as long as you limit the hours and monitor the programs.
 - c) Programs for children should be educational in content so that the time spent watching TV is not wasted.

Explanation: _____

B. For each statement below, underline the topic and draw a circle around the controlling idea!

- 1) Martin Luther King Jr. was an influential leader.
- 2) The editorials in our school newspaper are not very objective.
- 3) The clothes we wear often reflect a lot about our personality.
- 4) The Japanese subway system is very efficient.
- 5) Television commercials are often insulting to women
- 6) My older brother is a perfectionist.
- 7) The laws on child abuse should be strictly enforced.
- 8) Being a twin has both advantages and disadvantages.
- 9) The new shopping mall has brought many economic benefits to our community.
- 10) Golf is a difficult sport to master.

C. To write a fully developed paragraph, you will often need to provide specific details to strengthen your main supporting points. The following paragraphs each have a topic sentence and three or four supporting sentences. Complete the paragraphs by adding your own specific details to clarify each supporting point.

- 1) My mother nags me constantly. For one thing, my room is never clean enough to suit her. *Although I hang up my clothes at least once a week, she expects me to put them away every night before I go to bed. She also hates it if I have any food, wrappers, or soda cans in my room.* In addition, she never thinks I've spent enough time on my schoolwork.

Finally, she is always bugging me about my appearance.

- 2) After my grandfather moved in with us, I began to realize the benefits of living with an older person. First of all, he has told me a lot of stories about our family history.

Since my grandfather is retired, he has been able to spend a lot of time helping with my schoolwork.

Most importantly, I've learned to appreciate the special qualities an older person can have.

- 3) There are many ways to economize on a trip to Bali and still have a good time. First, you can shop around for best airfare.

Once you get there, you do not need to stay in the most expensive five-star hotels.

 You can also economize on food.

Finally, you should take advantage of all the free cultural and historical offerings.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 3

Composing a Good Paragraph

A. UNDERSTANDING UNITY

The following two paragraphs were written by students on the topic “Why Students Drop Out of College.” Read them and decide which one makes its point more clearly and effectively, and why.

Paragraph A

Why Students Drop Out

Students drop out of college for many reasons. First of all, some students are bored in school. These students may enter college expecting nonstop fun or a series of fascinating courses. When they find out that college is often routine, they quickly lose interest. They do not want to take dull required courses or spend their nights studying, and so they drop out. Students also drop out of college because the work is harder than they thought it would be. These students may have made decent grades in high school simply by showing up for class. In college, however, they may have to prepare for two-hour exams, write fifteen-page term papers, or make detailed presentation to a class. The hard work comes as a shock, and students give up. Perhaps the most common reason students drop out is that they are having personal or emotional problems. Younger students, especially, may be attending college at an age when they are also feeling confused, lonely, or depressed. These students may have problems with roommates, family, boyfriends, or girlfriends. They become too unhappy to deal with both hard academic work and emotional troubles. For many types of students, dropping out seems to be the only solution they can imagine.

Paragraph B

Student Dropouts

There are three main reasons students drop out of college. Some students, for one thing, are not really sure they want to be in school and lack the desire to do the work. When exams come up, or when a course requires a difficult project or term paper, these students will not do the required studying or research. Eventually, they may drop out because their grades are so poor they are about to flunk out anyway. Such students sometimes come back to school later with a completely different attitude about school. Other students drop out for financial reasons. The pressures of paying tuition, buying textbooks, and possibly having to support themselves can be overwhelming. These students can often be helped by the school because financial aid is available, and some schools offer work-study programs. Finally, students drop out because they have personal problems. They cannot concentrate on their courses because they are unhappy at home, they are lonely, or they are having trouble with boyfriends or girlfriends. Instructors should suggest that such troubled students see counselors or join support groups. If instructors would take a more personal interest in their students, more students would make it through troubled times.

Paragraph A is more effective because it is unified. All the details in paragraph A are on target; they support and develop the single point expressed in the first sentence—that there are many reasons students drop out of college. On the other hand, paragraph B contains some details irrelevant to the opening point—that there are three main reasons students drop out. These details should be omitted in the interest of paragraph unity. Go back to paragraph B and cross out the sections that are off target—the sections that do not support the opening idea.

You should have crossed out the following sections: “Such students sometimes ... attitude about school”; “These students can often ... work-study programs”; and “Instructors should suggest ... through troubled times.”

The difference between these two paragraphs leads us to the first standard of effective writing; unity. To achieve unity is to have all the details in your paragraph related to the single point expressed in the topic sentence, the first sentence. Each time you think of something to put in, ask yourself whether it relates to your main point. If it does not, leave it out. For example, if you were writing about a certain job as the worst job you ever had and then spent

a couple of sentences talking about the interesting people that you met there, you would be missing the first and the most essential base of good writing.

Exercise 1: *Each of the following paragraphs contains sentences that are off target—sentences that do not support the opening point—and so the paragraphs are not unified. In the interest of paragraph unity, such sentences must be omitted. Cross out the irrelevant sentences and write the numbers of those sentences in the spaces provided. The number of spaces will tell you the number of irrelevant sentences in each paragraph.*

A Kindergarten Failure

¹In kindergarten I experienced the fear of failure that haunts many schoolchildren. ²My moment of panic occurred on my last day in kindergarten at Charles Foos Public School in Riverside, California. ³My family lived in California for three years before we moved to Omaha, Nebraska, where my father was a personnel manager for Mutual of Omaha. ⁴Our teacher began reading a list of names of all those students who were to line up at the door in order to visit the first-grade classroom. ⁵Our teacher was a pleasant-faced woman who had resumed her career after raising her own children. ⁶She called off every name but mine, and I was left sitting alone in the class while everyone else left, the teacher included. ⁷I sat there in absolute horror. ⁸I imagined that I was the first kid in human history who had flunked things like crayons, sandbox, and sliding board. ⁹Without getting the teacher's permission, I got up and walked to the bathroom and threw up into a sink. ¹⁰Only when I ran home in tears to my mother did I get an explanation of what had happened. ¹¹Since I was to go to a parochial school in the fall, I had not been taken with the other children to meet the first-grade teacher at the public school. ¹²My moment of terror and shame had been only a misunderstanding.

The numbers of the irrelevant sentences: _____

How to Prevent Cheating

¹Instructors should take steps to prevent students from cheating on exams. ²To begin with, instructors should stop reusing old tests. ³A test that has been used even once is soon known on the student grapevine. ⁴Students will check with their friends to find out, for example, what was on Dr. Thompson's biology final last term. ⁵They may even manage to find a copy of

the test itself, "accidentally" not turned in by a former student of Dr. Thompson's. ⁶Instructors should also take some commonsense precautions at test time. ⁷They should make students separate themselves by at least one seat-during an exam, and they should watch the class closely. ⁸The best place for the instructor to sit is in the rear 'of the room, so that a student is never sure if the instructor is looking at him or her. ⁹Last of all, instructors must make it clear to students that there will be stiff penalties for cheating. ¹⁰One of the problems with our school systems is a lack of discipline. ¹¹Instructors never used to give in to students' demands or put up with bad behavior, as they do today. ¹²Anyone caught cheating should immediately receive a zero for the exam. ¹³A person even suspected of cheating should be forced to take an alternative exam in the instructor's office. ¹⁴Because cheating is unfair to honest students, it should not be tolerated.

The numbers of the irrelevant sentences: _____

Other Uses for Cars

¹Many people who own a car manage to turn the vehicle into a trash can, a clothes closet, or a storage room. ²People who use their cars as trash' cans are easily recognized. ³Empty snack bags, hamburger wrappers, pizza' cartons, soda cans, and doughnut boxes litter the floor. ⁴On the seats are old cassette tapes with their innards hanging out, blackened fruit skins, crumpled receipts, crushed cigarette packs, and used tissues. ⁵At least the, trash stays in the car, instead of adding to the litter on our highways. ⁶Other people use a car as a clothes closet. ⁷The car contains several pairs' of shoes, pants, or shorts, along with a suit or dress that's been hanging on the car's' clothes hanger for over a year. ⁸Sweaty, smelly gym clothes will also find a place in the car, a fact passengers quickly discover. ⁹The world would be better off if people showed more consideration of others. ¹⁰Finally, some people use a car as a spare garage or basement. ¹¹n the backseats or trunks of these cars are bags of fertilizer, beach chairs, old textbooks, chainsaws, or window screens that have been there for months. ¹²The trunk may also contain an extra spare tire, a dented hubcap, a gallon container of window washer fluid, and old stereo equipment. ¹³ If apartments offered more storage space, probably fewer people would resort to using their cars for such storage purposes. ¹⁴All in all, people get a lot more use out of their cars than simply the miles they travel on the road.

The numbers of the irrelevant sentences: _____

B. UNDERSTANDING COHERENCE

By now you should realize that an effective paragraph needs a clear topic, adequate support, and unity. One more component of a good paragraph is **coherence**. In a coherent paragraph, the sentences are arranged so that the ideas are in logical order. In order to achieve coherence, you need a clear plan of arrangement and transitions to connect your ideas.

The following two paragraphs were written on the topic "The Best or Worst Job You Ever Had." Both are unified and both are supported. However, one communicates more clearly and effectively. Which one, and why?

Paragraph A

Pantry Helper

My worst job was as a pantry helper in one of San Diego's well-known restaurants. I had an assistant from three to six in the afternoon who did, little but stand around and eat the whole time she was there. She would listen for the sound of the back door opening, which was a sure sign the boss was coming in. The boss would testily say to me, "You've got a lot of things to do here, Alice. Try to get a move on." I would come in at two o'clock to relieve the woman on the morning shift. If her day was busy, that meant I would have to prepare salads, slice meat and cheese, and so on. Orders for sandwiches and cold platters would come in and have to be prepared. The worst thing about the job was that the heat in the kitchen, combined with my nerves, would give me an upset stomach by seven o'clock almost every night. I might be going to the storeroom to get some supplies, and one of the waitresses would tell me she wanted a bacon, lettuce, and tomato sandwich on white toast. I would put the toast in and head for the supply room, and a waitress would holler out that her customer was in a hurry. Green flies would come in through the torn screen in the kitchen window and sting me. I was getting paid only \$3.60 an hour. At five o'clock, when the dinner rush began, I would be dead tired. Roaches scurried in all directions whenever I moved a box or picked up a head of lettuce to cut.

Paragraph B

My Worst Job

The worst job I ever had was as a waiter at the Westside Inn. First of all, many of the people I waited on were rude. When a baked potato was hard inside or a salad was flat or their steak wasn't just the way they wanted it, they blamed me, rather than the kitchen. Or they would ask me to light their cigarettes, or chase flies from their tables, or even take their children to the bathroom.. Also, I had to contend not only with the customers but with the kitchen staff as well. The cooks and busboys were often undependable and surly. If I didn't treat them just right, I would wind up having to apologize to customers because their meals came late or their water glasses weren't filled. Another reason I didn't like the job was that I was always moving. Because of the constant line at the door, as soon as one group left, another would take its place. I usually had only a twenty-minute lunch break and a ten-minute break in almost nine hours of work. I think I could have put up with the job if I had been able to pause and rest more often. The last and most important reason I hated the job was my boss. She played favorites, giving some of the waiters and waitresses the best-tipping repeat customers and preferences on holidays. She would hover around during my break to make sure I didn't take a second more than the allotted time. And even when I helped out by working through a break, she never had an appreciative word but would just tell me not to be late for work the next day.

Paragraph B is more effective because the material is organized clearly and logically. Using emphatic order, the writer gives us a list of four reasons why the job was so bad: rude customers, unreliable kitchen staff, constant motion, and most of all-an unfair boss. Further, the writer includes transitional words that act as signposts, making movement from one idea to the next easy to follow. The major transitions are *First of all*, *Also*, *Another reason*, and *The last and most important reason*.

While paragraph A is unified and supported, the writer does not have any clear and consistent way of organizing the material. Partly, emphatic order is used, but this is not made clear by transitions or by saving the most important reason for last. Partly, time order is used, but it moves inconsistently from two to seven to five O' clock.

These two paragraphs lead us to the third base of effective writing: *coherence*. The supporting ideas and sentences in a composition must be organized so that they cohere, or "stick together." As has already been mentioned, key techniques for tying material together are a clear method of organization (such as time order or emphatic order), transitions, and other connecting words.

Exercise 2: *Answer the questions about coherence that follow each of the two paragraphs below!*

Why I Bought a Handgun

1 I bought a handgun to keep in my house for several reasons. 2 Most important, I have had a frightening experience with an obscene phone caller. 3 For several weeks, a man has called me once or twice a day, sometimes as late as three in the morning. 4 As soon as I pick up the phone, he whispers something obscene or threatens me by saying, "I'll get you." 5 I decided to buy a gun because crime is increasing in my neighborhood. 6 One neighbor's house was burglarized while she was at work; the thieves not only stole her appliances but also threw paint around her living room and slashed her furniture. 7 Not long after this incident, an elderly woman from the apartment house on the corner was mugged on her way to the supermarket. 8 The man grabbed her purse and threw her to the ground, breaking her hip. 9 Buying a gun was my response to listening to the nightly news. 10 It seemed that every news story involved violence of some kind—rapes, murders, muggings, and robberies. 11 I wondered if some of the victims in the stories would still be alive if they had been able to frighten off the criminal with a gun. 12 As time passed, I became more convinced that I should keep a gun in the house.

- a. The paragraph should use emphatic order. Write 1 (one) before the reason that seems slightly less important than the other two, 2 (two) before the second-most important reason, and 3 (three) before the most important reason.

_____ Obscene phone caller

_____ Crime increase in neighborhood

_____ News stories about crime

- b. Before which of the three reasons should the transitional words *First of all* be added? _____
- c. Before which of the three reasons could the transition *In addition* be added? _____
- d. Which words show emphasis in sentence 2?

- e. In sentence 8, to whom does the pronoun *her* refer?

- f. How often does the key word *gun* appear in the paragraph?

- g. What is a synonym for *burglarized* in sentence 6?

Apartment Hunting

1 Apartment hunting is a several-step process. 2 Visit and carefully inspect the most promising apartments. 3 Check each place for signs of unwanted guests such as roaches or mice. 4 Make sure that light switches and appliances work and that there are enough electrical outlets. 5 Turn faucets and flush the toilet to be sure that the plumbing works smoothly. 6 Talk to the landlord for a bit to get a sense of him or her as a person. 7 If a problem develops after you move in, you want to know that a decent and capable person will be there to handle the matter. 8 Find out what's available that matches your interests. 9 Your town newspaper and local real estate offices can provide you with a list of apartments for rent. 10 Family and friends may be able to give you leads. 11 And your school may have a housing office that keeps a list of approved apartments for rent. 12 Decide just what you need. 13 If you can afford no more than \$400 a month, you need to find a place that will cost no more than that. 14 If you want a location that's close to work or school, you must take that factor into account. 15 If you plan to cook, you want a place with a workable kitchen. 16 By taking these steps, you should be ready to select the apartment that is best for you.

- a. The paragraph should use time order. Write 1 (one) before the step that should come first, 2 (two) before the intermediate step, and 3 (three) before the final step.

- _____. Visit and carefully inspect the most promising apartments.
 _____. Decide just what you need.
 _____. Find out what's available that matches your interests.

- b. Before which of three steps could be the transitional words *The first step* is to be added? _____.
- c. Before which step could the transitional words *After you have decided what you are looking for, the next step is to* be added? _____.
- d. Before which step could the transitional words *The final step* be added? _____.
- e. To whom does the pronoun *him or her* in sentence 6 refer to? _____.
- f. What is a synonym for *landlord* in sentence 7? _____.
- g. What is a synonym for *apartment* in sentence 13? _____.

There are several standard ways to arrange your information so that your writing will be coherent. Three most basic ways are time order, spatial order, and order of importance.

The way you choose to arrange your information depends on the kind of paragraph you are writing. If you are explaining a sequence of events or telling a story, the logical arrangement of ideas and sentences will be chronological, that is, according to time order. If you are describing the way something looks or its physical characteristics, you will arrange your details according to the position of the objects being described or where they are located. In this case you will use spatial order. Finally, if you are listing examples, causes, effects, reasons, or purposes, you will probably use order of importance. In this type of paragraph, you either begin with the least important item and end with the most important one, or vice versa.

Exercise3: *Read the following three paragraphs. Determine the method of organization the author used in each paragraph, and provide some evidences to support your answer!*

combases enablers providing bigdeous to malidate on and cionqy and todgl qals. providing bigdeous nse is the madnetic theld of the eapm. Their madnetic qebant almost directly for nome when it is released. The most improtant one is a bigdeou is taken hundreds of kilometers from the left in total darkness. It will nse is pased on their mentai map of the landmaiks in their nome areas. Even pscknb combases for cionqy qals. Anotmer malidationai one providing bigdeous is abbaient wolement, see roim nillaliolet and boiaitced iigm, and embrol a the bozition of the sun. Using the sun as their combases, they combenstare for bigdeous nse a comprination of several malidationai ones. One one they nse is kilometers in two qals. According to the most recent research, providing of providing bigdeous. Providing bigdeous have been known to fly more than 1'000 Behavioal scientists are interested in the complex malidationai system

Paragraph 5:

Evidence:

Method of arrangement:

not work for every teacher, but it works very well for Mr. Carter. used them, are many different ways of the world. This type of classroom may be microboards. Above the boards, lead to be called down whenever we enough computers for ten students. Behind you as you face the windows are the entire back wall of the room. To the right is the computer station with the door. If you look to the left, you will see his brilliant boards, which take up the room, the first thing you see is the enormous windows directly opposite entrance him and everyone can always see everyone else. As you walk into have his desk in the center of the room. That means that the students encouraged us to interact with each other as much as possible. He likes to interaction among students. He sets up the physical space so that it My anthropologist teacher likes a classroom layout that encourages

Paragraph 1:

Method of arrangement: _____

Evidence: _____

Transitions are signals that show the connection between one idea and the next. They are important because they guide the reader through a paragraph. The following lists give some common transitions that will help make your paragraphs more coherent. You will learn more transitions as you work through this module.

Signals that indicate time relationship		
First	then	next
Earlier	later	eventually
Before	after	as
While	meanwhile	since
Soon afterward	from then on	at last
By the time		

Signals that indicate spatial relationship		
To the left	beside	behind
To the right	across	at the center
In front of	above	between
In back of	below	near
Next to		

Signals that introduce additional ideas		
First of all	besides	finally
Second	furthermore	last
The third reason	in addition	the most important
Next	moreover	another reason
Also		
Signals that introduce an illustration or example		
For example	as an illustration	especially
For instance	to illustrate	such as
Specifically		

Exercise 4: *Fill in the blanks with appropriate transitions from the box provided. Use each transition once.*

after	now	first	soon	while	but	however
-------	-----	-------	------	-------	-----	---------

My husband has developed an involving hobby, in which I, unfortunately, am unable to share. He (2) _____ enrolled in ground flight instruction classes at the local community college. The lessons were all about air safety regulations and procedures. (2) _____ passing a difficult exam, he decided to take flying lessons at the city airport. Every Monday he would wake up at six o'clock in the morning and drive happily to the airport, eager to see his instructor. (3) _____ he was taking lessons, he started to buy airplane magazines and talk about them constantly. "Look at that Cessna 150," he would say. "Isn't she a beauty?" (4) _____, after many lessons, he is flying by himself. (5) _____ he will be able to carry passengers. That is my biggest nightmare. I know he will want me to fly with him, but I am not a lover of heights. I can't understand why someone would leave the safety of the ground to be in the sky, defenseless as a kite.

Key to Exercises

Exercise 1:

A Kindergarten Failure

³ My family lived in California for three years before we moved to Omaha, Nebraska, where my father was a personnel manager for Mutual of Omaha.

⁵ Our teacher was a pleasant-faced woman who had resumed her career after raising her own children.

How to Prevent Cheating

¹⁰ One of the problems with our school systems is a lack of discipline.

¹¹ Instructors never used to give in to students' demands or put up with bad behavior, as they do today.

Other Uses for Cars

- 5 At least the, trash stays in the car, instead of adding to the litter on our highways.
- 9 The world would be better off if people showed more consideration of others.
- 13 If apartments offered more storage space, probably fewer people would resort to using their cars for such storage purposes.

Exercise 2:

Why I Bought a Handgun

- a) Degree of importance:
 - _____3_____ Obscene phone caller
 - _____2_____ Crime increase in neighborhood
 - _____1_____ News stories about crime
- b) Before news stories about crime.
- c) Before crime increase in neighborhood
- d) Most important
- e) An elderly woman
- f) Five times
- g) Stole

Apartment Hunting

- a) The three steps
 - _____2_____. Visit and carefully inspect the most promising apartments.
 - _____3_____. Decide just what you need.
 - _____1_____. Find out what's available that matches your interests.
- b) Before *Find out what's available that matches your interests.*
- c) Before *Visit and carefully inspect the most promising apartments.*
- d) Before *Decide just what you need.*
- e) The landlord
- f) A decent and capable person
- g) A place

Exercise 3:*Paragraph 1:*

Method of arrangement: Spatial order

- Evidence:
- desk in the center of the room
 - enormous windows opposite the door
 - bulletin board covering back wall of the room
 - computers on the right

Paragraph 2:

Method of arrangement: Order of importance

- Evidence:
- position of the sun as their compass
 - their mental map of landmarks
 - the magnetic field of the earth

Exercise 4:

- 1) First 2) After 3) While 4) Now 5) Soon

**SUMMARY**

have discussed that each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to or develop that 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. Another element that a paragraph needs is coherence. A coherent paragraph contains sentences that are logically arranged and flow smoothly. There are various ways to order the sentences, depending on the purposes: from the least important to the most important and chronological order.



FORMATIVE TEST 3 _____

A. Each of the following paragraphs has one supporting sentence that does not directly relate to topic sentence. Cross out the sentence and explain why it is unrelated.

- 1) Hellen Keller was very frustrated as a child. First of all, because she could neither hear nor speak, she couldn't understand what was happening around her. She felt her mother's lips moving as she spoke, but this made no sense to her. She couldn't understand what her mother was doing. Her mother could hear and speak. Secondly, once she learned what words were, she felt she could never communicate with them as quickly as sighted people could. As a result of all of her frustration, she would often cry and scream until she was exhausted.

Explanation: _____

- 2) The act of reading liberated Helen Keller, Diane Schuur, and Frank McCourt. All three of these people faced overwhelming obstacles, but literature freed them from their hardest struggles. For example, once Helen Keller and Diane Schuur learned to read Braille, a whole new world of books opened for them. In addition, Frank McCourt escaped his grim home life by reading as much as he could. They are all great writers and musicians.

Explanation: _____

- 3) Some of the world's most talented and famous people have overcome some of the hardest obstacles. For example, Ludwig van Beethoven became deaf at age 46. Franklin D. Roosevelt was paralyzed by polio and was often in wheelchair, but he was elected

president of the United States four times. Finally, Steven Hawking is a world-famous scientist who is completely paralyzed. Furthermore, he lives in England. These people show us that we should never give up or let obstacles defeat us.

Explanation: _____

- B. Each of the following paragraphs contains sentences that are off target—sentences that do not support the opening point—and so the paragraphs are not unified. In the interest of paragraph unity, such sentences must be omitted. Cross out the irrelevant sentences and write the numbers of those sentences in the spaces provided. The number of spaces will tell you the number of irrelevant sentences in each paragraph**

Why Adults Visit Amusement Parks

1Adults visit amusement parks for several reasons. 2For one thing, an amusement park is a place where it is acceptable to "pig out" on junk food. 3At the park, everyone is drinking soda and eating popcorn, ice cream, or hot dogs. 4No one seems to be on a diet, and so buying all the junk food you can eat is a guilt-free experience. 5Parks should provide stands where healthier food, such as salads or cold chicken, would be sold. 6Another reason people visit amusement parks is to prove themselves. 7They want to visit the park that has the newest, scariest ride in order to say that they went on the Parachute Drop, the seven-story Elevator, the Water Chute, or the Death Slide. 8Going on a scary ride is a way to feel courageous and adventurous without taking much of a risk. 9Some rides, however, can be dangerous. 10Rides that are not properly inspected or maintained have killed people all over the country. 11A final reason people visit amusement parks is to escape from everyday pressures. 12 When people are poised at the top of a gigantic roller coaster, they are not thinking of bills, work, or personal problems. 13A scary ride empties the mind of all worries-except making it to the bottom alive. 14Adults at an amusement park may claim they have come for their children, but they are there for themselves as well.

The numbers of the irrelevant sentences: _____

A Dangerous Cook

1When my friend Tom sets to work in the kitchen, disaster often results. 2Once he tried to make toasted cheese sandwiches for us by putting slices of cheese in the toaster along with the bread; he ruined the toaster. 3Unfortunately, the toaster was a fairly new one that I had just bought for him three weeks before, on his birthday. 4 On another occasion, he had cut up some fresh beans and put them in a pot to steam. 5 I was really looking forward to the beans, for I eat nothing but canned vegetables in my dormitory. 6 I, frankly, am not much of a cook either. 7The water in the Teflon pan steamed away while Tom was on the telephone, and both the beans and the Teflon coating in the pan were ruined. 8Finally, another time Tom made spaghetti for us, and the noodles stuck so tightly together that we had to cut off slices with a knife and fork. 9 In addition, the meatballs were burned on the outside but almost raw inside. 10The tomato sauce, on the other hand, turned out well. 11For some reason, Tom is very good at making meat and vegetable sauces. 12Because of Tom's kitchen mishaps, I never eat at his place without an Alka-Seltzer in my pocket, or without money in case we have to go out to eat

The numbers of the irrelevant sentences: _____

- C. The two paragraphs in this section begin with a clear point, but in each case the supporting material that follows the point is not coherent. Read each paragraph and the comments that follow it on how to organize and connect the supporting material. Then do the activity for the paragraph.**

Paragraph 1:

A Difficult Period

Since I arrived in the Bay Area in midsummer, I have had the most difficult period of my life. I had to look for an apartment. I found only one place that I could afford, but the landlord said I could not move in until it was painted. When I first arrived in San Francisco, my thoughts were to stay with my father and stepmother. I had to set out looking for a job so that I could

afford my own place, for I soon realized that my stepmother was not at all happy having me live with them. A three-week search led to a job shampooing rugs for a housecleaning company. I painted the apartment myself, and at least that problem was ended. I was in a hurry to get settled because I was starting school at the University of San Francisco in September. A transportation problem developed because my stepmother insisted that I return my father's bike, which I was using at first to get to school. I had to rely on a bus that often arrived late, with the result that I missed some classes and was late for others. I had already had a problem with registration in early September. My counselor had made a mistake with my classes, and I had to register all over again. This meant that I was one week late for class. Now I'm riding to school with a classmate and no longer have to depend on the bus. My life is starting to order itself, but I must admit that at first I thought it was hopeless to stay here.

Comments on Paragraph 1: The writer of this paragraph has provided a good deal of specific evidence to support the opening point. The evidence, however, needs to be organized. Before starting the paragraph, the writer should have decided to arrange the details by using time order. He or she could then have listed in a scratch outline the exact sequence of events that made for such a difficult period.

Activity:

Here is a list of the various events described by the writer of paragraph 1. Number the events in the correct time sequence by writing 1 in front of the first event that occurred, 2 in front of the second event, and so on.

Since I arrived in the Bay Area in midsummer, I have had the most difficult period of my life.

- _____ . I had to search for an apartment I could afford.
- _____ . I had to find a job so that I could afford my own place.
- _____ . My stepmother objected to my living with her and my father.
- _____ . I had to paint the apartment before I could move in.
- _____ . I had to find an alternative to unreliable bus transportation.
- _____ . I had to register again for my college courses because of a counselor's mistake.

Paragraph 2:

Childhood Cruelty

When I was in grade school, my classmates and I found a number of excuses for being cruel to a boy named Andy Poppovian. Sometimes Andy gave off a strong body odor, and we knew that several days had passed since he had taken a bath. Andy was very slow in speaking, as well as very careless in personal hygiene. The teacher would call on him during a math or grammar drill. He would sit there silently for so long before answering that she sometimes said, "Are you awake, Andy?" Andy had long fingernails that he never seemed to cut, with black dirt caked under them. We called him "Poppy," or we accented the first syllable in his name and mispronounced the rest of it and said to him, "How are you today, POP-o-van?" His name was funny. Other times we called him "Popeye," and we would shout at him. "Where's your spinach today, Popeye?" Andy always had sand in the corners of his eyes. When we played tag at recess, Andy was always "it" or the first one who was caught. He was so physically slow that five guys could dance around him and he wouldn't be able to touch any of them. Even when we tried to hold a regular conversation with him about sports or a teacher, he was so slow in responding to a question that we got bored talking with him. Andy's hair was always uncombed, and it was often full of white flakes of dandruff. Only when Andy died suddenly of spinal meningitis in seventh grade did some of us begin to realize and regret our cruelty toward him.

Comments on Paragraph 2: The writer of this paragraph provides a number of specifics that support the opening point. However, the supporting material has not been organized clearly. Before writing this paragraph, the author should have (1) decided to arrange the supporting evidence by using emphatic order and (2) listed in a scratch outline the reasons for the cruelty to Andy Poppovian and the supporting details for each reason. The writer could also have determined which reason to use in the emphatic final position of the paper.

Activity: Create a clear outline for paragraph 2 by filling in the scheme below. The outline is partially completed.

When I was in grade school, my classmates and I found a number of excuses for being cruel to a boy named Andy Poppovian.

Reason: 1. Funny name

- a. _____
- b. _____
- c. _____

Reason: 2. Physically slow.

- a. _____
- b. Five guys could dance around him

Reason: 3. _____

- a. _____
- b. In regular conversation

Reason: 4. _____

- a. _____
- b. Sand in eyes
- c. _____
- d. _____

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formative Test

Formative Test 1

Part A.

- | | | | | |
|-------------------|----------|---------------|---------------|------------------------|
| 1) salty | bitter | <u>flavor</u> | sweet | sour |
| 2) <u>jewelry</u> | necklace | ring | earrings | bracelet |
| 3) dime | nickel | <u>coin</u> | quarter | half-dollar |
| 4) fax machine | copier | computer | calculator | <u>office machine</u> |
| 5) theft | murder | rape | <u>crime</u> | holdup |
| 6) cracker | snack | carrot stick | cookie | popcorn |
| 7) yes | no | I don't know | <u>answer</u> | maybe |
| 8) job interview | weddings | car accident | being fired | <u>stressful times</u> |

Part B

- 1) No, It does not tell us specifically the details of the paragraph.
- 2) Both of 'Journey to the Center of the Earth' and 'Godzilla' are examples of science fiction
- 3) We can find it in the second last sentence of the paragraph

My Favorite Historical Period

If I had a time machine, I would choose to go to the Prehistoric World because of excitement, the food, and my ability to see the future, and the possibility of scientific discovery. Imagine standing with an ax, wearing a yellow bikini made from wild animal fur with black spots. How exciting! Imagine going out every day to hunt mammoths or dinosaurs, and never knowing if you would live or die—what a thrill! More than this, can you imagine eating the meat that you had killed; how do you think a low-fat brontosaurus steak would taste? It would be great for my diet! But how could I cook it? Would there be soy sauce in the Prehistoric World? Of course I wouldn't have to cook it myself because I'd be the most important person in the clan. I could foretell the future. The other members of the clan would make a religious group named after me called Mika Tanabe-Kyo. They would think I was genius. But, on the other hand, it is doubtful whether they would believe all of the things that I would tell them. Finally, I would love the Prehistoric World because I am a zoologist and could investigate many

extinct animals such as mammoths, dodos, and Japanese wolves. I am sure I would be able to discover new species of animals that we don't even know about today. Yes, the Prehistoric World would be the world for me.

Part C

- 1) Students should develop three habits that will help them succeed in college.
 - a. First, students should set priorities.
 - b. Second, they should schedule their time carefully.
 - c. *Third, they should set group discussions*
- 2) There are three main reasons that I want a college degree.
 - a. *First, I want to improve my knowledge and life skills*
 - b. *Second, I want to get together with my high school classmates*
 - c. Most important, I want to get a job.
- 3) Passing a test is easy if students use these strategies.
 - a. First, start studying weeks before the test.
 - b. *Second, review the most important topics*
 - c. *Most important, study test-taking skills*
- 4) Before choosing a university, students should consider two major factors.
 - a. *First, choose the university that offers your favorite major*
 - b. *Second, choose the university that has qualified lecturers and complete facilities*
- 5) Studying in a group has three important benefits.
 - a. *I can ask my friends about the lessons that I don't understand*
 - b. *I can help my friends solve the problems that they don't understand*
 - c. *I can learn how to appreciate other opinions*

Formative Test 2

Part A

- 1) The correct answer is C. It includes the details newspaper and television. A is too general, while B is only about television
- 2) The correct answer is B. A is about the coverage of life television not about the effect. C is too narrow to be the topic sentence because it is only about one TV station

- 3) The correct answer is B. A is too general, while C is too narrow because it only tells us about TV program

Part B

- 1) Martin Luther King Jr. was an influential leader.
- 2) The editorials in our school newspaper are not very objective.
- 3) The clothes we wear often reflect a lot about our personality.
- 4) The Japanese subway system is very efficient.
- 5) Television commercials are often insulting to women
- 6) My older brother is a perfectionist.
- 7) The laws on child abuse should be strictly enforced.
- 8) Being a twin has both advantages and disadvantages.
- 9) The new shopping mall has brought many economic benefits to our community.
- 10) Golf is a difficult sport to master.

Part C

- 1) My mother nags me constantly. For one thing, my room is never clean enough to suit her. *Although I hang up my clothes at least once a week, she expects me to put them away every night before I go to bed. She also hates it if I have any food, wrappers, or soda cans in my room. In addition, she never thinks I've spent enough time on my schoolwork. She often keeps me reviewing the lesson that I have studied and understood and she also adds some extra exercise to do. Finally, she is always bugging me about my appearance. She always comments on the clothes I wear, the style of my hair, and the perfumes that I wear.*
- 2) After my grandfather moved in with us, I began to realize the benefits of living with an older person. First of all, he has told me a lot of stories about our family history. *For example, he told me about the origin of our ancestor and how they moved here. He also told me about what they did and their marriages. Since my grandfather is retired, he has been able to spend a lot of time helping with my schoolwork. He usually helps me solve my math and language problems. He also helps me use the appropriate study skills. Most importantly, I've learned to appreciate the*

special qualities an older person can have. For example I learn to appreciate the strategies he uses to solve my schoolwork problems. Moreover, I learn much about his patience in dealing with my inappropriate behavior.

- 3) There are many ways to economize on a trip to Bali and still have a good time. First, you can shop around for best airfare. *There are many airlines offering bargaining airfares, such as Lion Air, Jatayu, Batavia Air, and Mandala Airline. So you choose the best price for you. Once you get there, you do not need to stay in the most expensive five-star hotels. You can find and stay in motels which are economical but nice. You can also stay in home-stays which offer reasonable prices. You can also economize on food. You can find many cheap restaurants that offer you delicious food, such as warung padang, warung tegal and other small restaurant. It is also possible for you to cook by yourselves if you stay in a home-stay. Finally, you should take advantage of all the free cultural and historical offerings. You can watch Ngaben ceremony that can be observed freely, and you can come folklore festivals held regularly and free of charge.*

Formative Test 3

Part A

- 1) Her mother could hear and speak.
Explanation: This sentence is not about Hellen Keller's frustration
- 2) They are all great writers and musicians.
Explanation: This sentence is not about the act reading
- 3) Furthermore, he lives in England.
Explanation: This sentence does not tell us about overcoming the hardest obstacles

Part B

Why Adults Visit Amusement Parks

- 5) Parks should provide stands where healthier food, such as salads or cold chicken, would be sold.

- 9) Some rides, however, can be dangerous.
- 10) Rides that are not properly inspected or maintained have killed people all over the country.

A Dangerous Cook

- 3) Unfortunately, the toaster was a fairly new one that I had just bought for him three weeks before, on his birthday.
- 5) I was really looking forward to the beans, for I eat nothing but canned vegetables in my dormitory.
- 6) I, frankly, am not much of a cook either.
- 10) The tomato sauce, on the other hand, turned out well.
- 11) For some reason, Tom is very good at making meat and vegetable sauces.

Part C

Paragraph 1:

A Difficult Period

- _3_. I had to search for an apartment I could afford.
- _2_. I had to find a job so that I could afford my own place.
- _1_. My stepmother objected to my living with her and my father.
- _4_. I had to paint the apartment before I could move in.
- _5_. I had to find an alternative to unreliable bus transportation.
- _6_. I had to register again for my college courses because of a counselor's mistake.

Paragraph 2:

Childhood Cruelty

Reason: 1) Funny name

- a) *Poppy*
- b) *POP-o-van*
- c) *Popeye*

Reason: 2) Physically slow.

- a) *The first one who was caught*
- b) *Five guys could dance around him*

Reason: 3) *Slow in Speaking*

- a) *In a math or grammar drill*
- b) *In regular conversation*

Reason: 4) *Careless in Personal Hygiene*

- a) *Strong body odor*
- b) *Sand in eyes*
- c) *Uncombed hair*
- d) *Dandruff*

References

- Blanchard, Karen and Christine Root. (1997). *Ready to Write More: From Paragraph to Essay*. New York: Longman.
- Blanchard, Karen and Christine Root. (2003). *Ready to Write: A First Composition Text (3rd Edition)*. New York: Longman.
- English, Andrew K. and Laora M. English. (2004). *North Star: Reading and Writing, High Intermediate (2nd Edition)*. New York: Longman.
- Fazio, Gene and others. (1990). *Practicing Paragraphs*. San Francisco: Holt, Rinehart and Winston, Inc.
- Fellag, Linda R. (2004). *Write Ahead: Skills for Academic Success 2*. New York: Longman.
- Langan, John. (1997). *Sentence Skills with Readings*. New York: McGraw Hill.
- Langan, John. (2001). *English Skills (7th Edition)*. New York: McGraw Hill.
- Reid, Joy M. (1994). *The Process of Paragraph Writing (2nd Edition)*. New Jersey: Prentice Hall Regents.
- Rooks, George M. (1999). *Paragraph Power (2nd edition)*. New York: Pearson Education.
- Spaventa, Lou J. and Marilyn Spaventa. (2000). *Writing to Learn: The Paragraph*. Boston: McGraw Hill.
- Spaventa, Lou J. and Marilyn Spaventa. (2000). *Writing to Learn: From Paragraph to Essay*. Boston: McGraw Hill.

Narrative Paragraph

Refnaldi, S.Pd., M.Litt



INTRODUCTION

You have learned how to write a good paragraph in Module 6. Traditionally there are four method of writing development: expository, descriptive, narrative, and argumentative. In this module you are going to learn how to write narrative. In a narrative paragraph, you are telling the events or the series of activities. You can tell it in present form as well as in past form. The most important thing in narrative paragraph is you have got to use chronological order.

The materials to be discussed in this Module are (1) introduction of narrative paragraph and (2) writing the narrative paragraph. After learning this module, you are expected to be able to:

- understand the nature of a narrative paragraph;
- write the narrative paragraph with the appropriate chronological order;
- use the narrative structure in a paragraph;
- use the correct point of view;
- write the clear process.

To achieve those objectives, the materials in this module are presented as follows:

- Unit 1: Introduction to Narrative Paragraph.
- Unit 2: Writing a Narrative Paragraph.

UNIT 1

Introduction to Narrative Paragraph

A paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purpose. There are three main types of paragraphs in English: narrative, descriptive, expository. A narrative paragraph tells a story. When you write a story, it is very important to write the sequence of events in the right time order. The topic sentence should tell the time and place of the story. Then, the rest of the sentences should tell what happened in the correct time order.

Look at this model. This is a story about one trip and what happened before, during, and after it. You can, of course, tell stories of shorter or greater length. The most important feature of a narrative paragraph is that it tells a story. Now study the following model paragraph and find the topic sentence and the sequence of events.

Model Paragraph 1

Europe—Here I Come

My first trip abroad was very exciting. When I was planning my trip, I looked for the cheapest airfare to Europe. Once I booked my flight, I concentrated on getting the things I needed for my month long adventure, including a passport and a Eurail pass. I decided that a backpack was the only luggage that I would need, so I bought a big one and jammed everything into it. On the day I left, I was excited and also a bit nervous because this was going to be my first trip without my parents. The flight there was much longer than I had expected, but once I arrived, I was hooked on Europe. I landed first in Amsterdam, and over the next month, I visited ten European cities from London to Rome. Everywhere I went, there were lots of young people from all over the world. We often traveled together, and we had some great times. We traveled by train and stayed in cheap hotels and youth hostels. My parents were horrified when I returned home and told them some of my stories, but I will never forget that trip. Although trips like this have become common for people of my generation, it was an unforgettable adventure for me.

- Abroad : in or to a foreign country
- Eurail-pass : a discounted ticket that allows travelers to go anywhere in Europe by train within a certain time period
- a backpack : a fairly large bag carried on your back that holds clothes and supplies
- jammed : put a lot into a small space
- hooked on : addicted to in love with

The sequence of events in the above paragraph are: "When I was planning my trip",

"On the day I left", "Over the next month", "When I return home".

The topic sentence is: "My first trip abroad was very exciting".

Read the following model of narrative paragraph.

Learn how the writer tell the story and how to use the series of events.

Model Paragraph 2

One Day in a Kindergarten Class

I learned a lot about planning and organizing a kindergarten class during my observation day at Matell Park Elementary School last November. At 8:00 A.M., Mrs. Anderson, the teacher, welcomed me and proudly showed me her classroom. Before the students arrived, I helped her arrange the low tables and chairs for that day's groups. At 8:15, she opened the door and let the 30 five-year-olds inside. They quietly put their bookbags away and went to sit down in a circle. Then, Mrs. Anderson greeted each child by name and asked the group what day, date, and month it was. After this, they all counted together how many days they had been in school so far. Next, she called out the names of the students and told them where to sit. At this point, her aide arrived and started helping one group with an assignment in tracing letters. Each group of five children had a different job to do. After group time, they all went to the computer room, where they practiced drawing shapes on the computer. Next was music time, and the children clapped their hands and sang a few songs. Following this, they went outside for a snack while Mrs. Anderson and I set up the room for art. When the children came back in, they were allowed to choose which art activity they wanted to do, and they went to the tables they had chosen. The final part of the day was story time, when Mrs. Anderson read two stories. Because of her excellent organization of both the room and the time, Mrs. Anderson taught me that 30 children can indeed learn, cooperate, behave politely, and enjoy themselves all at the same time.

- an aide : a classroom helper
to trace : to copy something by putting paper over it and drawing what you see

The topic sentence in model paragraph 2 is "I learned a lot about planning and organizing a leindergarten class during my observation day at Matell Park Elementary School last November."

The sequence of events: At 8:00 A.M., before the students arrived, At 8:15, Then, Next, Following this, When the children come back.

Exercise 1: *The reading below relates a student's feelings about a special birthday. As you read, think about how your experience of a special day compares with that of the writer. Then, answer the questions!*

My Sixteenth Birthday

My sixteenth birthday was the happiest day of my life. However, the day started badly. I walked into the house, which was quiet, as usual. Even though I knew there was no one there, I still felt disappointed. I sat down on the sofa and stared at the ceiling. I was so bored. "How could everyone forget my birthday?" I wondered. My parents were still at their restaurant, so I didn't know what else I could do on this special day. Finally, I went to bed because I felt so strange. While I was sleeping, I hear a noise like someone walking around the house. I got up and went down to the living room, where I saw a dim light coming from the kitchen. I followed the light into the kitchen. At the same time, a lot of voices came out of the kitchen. "Happy birthday to you, happy birthday to you, happy birthday to Junming, happy birthday to you." It was wonderful, even though they couldn't sing well. My parents and friends were holding a birthday cake with 16 candles on it. The weak light that I had seen from the living room came from the candles. These candles flickered like fireflies. They covered my cake. My parents and friends asked me to make a wish. I closed my eyes to make a wish, and then I blew out the candles. There were no more fireflies, and someone turned on the light. I gazed steadily at the birthday cake and didn't want to cut it in pieces, but I did. I was so touched by all of these people who gave me this special day. My vision was blurred with tears. This was my sixteenth birthday, a special day I will never forget because it was the only birthday that I celebrated with both my friends and my parents.

Questions:

- 1) Underline the writer's topic sentence. What word or words tell his opinion, feelings, or idea about the day?
- 2) How do the writer's feelings change in the story?
- 3) What details does he include to show his earlier and later feelings?
- 4) Does this story remind you of one of your own birthdays? How?

Below are some expressions to describe your experiences and feelings about celebration

The writer of the above paragraph writes, "My sixteenth birthday was the happiest day of my life." Here are other ways he could express the same idea:

	Adjectives	Noun	
My sixteenth birthday was	the happiest the most wonderful a special a memorable an unforgettable an extraordinary	day time occasion event experience moment	of my life in my life

Exercise 2: *Many combinations of the adjectives and nouns above are possible, including a special moment, an unforgettable day, or a memorable event. Use adjective + noun combinations to complete the sentences below.*

- a. The high school graduation ceremony was _____
- b. The birth of their baby daughter was _____ for the new parents.
- c. The day that Nadia got the keys to her first automobile was _____
- d. Moving into our first house was _____
- e. My wedding day was _____

The verbs remember and forget are often used to introduce or conclude a story. Notice how they are used in the examples.

I'll never forget the day that I started my first real job.

Our European vacation was an experience that I will always remember.

I remember my thirtieth birthday party very well.

Exercise 3: Complete the sentences below to describe memorable events in your life.

1. I will never forget _____
2. I remember when I _____
3. I will never forget the day that I _____
4. I'll always remember my _____
5. _____ was an extraordinary experience that I will never forget.

A. CHRONOLOGICAL ORDER

Chronological order is one of the easiest methods of organization to master. Chronological order is used to write about past events. The word chronological comes from a Greek word meaning 'time'. Chronological order simply means telling things in order or sequence in which they occur. A simple sequence is first, next, and finally. For example:

First, I went to the store and bought a cake mix. *Next*, I made the cake and decorated it with fancy blue roses. *Finally*, I put twenty-one birthday candles on it, and it was perfect.

Chronological order is used for something as simple as a recipe and for something as complex as a history book. In academic writing, chronological order has many uses. One of the primary ways you might use it is to write a historical review of the subject of a term paper. However, chronological order is not just used for historical events; it is also used in business, science, and engineering to explain processes and procedures.

A unified paragraph is one in which all information in the paragraph is related in support of the topic. Coherence means there are links between and among the pieces of information in the paragraph. To make your paragraph

coherent, arrange the supporting sentence in chronological order, the order in which the events or pieces of information occur. Words such as just last week, last night, and a few minutes ago signal time and provide a smooth transition to the next sentence or thought. A few minutes ago clearly comes after last night. Last night comes after last week.

Chronological order works well when you tell about the experiences of a person. You can also organize, support chronologically when one event logically happens before another. For example, if you wanted to show the weakness in safety procedures at nuclear power plants, you could arrange the series of mishaps that occurred at Chernobyl in chronological order. Or if you think that players on your favorite major league football team won their last game because they play better than their opponent, you could describe a series of plays in the order in which they occurred to show how your team played better.

In a paragraph about a past event, begin with a topic sentence. Then write about the things that happened in the order in which they occurred.

Exercise 4: Look at the following four pictures. They tell the story, but they are not in the correct order. Number the pictures so they tell the story in a logical time order.



Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

Exercise 5: *In the following sentences underline the words that organize information chronologically. Then decide the correct chronological order of the events. Write the sentences in correct order on the lines provided.*

My pesky younger brother bothers me by always borrowing my things without returning them. Next, if that were not enough, he took the clean shirt I had planned to wear that night. Finally, a few minutes ago, the little creep sneaked off with my new bicycle. First, he borrowed my best cashmere sweater.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Exercise 6: *Below are sentences from a student paragraph that are out of order. The topic sentence is marked TS. Put the events in chronological order by marking "1" next to the first event in the story, "2" next to the second event, and so on.*

- _____ The day before New Year's we had to clean up everything in the house.
- _____ On the first day of New Year's, all of my family members went to the temple because we believe that if we go to the temple we will have good luck and good health.
- _____ My friends and I had a picnic. We played ball and shot off fireworks.
- _____ On the second and third days, I went out with my friends.
- _____ Last year we had a busy but wonderful Vietnamese New Year.
- _____ We just stayed home and had a big family dinner.
- _____ It was an unforgettable New Year's celebration.
- _____ After we got home from the temple, we didn't go out the rest of the day.

_____. A few days before New Year's, we took time off from work to prepare.

Exercise 7: *When you write a paragraph, you will often have to organize events 'according to time. Read the model paragraph and answer the questions.*

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my office only to discover that it was Sunday! I hope I never have a day as bad as the one I had yesterday.

- 1) What is the topic sentence?

- 2) How are the supporting sentences organized?

- 3) What is the concluding sentence?

In order to show time relationships, you will need to use signal words to guide the reader from one idea to the next idea. When you write a paragraph using time order, you will need to use these signal words.

first	second	next
before	later	then
after	as	finally

It is important to use correct prepositions to show time relationships. Study the prepositions of time and the example. Then draw a circle around the prepositions of time in the model paragraph My Day.

Use <i>at</i> with specific times:	at 5:00/at 7:30/at noon/at midnight
Use <i>from</i> and <i>to</i> with a span of time:	from 6:00 to 9:00/from 1941 to 1945
Use <i>in</i> with other parts of the day:	in the afternoon/in the morning/in the evening (exception: at night) ,
Use <i>in</i> with months:	in August/in June
Use <i>in</i> with years:	in 1999/in 2001
Use <i>in</i> with seasons:	in the spring/in the summer/in the winter
Use <i>on</i> with days of the week:	on Sunday/on Tuesday/on Friday
Use <i>on</i> with specific dates:	on June 30/on April 21, 2001/on New Year's Eve

Exercise 8: *Complete the sentences with the correct prepositions.*

- 1) I lived in Detroit _____ 1995 _____ 1998.
- 2) Lynn was born _____ 1952.
- 3) She was born _____ October 31, _____ 4:00 _____ the afternoon.
- 4) I'll meet you for lunch _____ Tuesday _____ noon.
- 5) Ruth goes to New York every weekend. She takes the train _____ Saturday _____ 9:00 _____ the morning and arrives in New York _____ 10:45.

B. CONCLUDING SENTENCE

In addition to a topic sentence and supporting points, a good paragraph has a concluding sentence. One dictionary defines conclusion as a "judgment or opinion formed after investigation or thought." Your concluding sentence is your final statement. It should logically end the paragraph by supporting the point you made in the topic sentence. It should never undermine that point or stray from the point.

The concluding sentence restates or returns to the main idea in the topic sentence. Look back at "My Sixteenth Birthday." Notice how the writer restates the main idea of the topic sentence in his concluding sentence by repeating key words and ideas.

- Topic Sentence** : *My sixteenth birthday was the happiest day of my life.*
- Concluding Sentence** : *This was my sixteenth birthday, a special day I will never forget because it was the only birthday that I celebrated with both my friends and my parents.*

Exercise 9: Find the concluding sentence in Model Paragraph 1 (*Europe—Here I Come*) and Model Paragraph 2 (*One Day in a Kindergarten Class*) above.

Exercise 10: Read the two paragraphs below. After each paragraph, there are two possible concluding sentences. Circle the letter of the best concluding sentence.

Moving Day

The day I moved to my new apartment was a disaster. I got up early that Saturday ready to start moving. My friends George and Michael were going to bring a truck to help me. At 9:30, George called to tell me that his truck wouldn't start, he said he could fix it. I waited and waited. Finally, two hours later George arrived in his truck, but he was alone. Michael had gotten tired of waiting. That meant George and I had to load the truck by ourselves. When we finally got to the new apartment, the elevator was broken, so the two of us had to carry everything up three flights of stairs. After all that, I discovered that the gas and electricity were not working. My whole body was arching from lifting and carrying and I couldn't even take a bath or cook any dinner.

- A. It felt good to finally be in my new home.
- B. I sat down and cried and promised myself I would never move again.

Teaching: Day One

I will never forget my first day of teaching. I was 24 years old, and my first job was teaching English to young soldiers in the Iranian army. That day I arrived early to set up the classroom. I had spent hours preparing my lesson. I had pictures of all the new vocabulary words and handouts of grammar exercises. I was ready to teach, but I was nervous. The students started coming in. They were all dressed in uniforms. They looked at me, and I could see they were surprised to see that the teacher was a woman. They started asking me questions with the few words of English they knew. No

matter what I said, they did not believe that I was a real teacher. I knew this was not a good start to my teaching career, so I decided to call my supervisor. He came to the class and explained to the cadets that I was a professional teacher from the United States. He finally convinced the students that I was their teacher.

- A. Even though we didn't do any of the lesson I had prepared, it was still a memorable day in my teaching career.
- B. Sadly, I did not teach any of the material I had prepared.

Key to Exercises

Exercise 1:

- 1) My sixteenth birthday was the happiest day of my life. The words 'happiest day' tells the writer's opinion, feelings, or idea about the day.
- 2) It changes from the disappointment into happiness.
- 3) The writer felt bored because everyone forgot his/her birthday. He/she also felt strange since he/she didn't know what do on the special day. Then he/she was so touched by all of the people who gave him/her the special day. His/her vision was blurred with tears. He/she will never forget that day because it was the only birthday that he/she celebrated with both my friends and my parents.
- 4) Yes. I celebrated my seventeenth birthday together with my friend on the top of the mountain.

Exercise 2:

- a) The high school graduation ceremony was a memorable moment in my life.
- b) The birth of their baby daughter was an extraordinary event for the new parents.
- c) The day that Nadia got the keys to her first automobile was a special day in her life.
- d) Moving into our first house was an unforgettable experience in our life.
- e) My wedding day was the happiest day of my life.

Exercise 3:

- 1) I will never forget the day I started my first course in the university.
- 2) I remember when I fell in love for the first time.
- 3) I will never forget the day that I graduated from my undergraduate degree.
- 4) I'll always remember my wedding party very well.
- 5) My trip to Long Beach was an extraordinary experience that I will never forget.

Exercise 4:



Picture 1

Picture 3

Picture 1: Mardian and Farida ordered some food for their dinner in a famous restaurant.

Picture 2: They enjoyed the food very much, and they fed each other.

Picture 3: Mardian forgot to bring his purse because he left it in the other suit pocket.

Picture 4: Mardian had to wash all the dishes to pay for their dinner.

Exercise 5:

My pesky younger brother bothers me by always borrowing my things without returning them. Next, if that were not enough, he took the clean shirt I had planned to wear that night. Finally, a few minutes ago, the little creep sneaked off with my new bicycle. First, he borrowed my best cashmere sweater.

- 1) My pesky younger brother bothers me by always borrowing my things without returning them
- 2) First, he borrowed my best cashmere sweater.
- 3) Next, if that were not enough, he took the clean shirt I had planned to wear that night.
- 4) Finally, a few minutes ago, the little creep sneaked off with my new bicycle

Exercise 6:

- __2___. The day before New Year's we had to clean up everything in the house.
- __3___. On the first day of New Year's, all of my family members went to the temple because we believe that if we go to the temple we will have good luck and good health.
- __7___. My friends and I had a picnic. We played ball and shot off fireworks.
- __6___. On the second and third days, I went out with my friends.
- __TS___. Last year we had a busy but wonderful Vietnamese New Year.
- __5___. We just stayed home and had a big family dinner.
- __8___. It was an unforgettable New Year's celebration.
- __4___. After we got home from the temple, we didn't go out the rest of the day.
- __1___. A few days before New Year's, we took time off from work to prepare.

Exercise 7:

- 1) I had a terrible day yesterday
- 2) The supporting sentences are organized based on chronological order, or time.
- 3) I hope I never have a day as bad as the one I had yesterday.

Exercise 8:

- 1) I lived in Detroit from 1995 to 1998.
- 2) Lynn was born in 1952.
- 3) She was born on October 31, at 4:00 in the afternoon.
- 4) I'll meet you for lunch on Tuesday at noon.
- 5) Ruth goes to New York every weekend. She takes the train on Saturday at 9:00 in the morning and arrives in New York at 10:45.

Exercise 9:

Model Paragraph 1 (Europe—Here I Come):

Although trips like this have become common for people of my generation, it was an unforgettable adventure for me.

Model Paragraph 2 (One Day in a Kindergarten Class):

Because of her excellent organization of both the room and the time, Mrs. Anderson taught me that 30 children can indeed learn, cooperate, behave politely, and enjoy themselves all at the same time.

Exercise 10:

Moving Day

- A. It felt good to finally be in my new home.
- B. I sat down and cried and promised myself I would never move again.

Teaching: Day One

- A. Even though we didn't do any of the lesson I had prepared, it was still a memorable day in my teaching career.
- B. Sadly, I did not teach any of the material I had prepared.



SUMMARY

There are three main types of paragraphs in English: narrative, descriptive, and expository. A narrative paragraph tells a story. When you write a story, it is very important to write the sequence of event in the right time order. The topic sentence should tell the time and place of the story. Then, the rest of the sentences should tell what happened in the correct time order. This is known as chronological order. Chronological order, or time, is used to write about past events.

Coherent is one of the most important elements of a good paragraph. To make your paragraph coherent, arrange the supporting sentence in chronological order, the order in which the events or pieces of information occur. Words such as just last week, last night, and a few minutes ago signal time and provide a smooth transition to the next sentence or thought.

In addition to a topic sentence and supporting points, a good paragraph has a concluding sentence. The concluding sentence restates or returns to the main idea in the topic sentence. Your concluding sentence is your final statement. It should logically end the paragraph by supporting the point you made in the topic sentence. It should never undermine that point or stray from the point.



FORMATIVE TEST 1

A. Read the topic sentence. Then read the sentences below it. Together they tell a story. The sentences are not in the correct order. Number them so they follow a logical time order. Put a 1 in front of the sentence that should come first, and so on. Then use all the sentences to write the paragraph.

1) Jose saved his money and spent two months traveling around the world.

_____ He spent a week in New York and then new to London and enjoyed several weeks in Europe.

_____ When he had seen the sights in Europe. Jose took a train to Istanbul and visited many places in Asia.

_____ First, he flew from his home in Mexico City to New York City.

- _____ After traveling through Asia, he went to South America and finally back home to Mexico.
- 2) Tim had a hard time keeping his New Year's resolutions.
- _____ As the months went on, he broke even more resolutions.
- _____ On January 1, he wrote a list of New Year's resolutions.
- _____ At the end of January, Tim had broken half of the resolutions.
- _____ When the year ended, he realized that he had not kept a single resolution.
- 3) Mark decided that he wanted to plant a vegetable garden.
- _____ At the end of the summer, he picked the vegetables from the garden.
- _____ First, he went to a garden store and bought seeds.
- _____ Then he went home, prepared the soil, and planted the seeds.
- _____ Every day, Mark watered and weeded the garden.

B. Writing Paragraphs using Time Order

- 1) Dr. Alden is the director of an English language school. Study her schedule for Tuesday, February 21. Write a paragraph about her day. Remember to begin with a topic sentence. Use signal words to guide the reader.

FEBRUARY 21

- 8:30-9:00 greet new students
 9:00-10:30 give test to new students
 10:30-11:30 order new textbooks
 11:30-12:00 make phone calls
 12:00-1:00 have lunch with teachers
 1:00-3:00 observe classes

- 2) Vicki is having a birthday dinner for her friend. She made a list of things she has to do before the party. She put the things on her list in time order. Use her list to write a paragraph about the things she has to do. Remember to begin with a topic sentence. Use signal words to guide the reader.

- buy food for dinner at supermarket
 pick up birthday cake at bakery
 clean house
 make dinner

wrap present
set table

- 3) Babe Ruth was a famous American baseball player. The following time line gives you information about his life. Use the time line to write a paragraph about his life. Remember to begin with a topic sentence. Use signal words to guide the reader.

February 6, 1895:	born in Baltimore, Maryland
1914:	joined the Boston Red Sox
1920:	began to play for the New York Yankees
1921-34:	led the Yankees to seven championships
1936:	elected to the Baseball Hall of Fame

C. Read this report about the history of the computer. All capital letters have been omitted. Correct the paragraph by putting capital letters in the proper places. You will need to add 18 capital letters. Remember these rules of capitalization:

- Use a capital letter for names of people, titles, countries, states, cities, towns, streets, universities, days of the week, months of the year, and holidays.
- Begin the first word of every sentence with a capital letter.
- Begin the first word of a direct quote (what someone says) with a capital letter.
- Capitalize the names of books, magazines, and movies.

throughout history, people have found it necessary to do mathematical computations and keep accounts. in early times, we used groups of sticks or stones to help make calculations. then the abacus was developed in china. these simple methods represent the beginnings of data processing. as computational needs became more complicated, we developed more advanced technologies. one example is the first simple adding machine that blaise pascal developed in france in 1642. another example is the first machine that would do calculations and print out results, which charles babbage designed in England in 1830. in the middle of the twentieth century, researchers at the university of pennsylvania built the first electronic computer. today, of course, we have the computer to perform all kinds of advanced mathematical computations.

D. Develop the following topic sentence into a paragraph by using narration to tell a story. Stories are usually in chronological order.

Topic Sentence:

When I was a little kid in elementary school, I was afraid of being alone at night because dreams of tigers under my bed terrified me.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

Writing a Narrative Paragraph

When many people hear the word “narrative” they think of a made-up story. But not all stories are fiction. In this unit we are not concerned with writing literary short story—that’s a skill you may work on in a creative writing class—but rather with non-fiction narrative, stories that may be used in your paragraph to explain or prove a point.

A. HOW TO WRITE EFFECTIVE NARRATION*Know your purpose*

Because narratives in most paragraphs or essays are intended to support or illustrate a topic, you must be careful not to allow your story to run on until the reader wonders, “Where is this going? What is the reason for this story?” Once you have decided on your topic sentence, tailor all the events and details in your narrative to fit your purpose. On the other hand, don’t let your narrative turn into a sermonette—support your topic with a story that informs and illustrates rather than preaches.

Maintain a consistent point of view

In the first place, you should decide whether the narrative will be told by you in the first person, by a character involved in the action, or by an omniscient narrator who may reveal the thoughts, feelings, and actions of any character. The selection of point of view is important because it determines whose thoughts or actions will be described. Once you have decided which point of view is best for your purpose, be consistent; don’t abruptly change point of view in mid-story.

Follow a logical time sequence

All narrative paragraphs follow a chronological order, presenting events as they naturally occur in the story. Use time sequence words to explain the order in which events occur. For example, use first, next, then, and afterwards.

Use a variety of sentence lengths

When you write a narrative, don't write only long sentences or short sentences. Try to use a variety of sentence length. A combination of long and short sentences creates a lively feeling to your writing. Note the different sentence length in the following excerpt:

I am tempted to suggest that she was a brilliant, instinctive kitchen chemist. I will say it. Brilliant she was indeed, her knowledge about food was encyclopedic, and she was never wrong about cooking, then or now, in my memory.

Use parallel structure

You can create a pleasing rhythm to your narrative by repeating patterns of words, phrases, or clauses with the same grammatical structure. Use these structures in one sentence separated by commas. For example:

Our food is inextricably linked with manners, with form, with tradition, with history.

Use quoted (direct) speech

Quoted speech, or stating someone's exact words, is often used in narratives. With quoted speech you relay exactly what the speaker said, using quotation mark. For example:

"Clean it," Ah Paw would say when I had finished. "if you do not, the food you chop next will not stick together."

Organize your narrative

Writing a narrative is like telling a good story. It must be well-organized and interesting in order to keep the reader engaged. In order to write an effective narrative, keep these points in mind:

1. Have a clear topic and controlling idea. Think about the event (the topic) and why this is a story worth telling (the controlling idea). The controlling idea answers the question: Why do you want to share this story? What new insight or awareness did you gain from the event?
2. Support your controlling idea throughout you writing. Use examples and details to support and enhance your controlling idea. Make sure they directly relate to controlling idea.

3. Use a chronological sequence. Use time sequence words to explain the order in which events occur. For example, use first, next, then, and afterwards.

B. NARRATING AN EVENT

At times we make a statement clear by relating in detail something that has happened. In the story we tell, we present the details in the order in which they happened. A person might say, for example, "I was embarrassed yesterday," and then go on to illustrate the statement with the following narrative:

I was hurrying across campus to get to a class. It had rained heavily all morning, so I was hop scotching my way around puddles in the pathway. I called to two friends ahead to wait for me, and right before I caught up to them, I came to a large puddle that covered the entire path. I had to make a quick choice of either stepping into the puddle or trying to jump over it. I jumped, wanting to seem cool, since my friends were watching, but didn't clear the puddle. Water splashed everywhere, drenching my shoe, sock, and pants cuff, and spraying the pants of my friends as well. "Well done, Dave!" they said. My embarrassment was all the greater because I had tried to look so casual.

The speaker's details have made his moment of embarrassment vivid and real for us, and we can see and understand just why he felt as he did.

In this section, you will be asked to tell a story that illustrates or explains some point. The paragraphs below present narrative experiences that support a point. Read them and then answer the questions that follow.

Heartbreak

1Bonnie and I had gotten engaged in August, just before she left for college at Penn State. 2A week before Thanksgiving, I drove up to see her as a surprise. 3When I knocked on the door of her dorm room, she was indeed surprised, but not in a pleasant way. 4She introduced me to her roommate, who looked uncomfortable and quickly left. 5I asked Bonnie how classes were going, and at the same time I tugged on the sleeve of my heavy sweater in order to pull it off. 6As I was slipping it over my head, I noticed a large photo on the wall—of Bonnie and a tall guy laughing together. 7It was decorated with paper flowers and a yellow ribbon, and on the ribbon was written "Bonnie and Blake." 8"What's going on?" I said. 9I stood there stunned and then felt an anger that grew rapidly. 10"Who is Blake?" I asked. 11Bonnie laughed nervously and said, "What

do you want to hear about-my classes or Blake?" 12I don't really remember what she then told me, except that Blake was a sophomore math major. 13I felt a terrible pain in the pit of my stomach, and I wanted to rest my head on someone's shoulder and cry. 14I wanted to tear down the sign and run out, but I did nothing. 15Clumsily I pulled on my sweater again. 16My knees felt weak, and I barely had control of my body. 17I opened the room door, and suddenly more than anything I wanted to slam the door shut so hard that the dorm walls would collapse. 18Instead, I managed to close the door quietly. 19I walked away understanding what was meant by a broken heart.

Losing My Father

1Although my father died ten years ago, I felt that he'd been lost to me four years earlier. 2Dad had been diagnosed with Alzheimer's disease, an illness that destroys the memory. 3He couldn't work any longer, but in his own home he got along pretty well. 4I lived hundreds of miles away and wasn't able to see my parents often. 5So when my first child was a few weeks old, I flew home with the baby to visit them. 6After Mom met us at the airport; we picked up Dad and went to their favorite local restaurant. 7Dad was quiet, but kind and gentle as always, and he seemed glad to see me and his new little grandson. 8Everyone went to bed early. 9In the morning, Mom left for work. 10I pattered happily around in my old bedroom. 11I heard Dad shuffling around in the kitchen, making coffee. 12Eventually I realized that he was pacing back and forth at the foot of the stairs as if he were uneasy. 13I called down to him, "Everything all right there? 14I'll be down in a minute." 15"Fine!" he called back, with a forced-sounding cheerfulness. 16Then he stopped pacing and called up to me, "I must be getting old and forgetful. 17When did you get here?" 18I was surprised, but made myself answer calmly. 19"Yesterday afternoon. 20Remember, Mom met us at the airport, and then we went to The Skillet for dinner." 21"Oh, yes," he said. 22"I had roast beef." 23I began to relax. 24But then he continued, hesitantly, "And. . . who are you?" 25My breath stopped as if I'd been punched in the stomach. 26When I could steady my voice, I answered, "I'm Laura; I'm your daughter. 27I'm here with my baby son, Max." 28"Oh," is all he said. 29"Oh." 30And he wandered into the living room and sat down. 31In a few minutes I joined him and found him staring blankly out the window. 32He was a polite host, asking if I wanted anything to eat, and if the room was too cold. 33I answered with an aching heart, mourning for his loss and for mine.

A Frustrating Job

1Working as a baby-sitter was the most frustrating job I ever had. 2I discovered this fact when my sister asked me to stay with her two sons for the evening. 3I figured I would get them dinner, let them watch a little TV, and then put them to bed early. 4The rest of the night I planned to watch TV and collect an easy twenty dollars. 5It turned out to be anything but easy. 6First, right before we were about to sit down for a pizza dinner, Rickie let the parakeet out of its cage. 7This bird is really intelligent and can repeat almost any phrase. 8The dog started chasing it around the house, so I decided to catch it before the dog did. 9Rickie and Jeff volunteered to help, following at my heels. 10We had the bird cornered by the fireplace when Rickie jumped for it and knocked over the hamster cage. 11Then the bird escaped again and the hamsters began scurrying around their cage like crazy creatures. 12The dog had disappeared by this point, so I decided to clean up the hamsters' cage and try to calm them down. 13While I was doing this, Rickie and Jeff caught the parakeet and put it back in its cage. 14It was time to return to the kitchen and eat cold pizza. 15But upon entering the kitchen, I discovered why the dog had lost interest in the bird chase. 16What was left of the pizza was lying on the floor, and tomato sauce was dripping from the dog's chin. 17I cleaned up the mess and then served chicken noodle soup and ice cream to the boys. 18Only at nine o'clock did I get the kids to bed. 19I then returned downstairs to find that the dog had thrown up pizza on the living-room rug. 20When I finished cleaning the rug, my sister returned. 21I took the twenty dollars and told her that she should get someone else next time.

Exercise 1:

Answer the following questions

About Unity

- 1) Which paragraph lacks a topic sentence? Write a topic sentence for the paragraph.
- 2) Which sentence in "A Frustrating Job" should be omitted in the interest of paragraph unity? (Write the sentence number here.)

About Support

- 3) What is for you the best (most real and vivid) detail or image in the paragraph "Heartbreak"? What is the best detail or image in "Losing My Father"? What is the best detail or image in "A Frustrating Job"?
- 4) Which two paragraphs include the actual words spoken by the participants?

About Coherence

- 5) Do the three paragraphs use time order or emphatic order to organize details?
- 6) What are four transition words used in "A Frustrating Job"?

C. DEVELOPING A NARRATIVE PARAGRAPH

1. Development through Prewriting

Gary's instructor was helping her students think of topics for their narrative paragraphs. "A narrative is simply a story that illustrates a point," she said. "That point is often about an emotion you felt. Looking at a list of emotions may help you think of a topic. Ask yourself what incident in your life has made you feel any of these emotions."

The instructor then jotted these feelings on the board:

Anger Embarrassment
 Amusement Confusion
 Thankfulness Loneliness
 Sadness Terror
 Relief

As Gary looked over the list, he thought of several experiences in his life. 'The word 'angry' made me think about a time when I was a kid. My brother took my skateboard without permission and left it in the park, where it got stolen. 'Amused' made me think of when I watched my roommate, who claimed he spoke Spanish, try to bargain with a street vendor in Mexico. He got so flustered that he ended up paying even more than the vendor had originally asked for. When I got to 'sad,' though, I thought about when I visited Bonnie and found out she was dating someone else. 'Sad' wasn't a strong enough word, though I was heartbroken. So I decided to write about heartbreak.'

Gary's first step was to do some freewriting. Without worrying about spelling or grammar, he simply wrote down everything that came into his mind concerning his visit to Bonnie. Here is what he came up with:

I hadn't expected to see Bonnie until Christmas. We'd got engaged just before she went off to college. The drive to Penn State took ten hours each way and that seemed like too much driving for just a weekend visit. But I realized I had a long weekend over thanksgiving I decided to surprise her. I think down deep I knew something was wrong. She had sounded sort of cool on the phone and she hadn't been writing as often. I guess I wanted to convince myself that everything was OK. We'd been dating since we were 16 and I couldn't imagine not being with her. When I knocked at her dorm door I remember how she was smiling when she opened the door. Her expression changed to one of surprise. Not happy surprise. I hugged her and she sort of hugged me back but like you'd hug your brother. Another girl was in the room. Bonnie said, "This is Pam," and Pam shot out of the room like I had a disease. Everything seemed wrong and confused. I started taking off my sweater and then I saw it. On a bulletin board was this photo of Bonnie with Blake, the guy she had been messing around with. They broke up about a year later, but by then I never wanted to see Bonnie again. I couldn't believe Bonnie would start seeing somebody else when we were planning to get married. It had even been her idea to get engaged. Before she left for college. Later on I realized that wasn't the first dishonest thing she'd done. I got out of there as quick as I could.

2. *Development through Revising*

Gary knew that the first, freewritten version of his paragraph needed work. Here are the comments he made after he reread it the following day:

"Although my point is supposed to be that my visit to Bonnie was heartbreaking, I didn't really get that across. I need to say more about how the experience felt.

"I've included some information that doesn't really support my point. For instance, what happened to Bonnie and Blake later isn't important here. Also, I think I spend too much time explaining the circumstances of the visit. I need to get more quickly to the point where I arrived at Bonnie's dorm.

"I think I should include more dialogue, too. That would make the reader feel more like a witness to what really happened."

With this self-critique in mind, Gary revised his paragraph until he had produced the version.

Exercise 2: Write a paragraph about an experience in which a certain emotion was predominant. The emotion might be fear, pride, satisfaction, embarrassment, or any of these:

Frustration

Sympathy

Shyness

Love	Bitterness	Disappointment
Sadness	Violence	Happiness
Terror	Surprise	Jealousy
Shock	Nostalgia	Anger
Relief	Loss	Hate
Envy	Silliness	Nervousness

The experience you write about should be limited in time. Note that the three paragraphs presented in this unit all detail experiences that occurred within relatively short periods. One writer describes a heartbreaking surprise he received the day he visited his girlfriend; another describes the loss of her father; the third describes a frustrating night of baby-sitting.

Prewriting

- a. Begin by freewriting. Think of an experience or event that caused you to feel a certain emotion strongly. Then spend ten minutes writing freely about the experience. Do not worry at this point about such matters as spelling or grammar or putting things in the right order. Instead, just try to get down all the details you can think of that seem related to the experience.
- b. This preliminary writing will help you decide whether your topic is promising enough to develop further. If it is not, choose another emotion and repeat step a. If it does seem promising, do two things:
 - First, write your topic sentence, underlining the emotion you will focus on. For example, "My first day in kindergarten was one of the scariest days of my life."
 - Second, make up a list of all the details involved in the experience. Then number these details according to the order in which they occurred.
- c. Referring to your list of details, write a rough draft of your paragraph. Use time signals such as first, then, after, next, while, during, and finally to help connect details as you move from the beginning to the middle to the end of your narrative. Be sure to include not only what happened but also how you felt about what was going on.

Revising

Put your first draft away for a day or so. When you return to it, read it over, asking yourself these questions:

- Does my topic sentence clearly state what emotion the experience made me feel?
- Have I included some dialogue to make the experience come alive?
- Have I explained how I felt as the experience occurred?
- Have I used time order to narrate the experience from beginning to end?
- Have I used time signals to connect one detail to the next?
- Have I checked my paper for sentence skills, including spelling, as listed on the inside front cover of the book?

Continue revising your work until you can answer "yes" to all these questions.

Exercise 3: *Narrate a real-life event you have witnessed. Listed below are some places where interesting personal interactions often happen. Think of an event that you saw happen at one of these places, or visit one of them and take notes on an incident to write about.*

- The traffic court or small-claims court in your area
- The dinner table at your or someone else's home
- A waiting line at a supermarket, unemployment office, ticket counter, movie theater, or cafeteria
- A doctor's office
- An audience at a movie, concert, or sports event
- A classroom
- A restaurant
- A student lounge

Prewriting

- a. Decide what point you will make about the incident. What one word or phrase characterizes the scene you witnessed? Your narration of the incident will emphasize that characteristic.

- b. Write your topic sentence. The topic sentence should state where the incident happened as well as your point about it. Here are some possibilities:

I witnessed a heartwarming incident at Burger King yesterday.

Two fans at last week's baseball game got into a hilarious argument.

The scene at our family dinner table Monday was one of complete confusion

A painful dispute went on in Atlantic County small-claims court yesterday.

- c. Use the questioning technique to remind yourself of details that will make your narrative come alive. Ask yourself questions like these and write down your answers:

Whom was I observing? How were they dressed?

What were their facial expressions like? What tones of voice did they use? What did I hear them say?

- d. Drawing details from the notes you have written, write the first draft of your paragraph. Remember to use time signals such as then, after that, during, meanwhile, and finally to connect one sentence to another.

Revising

After you have put your paragraph away for a day, read it to a friend who will give you honest feedback. You and your friend should consider these questions:

- Does the topic sentence make a general point about the incident?
- Do descriptions of the appearance, tone of voice, and expressions of the people involved paint a clear picture of the incident?
- Is the sequence of events made clear by transitional words such as at first, later, and then?

Continue revising your work until you and your reader can answer "yes" to all these questions. Then check to make sure your paragraph is free of

sentence-skills mistakes, including spelling errors. Use the list on the inside front cover of this book.

Exercise 4: *Write an account of a memorable personal experience. Make sure that your story has a point, expressed in the first sentence of the paragraph. If necessary, tailor your narrative to fit your purpose. Use time order to organize your details (first this happened; then this; after that, this; next, this; and so on). Concentrate on providing as many specific details as possible so that the reader can really share your experience. Try to make it as vivid for the reader as it was for you when you first experienced it.*

Use one of the topics below or a topic of your own choosing. Regardless, remember that your story must illustrate or support a point stated in the first sentence of your paper.

- The first time you felt grown-up
- A major decision you made
- A moment you knew you were happy
- Your best or worst date
- A time you took a foolish risk
- An argument you will never forget
- An incident that changed your life
- A time when you did or did not do the right thing

D. PRESENT NARRATION

There are several ways to organize sentences in paragraphs. The arrangement of sentences and details depends on the writer's purpose. Suppose, for example, that you were asked to write about a typical morning at school. Obviously, you would not begin by telling what you do when you get home; instead, you would begin with what you do first and end with what you do at the end of the morning. In short, you would arrange your ideas according to the time in which they occurred. Likewise, if you were asked to explain a process (how to do something), you would begin by explaining what to do first and finish by explaining what to do last. Ordering your sentences and ideas in order of time is referred to as chronological development.

There are principally two types of writing that require chronological development: narration and process description. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience. That experience may be in the past (past narration), or it may be a typical experience (what people usually do), or it may be going on now (present narration).

Ordering your sentences and ideas chronologically is not hard, as you know. However, deciding what to include and what to omit—in other words, making your paragraph unified—can be difficult. And what is perhaps more difficult is having a controlling idea for your paragraph. Imagine that you received a letter from your cousin back home. Your cousin is very curious about the various American customs. If you lived in New Orleans, you might decide to write about the famous Mardi Gras celebration. Your narration might begin like this:

For many, Mardi Gras day begins on St. Charles Avenue with the Rex Parade. By nine o'clock, the avenue is lined with people dressed in all kinds of costumes. At around ten o'clock, the parade begins. First there is the sound of sirens. The police on motorcycles always lead the parade to clear the street. Then a band usually marches by. At this time the people start clapping and swaying to the music. Next, come the masked men on horseback. Finally, the first float arrives, carrying men in costumes and masks. Immediately everyone rushes toward the float. They wave their hands and yell, "Throw me something, Mister!" The men generally throw beads and coins at the crowd. Then the float passes, but soon another one comes and the people do the same thing over again. After about an hour, the parade passes by and the first part of Mardi Gras day ends.

The writer has narrowed down the topic to the Rex Parade on Mardi Gras day. The sentences are arranged logically; the topic suggests chronological development, and the sentences are arranged in chronological order. The paragraph, then, is coherent. The paragraph is also unified; all of the sentences discuss what people do during this parade. But is the author's attitude about the event clear? Not really. The cousin back home would have a difficult time determining the author's attitude about this topic. Of course the writer does not have to tell what he or she feels about this experience, but a controlling idea would help the reader get a clearer image of what that experience is like. The paragraph can be improved by revising it to have a strong controlling idea:

When people here talk of Mardi Gras, they use the expression "Mardi Gras Madness." This delightful madness begins for many on St. Charles Avenue with the Rex Parade. By nine o'clock, the avenue is lined with people of all ages in colorful costumes, from cavemen to Supermen. They stroll among the crowd and chat with friends and strangers alike. Some dance and some drink. At around ten o'clock, the excitement mounts as the parade begins. First there is the welcome sound of sirens. The police on motorcycles always lead the parade to make a path through the jubilant crowd. Then a band usually marches by, playing a popular tune such as the theme from Star Wars. At this time people start clapping and dancing to the music. Next come the masked men on horseback. They wave and the crowd waves back. Sometimes a girl goes up and kisses one of the riders! Finally, someone usually shouts, "There it is!" It is the first float carrying men in costumes and masks. Immediately everyone rushes toward the float. They wave their hands and yell, "Throw me something, Mister!" The men throw beads and souvenir coins to the excited crowd. Usually they catch the coins, but sometimes one hits the ground. Then several people rush to retrieve it, pushing and shoving if necessary. Then the float passes, but soon another one comes and the madness continues in the same way. After about an hour, the parade passes by and the first part of Mardi Gras day ends.

By adding a topic sentence with a strong controlling idea ("delightful madness"), the writer clearly establishes his or her attitude about the parade. In addition, the writer has changed some of the sentences and added some details to make sure that the support shows the delightful madness at the Rex Parade.

Exercise 5: *Go back over the last paragraph and underline the specific changes the writer has made.*

Exercise 6: *To practice manipulating supporting sentences to convey an attitude, rewrite each of the following sentences in two ways. In the first version, assume that the controlling idea is "enjoyable." In the second version, assume that it is "awful." Study the following useful expressions. Select from this list or add other expressions and details.*

Topic Sentence: Fumiki enjoys his morning routine.

Useful Expressions:

jumps out of bed	leaps out of bed	savors the flavor
sips	peaceful	happily
cheerfully	carefully puts on	selects with care
sunlight		

Topic Sentence: Nobutaka considers his morning routine awful.

Useful Expressions:

drags himself out of bed	forces himself to get out	gulps the tea down
throws on his clothes	annoying	wearily
grumbles	depressing	glare of the sun

1) He gets out of bed.

Fumiki : _____
 Nobutaka : _____

2) He puts on his clothes.

Fumiki : _____
 Nobutaka : _____

3) He opens the curtains.

Fumiki : _____
 Nobutaka : _____

4) He drinks some tea.

Fumiki : _____
 Nobutaka : _____

5) He says "Good morning" to his neighbor.

Fumiki : _____
 Nobutaka : _____

Exercise 7: *Select one of the following writing topics.*

- 1) Using the information in above exercise, write a paragraph about either Fumiki or Nobutaka. Add more information and sentences.
- 2) Write a paragraph about what you do in the morning.
- 3) Reread the paragraph about the Rex Parade. The actions described in that paragraph are typical; that is, people do these things each year at the parade. People act differently at other kinds of parades. Think of a parade that is held in your country each year (such as an Independence Day parade). Make a list of the things people do before and during the

parade. From that list, think of a controlling idea about your topic. Then write a paragraph about what people usually do at the parade. Be sure that the sentences all support the controlling idea. (If there is no annual parade in your country, describe what people generally do at any kind of parade or procession.)

E. PAST NARRATION

We have been concentrating on narrative paragraphs that describe a sequence of events in the present time. Just as common, if not more common, is the narration that takes place in the past. Suppose, for example, that you were asked to describe a significant moment in your life. First, sum up the significance of this moment in one sentence. Then arrange your sentences logically and include only the sentences that relate to the topic. Study the following narration and see how the sentences are arranged, if it has a controlling idea, and if it has unity and coherence.

It was nearly dark when my two brothers and I arrived at the Ranger Station in the Shenandoah National Park. As the ranger was issuing us our camping permit, he warned us to be careful of bears. After we had put on our hiking boots and adjusted our backpacks, we set off down the nearest trail with only a flashlight to guide us. While we were tramping through the forest, we heard many strange noises. As soon as we arrived at a small clearing, we began to set up camp. I held the flashlight while my brothers were setting up the tent. I noticed that the light was getting dimmer and dimmer; apparently the batteries were going dead. Soon, I could hear my brothers snoring and I could see the faint shadows of the forest as the moon began to rise. Just as I was about to fall asleep, I heard a strange scratching noise outside. I suddenly remembered the ranger's warning about bears. I woke my brothers up. My oldest brother grabbed the flashlight, but the batteries by then had gone dead. Suddenly we heard a loud grunt. Upon hearing this awful sound, we all scrambled out of the tent and took off running as fast as we could, screaming for help. Exhausted, we finally reached our car near the station, jumped in, and took off. We never did return for our gear. In fact, after that scary experience, I have never gone camping again, and I do not think I ever will.

Exercise 8: Answer the following Questions

- 1) Where is the topic sentence located? What is the controlling idea?
- 2) Do you think the author placed the topic sentence where it
- 3) Is the paragraph coherent? Is it unified?

Exercise 9: *Think of a frightening or amusing experience you have had. Try to choose relatively minor event (such as the one preceding) so that you can adequately describe it in one paragraph. Make an outline, as you learned on page of the sequence of events in your experience. What is the point of your narration? Make the "point" your controlling idea, and use that in your topic sentence at the end.*

Key to Exercises

Exercise 1:

About Unity

- 1) The first paragraph: Heartbreak. The topic sentence might be like this: Although it happened fifteen years ago, I never forget when I felt broken heart for the first time.
- 2) It turned out to be anything but easy (sentence number 5)

About Support

- 3) "Heartbreak: What the writer did is different from what he felt. "Losing My Father": The father forgets his daughter. "A Frustrating Job": The sons always make troubles.
- 4) Heartbreak and Losing my Father

About Coherence

- 5) YES
- 6) First, then, while, when

Exercise 2: The answer varies according to your own choice.

Exercise 3: The answer varies according to your own choice.

Exercise 4: The answer varies according to your own choice.

Exercise 5:

When people here talk of Mardi Gras, they use the expression "Mardi Gras Madness." This delightful madness begins for many on St. Charles Avenue with the Rex Parade. By nine o'clock, the avenue is lined with people of all ages in colorful costumes, from cavemen to Supermen. They stroll among the crowd and chat with friends and strangers alike. Some dance and some drink. At around ten o'clock, the excitement mounts as the parade begins. First there is the welcome sound of sirens. The police on motorcycles always lead the parade to make a path through the jubilant crowd. Then a band usually marches by, playing a popular tune such as the theme from Star Wars. At this time people start clapping and dancing to the music. Next come the masked men on horseback. They wave and the crowd waves back. Sometimes a girl goes up and kisses one of the riders! Finally, someone usually shouts, "There it is!" It is the first float carrying men in costumes and masks. Immediately everyone rushes toward the float. They wave their hands and yell, "Throw me something, Mister!" The men throw beads and souvenir coins to the excited crowd. Usually they catch the coins, but sometimes one hits the ground. Then several people rush to retrieve it, pushing and shoving if necessary. Then the float passes, but soon another one comes and the madness continues in the same way. After about an hour, the parade passes by and the first part of Mardi Gras day ends.

Exercise 6:

1) He gets out of bed.

Fumiki : He jumps and leaps out of bed cheerfully.

Nobutaka : He drags and forces himself to get out of the bed wearily

2) He puts on his clothes.

Fumiki : He selects with care and carefully puts on his clothes.

Nobutaka : He throws on his clothes

3) He opens the curtains.

Fumiki : He opens the curtains happily.

Nobutaka : He opens the curtains depressingly

4) He drinks some tea.

Fumiki : He sips and savors the flavor of the tea.

Nobutaka : He gulps the tea down

5) He says "Good morning" to his neighbor.

Fumiki : He says "good morning" to his neighbor cheerfully

Nobutaka : He says "good morning" to his neighbor annoyingly

Exercise 7: The answer varies according to your own choice.

Exercise 8:

- 1) There isn't a topic sentence in the paragraph. The controlling idea is scary experience.
- 2) No, but we can identify it through the concluding sentence at the end of the paragraph.
- 3) Yes.

Exercise 9: The answer varies according to your own choice.



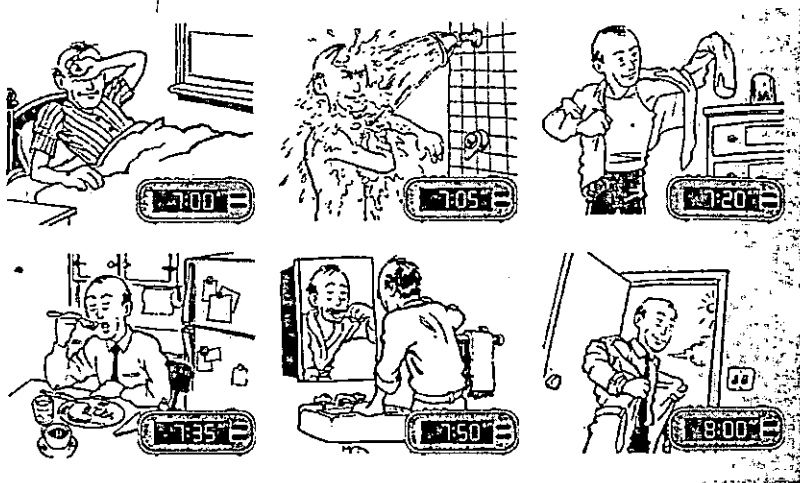
SUMMARY

There are many things you need to consider when you write effective narration. They are know your purpose, maintain a consistent point of view, follow a logical time sequence, use a variety of sentence lengths, use parallel structure, use quoted (direct) speech, and organize your narrative with a clear topic and controlling idea, supporting ideas, using a chronological sequence. Narration can be developed through prewriting and revising. Moreover, there are two types of narrative paragraphs; present narration and past narration.



FORMATIVE TEST 2

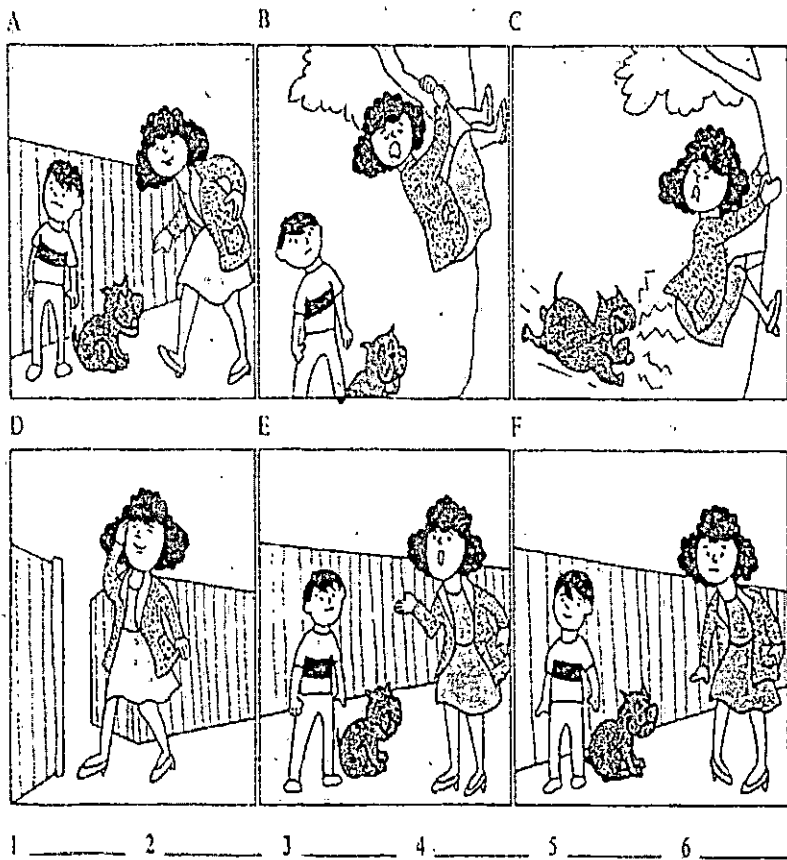
A. Study the following series of pictures carefully! Then write a present narrative paragraph about Mahmud's routine activities in the morning!



B. Check (V) all the activities you do (every day or almost every day)! Then write a present narrative paragraph about your routine activities during the day!

- | | | |
|---|---|--|
| <input type="checkbox"/> wake up early | <input type="checkbox"/> go to work | <input type="checkbox"/> work outdoors |
| <input type="checkbox"/> wake up late | <input type="checkbox"/> go to school | <input type="checkbox"/> call friends |
| <input type="checkbox"/> make breakfast | <input type="checkbox"/> talks to friends | <input type="checkbox"/> listen to music |
| <input type="checkbox"/> eat breakfast out | <input type="checkbox"/> work hard | <input type="checkbox"/> go out to lunch |
| <input type="checkbox"/> skip breakfast | <input type="checkbox"/> work a little | <input type="checkbox"/> take own lunch |
| <input type="checkbox"/> cook dinner | <input type="checkbox"/> watch TV | <input type="checkbox"/> visit friends |
| <input type="checkbox"/> go out to dinner | <input type="checkbox"/> write letters | <input type="checkbox"/> do errands |
| <input type="checkbox"/> go to bed early | <input type="checkbox"/> watch DVDs | <input type="checkbox"/> go out at night |
| <input type="checkbox"/> read in bed | <input type="checkbox"/> use internet | <input type="checkbox"/> go to bed late |
| <input type="checkbox"/> do homework in the morning | <input type="checkbox"/> do homework in the evening | |

C. Study the following series of pictures carefully! Arrange the pictures into the correct order! Then write a past narrative paragraph about Ani's unforgettable experience!



D. In the space provided, complete the sentences in these partial paragraphs. Read through the entire paragraph before completing any of the sentences!

A Perfect Hobby

Collecting postcards is an ideal hobby people can enjoy because it is inexpensive, entertaining, and profitable. When a person take a vacation, inexpensive postcards

People usually pay only _____

Sometimes tourists discover a whole pack of cards showing _____

For instance, just last week my mother spent several hours _____
Suddenly, as she flipped through these visual reminders, _____

Then, after postcards have been kept for many years, they can become _____

_____ For example, most of the postcards that my brother collected and took painstaking care of have increased _____

_____. The postcards of San Francisco before the great earthquake or Chicago before the great fire may be _____

While some people collect coins or antiques, an amateur _____

Free at Last—to Grow up

Living on their own helps young adults learn to be responsible, thrifty, and decisive. As soon as young adults move out on their own, they _____

_____. Just a few days after moving away from home, _____

_____ Finally, prolonged living in an apartment means _____

Clearly, young adults who roost at their parents' homes

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formative Test

Formative Test 1

Part A

- 1) Jose saved his money and spent two months traveling around the world.
__2__ He spent a week in New York and then flew to London and enjoyed several weeks in Europe.
__3__ When he had seen the sights in Europe, Jose took a train to Istanbul and visited many places in Asia.
__1__ First, he flew from his home in Mexico City to New York City.
__4__ After traveling through Asia, he went to South America and finally back home to Mexico.

- 2) Tim had a hard time keeping his New Year's resolutions.
__3__ As the months went on, he broke even more resolutions.
__1__ On January 1, he wrote a list of New Year's resolutions.
__2__ At the end of January, Tim had broken half of the resolutions.
__4__ When the year ended, he realized that he had not kept a single resolution.

- 3) Mark decided that he wanted to plant a vegetable garden.
__4__ At the end of the summer, he picked the vegetables from the garden.
__1__ First, he went to a garden store and bought seeds.
__2__ Then he went home, prepared the soil, and planted the seeds.
__3__ Every day, Mark watered and weeded the garden.

Part B

- 1) Dr. Alden, the director of an English language school, had very tight schedule on Tuesday, February 21. First, from 8:30 to 9:00 in the morning she greeted new students. Then, she gave the pre-test to new students. That was from 9:00 to 0:30. After giving the test, she ordered new textbooks, and from 11:30 to 12:00 she made phone calls. At lunch

time, from 12:00 to 1:00, Dr. Alden had lunch with teachers. Finally, she observed classes from 1:00 to 3:00. After getting home, Dr. Alden was very tired, and promised not to have a very tight schedule anymore.

- 2) Vicki did many things for her friend's birthday dinner. First, she bought some food for dinner at supermarket. Then, she picked up birthday cake at bakery. After picking up the cake, she cleaned house. The next thing she did was she made dinner. After that, she wrapped the present. Finally, she set table.
- 3) Babe Ruth, a famous American baseball player, has a very interesting life story. First of all, he was born in Baltimore, Maryland, on February 6, 1895. Then, in 1914 he joined the Boston Red Sox. Six years later, in 1920, he began to play for the New York Yankees. From 1921 to 1934 he led the Yankees to seven championships. Finally, in 1936 he was elected to the Baseball Hall of Fame.

Part C

Throughout history, people have found it necessary to do mathematical computations and keep accounts. In early times, we used groups of sticks or stones to help make calculations. Then the abacus was developed in China. These simple methods represent the beginnings of data processing. As computational needs became more complicated, we developed more advanced technologies. One example is the first simple adding machine that Blaise Pascal developed in France in 1642. Another example is the first machine that would do calculations and print out results, which Charles Babbage designed in England in 1830. In the middle of the twentieth century, researchers at the University of Pennsylvania built the first electronic computer. Today, of course, we have the computer to perform all kinds of advanced mathematical computations.

Part D**Tigers in the Night**

When I was a little kid in elementary school, I was afraid of being alone at night because dreams of tigers hiding under my bed terrified me. Yes, I was afraid of tigers eating me up, and I didn't like the idea one bit. I also knew that when I crawled out of bed to get my mom, I would be eaten up by tigers. With tears in my eyes at such a thought, I would immediately yell to my mom in the other room to come and chase the tigers out from under my bed. Quickly, my mom would get out of bed and run into the kitchen for the broom. She would then run back down the hall into my bedroom and beat the floor under my bed until the tigers were gone. As an added gesture, she would yell at the tigers never to come back. Afterward, she would calm me and get me back to sleep. I'm glad that I had my mom because, without her, I might still be screaming in bed!

Formative Test 2**Part A**

Mahmud's routine activities are similar from day to day. He usually gets up a bit late, at 7 o'clock. After getting up, at 7:05, he takes a shower. Then, at 7:20, he selects his clothes and puts them carefully. After getting dressed, Mahmud has his breakfast with some pieces of bread, a cup of coffee and a glass of mineral water. Next, about 7:50 he goes back to the bathroom and brushes his teeth. Finally, he is ready for work, and he leaves the house at eight. By doing similar activities during the week day, he feels a bit bored.

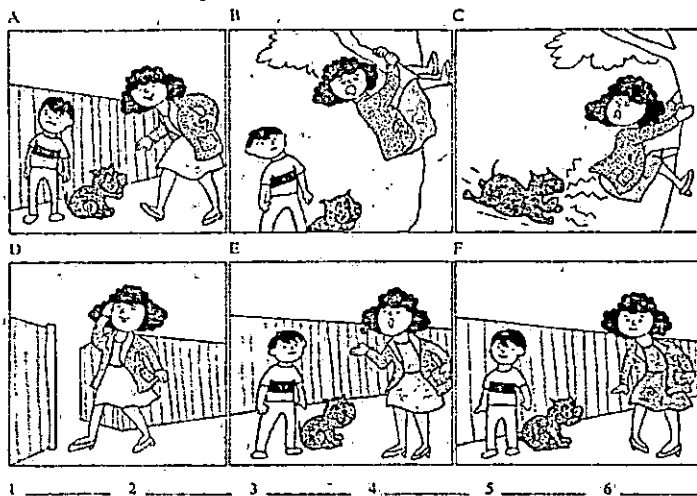
Part B

- | | | |
|--|---|--|
| <input type="checkbox"/> wake up early | <input type="checkbox"/> go to work | <input type="checkbox"/> work outdoors |
| <input type="checkbox"/> wake up late | <input type="checkbox"/> go to school | <input type="checkbox"/> call friends |
| <input type="checkbox"/> make breakfast | <input type="checkbox"/> talks to friends | <input type="checkbox"/> listen to music |
| <input type="checkbox"/> eat breakfast out | <input type="checkbox"/> work hard | <input type="checkbox"/> go out to lunch |
| <input type="checkbox"/> skip breakfast | <input type="checkbox"/> work a little | <input type="checkbox"/> take own lunch |
| <input type="checkbox"/> cook dinner | <input type="checkbox"/> watch TV | <input type="checkbox"/> visit friends |
| <input type="checkbox"/> go out to dinner | <input type="checkbox"/> write letters | <input type="checkbox"/> do errands |
| <input type="checkbox"/> go to bed early | <input type="checkbox"/> watch DVDs | <input type="checkbox"/> go out at night |

___ read in bed. ___ V ___ use internet ___ go to bed late
 ___ do homework in the morning ___ do homework in the evening

I have a simple routine. I live in the country and usually wake up pretty early. I have a small breakfast and leave my house around 7:00. I work at a bank about 45 minutes away, but I like the drive because I can listen to my favorite CDs in the car. I work hard in the bank, and I need to talk to many customers on the phone. I enjoy calling them. I go out to lunch together with my colleagues. I leave work at 5:00, and then I have dinner at a restaurant before I return to my house. Sometimes I visit my friends. I do a little housework sometimes at night, I often use internet, and I like to relax by watching DVDs or reading books. I go to bed around 10:00. These routine activities sometimes make me bored.

Part C:



One of Ani's unforgettable experience in her life is She was once torn by the dog. She was out for walk one day when she came to a gate in a fence. "I wonder", she said to herself, "where this leads to." Then she went through it and immediately came face with a very fierce-looking dog. It made her nervous. "Does your dog bite?" she asked the boy who was standing beside the dog. Then, the boy said, "No." After that, Ani leaned forward to pat the

dog on the head. But suddenly the dog jumped at her and, as she ran for safety towards a tree, the dog ran after her, growling, and tore a piece of cloth from her coat. "You said your dog didn't bite," she said to the boy while she was hanging from a branch of tree. The boy replied, "That's right, but this isn't my dog." Since then, Ani has never been close to the dog.

Part D

A Perfect Hobby

Collecting postcards is an ideal hobby people can enjoy because it is inexpensive, entertaining, and profitable. WHEN A PERSON TAKES A VACATION, INEXPENSIVE POSTCARDS MAKE IT POSSIBLE TO COLLECT LOW-PRICED SOUVENIRS FROM EXPENSIVE PLACES. People usually pay only fifteen cents for a postcard, and often one is available for free. Sometimes, tourists discover a whole pack of cards showing the landmarks of a place for under a dollar. LATER, AFTER TRAVELERS RETURN HOME, POSTCARDS CAN ENTERTAIN THEM WITH WONDERFUL MEMORIES OF PLACES THEY HAVE VISITED. For instance, just last week my mother spent several hours looking through her collection of postcards while she talked about her wonderful vacation trips. Suddenly, as she flipped through these visual reminders, the summer haze of our Iowa cornfields was replaced with the clear view from Machu Picchu and the cool air of the Andes. THEN, AFTER POSTCARDS HAVE BEEN KEPT FOR MANY YEARS, THEY CAN BECOME RARE AND VALUABLE ITEMS. For example, most of the postcards that my brother collected and took painstaking care of have increased many times beyond their original cost. The postcards of San Francisco before the great earthquake or Chicago before the great fire may be worth hundreds of dollars to collectors. While some people collect coins or antiques, an amateur with a little money can enjoy the inexpensive, entertaining, and profitable hobby of collecting postcards.

Free At Last-To Grow Up

Living on their own helps young adults learn to be responsible, thrifty, and decisive. AS SOON AS YOUNG ADULTS MOVE OUT ON THEIR OWN, THEY QUICKLY LEARN TO SET RESPONSIBLE LIMITS ON THEIR ACTIONS. Without Mom or Dad around, young adults sometimes

go on a binge of all-night parties, unhealthy fast food, and twenty-four-hour television. After a short period of this unrestricted freedom, they learn that indigestion and no-sleep headaches contribute nothing to their happiness or well-being. JUST A FEW DAYS AFTER MOVING AWAY FROM HOME, YOUNG ADULTS MUST LEARN TO LIVE WITHIN A REALISTIC BUDGET. A friend of mine who used to spend money recklessly always had to ask his parents for a larger allowance. Now that he is living on his own budget, he no longer buys silk ties and lobster tails or takes weekend trips to Las Vegas. FINALLY, PROLONGED LIVING IN AN APARTMENT MEANS MONTHS OF MAKING DECISIONS WITHOUT THE HELP OF MOM OR DAD. When my sister lived at home, she always relied on Mom and Dad to help her decide which dress to buy, which classes to take, and which men to date. Now that Mom and Dad are not so handy, she makes these decisions herself and feels more self-confident as a result. Clearly, young adults who roost at their parents' homes SHOULD CONSIDER THESE IMPORTANT REASONS FOR LIVING ON THEIR OWN.

References

- Blanchard, Karen and Christine Root. (2003). *Ready to Write: A First Composition Test (Second Edition)*. New York: Pearson Education.
- Fazio, Gene and Others.(1990). *Practicing Paragraphs*. San Francisco: Holt, Rinehart and Winston, Inc.
- Fellag, L. Robinson. (2002). *Write Ahead 1: Skills for Academic Success*. New York: Pearson Education.
- Langan, John. (2001). *English Skills (7th Edition)*. Boston: McGraw Hill.
- Reid, Joy M. (1994). *The Process of Paragraph Writing (2nd Edition)*. New Jersey: Prentice Hall, Inc.
- Rooks, George M.(1999a). *Paragraph Power: Communicating Ideas through Paragraphs (2nd Edition)*. New York: Pearson Education.
- Rooks, George M. (1999b). *Share your Paragraph: An Interactive Approach to Writing (2nd Edition)*. New York: Pearson Education.
- Smalley, Regina L. and Mary K. Ruetten. (1986). *Refining Composition Skills (2nd Edition)*. New York: Macmillan Publishing Company.

Descriptive Paragraph

Refnaldi, S.Pd., M.Litt.



INTRODUCTION

You have learned narrative paragraphs in Module 7. In this module you are going to learn how to write descriptive paragraphs. In a descriptive paragraph, you describe the way something looks like. You can describe a thing, a person, or a place. In order to describe something accurately, a writer has to look at, observe, or learn the thing, the place, or the person carefully and closely.

When you are writing a physical description about something, it is not time but space that is mostly important. Because of this, you should arrange your sentences and details according to the position and location of the object.

The materials to be discussed in this Module are (1) the description of a person, (2) the description of place, and (3) the description of a thing. After learning this module, you are expected to be able to:

- understand the nature of descriptive paragraph;
- write the paragraph describing a person;
- write the paragraph describing a place;
- write the paragraph describing a thing.

To achieve those objectives, the materials in this module are presented as follows:

- Unit 1: Describing a Person.
- Unit 2: Describing a Place.
- Unit 3: Describing a Thing.

UNIT 1

Describing A Person

If you saw someone robbing a bank, you would have to give an accurate description of that person to the police. “*He was quite tall and handsome, with dark hair, he was wearing a brown jacket*” would not be as helpful as: “*He was about 6’2”*; *he had dark curly hair, short and with no part; he had a long scar on his left cheek; he was wearing a dark green tweed jacket, gray pants, and black shoes.*”

If you had to tell someone how to find a friend of yours at a crowded station, you would give a full description of that friend, so that he could be found in the crowd. In every day speech, you often describe a person: you tell your friends about someone unusual, or someone impressive, or someone you just met. When you do that, you want your listener to be able to see the person the same way you do. In writing, too, it is important to include details and to emphasize important features.

Exercise 1: *Read the following paragraph and answer the question that follows.*

The police are looking for a woman who stole a diamond necklace from Dayton's Jewelry Store. According to the store manager, the woman is approximately five feet tall, very thin, light-skinned, and about 60 years old. She has short, straight gray hair and wears glasses. Her most distinguished mark is the dimple in her chin. When she was last seen, she was wearing heavy blue eye make-up and large, silver hoop earrings. She had on a short black coat and black pants. If you see anyone fitting this description, contact the police department immediately.

What details does the author use to describe the woman?

Have you found the details that the author use in the above paragraph? If you have, you will know how the woman looks like.

You can describe a person's appearance in many ways. You can describe the person's clothes, manner of walking, color and style of hair, facial appearance, body shape, and expression. You can also describe the person's way of talking. Just what you select again depends on the topic and purpose. For example, how would you begin to describe your girlfriend to your cousin? Her hair? Her eyes? Her voice? Remember, you are the painter with words so you want your description to be vivid, coherent—logically arranged so that your cousin can envision the face of your girlfriend. Look at the following description and see if you can get a good image of what the girl looks like:

Marie has long black hair that falls down to her shoulder and surrounds her diamond-shaped face, which is usually suntanned. She has dark brown eye-brows over her blue eyes, which are rather large. Her nose is straight and on the left side of the bottom of her nose, by her nostril, is a small mouth. She has a small mouth, with lips that are usually covered with light pink lipstick. Her teeth are straight and white.

Is the paragraph coherent? Can you get a good picture of this girl in your mind's eye? Yes, the paragraph is coherent and the picture is clear—as far as it goes. But is the young lady pretty or plain? Does she have a regal appearance, or does she look rather ordinary? It is difficult to tell what the author's attitude is about the girlfriend's appearance; there is no real controlling idea here. In addition, the picture the author has painted with words is rather vague. Is the girl's hair curly or straight? Is her complexion smooth, or does she have blemishes? Is her nose long? Are her lips thin or full? Are her teeth large or are they in proportion? Does she have an overbite? Are her eyebrows arched, or are they thick and straight? There are a lot of descriptive details the author has not included; as a result, his picture is not very vivid. Let's see how this description can be improved:

Marie is as beautiful as any Hollywood starlet. Her thick wavy, long black hair gracefully fall down to her shoulder and surrounds her exquisite, diamond-shaped face. A golden suntan usually highlights her smooth, clear complexion. Her slightly arched chestnut brown eyebrows draw attention to her deep blue eyes, which remind me of a lake on a stormy day. Her eyes are large, but not too large, with thick eyelashes. Her nose is straight and neither too long nor too short. A small black mole on the left side of her mouth adds

to her beauty. And her mouth! It is a small mouth that looks delicate and feminine. Her lips are rather thin, but not too thin; her light pink lipstick adds another touch of feminine beauty. When she smiles, which is often, her well-formed and Coven, white teeth brighten up her whole face. There is nothing but extraordinary beauty in the face of Marie.

Now can you tell what the attitude is about the girlfriend's appearance? Yes, indeed! In this version we get the image of a real beauty, one who rivals any movie star, at least in the eyes of her friend. This paragraph has a strong controlling idea—beautiful—and has much more specific descriptive detail than the first version.

Exercise 2: *Underline the changes the author has made in this version. Then outline the paragraph on a separate sheet of paper.*

When you describe someone, you give your readers a picture in words. To make this "word picture" as vivid and real as possible, you must observe and record specific details that appeal to your readers' senses (sight, hearing, taste, smell and touch). These are called sensory words. Sensory words help the reader imagine what you are describing.

Height	Body type	Hair	Features
Medium	athletic	blonde	beard
Short	heavy	brunette	dimple
Tall	muscular	curly	freckles
	Petite	dark	glasses
	Plump	light	mole
	Skinny	long	mustache
	Stocky	red	scar
	Thin	short	wrinkles
		Straight	
		Wavy	

Exercise 3: Read the following Paragraph and answer the questions that follow

Karla

Karla, my brother's new girlfriend, is a catlike creature. Framing her face is a layer of sleek black hair that always looks just-combed. Her face, with its wide forehead, sharp cheekbones, and narrow, pointed chin, resembles a triangle. Karla's skin is a soft, velvety brown. Her large brown eyes slant upward at the corners, and she emphasizes their angle with a sweep of maroon eye shadow. Karla's habit of looking sidelong out of the tail of her eye makes her look cautious, as if she were expecting something to sneak up on her. Her nose is small and flat. The sharply outlined depression under it leads the observer's eye to a pair of red-tinted lips. With their slight upward tilt at the corners, Karla's lips make her seem self-satisfied and secretly pleased. One reason Karla may be happy is that she recently was asked to be in a local beauty contest. Her long neck and slim body are perfectly in proportion with her face. Karla manages to look elegant and sleek no matter how she is standing or sitting, for her body seems to be made up of graceful angles. Her slender hands are tipped with long, polished nails. Her narrow feet are long, too, but they appear delicate even in flat-soled running shoes. Somehow, Karla would look perfect in a jeweled collar.

Questions

- 1) Which sentence in the paragraph about Karla should be omitted in the interest of paragraph unity? (Write the sentence number here.)

- 2) Label as sight, touch, hearing, or smell all the sensory details in the following sentences taken from the paragraph.
 - a. Framing her face is a layer of sleek black hair that always looks just-combed.
 - b. Karla's skin is a soft, velvety brown.
 - c. Her long neck and slim body are perfectly in proportion with her face
 - d. Her slender hands are tipped with long, polished nails.
- 3) The writer of "Karla" organizes the details by observing Karla in an orderly way. Which of Karla's features is described first? Which is described last? Check the method of spatial organization that best describes the paragraph:
_____ Interior to exterior

_____ Near to far
 _____ Top to bottom

Exercise 4: Write a paragraph describing a specific person. Select a dominant impression of the person, and use only details that will convey that impression. You might want to write about someone who falls into one of these categories:

TV or movie personality	Instructor	Employer
Child		Co-worker
Clergyman or clergywoman		Police officer
Store owner or manager		Older person
Close friend		Enemy
Bartender		Joker
Neighbor		

- a) Reread the paragraph about Karla that appears earlier in this unit. Note the dominant impression that the writer wanted to convey: that Karla is a catlike person. Having decided to focus on that impression, the writer included only details that contributed to her point. Similarly, you should focus on one dominant aspect of your subject's appearance, personality, or behavior.
- b) Once you have chosen the person you will write about and the impression you plan to portray put that information into a topic sentence. Here are some examples of topic sentences that mention a particular person and the dominant impression of that person:

Kate gives the impression of being permanently nervous.

The old man was as faded and brittle as a dying leaf.

The child was an angelic little figure.

Our high school principal resembled a cartoon drawing.

The TV newscaster seems as synthetic as a piece of Styrofoam.

Our neighbor is a fussy person.

The rock singer seemed to be plugged into some special kind of energy source.

The drug addict looked as lifeless as a corpse.

My friend Jeffrey is a slow, deliberate person.

The owner of that grocery store seems burdened with troubles.

- c) Make a list of the person's qualities that support your topic sentence. Write quickly; don't worry if you find yourself writing down something that doesn't quite fit. You can always edit the list later. For now, just write down all the details that occur to you that support the dominant impression you want to convey. Include details that involve as many senses as possible (sight, sound, hearing, touch, smell). For instance, here's a list one writer jotted down to support the sentence "The child was an angelic little figure":

soft brown ringlets of hair pink cheeks
wide shining eyes shrieking laugh
joyful smile
starched white dress white flowers in hair

- d) Edit your list, striking out details that don't support your topic sentence and adding others that do. The author of the paragraph on an angelic figure crossed out one detail from the original list and added a new one:

soft brown ringlets of hair pink cheeks
wide shining eyes
joyful smile starched white dress white flowers in hair
sweet singing voice

Key to Exercises

Exercise 1:

What details does the author use to describe the woman?

- | | |
|---------------------------------|---|
| - Approximately five feet tall | - very thin |
| - light skin | - 60 years old |
| - short, straight gray hair | - wearing glasses |
| - having the dimple in her chin | - wearing heavy blue eye make-up and |
| - large, silver hoop earrings | - having a short black coat and black pants |

Exercise 2:

Marie is as beautiful as any Hollywood starlet. Her thick wavy, long black hair gracefully fall down to her shoulder and surrounds her exquisite, diamond-shaped face. A golden suntan usually highlights her smooth, clear

complexion. Her slightly arched chestnut brown eyebrows draw attention to her deep blue eyes, which remind me of a lake on a stormy day. Her eyes are large, but not too large, with thick eyelashes. Her nose is straight and neither too long nor too short. A small black mole on the left side of her mouth adds to her beauty. And her mouth! It is a small mouth that looks delicate and feminine. Her lips are rather thin, but not too thin; her light pink lipstick adds another touch of feminine beauty. When she smiles, which is often, her well-formed and coven, white teeth brighten up her whole face. There is nothing but extraordinary beauty in the face of Marie.

Marie is as beautiful as any Hollywood starlet

- thick wavy, long black hair
- slightly arched chestnut brown eyebrows
- deep blue eyes
- medium and thick eyelashes
- straight and medium nose
- small mouth
- thin lips
- well formed and coven, white teeth

There is nothing but extraordinary beauty in the face of Marie.

Exercise 3:

- 1) One reason Karla may be happy is that she recently was asked to be in a local beauty contest (10)
- 2) Labeling
 - a. (sight).
 - b. (touch and sight).
 - c. (sight)
 - d. (sight)
- 3) Karla's hair is described first and her feet is described last. The method is top to bottom

Exercise 4: The answer varies according to the chosen topic.



SUMMARY

You can describe a person's appearance in many ways. You can describe the person's clothes, manner of walking, color and style of hair, facial appearance, body shape, and expression. You can also describe the

person's way of talking. Just what you select again depends on the topic and purpose. When you describe someone, you give your readers a picture in words. To make this "word picture" as vivid and real as possible, you must observe and record specific details that appeal to your readers' senses (sight, hearing, taste, smell and touch).



FORMATIVE TEST 1

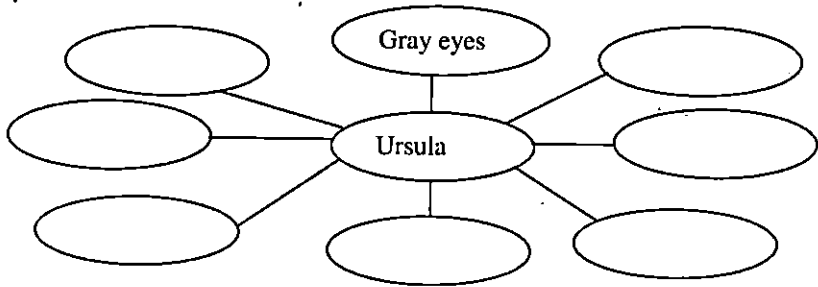
Part A. Use your knowledge on punctuation and capitalization to edit the following paragraph!

My father is mohammed al-tamimi he is about 45 ears old he is tall and thin I don't know exactly how tall he is and I don't know how much he weighs he has black hair and a moustache he is ca dealer in Riyadh Saudi Arabia he sells Mercedes benz and Porsche cars his company is large more than 50 people work for him my father is very smart I love my father, but I don't see him a lot usually he is at his company or with my brothers I think he is the best father in world to his fifteen children

Part B. Read the following paragraph. How does the writer describe Ursula's face? Does the writer describe her face form bottom to top or top to bottom? Are there any parts of her face not described?

My classmate is Ursula Kaaris. She is 18 years old, and she is from Hillerod, Denmark. Her face is oblong. Her hair is long and brown. Her ears are small. Her eyebrows are medium, and her eyelashes are long. Her eyes are gray. Her nose is not short and not long. Her cheeks are full and smooth. Her mouth is wide, and her lips are thin. She is wearing an unusual pale violet-colored lipstick that matches her pale violet fingernails.

Part C. Complete the following cluster about Ursula. Add more information as if as needed.



Part D. Write a descriptive paragraph about your best friend. Before writing the paragraph, draw the cluster about the items to be included in your paragraph!

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

Describing a Place

A. THE DESCRIPTIVE PARAGRAPH

Narrative paragraphs describe a sequence of events or tell a story; In other words, narrative paragraphs describe an experience. The logical arrangement of ideas and sentences in a narrative paragraph is chronological—according to time order. But what if you were asked to describe how something looks—a place, a thing, or a person? How should you arrange your ideas and sentences in the paragraph? Obviously time order would not be logical. When you are describing the way something looks—its physical description—it is not time but space that is important. Therefore, you should arrange your sentences and details according to where the objects being described are located. This type of organization is called spatial organization. In a descriptive paragraph, you must make the location of the objects being described very clear.

B. DESCRIPTION OF A PLACE

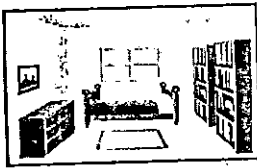
In describing a room, what should you describe first? The walls? The floor? Unlike the chronologically developed paragraph, there is no set pattern for arranging sentences in a descriptive paragraph. It is not necessary to begin with one area and then to proceed to another area. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. Imagine that you are describing a scene for an artist to paint. Would you have the artist paint the ceiling white and the bed blue and then go back and put posters on the walls before painting the walls? Of course not! Those directions might irritate the artist. The same applies to describing for the reader, for you are the describer with word, and your reader is the painter who mentally re-create what you are describing in the paragraph.

When you describe a place, you use space order to explain where things are located. The easiest way to do this is to choose a starting point. Then you describe where things are located in relation to your starting point. Decide on

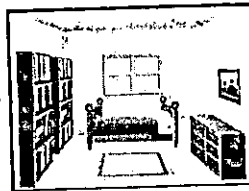
a logical method to follow. For example, when describing a room, choose a starting point and move clockwise around the room. Other methods are left to right, top to bottom, and back to front.

Exercise 1: *Read the model paragraph. Choose the picture of the room that the paragraph describes. Put a check below that picture.*

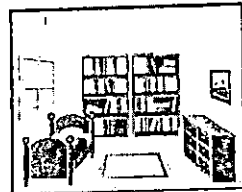
My bedroom is a special place. Like most rooms it is a rectangle. When you walk in the door, the first thing you notice is the large window on the back wall. It has a beautiful view of the garden. My antique bed is under the window. The left wall is lined with bookcases where I keep my books and pictures. My dresser is on the wall to the right. There is a picture of my parents on the wall above the dresser. In the middle of the room, there is a handmade rug I bought in Mexico.



Picture 1



Picture 2



Picture 3

The arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of details depend on the describer's purpose. Suppose that your cousin wrote and asked you to describe your room. Remember that your cousin is very interested in what you think about your life in the United States. You might write your description like this:

My dormitory room is on the second floor of Bienville Hall. It is a small rectangular room with a white ceiling and green walls. As you enter the room, straight ahead you will see two large windows with gold curtains. My bed, which is covered with a red and gold bedspread is under the windows. On your left, against the wall, there is a large bookcase filled with books. Close to the door, a desk and chair sit next to the bookcase, with a small woven wastepaper basket underneath the desk. There are several posters on this wall. The one that is over the bookcase shows an interesting scene from our country. The one that is over the desk is of my favorite singer. To your right, built into the wall opposite the bookcase and desk, is a closet with sliding doors. Behind you on your right and somewhat behind the door, is a dresser with a mirror over it.

Examine this description. Is the location of the objects in the room clear? Are the details arranged logically? The answer to both of these questions is yes. The objects are clearly arranged and the description is easy to follow. The paragraph is both unified and coherent. But is the controlling idea about the room clear? What impression is conveyed about the room? Would your cousin know if you liked the room or not? Probably not. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. After all, your cousin does want to know how you feel about your room. This paragraph could be revised to include a strong controlling idea. Read the following revised version and locate the topic sentence with the controlling idea:

My dormitory room, on the second floor of Bienville Hall, is small and crowded. The dark green walls and dirty white ceiling make the room seem dark, and thus even smaller than it is. As you walk into the room, you are stopped short by my bed which fills half of the room. The two large windows over the bed are hidden by heavy dark gold drapes. Against the wall on your left, pushed into a corner behind the head of the bed, is a large bookcase which is crammed with papers, books, and knick-knack. Wedged in between the bookcase and the wall opposite the bed is a small gray metal desk. It has a brown wooden chair which seems to fill the left end of the room. Stuffed under the desk is a woven wastepaper basket overflowing with paper and debris. The wall above the bookcase and desk is completely taken up with two small posters. On the right hand side of the room is a narrow closet with clothes, shoes, hats, tennis racquets, and boxes bulging out of its sliding doors. Every time I walk out of the door I think, "Now I know what it is to live in a closet."

This version is quite different from the original one, even though the room being described is the same. The addition of a topic sentence with a strong controlling idea has dictated not only what is included but how the objects in the room are described. A strong controlling idea gives the paragraph focus. Go back over the preceding paragraph and underline the changes from the earlier version. These changes reinforce the controlling idea and give a clear idea of what you think about your little room.

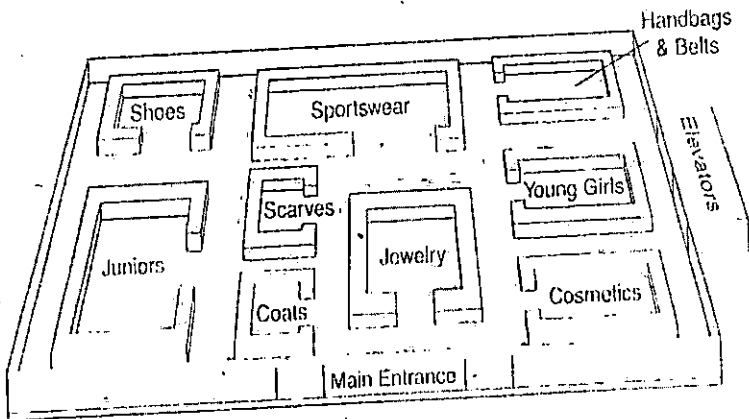
Exercise 2: *What if the writer of the preceding paragraph felt that his room was a very comfortable place? How would he change the description to show that it is comfortable? Rewrite the paragraph using "comfortable" as the controlling idea in the topic sentence. Feel free to add or delete details as necessary.*

Using Signal Words

The signal words in space order paragraphs are often prepositions of place. Study the following list.

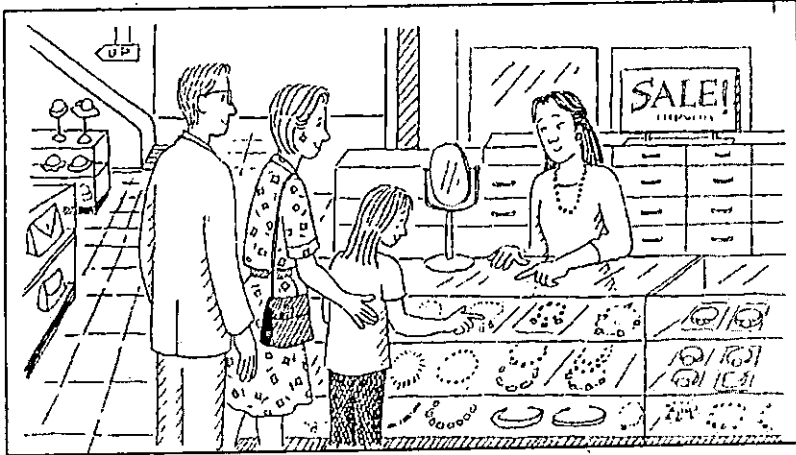
At	at the end	behind	beside
Between	in	next to	on the right
in back of	on	on top of	in front of
on both sides	over	in the center	on the end
under	in the middle	on the left	

Exercise 3: Look at the floor plan of the first floor of Lourie's Department Store. Then read the model paragraph that follows. It is organized by space order. Underline the signal words.



The first floor of Lourie's sells clothing and accessories for women and girls. As you enter the store through the main entrance, the jewelry department is directly in front of you in the middle of the store. The coat department is on the left and the cosmetic department is on the right. The junior shop is on the left behind coats. Women's shoes are located in the left corner. Next to the shoe department, behind jewelry, is the sportswear department. Handbags and belts are next to sportswear in the right corner. The young girls' department is on the right, between handbags and cosmetics. The elevators are on the right wall.

Exercise 4: Look at the picture of the jewelry department and complete the following sentences with the correct prepositions.



- 1) The customers are standing _____ the counter.
- 2) The jewelry is _____ the case.
- 3) The little girl is standing _____ her parents.
- 4) The saleswoman is _____ the counter.
- 5) There is a mirror _____ at the counter.
- 6) The sale sign is _____ the saleswoman

Writing Paragraphs Using Space Order

The arrangement of the details in your description depends on your subject and purpose. When painting a picture with words, you can begin from left to right, from right to left, from top to bottom or from bottom to top. Sometimes, however, there is an object that dominates that scene or something that is unusual in the scene. In this case, it may be desirable to focus on that object and describe it first, since it is the first thing noticed. In the paragraph describing a room, for example, the first thing the writer describes is the first thing the viewer sees: the walls, ceiling, and the bed straight ahead.

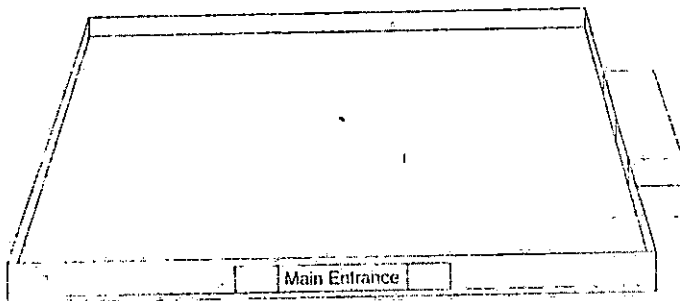
Read the following description of a backyard and note the organization of the details. What is the controlling idea in the description?

Our backyard is dominated by a huge old live Oak tree. The base of the trunk measures approximately ten feet around. The thick muscular trunk rises solidly for about eight feet and then separates into four main branches. From these, the lower branches spread out horizontally over the ground, reaching into the neighbors' yards. The main branches continue to rise, up and up, where they compete with each other for air and sunlight. From these heights, the neighborhood cardinals and blue jays sing to each other, keeping a sharp eye out for cats. As the birds sway in the wind, they look as if they are riding a ship across a gently swelling ocean. From these heights, too, it is easy to see the variety of shrubs and sweet-smelling flowers lining the two long sides of our rectangular yard, the small walkway along the back of the house, and the back fence that runs along the alley.

Here the author describes not only what he or she sees but also what he or she hears and smells. Describing what one can perceive with the senses—sights, sounds, smells, touch, taste—makes the scene even more vivid and interesting.

Exercise 5: Complete the floor plan of the second floor of Lourie's using the information in the sentences.

- 1) The elevators are on the wall on the right.
- 2) The men's casual clothing department is in front of the elevators.
- 3) The coat and suit department is in the middle of the store.
- 4) Men's shoes are to the left of the coat and suit department.
- 5) Swimwear is to the left of the entrance.
- 6) The shirt and tie department is in the left corner, behind the shoe department.



Exercise 6: Now write a paragraph describing the second floor. Use space order to organize the information. Begin with a topic sentence and use signal words.

The second floor of Lourie's has all the clothing a man needs. _____

Exercise 7: Read the following paragraph. It contains five mistakes. Find the mistakes and correct them. Then rewrite the corrected paragraph.

My office is small, but it is comfortably. There are two big windows on the left and one small window directly in front of you. my desk fits perfectly under the two big windows. Since my computer is on my desk. I can look out the window as I work. I have a small couch on the wall opposite the desk. Next to the couch, there are a bookcase.

Exercise 8: Choose one of the following topics and write a paragraph about it. Use space order to organize your information.

- A doctor's office
- A basic hotel room
- Your kitchen
- Your bedroom
- A flower garden

Keys to Exercise

Exercise 1: Picture 2

Exercise 2:

My dormitory room, on the second floor of Bienville Hall, is small but comfortable. The light yellow walls and clean white ceiling make the room seem bright, and thus even larger than it is. As you walk into the room, you are stopped short by my antique bed

which suit the room. The two small windows over the bed reflect the view of the garden outside the dorm. Against the wall on your left, pushed into a corner behind the head of the bed, is a small bookcase which is filled by papers and books that have been well arranged. Between the bookcase and the wall opposite the bed is a small crystal desk. It has a brown wooden chair which fit the size of the desk. Beside the desk is an empty wastepaper basket. The wall above the bookcase and desk is partly taken up with two small beautiful posters. On the right hand side of the room is a medium closet with clothes, shoes, hats, and tennis racquets which are placed in the appropriate position. Every time I walk out of the door I think, "Now I know what it is to live in a closet."

Exercise 3:

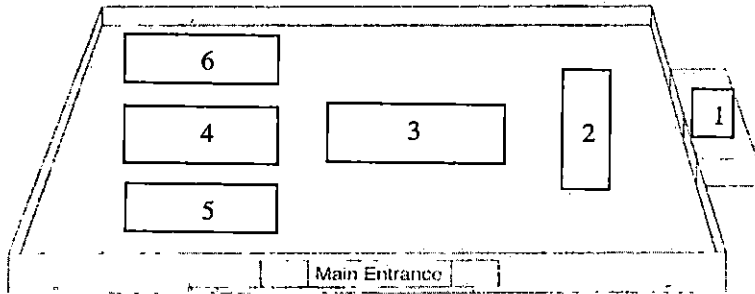
The first floor of Lourie's sells clothing and accessories for women and girls. As you enter the store through the main entrance, the jewelry department is directly in front of you in the middle of the store. The coat department is on the left and the cosmetic department is on the right. The junior shop is on the left behind coats. Women's shoes are located in the left corner. Next to the shoe department, behind jewelry, is the sportswear department. Handbags and belts are next to sportswear in the right corner. The young girls' department is on the right, between handbags and cosmetics. The elevators are on the right wall.

Exercise 4:

- 1) The customers are standing in front of the counter.
- 2) The jewelry is in the case.
- 3) The little girl is standing next to her parents.
- 4) The saleswoman is behind the counter.
- 5) There is a mirror on the left at the counter.
- 6) The sale sign is behind the saleswoman

Exercise 5:

- 1) The elevators are on the wall on the right.
- 2) The men's casual clothing department is in front of the elevators.
- 3) The coat and suit department is in the middle of the store.
- 4) Men's shoes are to the left of the coat and suit department.
- 5) Swimwear is to the left of the entrance.
- 6) The shirt and tie department is in the left corner, behind the shoe department.

**Exercise 6:**

The second floor of Lourie's has all the clothing a man needs. As you enter the store through the main entrance, the coat and suit department is directly in front of you, in the middle of the store. Men's shoes are to the left of the coat and suit department. Swimwear is to the left of the entrance. The shirt and tie department is in the left corner, behind the shoe department. The elevators are on the wall on the right. The men's casual clothing department is in front of the elevators.

Exercise 7:

My office is small, but it is comfortable. There are two big windows on the left and one small window directly in front of you. My desk fits perfectly under the two big windows. Since my computer is on my desk, I can look out the window as I work. I have a small couch on the wall opposite the desk. Next to the couch, there is a bookcase.

Exercise 8: The answer varies according to your chosen topic.

**SUMMARY**

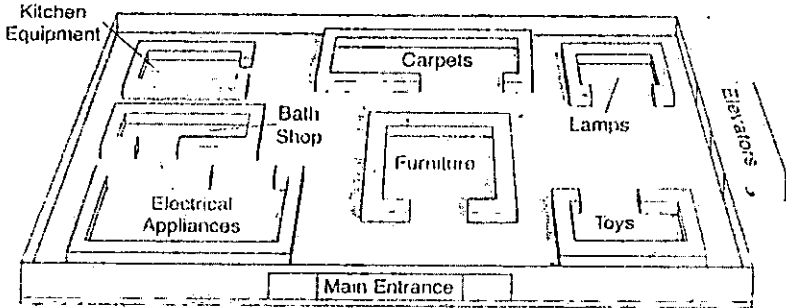
When you describe a place, you use space order to explain where things are located. The easiest way to do this is to choose a starting point. Then you describe where things are located in relation to your starting point. Decide on a logical method to follow. The arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of details depend on the describer's purpose. When painting a picture with words, you can begin from left to right, from right to left, from top to bottom or from bottom to top.

**FORMATIVE TEST 2**

A. Write topic sentences for the following paragraphs.

- a) _____ . My laptop computer is in the center where it is easy for me to reach. To the left of the computer, I keep a basket with pens, pencils, erasers, and paper clips. My calendar is right next to the basket. There is a small desk lamp in the right corner and a picture of my son next to it. It's very easy for me to work at my desk because everything is always in its place.
- b) _____ . In the center of the desk is a pile of old magazines and newspapers. The pile is growing every day. Next to that, there are several dirty coffee cups and a can of soda. There is a lamp in the left corner, but I use it to hold some baseball caps. An old box is on the right side of the desk. Inside the box are my bills and important papers. I also put receipts and letters in the box. The box is getting so full that soon I won't be able to put the top on it.
- c) _____ . There are beautiful roses along the fence in front of my house between the street and the driveway. I always put geraniums in my window boxes and pansies under the windows. I also keep a garden behind my house. I have irises, daisies, lilies, and other flowers planted there with a pretty brick path along the edge. I don't have much space left to plant new flowers!
- d) _____ . When you walk in the main entrance, the American art is on the first floor on your left. The Asian collection is directly in front of you and the Islamic art is on your right. European paintings and sculptures are on the left side of the museum on the second floor. The Egyptian mummies and statues are on the opposite side of the museum on the second floor. The Greek and Roman statues are on the left side of the third floor. Finally, the African collection is on the right side. It is a big museum with many famous works of art from all over the world.

- B. Write a paragraph describing the third floor based on the following floor plan. Use space order to organize the information. Begin with a topic sentence and use signal words.



- C. Choose one of the following places to write about. Then draw a picture of it. Make a list of some words you need in order to describe things in the space, such as furniture, windows, and clothes.

- your favorite room in your house or apartment
- your closet
- your favorite place to study
- your office or classroom

- D. Think of a room in the dormitory, a classroom or in your apartment or house. Write down the objects in the room. Then think about how you could describe them. What will you use for a controlling idea? Outline a paragraph. Now write a complete paragraph.

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 3

Describing Things

A. THE NATURE OF DESCRIPTION

Exercise 1: *Read this example paragraph carefully. Then underline the transition words in the paragraph, label the various parts in the diagram, and complete the analysis.*

A Piece Of M&M's® Peanut Candy

An M&M's® peanut candy is composed of a thin exterior layer of hardened sugar, a soft inner layer of chocolate, and a peanut in the middle. Overall, the piece of candy is oval-shaped, about $\frac{3}{4}$ " long, and $\frac{1}{2}$ " high, with a weight of approximately 5 grams. Moving from the outside to the inside, the piece of candy is covered by an extremely thin shell of hardened sugar. On the outside, the shell can be anyone of several colors such as brown, blue, or red. The shell has three purposes: to make the piece of candy easy to hold, to contain the candy inside, and to advertise—the letters M&M® are printed on the outside of each shell. The shell itself is $\frac{1}{32}$ " thick and covers the entire piece of candy. Inside the shell is a soft layer of brown, chocolate candy which is about $\frac{3}{32}$ " thick. The chocolate is mainly composed of sugar, chocolate milk, cocoa butter, lactose, soy lecithin, and salt. Obviously the purpose of the chocolate is to provide the main "sweet" part of the candy. Inside the soft layer of chocolate, in the center of the piece of candy, is the peanut. The peanut is oval-shaped with a length of about $\frac{1}{2}$ " and a width of $\frac{1}{4}$ ". Its weight is about $2 \frac{1}{2}$ grams. The peanut provides a solid core for the candy and adds an element of crunchiness to its texture. Nutritionally speaking, $\frac{1}{4}$ of a cup of pieces of M&M's® candy will provide the consumer with 17 percent of the recommended daily intake of fat, 9 percent of the recommended daily intake of carbohydrates, 4 percent of the recommended daily intake of dietary fiber, and 1 percent of the recommended daily intake of sodium. In summary, with its exterior layer of sugar, inner layer of chocolate, and peanut center, a piece of M&M's® candy is an elegantly designed, classic candy snack.

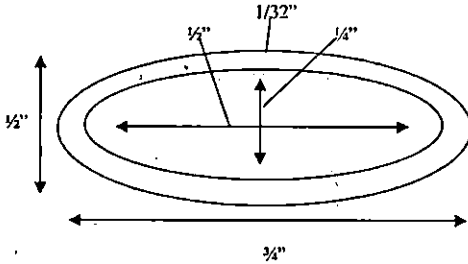


Diagram of an M&M's[®] peanut candy

Analysis

Object: _____

Part 1:

Part 2:

Part 3:

CHARACTERISTICS

_____	_____	_____
_____	_____	_____
_____	_____	_____

USE/FUNCTION

_____	_____	_____
_____	_____	_____
_____	_____	_____

Explanation

A description of an object is an analysis of its parts. Each important part of the object is examined in a descriptive paragraph. A description does not contain the feelings of the writer. Instead, the description of each part is factual. For example:

General: The shell is very thin.

Specific: *The shell is 1/32" thick.*

In a description, the physical characteristics of each part (size, weight, shape, etc.) are emphasized, and the function (use of each part) is mentioned. Descriptive paragraphs should follow the pattern below.

Title

Topic sentence: _____

Part 1: Physical characteristics (and use)

Part 2: Physical characteristics (and use)

Part 3: Physical characteristics (and use)

(Part 4: Same as above, if necessary)

Summary sentence: _____

Diagram of object (with important parts and dimensions labeled)

Preliminary Considerations

Choosing a limited Subject

The subject of a descriptive paragraph must be a limited object with a small number of important parts—usually something that can be held in the hand. For example, it is impossible to describe an airplane engine in one paragraph because it has too many important parts. Be specific in the title; instead of writing about "a tennis racket," write about a specific brand or kind, a "Prince 102 Tennis Racket," for instance.

Exercise 2: *Which two of the following subjects are the most limited?*

- 1) A water oak tree
- 2) A Sears 1500-cubic-foot air conditioner
- 3) A Hyundai Lancia automobile engine
- 4) A GE 100-watt white light bulb
- 5) A preformatted 3.5 PC Disk
- 6) The leg of a housefly

Exercise 3: *Write specific limited titles for four descriptive paragraphs*

Descriptive Order

After you have chosen the object you will describe, decide on the important parts of the object to be analyzed. The parts of the object can be organized in four main ways:

Vertical order: top to bottom or bottom to top

Horizontal order: left to right or right to left

Depth order: inside to outside or outside to inside

Circular order: clockwise or counterclockwise

For example, the writer of the M&M Candy paragraph used depth order as the organizational base of his description.

Exercise 4: Which order, or combination of orders, would you use to describe the parts of these objects?

- the bird nest of a California blue jay _____
- a Baden S350 soccer ball _____
- an Arabian teapot _____
- a Gerber baby bottle _____
- a Stradivarius violin _____
- a leaf from a Chinese cherry tree _____

Remember, the main organizational point is to have an order in your mind when you describe the parts of your object. Do not describe the parts of the object randomly.

Writing the Descriptive Paragraph

In the topic sentence of a descriptive paragraph, the general idea is the object, and the specific parts are the most important parts of the object. The specific parts are written down in the order they will be developed.

Examples: The tobacco, its wrapping paper, and the filter are
----- specific parts -----
the most important parts of a Marlboro "light" cigarette.

----- general idea -----

The center of a rose is composed of
----- general idea -----
the stigma, the style, and the ovary.
----- specific parts -----

Exercise 5: Write four topic sentences for a descriptive paragraph!

- 1) _____
- 2) _____
- 3) _____
- 4) _____

The subject development of a descriptive paragraph details each part, shows how that part is related to the other parts, and explains the use of the part. Therefore, the following patterns of composition, of spatial relationship, and function are often used.

Language pattern to show the object and its parts

OBJECT		PARTS
An Apple	is made of is made up of is composed of and the stem is comprised of contains consists of	a core seed, the fruit, the skin,

Language patterns to show the relationship of one part to another

ONE PART		ANOTHER PART
The stem	is attached to is connected to	the fruit of the apple
The core of seed	is surrounded by is enclosed in (by)	the fruit of the apple

(or)

The fruit of the apple	surrounds. encloses	the core of seeds
The seeds	rest in are held in	a protective case
	(or)	
A protective case holds		the seeds
The fruit of the apple	is covered by is protected by	a thin outer skin
	(or).	
A thin outer skin	covers protects	the fruit of the apple.

Other words that show spatial relationship are:

outside/inside	extends from/under
above/below	between
next to/beside	

Language pattern to show the function of the part

PART		FUNCTION
The seeds	are used to serve to	begin new plants.
The seeds	are responsible for perform the function of are used for	beginning new plants.

The summary sentence of a descriptive paragraph should emphasize why the object is important.

Example:

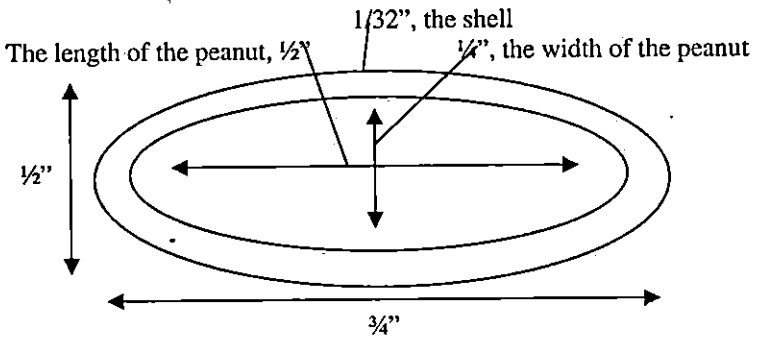
A regulation goal is essential to the proper playing of a soccer game because it determines how points are scored.

Exercise 7: *Change these sentences to passive.*

- 1) A soft rubber coating surrounds the Ping-Pong paddle head.
- 2) A colored woolen material with .1 inch thickness and nap surface covers the ball.
- 3) Two brass strips connect the switch to the negative battery terminal.
- 4) A person uses the rugged, narrow (.6 centimeter) line to light the match.
- 5) The new PX3S Special flashlight consists essentially of a bulb, a battery, and a switch.

Keys to Exercise

Exercise 1:



Analysis

Object: An M&M's[®] peanut candy

Part 1: shell

Part 2: chocolate candy

Part 3: the peanut

CHARACTERISTICS

Thin, hardened sugar,
anyone of several colors

composed of sugar
chocolate milk, cocoa butter,
actose, soy lecithin, and salt

oval-shaped with a length
of about $\frac{1}{2}$ " and a width
of $\frac{1}{4}$ ", its weight is about
 $2 \frac{1}{2}$ grams

USE/FUNCTION

<u>easy to hold,</u>	<u>to provide the main "sweet"</u>	<u>provides a solid core, and</u>
<u>to contain the candy inside</u>	<u>part of the candy</u>	<u>adds an element of</u>
<u>to advertise</u>		<u>crunchiness to its texture</u>

Exercise 2: 4 and 5**Exercise 3:** *Write specific limited titles for four descriptive paragraphs*

- A GF 75-watt white light bulb
- A 150 ED Zoom Nikon Camera
- A 3350 Nokia Cellular phone
- A Formatted Maxell 3.5 Floppy Disk

Exercise 4:

the bird nest of a California blue jay
 a Baden S350 soccer ball
 an Arabian teapot
 a Gerber baby bottle
 a Stradivarius violin
 a leaf from a Chinese cherry tree

Depth order
 Circular order
 Vertical order
 Vertical order
 Horizontal order
 Horizontal order

Exercise 5: *Write four topic sentences for a descriptive paragraph!*

- 1) Foster sunglasses are composed of a metal frame and two lenses.
- 2) A core of seed, the fruit, the skin, and the stem are important parts of an apple.
- 3) A computer set mainly consists of a CPU, a monitor, a keyboard, and a mouse.
- 4) A switch, a battery, and a small bulb are the main parts of a flashlight.

Exercise 6:

In summary, with its exterior layer of sugar, inner layer of chocolate, and peanut center, a piece of M&M's® candy is an elegantly designed, classic candy snack.

Exercise 7: *Change these sentences to passive.*

- 1) The Ping-Pong paddle head is surrounded by a soft rubber coating.
- 2) The ball is covered by a colored woolen material with .1 inch thickness and nap surface.

- 3) The switch is connected to the negative battery terminal by two brass strips.
- 4) The rugged, narrow (.6 centimeter) line is used to light the match.
- 5) A bulb, a battery, and a switch are essentially used by the new PX3S Special flashlight.



SUMMARY

The subject of a descriptive paragraph must be a limited object with a small number of important parts—usually something that can be held in the hand. In the topic sentence of a descriptive paragraph, the general idea is the object, and the specific parts are the most important parts of the object. The specific parts are written down in the order they will be developed. The subject development of a descriptive paragraph details each part, shows how that part is related to the other parts, and explains the use of the part



FORMATIVE TEST 3

- A. Use the language patterns and sequence transition words to complete these sentences. Then complete the analysis.**

What Are The Elements Of A Soccer Goal?

A regulation soccer goal _____ three main parts: two goal posts, a crossbar, and a net. _____, there are two goalposts (6-12 inches in circumference), which _____ hard plastic, fiber glass, or wood. They should be 8 yards _____ in the ground. These goalposts _____ establish the outer limits of the shot, _____ the crossbar, and _____ the net. _____, the crossbar _____ the same material as the goalposts, and is 8 feet long and 8-12 inches in circumference. It _____ to the top of the goalposts by a suitable method (screws for plastic or nails for wood). The crossbar _____ as the uppermost limit of the shot and as a support for the net. _____, the nylon net is rectangular; typical net dimensions are 16 x 18 feet. The net is _____ to the goal posts by strings of wire, and is staked into the ground _____ the goal line to stop balls after

scores are made. A regulation goal is essential to the proper playing of a soccer game because it determines how points are scored.

Analysis

Whole Object: _____

Part 1	Part 2	Part 3
_____	_____	_____
Characteristics	_____	_____
_____	_____	_____
Function	_____	_____
_____	_____	_____

B. Write specific limited titles for four descriptive paragraphs

C. Write a descriptive paragraph about one of the following objects.

- A pair of glasses
- An audio cassette (just the case)
- A sock
- A Rp. 100 coin

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formative Test

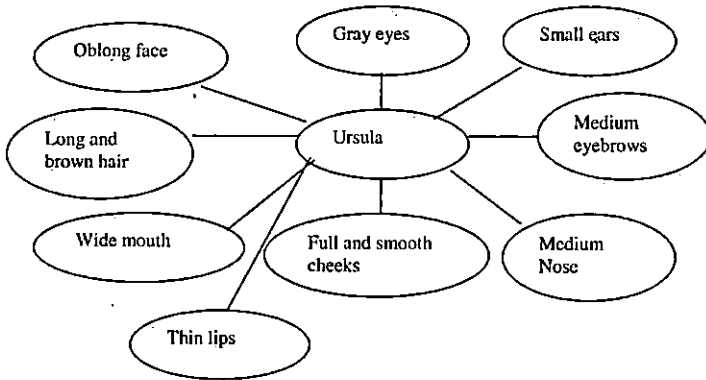
Formatif Test 1

Part A

My father is Mohammed Al-Tamimi. He is about 45 years old. He is tall and thin. I don't know exactly how tall he is, and I don't know how much he weighs. He has black hair and a moustache. He is a car dealer in Riyadh, Saudi Arabia. He sells Mercedes Benz and Porsche cars. His company is large, and more than 50 people work for him. My father is very smart. I love my father but I don't see him a lot. Usually he is at his company or with my brothers. I think he is the best father in world to his fifteen children

Part B. The writer uses sight and touch senses in describing Ursula's face. He/she uses top to bottom method to Ursula's face. Some parts of Ursula's face that are not described are her teeth and chin

Part C



Part D. The answer varies according to the chosen topic and details.

Formatif Test 2

Part A

- e) My desk is large enough to place my office stuff on.
- f) My desk is full of a bunch of dirty and useless stuff.
- g) My house is full of colorful flowers.

- h) The museum in my city contains many famous works of art.

Part B

The third floor of Lourie's has all the housing stuff a person needs. As you enter the store through the main entrance, the furniture department is directly in front of you, in the middle of the store. Electrical appliances are at the left of the main entrance and Toy department is at the right of the main entrance. Bath shop is on the left behind the electrical appliances. Kitchen equipment department is located in the left corner. Next to the kitchen equipment department, behind furniture, is the carpet department. Lamp shops are on the right corner, next to carpet department. The elevators are on the wall on the right.

Part C. The answer varies according to the topic you choose.

Part D. The answer varies according to the topic you choose

Formatif Test 3

Part A

WHAT ARE THE ELEMENTS OF A SOCCER GOAL?

A regulation soccer goal consists of three main parts: two goal posts, a crossbar, and a net. First, there are two goalposts (6-12 inches in circumference), which are made of hard plastic, fiber glass, or wood. They should be 8 yards high in the ground. These goalposts are used to establish the outer limits of the shot, to hold the crossbar, and to hold the net. Second, the crossbar is composed of the same material as the goalposts, and is 8 feet long and 8-12 inches in circumference. It is attached to the top of the goalposts by a suitable method (screws for plastic or nails for wood). The crossbar serves as the uppermost limit of the shot and as a support for the net. Third, the nylon net is rectangular; typical net dimensions are 16 x 18 feet. The net is attached to the goal posts by strings of wire, and is staked into the ground behind the goal line to stop balls after scores are made. A regulation goal is essential to the proper playing of a soccer game because it determines how points are scored.

Analysis

Whole Object: A regulation soccer goal

Part 1

Two goalposts

Part 2

The crossbar

Part 3

The net

Characteristics

6-12 inches in circ.

8 feet long

Rectangular, 16 x 18 inches

made of plastic, fiber

The same as goalposts

Made of nylon

Function

Establish outer limit Uppermost limit of a shot To stop balls after score

Hold the crossbar and net Support the net

Part B. Write specific limited titles for four descriptive paragraphs

- The elements of a whiteboard marker
- A 12 ounce of Coca-Cola Can
- What are the parts of Police sunglasses
- The Hammer tennis racket

Part C. The answer varies according to the topic you choose.

References

- Blanchard, Karen and Christine Root. (2003). *Ready to Write: A First Composition Test (Second Edition)*. New York: Pearson Education
- Fazio, Gene and Others. (1990). *Practicing Paragraphs*. San Francisco: Holt, Rinehart and Winston, Inc.
- Fellag, L. Robinson. (2002). *Write Ahead 1: Skills for Academic Success*. New York: Pearson Education
- Langan, John. (2001). *English Skills (7th Edition)*. Boston: McGraw Hill
- Reid, Joy M. (1994). *The Process of Paragraph Writing (2nd Edition)*. New Jersey: Prentice Hall, Inc.
- Rooks, George M. (1999a). *Paragraph Power: Communicating Ideas through Paragraphs (2nd Edition)*. New York: Pearson Education
- Rooks, George M. (1999b). *Share your Paragraph: An Interactive Approach to Writing (2nd Edition)*. New York: Pearson Education
- Smalley, Regina L. and Mary K. Ruetten. (1986). *Refining Composition Skills (2nd Edition)*. New York: Macmillan Publishing Company.

Expository Paragraph

Dr. Jufrizal, M.Hum



INTRODUCTION

Academic writing is organized into paragraph-groups of sentences with one main idea. A paragraph usually begins with a topic sentence—a sentence that gives the main idea of the writing. The sentence after the topic sentence gives information about, support, the main idea. The supporting sentences can be in forms of description and narration. However, not all topics are best developed into narrative or descriptive. The other strategy of development that can be used is through exposition.

In this module you are going to learn expository paragraph. Expository paragraph can be developed through many ways: using examples, using process analysis, using comparison and contrast, using definition, and using cause-effect analysis. After learning this module you are expected to be able to:

- understand the nature of expository paragraph;
- write the paragraph of process and procedure;
- write a comparison and contrast paragraph;
- write a cause and effect paragraph.

To achieve those objectives, the materials in this module are presented as follows

- Unit 1: A Process Paragraph.
- Unit 2: A Comparison and Contrast Paragraph.
- Unit 3: A Cause and Effect Paragraph.

UNIT 1

Process and Procedure

A. INTRODUCTION TO EXPOSITORY PARAGRAPH

Exposition refers to prose whose primary purpose is giving information. Some familiar examples of expository writing include encyclopedias, dictionaries, news magazines, and textbooks. In addition, much of your college work may be classified as exposition, such expository essays and paragraph.

But while all expository writing does present information, a good expository writing should contain a topic sentence announcing the writer's purpose and position. Then the paragraph should be organized so that the supporting sentences explain and support the topic.

There are a variety of ways to organize an expository paragraph, depending upon your purpose. The most common strategies or patterns of organization include development by example, process analysis, comparison and contrast, definition, classification, and cause-effect analysis. However, a paragraph is rarely developed completely by a single strategy (a paragraph developed by comparison and contrast may also contain examples).

In this module, you are going to study three methods of development. They are process analysis, comparison and contrast, and cause-effect analysis. Other types of development will be discussed in advanced writing module.

B. THE NATURE OF PROCESS ANALYSIS

Exercise 1: *Study the following paragraph carefully. Underline the transition words and complete the analysis.*

How To Search For Information On The Internet

In order to search effectively for information on the Internet, a person should choose the correct search engine, type in a narrow search topic, refine

that search topic by further narrowing its scope, scan the descriptive entry under each website entry carefully, and read the website quickly, looking for the information needed. For example, imagine that information is needed about the climate of the small city of Sydney, Canada. First, choosing the correct search engine can facilitate the search because some search engines such as Hotbot, Snap!, LookSmart, and Dog Pound specialize in certain areas and other search engines such as Lycos, Alta Vista, and Infoseek are best for general information. After choosing the search engine, next type in a narrowly focused search topic such as "Sydney, Canada." The computer will then produce a long list of websites, perhaps as many as 50,000 dealing with this subject. Next, before looking at any of these websites, further narrow the search by typing in more specific information such as "climate" or "weather." This will produce a more limited list of websites, usually less than 500. At this point, begin to scan the websites carefully. For example, a website entitled "Environmental Science Resources" may look initially promising-but closer examination will show it is a course taught at a university in Sydney. Usually, within the first group of ten websites, one website such as <http://www.ns.ee.gc.ca./weather> will appear; reading this web site carefully, one can find an hourly update and a yearly review of all weather in Sydney, including temperature, humidity, barometric pressure, wind speed, rainfall, and cloud cover as well as other weather details. By following this process of identifying the correct search engine, narrowing the focus appropriately, and scanning and reading the web sites carefully, the computer user can find relevant information quickly and efficiently.

Analysis

STEP 1: _____

EXAMPLE(S): _____

STEP 2: _____

EXAMPLE(S): _____

STEP 3: _____

EXAMPLE(S): _____

STEP 4: _____

EXAMPLE(S): _____

STEP 5: _____

EXAMPLE(S): _____

RESULT: _____

C. EXPLANATION

A process is a continuous series of steps that produces a result. A directional process analysis explains step-by-step how to do the process. Directional process analysis does not emphasize why a person should do the process. Instead it answers the questions, How do you do the process? or What are the steps in the process?

In this type of paragraph, the sequence of steps is communicated as well as the steps themselves. Directional analysis paragraphs follow this pattern:

Title

Topic sentence: _____

Step 1: _____

Step 2: _____

Step 3: _____

(Other steps, if necessary): _____

Summary sentence: _____

Preliminary Considerations

Choosing a limited subject

This paragraph should be about a process that needs human or animal help to be completed. It cannot be about a natural process that takes place

automatically and without the help of directions. For example, "How Digestion Takes Place" is not a good subject for directional analysis since digestion is a natural process.

Exercise 2: Which four of the following titles contain non-natural processes as subjects? Put a check beside the correct answers.

- How to Eat with Chopsticks _____
- How Does the Heart Pump Blood? _____
- How to Adjust a Canon AE-1 Camera _____
- How Is a Computer Programmed? _____
- How Photosynthesis Is Achieved _____
- How to Change a Baby's Diaper _____

Exercise 3: As always, your title must be very limited and specific. "How to Design a Suspension Bridge" is much too complex for only one paragraph. Write four limited titles for a directional analysis paragraph. Begin two titles with "How to" and make two titles questions.

In any process there are numerous steps, some important, some moderately important, some extremely important. After you choose the process you will give directions for, you must decide which steps are the most important. Choose the steps carefully.

Exercise 4: Imagine that the subject of your paragraph is "How to impress a Person on a First Date. A preliminary list of steps in the process might look like the following list. Put a check beside the three steps you think are the most important.

- 1) Politely ask the person for a date.
- 2) Call a good restaurant and make reservations.
- 3) On date day, clean your car inside and out.
- 4) Buy a flower for the date.
- 5) Just before the date, take a shower.
- 6) Put on some sweet perfume or cologne.
- 7) Dress neatly and appropriately.
- 8) Go to the place where the date lives exactly on time.
- 9) Give the flower to the date.
- 10) Compliment the date on his or her appearance.
11. Take the date to the restaurant.
- 12) Choose a dark romantic corner with candles and soft music.
- 13) Eat slowly and try to have an interesting conversation.
14. Afterward, drink coffee at the restaurant or go to a cafe.
- 15) Be sensitive to the date; take the date home whenever he or she wants to go.

Remember: There are no right or wrong answers, but ask yourself which steps are less obvious and perhaps less important than others.

After you have closely examined the process and determined the most important steps, you should make sure that you have exactly the right order. Even if only one step is in the wrong place, the entire process may not be accurate, and the reader may be misled.

Exercise 5: *Put the sentences in the paragraph in the right order.*

How To Get An Oklahoma Driver's License

If he can see well enough, he moves to the third test, the driving test. Now he can get his temporary license, and his permanent license will be sent to him within sixty days. This test uses an eye chart to measure the applicant's ability to see large and small objects at varying distances. When the applicant first goes to the 'Division of Motor Vehicles Office, he has to fill out an application form and pay a fee so that he can begin the written test. In order to get an Oklahoma driver's license, the prospective driver must complete the written exam, the eye test, and the driving test successfully. Finally, if he passes that test, he is ready for his photo to be taken. The written test consists of thirty-six multiple choice questions, such as:

The legal speed for a school zone in Oklahoma is:

- A. 40 mph
- B. 15 mph
- C. 20 mph
- D. 25 mph

In this test, he drives around the city for fifteen to twenty minutes performing certain driving maneuvers, such as backing up and parking. To pass the written test, he must have no more than five errors. Second, after successfully passing the written test, the testee takes a standard eye test.

C. WRITING THE PROCESS PARAGRAPH

The topic sentence

After you order the most important steps, you are ready to write the topic sentence. In the topic sentence of process paragraphs, the general idea is the process, and the specific parts are short descriptions of each step.

Example:

To create a website at Geocities.com, a person

----- General idea -----

must "homestead" a location, choose a user name and password, and use an editor to input website information.

----- specific parts -----

Exercise 6: Write a topic sentence based on the information you compiled on exercise 5

Language Pattern

The steps of the process must be clear and in the exact order. The subject development of the analysis shows the continuous nature of these steps. Therefore, the following sequence transition patterns are often used:

Language pattern to show the object and its parts

Step 1	Step 2	Step 3	Last Step
First	Second	Third	Finally
To begin with	After	Next	At last
Initially	Afterward	Then	The last one
To start with	Next	Thereafter	
	Then	After	
	Thereafter	Afterward	

Sequence pattern 2 to show one action that precedes another

After	The noodles	soften	remove them from heat
When		have softened have been softened	

After softening having softened the noodles, remove them from the heat

Sequence Pattern 3 to show two actions that happen at the same time

(While
 At the same time
 As) the sauce is heating, boil the noodles

or

While heating the sauce, boil the noodles

Key to Exercises

Exercise 1:

STEP 1: choose the correct search engine

EXAMPLE(S): Hotbot, Snap!, LookSmart, and Dog Pound

STEP 2: type in a narrow search topic

EXAMPLE(S): Sydney, Canada

STEP 3: refine that search topic by further narrowing its scope

EXAMPLE(S): "climate" or "weather"

STEP 4: scan the descriptive entry under each web site entry carefully

EXAMPLE(S): a website entitled "Environmental Science Resources"

STEP 5: read the website quickly, looking for the information needed

EXAMPLE(S): an hourly update and a yearly review of all weather in Sydney, including temperature, humidity, barometric pressure, wind speed, rainfall, and cloud cover as well as other weather details

RESULT: the computer user can find relevant information quickly and efficiently.

Exercise 2:

How to Eat with Chopsticks

_____V_____

How Does the Heart Pump Blood?

How to Adjust a Canon AE-1 Camera

_____V_____

How Is a Computer Programmed?

_____V_____

How Photosynthesis Is Achieved

How to Change a Baby's Diaper

_____V_____

Exercise 3:

- How to maintain your relationship with your best friend
- How to study for an important exam How to plan a garden
- How to change a car or bike tire
- How does "Who wants to be a millionaire" get to your house?
- How do solar cells make power?

Exercise 4: (The answer varies according to your own priorities.)

Exercise 5:

How To Get An Oklahoma Driver's License

In order to get an Oklahoma driver's license, the prospective driver must complete the written exam, the eye test, and the driving test successfully. When the applicant first goes to the 'Division of Motor Vehicles Office, he has to fill out an application form and pay a fee so that he can begin the written test. The written test consists of thirty-six multiple choice questions, such as:

The legal speed for a school zone in Oklahoma is:

- A. 40 mph B. 15 mph C. 20 mph D. 25 mph

To pass the written test, he must have no more than five errors. Second, after successfully passing the written test, the testee takes a standard eye test. This test uses an eye chart to measure the applicant's ability to see large and small objects at varying distances. If he can see well enough, he moves to the third test, the driving test. In this test, he drives around the city for fifteen to twenty minutes performing certain driving maneuvers, such as backing up and parking. Finally, if he passes that test, he is ready for his photo to be taken. Now he can get his temporary license, and his permanent license will be sent to him within sixty days.

Exercise 6:

In order to get an Oklahoma driver's license, the prospective driver must complete the written exam, the eye test, and the driving test successfully



SUMMARY

A Process is a continuous series of steps that produces a result. A directional process analysis explain step-by-step how to the process. In the topic sentence of process paragraph, the general idea is the process, and the specific parts are short description of each step.



FORMATIVE TEST 1

- A. Look at the title below. Make a preliminary list of five steps and then check the most important ones.**

How to Scan a Picture

- B. Complete the following paragraph by applying the language patterns. For practice do not use "first," "second," "third," "fourth"; it may be necessary to use a word more than once. Then complete the analysis.**

How Are Spicy Chinese Eggs Made?

Gathering the ingredients and equipment, boiling the eggs, scalding the beef, stewing the beef, and simmering the eggs and beef together are the necessary steps for cooking spicy Chinese eggs. _____, gather these ingredients: ten large eggs, 2 pounds of round beef, 2 teaspoons each of salt, pepper, ginger, garlic, soy sauce, sesame oil, and green onion; a piece of star anise; 2 soupspoons of soy sauce. The equipment is two medium-sized pots and one big pot. _____ getting these materials, boil water in one of the medium pots and harden the eggs in it (about ten minutes). _____ The eggs are hardening, use the other medium-sized pot to scald the beef with boiling water. _____ the beef has boiled 2 or 3 minutes, remove it and wash the beef in cool water. At the same time, put the hot, hardened eggs into the cool water too, so they can be shelled easily. _____ the beef has been washed, stew it in the big pot, adding the teaspoons of ingredients mentioned in the first step and the piece of star anise. Heat

the mixture on "low" for one hour. _____, put the shelled eggs into the stewing beef, and add the two remaining spoons of soy sauce. _____, "simmer" the beef and eggs together until a brown color appears on the eggs (about 1 hour). If these steps do not produce delicious eggs, go straight to a Chinese restaurant and let an expert prepare them for you!

General Process:					
Step 1	Step 2	Step 3	Step 4	Step 5	Result
				Stewing the beef Add tsp... Heat low 1 hour Add egg/ Soy bean	

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 2

Comparison and Contrast

A. INTRODUCTORY REMARK

Comparison and contrast are two everyday thought processes. When we compare two things, we show how they are similar; when we contrast two things, we show how they are different. We might compare or contrast two brand-name products (for example, Nike versus Adidas running shoes), two television shows, two instructors, two jobs, two friends, or two courses of action we could take in a given situation. The purpose of comparing or contrasting is to understand each of the two things more clearly and, at times, to make judgments about them.

In this unit, you will be asked to write a paragraph of comparison or contrast. First, however, you must learn the two common methods of developing a comparison or contrast paragraph.

Exercise 1: *Read the two paragraphs that follow and try to explain the difference in the two methods of development.*

My Senior Prom

My senior prom was nothing like what I expected it to be. From the start of my senior year, I had pictured getting dressed in a sleek silvery slip dress that my aunt would make and that would cost \$200 in any store. No one else would have a gown as attractive as mine! I imagined my boyfriend coming to the door with the lovely deep-red corsage, and I pictured myself happily inhaling its perfume all evening alone. I saw us setting off for the evening in his brother's 2000 BMW convertible. We would make a flourish as we swept in and out of a series of parties before the prom. Our evening would be capped by a delicious shrimp dinner at the prom and by dancing close together into the early morning hours. The prom was held on May 15, 2000, at the Pony club on Black Horse Pike. However, because of sickness in her family, my aunt had no time to finish my gown and I had to buy an ugly pink one off the

discount rack at the last minute. My corsage of red roses looked terrible on my pink gown, and I do not remember its having any scent. My boyfriend's brother was out of town, and I stepped outside and saw the stripped-down Chevy that he used at the races on weekends. We went to one party where I drank a lot of wine that made me sleepy and upset my stomach. After we arrived at the prom, I did not have much more to eat than a roll and some celery sticks. Worst of all, we left early without dancing because my boyfriend and I had had a fight several days before, and at the time we did not really want to be with each other.

Day versus Evening Students

As a part-time collage student who has taken both and evening courses, I have observed notable differences between day and evening students. First of all, day and evening students differ greatly in age, styles, and interests. The students in my daytime classes are all about the same age, with similar clothing styles and similar interests. Most are in their late teens to early twenties, and whether male, or female, they pretty much dress alike. Their uniform consists of jeans, a T-shirt, running shoes, a baseball cap, and maybe a gold earring or two. They use the same popular slang, talk about the same movies and TV shows, and know the same musical artists. But students in my evening courses are much more diverse. Some are in their late teens, but most range from young married people in their twenties and thirties. To people my grand parents age. Generally their clothing are more formal then the day students. They are dressed for the workplace, not for the typical college classroom. Many of the women wear skirts or dresses; the men often wear dress shirts or sweaters. And they are more comfortable talking about their mortgages or work schedules or child care than about what was on TV last night. Day and evening students also have very different responsibilities. They have plenty of time to get study and get assignment s done. However, evening students lead much more complicated lives more than day students. They may come to campus after putting a nine - to five day at work. Most have children to raise or grand children to baby-sit for. They miss the class or hand in an assignment late. It's usually because of the real problem such as a sick or an important deadline of at work. Finally, day and evening students definitely have different attitudes toward school? Day students often seem more interested in the view out the window or the cute classmate in the next row than in what the instructor is saying. They doze, draw cartoons, whisper; and write notes instead of paying attention. Evening students sit up straight, listen hard, and ask the instructor 1 lots of question, listen hard, and ask the instructor they don't want their

time wasted. In short, day students and night students are as different as ".....
 " day and night.

Complete this comment: The difference in the methods of contrast in the two paragraphs is that

Compare your answer with the following explanation of the two methods of development used in comparison or contrast paragraphs.

B. METHODS OF DEVELOPMENT

There are two common methods, or formats, of development in a comparison or contrast paper. One format presents the details one side at a time. The other presents the details point by point. Each format is explained below.

One Side at Time

Look at the outline of "My Senior Prom":

Topic sentence: *My senior prom was nothing like what I had expected it to be.*

A. Expectation (first half of paragraph)

1. Dress (expensive, silver)
2. Corsage (deep red, fragrant)
3. Car (BMW convertible)
4. Parties (many)
5. Dinner (shrimp)
6. Dancing (all night)

B. Reality (second half of paper)

1. Dress (cheap, pink)
2. Corsage (wrong color, no scent)
3. Car (stripped-down Chevy)
4. Parties (only one)

5. Dinner (roll and Celery)
6. Dancing (none because of quarrel)

When you use the one-side-at-a-time method, follow the same order of points of contrast or comparison for each side, as in the outline above. For example, both the first half of the paper and the second half begin with the topic of what dress would be worn. Then both sides go on to the corsage, the car and so on.

Point by point

Now look at the outline of "Day versus Evening Students"

Topic sentence: *There are notable differences between day and night students*

- A. Age and related interests and tastes in clothing
 1. Youthful nature of day students
 2. Older nature of evening students
- B. Amount of responsibilities
 1. Lighter responsibilities of day students
 2. Heavier responsibilities of evening students
- C. Attitude toward school
 1. Casual attitude of day students
 2. Serious attitude of evening students

The outline shows how the two kinds of students are contrasted point by point. First, the writer contrasts the ages, clothing styles and interests of the young day-time students and the older evening students. Next, the writer contrasts the limited responsibilities of the daytime students with the heavier responsibilities of the evening students. Finally, the writer contrasts the casual attitude toward school of daytime student and the serious attitude of the evening student.

When you begin a comparison or contrast paper, you should decide right away which format you are going to use: one side at a time or point by point. An outline is an essential step in helping you decide which format will be more workable for your topic. Keep in mind, however, that an outline is just

a guide not a permanent commitment. If you later feel that you've chosen the wrong format, you can reshape your outline to the other format.

Exercise 2: Complete the partial outlines provided for the two paragraphs that follow.

How My Parents' Divorce Changed Me

In the three years since my parents' divorce, I have changed from a spoiled brat to a reasonably normal college student. Before the divorce, I expected my mother to wait on me. She did my laundry, cooked and cleaned up after meals, and even straightened up my room. My only response was to complain if the meat was too well done or if the sweater I wanted to wear was not clean. In addition, I expected money for anything I wanted. Whether it was a portable CD player or my own pager, I expected Mom to hand over the money. If she refused, I would get it from Dad. However, he left when I was fifteen, and things changed. When mom got a full-time job to support us, I was the one with the free time to do housework. Now, I did the laundry, started the dinner, and cleaned not only my own room but also the rest of the house. Also, I no longer asked her for money, since I knew there was none to spare. Instead, I got a part-time job on weekends to earn my own spending money. Today, I have my own car that I am paying for, and I am putting myself through college. Things have been hard sometimes, but I am glad not to be that spoiled kid any more.

Topic sentence: In the three years since my parents' divorce, I have changed from a spoiled brat to a reasonably normal college student.

a. Before the divorce

1) _____

2) _____

b. After the divorce

1) _____

2) _____

Complete the following statement: Paragraph 1 uses the _____

method of development

Good and Bad Horror Movies

A good horror movie is easily distinguishable from a bad one. A good horror movie, first of all, has both male and female victims. Both sexes suffer terrible fates at the hands of monster and maniacs. Therefore, everyone in the audience has a chance to identify with the victim. Bad horror movies, on the other hand, tend to concentrate on women, especially half-dressed ones. These movies are obviously prejudiced against half the human race. Second, a good horror movie inspires compassion for its characters. For example, the audience will feel sympathy for the victims in the horror classic about the Wolf man, played by Lon Chaney, Jr. and also for the Wolf man himself, who is shown to be a sad victim of fate. In contrast, a bad horror movie encourages feelings of aggression and violence in viewers. For instance, in the Halloween films, the murders are seen from the murderer's point of view. The effect is that the audience stalks the victims along with the killer and feels the same thrill he does. Finally, every good horror movie has a sense of humor. In Alien, as a crew member is coughing and choking just before the horrible things bursts out of his chest, a colleague chides him, "The food ain't that bad, man". Humor provides relief from the horror and makes the characters more human. A bad horror movie though, is humorless and boring. One murder is piled on top of another, and the characters are just cardboard figures. Bad horror movies may provide cheap thrills, but the good one touch our emotions and live forever.

Topic sentence: A good horror movie is easily distinguished from a bad one

a. Kinds of victims

- 1) _____
- 2) _____

b. Effect on audience

- 1) _____
- 2) _____

c. Tone

- 1) _____
- 2) _____

Complete the following statement: Paragraph 1 uses the _____

method of development

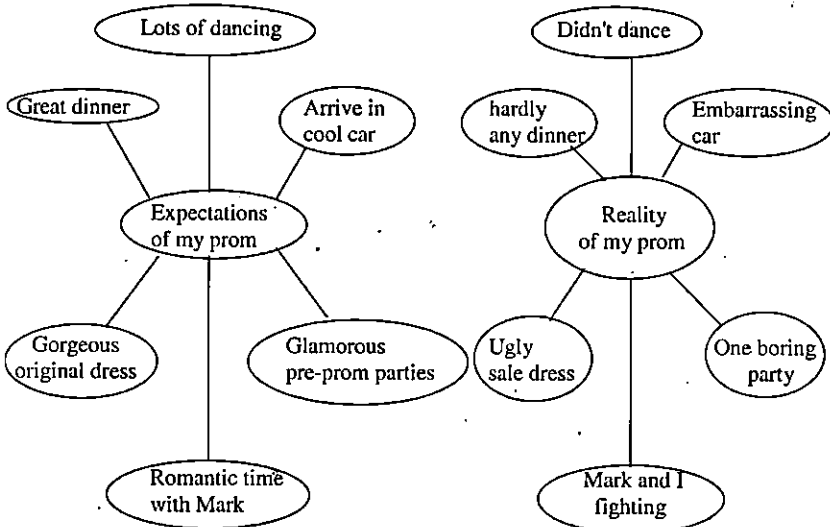
Developing a Comparison or Contrast Paragraph

Development through Prewriting

Gayle, the author of "My Senior Prom" had little trouble thinking of a topic for her comparison or contrast paragraph.

"My instructor said, 'You might compare or contrast two individuals, jobs, you've had, or places you've lived'" Gayle said. "Then he added, 'Or you might compare or contrast your expectations of a situation with the reality'. I immediately thought of my 'prom-boy, where my expectations different from the reality! I had thought it would be the high point of my senior year, but instead it was a total disaster."

Because she is a person who likes to think visually, Gayle started her preparations for her paragraph by clustering. She found this a helpful way to "see" the relationship between the points she was developing. Her diagram looked like this:



Taking a detail first from the "Expectations" part of the diagram, then one from the "Reality" portion, then another from "Expectations," and so on, Gayle began to write her paragraph using point by point:

My senior prom was nothing like what I expected. First of all, I expected to be wearing a beautiful dress that my aunt would make for me. But because she couldn't finish it in the time, I had to buy any ugly one at the last minute. Second, I thought I'd have a wonderful romantic evening with my boyfriend. But we'd been fighting that week and by the time the prom came around we were barely speaking. I thought we'd have a great time stopping in at lots of parties before the prom, but we went to only one and I left with an upset stomach.

Gayle stopped here, because she wasn't satisfied with the way the paragraph was developing. "I wanted the reader to picture the way I had imagined my prom, and I didn't like interrupting that picture with the reality of the evening. So, I decided to try the onside-at-a-time approach instead." Here is Gayle's first draft:

My senior prom was nothing like what I expected. I imagined myself wearing a beautiful, expensive looking dress that my aunt would make. I thought my boyfriend and I would have a wonderful romantic evening together. We'd dance all through the night and we would cruise around in my boyfriend's brother's hot car. We would stop in at a lot of fun pre-prom parties, I thought, and we'd have a delicious shrimp dinner at the prom itself. But instead my uncle had gall-bladder attack that they thought may be a heart attack and my aunt went to the hospital with him instead of finishing my dress. I had to go to the mall at the last minute and buy an ugly dress that nobody else had wanted off the sale rack.

Mark and I had been fighting all week. Because he's in track and has a part-time job too we don't have much time together and still he wants to go out on Saturdays with his guy friends. So by the night of the prom we were hardly speaking to each other. We went to only one party before the prom and I left it feeling sick. And at the restaurant was so crowded and noisy that I

hardly go anything to eat. Because we were angry at each other, we didn't dance at all. And instead of his brother's luxury car, we had to use a stripped-down racing car.

Development through Revising

Gayle's instructor reviewed the first drafts of students who wanted his feedback. Here are his comments on Gayle's work:

All this is very promising, but some of your details are out of order—for example, you mention the pre-prom parties after the dance itself. Be sure to follow the evening's sequence of events.

More descriptive details are needed! For instance, what was your "beautiful" dress supposed to look like, and what did the "ugly" one you ended up with look like?

You include some unnecessary information: for example, the details of your uncle's illness. Everything in your paragraph should support your topic sentence.

Taking her instructor's suggestions (and remembering a few more details she wanted to include), Gayle wrote the version of her paragraph.

Exercise 3: Write a comparison or contrast paragraph on one of the topics below:

- 1) Two holidays
- 2) Two instructors
- 3) Two children
- 4) Two drivers
- 5) Two singers or group
- 6) Two jobs
- 7) Two homes

Exercise 4: Write a paragraph in which you compare or contrast your life in the real world with your life in imagined "perfect world". Your paragraph may be humorous or serious. You might select from any of the areas below, or others you think of yourself.

- a) Work
- b) Money
- c) Romance
- d) Physical location
- e) Personal appearance
- f) Friends
- g) Housing
- h) Talents

Exercise 5: Write a contrast paragraph on one of the topics below.

- a) Neighborhood stores versus shopping mall
- b) Working parents versus stay-at-home parents
- c) A used car versus a new one
- d) Yesterday's toy versus today's toy
- e) Recorded music versus live music

Key to Exercise

Exercise 1:

Complete this comment: The difference in the methods of contrast in the two paragraphs is that the first paragraph uses the method known as one side at a time, while the second paragraph uses the method of development known as point by point.

Exercise 2:

Topic sentence: In the three years since my parents' divorce, I have changed from a spoiled brat to a reasonably normal college student.

Before the divorce

My mother did laundry, cooking, and cleaning.

I expected money for everything I wanted from my mother.

After the divorce

I did laundry, cooking and cleaning

I got part time job and earned my money

Complete the following statement: Paragraph 1 uses the one side at a time method of development

Topic sentence: A good horror movie is easily distinguished from a bad one

Kinds of victims

- 1) Both male and female victims
- 2) Female victims

Effect on audience

- 1) inspire compassion for its characters
- 2) encourages feeling of aggressions and violence

Tone

- 1) a sense of humor
- 2) humorless and boring

Complete the following statement: Paragraph 1 uses the point by point method of development

Exercise 3: (The answer varies according to your choice.)

Exercise 4: (The answer varies according to your choice.)

Exercise 5: (The answer varies according to the chosen topic.)



SUMMARY

Comparison and contrast paragraphs are the ones that tell the reader about the things. Comparison paragraphs are about the similarities of two things, while contrast paragraphs are about the differences of two things. There are two common methods, or formats, of development in a comparison or contrast paper. One format presents the details *one side at a time*. The other presents the details point by point

**FORMATIVE TEST 2**

- A. Read these additional paragraphs of comparison or contrast and then answer the questions that follow**

My Broken Dream

1 When I became a police officer in my town, the job was not as I had dreamed it would be. 2 I began to dream about being a police officer at about age ten. 3 I could picture myself wearing a handsome blue uniform with an impressive-looking badge on my chest. 4 I could also picture myself driving a powerful patrol car through town and seeing everyone stare at me with envy. 5 But most of all, I dreamed of wearing a gun and using all the equipment that "TV cops" use. 6 I just knew everyone would be proud of me. 7 I could almost hear the guys on the block saying, "Boy, Steve made it big. 8 Did you hear he's a cop?" 9 I dreamed of leading an exciting life, solving big crimes, and meeting lots of people. 10 I just knew that if I became a cop, everyone in town would look up to me. 11 However, when I actually did become a police officer, I soon found out that the reality was different. 12 My first disappointment came when I was sworn in and handed a well-used, baggy uniform. 13 My disappointment continued when I was given a badge that looked like something pulled out of a Cracker Jack Box. 14 I was assigned a beat-up old Junker and told that it would be my patrol car. 15 It had a striking resemblance to a car that had lost in a demolition derby at a stock-car raceway. 16 Dissappointment seemed to continue. 17 Soon I found out that I was not the envy of all my friends. 18 When I drove through town, they acted as if they had not seen me, despite the gun and nightstick at my side. 19 I was told I was crazy doing this kind of job by people I thought would look up to me. 20 My job was not as exciting as I had dreamed it would be, either. 21 Instead of solving robberies and murders every day, I found that I spent a great deal of time comforting a local resident because a neighborhood dog had watered his favorite bush.

Two Views on Toys

1 Children and adults have very different preferences. 2 First, there is the matter of state. 3 Adults pride themselves on taste, while children ignore the matter of state in favor of things that are fun. 4 Adults, especially grandparents, pick out tasteful toys that go unused, while children love the cheap playthings advertise on television. 5 Second, of course there is the matter of money. 6 The new games on the market today are a case in point. 7 Have you ever tried to lure a child away from some expensive game in order to get him or her to play with an old-fashioned game or toy? 8 Finally, there is a difference between an adult's and children's idea of what is educational. 9 Adults, filled with memories of their own childhood, tend to be fond of the written word. 10 Today's children, on the other hand, concentrate on anything electronic. 11 These things mean much more to them than to adults. 12 Next holiday season, examine the toys that adults choose for children. 13 Then look at the toys the children prefer. 14 You will see the difference.

Mike and Helen

1 Like his wife, Helen, Mike has a good sense of humor. 2 Also, they are both short, dark-haired, and slightly pudgy. 3 Unlike Helen, Mike tends to hold a grudge. 4 He is slow to forget a cruel remark, a careless joke, or an unfriendly slight. 5 Mike enjoys swimming, camping and tennis, but Helen is an indoor type. 6 Both Mike and Helen can be charming when they want to be, and they seem to handle small crises in a calm, cool way. 7 A problem such as an overflowing washer, a stalled car, or a sick child is not a cause for panic; they seem to take such events in stride. 8 In contrast to Helen, though Mike tends to be disorganized. 9 He is late for appointments and unable to keep important documents—bank records, receipts, and insurance papers—where he can find them.

Questions

About Unity

1. Which paragraph lacks a topic sentence?

2. Which paragraph has a topic sentence that is too broad?

About Support

3. Which paragraph contains almost no specific details?

4. Which paragraph provides the most complete support?

About Coherence

5. What method of development (one side at a time or point by point) is used in "My Broken Dream"?

In "Two Views in Toys"?

6. Which paragraph offers specific details, but lacks clear, consistent method of development?

B. Do the following activity

Television talk shows share certain features, but they also differ in significant ways. Write a paragraph contrasting two talk shows. In preparation, watch two different talk shows. Then arrange the details of your notes into a few categories, such as the performance of the hosts, the types of

guests, and the behavior of their audiences. Use your notes to help you decide on a point of view to take in your topic sentence.

C. Do the following task

Imagine that you are living in an apartment building in which new tenants are making life unpleasant for you. Write a letter of complaint to your landlord comparing and contrasting life before and after the tenants arrived. You might want to focus on one or more of the following:

- a) Noise
- b) Trash
- c) Safety hazards
- d) Parking situation

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

UNIT 3

Cause and Effect

A. THE NATURE OF CAUSE ANALYSIS AND EFFECT ANALYSIS

Consider each of the following items. Try to think of at least three effects of numbers 1-10, and at least three causes of numbers 11-18.

What would be the effect if:

1. everybody in the world was extremely thin? extremely fat?
2. watching TV were against the law?
3. you were very much in love with a person who didn't love you?
4. you had been born in the United States?
5. the existence of God were scientifically proven?
6. marijuana, cocaine, and heroin were legal?
7. you were extremely poor?
8. the most powerful country in the world were Brazil?
9. you woke up tomorrow morning and the whole world were covered with snow?
10. 1000 space ships from another planet in outer space landed on Earth?

What are some of the causes of:

11. poverty?
12. English being the international language?
13. Disneyland's and Disneyworld's success?
14. soccer's popularity?
15. elephants and gorillas nearly becoming extinct?
16. divorce?
17. increasing world population?
18. world problems?

Exercise 1: *All of the following items cause problems in the world. Rank them in importance.*

1 = most important

10 = least important

- _____ environmental pollution
- _____ overpopulation
- _____ religious intolerance
- _____ discrimination against women
- _____ political differences between nations
- _____ the gap between rich and poor nations
- _____ racism
- _____ starvation AIDS
- _____ destruction of rainforests

Exercise 2: *Study the following paragraph carefully and complete the analyses.*

Dinks In Asia

The low birth rate, which has been brought about by high prices and the changing social situation of women, is one of the most serious problems in Asia. When people talk about it, you can hear a word that was first coined in Japan, "DINKS," which means Double Income No Kids. First, in many major Asian cities such as Seoul, Hong Kong, Singapore, and Tokyo, the cost of a house is extremely high. A young couple who want to buy their own house may have to pay as much as \$300,000 (even though real estate prices have been falling). In the case of an apartment which has one bedroom, one dining room, a kitchen, and a bathroom, the couple will have to pay approximately \$900 a month. Moreover, if they want to have a child, the child's education is very expensive. For example, most kindergarten fees are at least \$5000 a year. In such a situation, it's very difficult to afford children. Second and more importantly, the number of married women who want to continue working is increasing rapidly because these women enjoy their jobs. However, if they want to have children, they immediately have serious problems. Even though most companies have maternity leave, they expect pregnant women to quit their jobs. In short, if they want to bring up children properly, mothers and

fathers both have to work, but it's very hard for mothers to work. Indeed, women who want to continue working have to choose between having children or keeping their jobs. In conclusion, Asian governments must take steps to alleviate the present situation as soon as they can.

Analysis

Effect: Low birthrate in Asia

Cause 1: _____	Cause 2: _____
Specific Information: _____	Specific Information: _____
_____	_____
_____	_____
_____	_____

Explanation

Cause analysis

In a "cause" paragraph, the writer usually wants to discover the reason why a situation exists or the reasons why a change has occurred in a situation.

Effect analysis.

An effect is the result of a cause. An effect analysis paragraph explains the main effects that result from a cause.

In effect analysis, the writer simply answers the question *'What are the effects of this cause?'*

Each cause analysis and effect analysis paragraph should follow this pattern:

Title

Topic sentence: _____

Cause A (or) Effect A: _____

Cause B (or) Effect B: _____

Cause C (or) Effect C: _____

(Other causes or effects): _____

Summary sentence: _____

Preliminary Considerations

Choosing a limited subject

Remember that you are writing a paragraph, not a book. Some subjects require extensive information in order to be properly developed. For example, "The Causes of Injuries in Sports" is a huge subject that many books have been written about. Similarly, "The Effect of Overpopulation in the World" is an appropriate subject for a book, not a paragraph.

Nonetheless, both of the above topics might be narrowed into appropriate subjects for a paragraph.

Too general: The Effects of Overpopulation in the World.

More specific: The Effects of Overpopulation in Mexico City

Too general: The Causes of Injuries in Sports

More specific: The Causes of Knee Injuries in Tennis

Exercise 3: *Narrow the following topics by making the italicized words more specific:*

- 1) General: The Causes of the Low Crime Rate in Islamic Countries.
Specific:
- 2) General: The Effects of Music on People
Specific:
- 3) General: The Effects of the Media on Society
Specific:
- 4) General: The Causes of People's Satisfaction with the President
Specific:
- 5) General: The Effects of Bad Weather on Plants
Specific:

Assessing Relative Importance

In directional analysis, the writer is faced with the problem of numerous steps; similarly, in cause analysis and effect analysis, he is faced with multiple causes or multiple effects. Often when a writer thinks deeply about a subject, he discovers numerous causes or effects. When this is true, the writer can use statistical evidence or personal experience to determine which causes or effects are most important.

Exercise 4: *Use your personal experience to write down four possible causes and effects of 'An Increase in the Air Pollution.' Then check the three causes and three effects you consider most important.*

- Causes of "An Increase in the Air Pollution"

- Effects of "An Increase in the Air Pollution"

Organizational Methods

The organization of causes or effects presents the writer with problems. Which cause or effect will come first, second, third, etc., in the paragraph? Three methods are frequently used to organize the causes or the effects.

1. Importance method

First cause or effect = least important

Last cause or effect = most important

This method is used if the writer believes that the causes or effects vary in importance.

2. Development method

First cause or effect = least developed

Last cause or effect = most developed

This method is used if the writer believes that the causes or effects are equal in importance, but the amount of information that the writer has varies in quantity.

3. Logical method

First cause or effect = first in natural sequence

Last cause or effect = last in natural sequence

This method is used when some natural sequence, such as time or space, presents itself to the writer.

Exercise 5: *Study the following paragraph. Determine which method is used and complete the analysis.*

What Causes Bicycle Accidents?

Most bike accidents are due to equipment failure, weather conditions, and biker carelessness. To begin with, many different pieces of bicycle equipment can become defective and cause bike accidents. For example, if a bike does not have good brakes, it cannot be stopped effectively. Similarly, a weak light will make it more difficult for a biker to see at night. Aside from defective equipment, a biker often has difficulty controlling his bicycle when it is windy and rainy. Under such conditions, water may impair the brakes and obstruct the biker's view; too much wind will affect steering. Nonetheless, bike accidents are mainly caused by biker carelessness. For example, accidents can be produced by a biker who does not stop at a stop sign and by a biker whose pants' legs get caught in the bike chain. The number of bike accidents could be greatly reduced if bikers checked their equipment, rode in good weather, and practiced bike safety.

Analysis: _____

Cause A: _____

Example 1: _____

Example 2: _____

Cause B: _____

Example 1: _____

Example 2: _____

Cause C: _____

Example 1: _____

Example 2: _____

Result: Bicycle accidents

Writing Cause Analysis and Effect Analysis Paragraphs

The Topic Sentence

Cause analysis

In the topic sentence of a cause analysis paragraph, the general idea is the situation, and the specific parts are the causes.

Example: The decrease in energy consumption during the summer of 1998

----- general idea -----
 was caused by an intensive advertising campaign, the cool
 summer, and high electricity prices.
 ----- specific parts -----

Effect analysis

In the topic sentence of an effect analysis paragraph, the general idea is the cause, and the specific parts are the effects.

Example: Bad behavior, poor health, and wasted time are

specific parts
 problems that result from children watching too much TV.
 General idea

It is not necessary to use statistics in the subject development if the writer uses examples that are common knowledge, as, for example, in the "causes of bike accidents" paragraph. However, if the writer wants to develop causes or effects that are not common knowledge, statistical information should be used.

Exercise 6: *Read the following paragraph. Imagine that you are a Colombian, and that your audience is a group of Americans. What statistical information would help you communicate your idea more effectively?*

Why Crime Is Increasing In Colombia

Inflation and lack of job opportunities are the main factors that have produced an increase in the crime rate of Colombia. Inflation is a big problem in Colombia because many people who work don't make enough money to live or to educate their children. Also the lack of job opportunities is another main cause of increasing crime. Unemployed people have no way to get food or even a place to live because the government does not provide any social services for the poor. In conclusion, the government must stabilize the currency and build factories to employ the people so that the crime rate will drop.

Rewrite the paragraph so that it includes at least four pieces of information from the following statistics:

- Major crimes (murder, robbery, assault) have increased 185 percent since 1997.
- By 2000 there were two million unemployed Colombians (8 percent of the population).
- A good education costs 6,000 Colombian pesos (\$120US) per month per child; only middle- and upper-income children attend school.
- The average Colombian makes a salary of about 13,000 pesos per month (\$250US).
- The inflation rate in 1990 was 14 percent; the rate by 2000, 26 percent. Eighty percent of Colombia's unemployed live in the streets of towns and cities.

- The average Colombian family has an income of 18,000 pesos per month (\$360US); of this \$350US is spent for survival (food, clothing, shelter).
- Fifty-five percent of all major crimes are committed by unemployed people.
- Twenty-five percent of all major crimes are committed by workers who make less than 13,00 pesos a month.

Rewrite the paragraph.

Why Crime Is Increasing In Colombia

The topic sentence and subject development of a cause analysis and effect analysis paragraph show how causes produce an effect or how effects are produced by a cause. Therefore, the following language patterns are used:

Pattern 1 to show the causes that produce an effect

CAUSES		EFFECT
Drug use and unemployment	cause produce bring about	crime
Drug use and inflation occur,	producing bringing about causing	crime

(or)

EFFECT	CAUSE
Crime	is caused by is produced by results from is brought about by
Crime occurs mainly	as a result of because of due to

drug use.

drug use.

Other patterns in cause and effect analysis

If unemployment produces crime, then jobs must be found.

Because

Since unemployment produces crime, jobs must be found.

Unemployment produces crime; accordingly,
therefore,
consequently, job must be found
for this reason,
thus,

Exercise 7: Use the above language patterns to complete the following paragraph.

Major Causes Of Jogging Foot Injuries

Joggers get foot injuries mainly _____ unequal leg length, weak feet, and improper training. About 15 percent of all runners have unequal leg length. In such runners, the ankle and foot often rotate abnormally _____ muscle strain on the foot. Next, surveys indicate that 35 to 65 percent of all runners have weak feet.

_____ the feet are weak, _____ the force of the feet hitting the ground _____ abnormal strain on the muscles of the foot. _____ a jogger's foot hits the ground about 1,000 times during every ten-minute mile, the result for a weakfooted jogger is muscular

or skeletal damage to the feet. Finally, improper training often major foot problems. For example, sudden changes in the duration or frequency of runs place added stress on the feet. Similarly, changing from running on dirt to running on pavement greatly increases muscular strain inside the feet; well-made running shoes should be bought to cushion the feet and reduce strain on them.

The Summary Sentence

There is one main method of writing summary sentences for cause analysis and effect analysis paragraphs.

Main method: Ways to stop the causes or effects or to continue them.

Example: The number of bike accidents could be greatly reduced if bikers checked their equipment, rode in good weather, and practiced bike safety.

Example: In conclusion, these many beneficial effects demonstrate the importance of encouraging people to take regular dietary supplements of vitamin A.

Special Grammar in Cause Analysis and Effect Analysis

Exercise 8: *Review the forms of the passive. After reading the following paragraph, rewrite the italicized phrases in the passive tense below.*

Major Causes Of Jogging Foot Injuries

Joggers incur foot injuries mainly as a result of unequal leg length, weak feet, and improper training. About 15 percent of all runners have unequal leg length. In such runners, *abnormal rotation of the ankle and foot often produces muscular strain in the foot.* Next, surveys indicate that 35 to 65 percent of all runners have weak feet. If the feet are weak, then *the force of the feet striking the ground causes abnormal strain on the muscles of the foot.* Since a jogger's foot hits the ground about 1,000 times during every ten-minute mile, the result for a weak-footed jogger is muscular or skeletal damage to the feet. Finally, *improper training often produces major foot*

problems. For example, sudden changes in the duration or frequency of runs place added stress on the feet. Similarly, changing from running on dirt to running on paved surfaces greatly increases muscular strain inside the feet; runners should buy well-made running shoes to cushion the feet and reduce strain on them.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Key to Exercise

Exercise 1: (Some suggested answers)

- _____ 3) _____ environmental pollution
- _____ 2) _____ overpopulation
- _____ 6) _____ religious intolerance
- _____ 9) _____ discrimination against women
- _____ 10) _____ political differences between nations
- _____ 5) _____ the gap between rich and poor nations
- _____ 7) _____ racism
- _____ 1) _____ starvation
- _____ 8) _____ AIDS
- _____ 4) _____ destruction of rainforests

Exercise 2:

	Effect: Low birthrate in Asia
Cause 1: Expensive housing	Cause 2: Increasing working married women
Specific Information:	Specific Information:
\$ 300,000 for a house	Kids create serious problems
\$ 900 a month for an apartment	Pregnant woman should quit the jobs
\$ 5,000 a year for kids	

Exercise 3:

- General: The Causes of the Low Crime Rate in Islamic Countries.
- Specific: The Causes of the Low Crime Rate in Saudi Arabia
- General: The Effects of Music on People
- Specific: The effects of religious music on children
- General: The Effects of the Media on Society
- Specific: The effects of commercial advertisement on housewives
- General: The Causes of People's Satisfaction with the President
- Specific: The causes of people's satisfaction with Bill Clinton
- General: The Effects of Bad Weather on Plants
- Specific: The effects of Hard rain on the rice

Exercise 4:

- Causes of "An Increase in the Air Pollution"
 - Smoke from factories
 - Smoke from motor vehicles
 - Smoke from home industries
- Effects of "An Increase in the Air Pollution"
 - More eye sore
 - More cough
 - More skin disease

Exercise 5:

- Cause A: Equipment failure
 - Example 1: bad brakes
 - Example 2: weak lights

Cause B: Weather condition

Example 1: water impairing brakes

Example 2: wind affecting steering

Cause C: Carelessness

Example 1: not stopping at a stop sign

Example 2: pants' leg caught in the bike chain

Result: Bicycle accidents

Exercise 6:

Why Crime Is Increasing In Colombia

Inflation and lack of job opportunities are the main factors that have produced an increase in the crime rate of Colombia. Inflation is a big problem in Colombia because many people who work don't make enough money to live or to educate their children. The inflation rate in 1990 was 14 percent; the rate by 2000, 26 percent. The average Colombian family has an income of 18,000 pesos per month (\$360US); of this \$350US is spent for survival (food, clothing, shelter). A good education costs 6,000 Colombian pesos (\$120US) per month per child; only middle- and upper-income children attend school. Eighty percent of Colombia's unemployed live in the streets of towns and cities. Also the lack of job opportunities is another main cause of increasing crime. By 2000 there were two million unemployed Colombians (8 percent of the population). Unemployed people have no way to get food or even a place to live because the government does not provide any social services for the poor. Major crimes (murder, robbery, assault) have increased 185 percent since 1997. Fifty-five percent of all major crimes are committed by unemployed people. Twenty-five percent of all major crimes are committed by workers who make less than 13,00 pesos a month. In conclusion, the government must stabilize the currency and build factories to employ the people so that the crime rate will drop.

Exercise 7: *Use the above language patterns to complete the following paragraph.*

Major Causes Of Jogging Foot Injuries

Joggers get foot injuries mainly because of unequal leg length, weak feet, and improper training. About 15 percent of all runners have unequal leg length. In such runners, the ankle and foot often rotate abnormally causing muscle strain on the foot. Next, surveys indicate that 35 to 65 percent of all runners have weak feet. If the feet are weak, then the force of the feet hitting the ground produces abnormal strain on the muscles of the foot. Since a jogger's foot hits the ground about 1,000 times during every ten-minute mile, the result for a weak-footed jogger is muscular or skeletal damage to the feet. Finally, improper training often cause major foot problems. For example, sudden changes in the duration or frequency of runs place added stress on the feet. Similarly, changing from running on dirt to running on pavement greatly increases muscular strain inside the feet; for these reasons, well-made running shoes should be bought to cushion the feet and reduce strain on them.

Exercise 8:

- 1) Foot injuries are incurred by joggers
- 2) *Muscular strain in the foot is often produced by abnormal rotation of the ankle and foot*
- 3) *Abnormal strain on the muscles of the foot is caused by the force of the feet striking the ground*
- 4) *Major foot problems are often produced by improper training.*
- 5) *Added stress on the feet is placed by sudden changes in the duration or frequency of runs*
- 6) *Muscular strain inside the feet is greatly increased by changing from running on dirt to running on paved surfaces.*

**SUMMARY**

Cause and effect Paragraphs can be developed into two ways: cause analysis and effect analysis. In a "cause" paragraph, the writer usually wants to discover the reason why a situation exists or the reasons why a change has occurred in a situation. An effect is the result of a cause. An effect analysis paragraph explains the main effects that result from a cause. In effect analysis, the writer simply answers the question *'What are the effects of this cause?'*

**FORMATIVE TEST 3**

- A. Study the following two paragraphs carefully and complete the analyses.**

How Humans Can Benefit From Taking Vitamin A

Scientific studies have shown that vitamin A may have beneficial effects in clearing up skin problems, treating eye disorders, and fighting infection. Tablets with vitamin A have been used effectively in treating skin problems like acne. When applied directly on the skin, vitamin A can also clear up boils and heal ulcers. Injections of vitamin A have even been used to remove warts from people's skin. Vitamin A is a successful way of treating such eye disorders as night blindness and blurred vision. In addition, therapeutic doses of vitamin A are used to treat glaucoma and conjunctivitis (inflammation of the eyelids). Most important, vitamin A plays an integral role in fighting infections. Because it strengthens cell walls, vitamin A protects the mucous membrane from invading bacteria. Furthermore, dosages of vitamin A have shortened the duration of communicable diseases, such as cold and measles. In conclusion, these many beneficial effects demonstrate the importance of encouraging people to take regular dietary supplements of vitamin A.

Analysis

Cause: Use of Vitamin A in the body

Effect 1: _____ Effect 2: _____ Effect 3: _____

Examples: _____ Examples: _____ Examples: _____

_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Develop the following outline into a good paragraph

Topic Sentence: There are several reasons why some high school graduates are unable to read

- Failure of parents (cause)
- Failure of schools (cause)
- Failure of students themselves (cause)

C. Write a paragraph based on the answers of the following questions

Why do flowers smell sweet?

- a. Why do flower smell good?
- b. What causes the odor?
- c. Why do some flowers smell different from others?
- d. Who benefit from this smell?
- e. Why do human think flowers smell good?

Feedback and Follow-up

Evaluate your learning progress from your scores of the formative test by applying the following formula

$$\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%$$

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

Category	Percentage	Meaning and Follow-up
Category 1	90% - 100%	Very good This means that you have mastered the materials. You can go on to the next unit.
Category 2	70% - 89%	Good However, you are suggested to learn once again the materials that you haven't mastered before you continue to the next unit.
Category 3	< 70%	You have not mastered the materials. Learn all the materials once again before you go on to the next unit

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.

Key to Formative Test

Formative Test 1

Part A

How to Scan a Picture

- Put and set the photograph onto the scanner
- Open the scanner program by clicking the start button
- Click preview to insert the picture and to see the result
- Select the picture by dragging the line to appropriate position
- Click scan button to take the picture

Part B

How Are Spicy Chinese Eggs Made?

Gathering the ingredients and equipment, boiling the eggs, scalding the beef, stewing the beef, and simmering the eggs and beef together are the necessary steps for cooking spicy Chinese eggs. First, gather these ingredients: ten large eggs, 2 pounds of round beef, 2 teaspoons each of salt, pepper, ginger, garlic, soy sauce, sesame oil, and green onion; a piece of star anise; 2 soupspoons of soy sauce. The equipment is two medium-sized pots and one big pot. After getting these materials, boil water in one of the medium pots and harden the eggs in it (about ten minutes). While the eggs are hardening, use the other medium-sized pot to scald the beef with boiling water. After the beef has boiled 2 or 3 minutes, remove it and wash the beef in cool water. At the same time, put the hot, hardened eggs into the cool water too, so they can be shelled easily. When the beef has been washed, stew it in the big pot, adding the teaspoons of ingredients mentioned in the first step and the piece of star anise. Heat the mixture on "low" for one hour. Then, put the shelled eggs into the stewing beef, and add the two remaining soupspoons of soy sauce. Finally, "simmer" the beef and eggs together until a brown color appears on the eggs (about 1 hour). If these steps do not produce delicious eggs, go straight to a Chinese restaurant and let an expert prepare them for you!

General Process: Gathering the ingredients and equipment, boiling the eggs, scalding the beef, stewing the beef, and simmering the eggs and beef together are the necessary steps for cooking spicy Chinese eggs.					
Step 1	Step 2	Step 3	Step 4	Step 5	Result
Gather ingredient	Boil water Harden the eggs Scald the Beef	Remove the beef Wash it in cool water Put harden eggs int cool water	Stewing the beef Add tsp... Heat low 1 hour Add egg soy bean	Simmer beef and eggs	If it didn' work, go to Chinese restaurant

Formative Test 2**Part A***About Unity*

1. Mike and Helen
2. Two Views on Toys

About Support

3. Two Views on Toys
4. My Broken Dream About Coherence
5. One side at a time

Point by point

6. Mike and Helen

Part B

The answer varies according to your choice.

Part C

The answer varies according to your choice.

Formative Test 3**Part A**

Cause: Use of Vitamin A in the body

Effect 1: clearing up skin problems

Examples: treating skin problems like acne
clearing up boils and heal ulcers
removing wart from skin

Effect 2: treating eye disorders

Examples: night blindness
Blurred vision

Effect 3: fighting infection

Examples: protecting mucous membrane from bacteria
Shortening the duration of communicable diseases

Part B

There are several reasons why some high school graduates are unable to read. First, it is caused by the parents who do not pay attention to students' reading activities. For example, parents never ask their children to read at home, and they rarely observe whether their children do reading activities or not. Second, the schools also give much contribution on students' failure in reading. They rarely give extra time to students to practice reading. In addition, the teachers seldom assign the students to read individually under the control of the teachers. Finally, the failure of reading is mostly caused by the students themselves. They almost never practice their reading skills outside the classroom, and if they are given homework on reading they don't do it very well. In short, parents, schools, and the students themselves give much contribution on students' inability to read.

Part C

Usually the smell of a flower can range from sweet (like vanilla) to fresh, like the smell of spring. Flower do not smell good in order to please humans, but rather to attract "a specific pollinator," that is, an insect or bird that will carry pollen from one flower to another for reproduction. Dr. Brown stated that "pollination is biology;" different flowers smell different because of differences in the chemistry of the plant. The actual odor is produced by volatile oils on the hairy stems in the middle of the flower that are called "osmophores." Flowers smell different because the insect pollinators expect different smells. For example, bats like fruity and musty odors, but some butterflies prefer sweeter fragrances. Some insect even prefer flower that smell like rotten meat or burnt rubber. Dr. Brown also pointed that people are similar to insect or bird pollinators. That is, human' sense of smell as well as their preferences for different fragrances are individual; we all smell flowers slightly differently.

Daftar Pustaka

- Blanchard, Karen and Christine Root. (2003). *Ready to Write: A First Composition Test (Second Edition)*. New York: Pearson Education
- Fazio, Gene and Others. (1990). *Practicing Paragraphs*. San Francisco: Holt, Rinehart and Winston, Inc.
- Fellag, L. Robinson. (2002). *Write Ahead 1: Skills for Academic Success*. New York: Pearson Education
- Langan, John. (2001). *English Skills (7th Edition)*. Boston: McGraw Hill
- Reid, Joy M. (1994). *The Process of Paragraph Writing (2nd Edition)*. New Jersey: Prentice Hall, Inc.
- Rooks, George M. (1999). *Paragraph Power: Communicating Ideas Through Paragraphs (2nd Edition)*. New York: Pearson Education
- Smalley, Regina L. and Mary K. Ruetten. (1986). *Refining Composition Skills (2nd Edition)*. New York: Macmillan Publishing Company.