Writing For Academic Purposes

BBI 2412 (Unit 1-8/8)

Yong Mei Fong
Fakulti Bahasa Moden dan Komunikasi
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Selangor Darul Ehsan
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MODUL PEMBELAJARAN: BBI 2412 WRITING FOR ACADEMIC PURPOSES disediakan dalam bentuk bahan pengajaran dan pembelajaran kendiri di bawah program Pendidikan Jarak Jauh, Universiti Putra Malaysia. Sebarang pertanyaan dan cadangan untuk memperbaiki gaya penyampaian dan isi kandungan modul ini bolehlah dikemukakan kepada penulis dengan menggunakan alamat Pusat Pendidikan Luar.

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Universiti Putra Malaysia
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# BB1 2412

## WRITING FOR ACADEMIC PURPOSES

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INTRODUCTION TO THIS COURSE

This is a three (3) credit course on developing writing skills.

Prerequisite:

Students must obtained a C4 or C5 in the SPM English examination or obtained Band 3 in MUET or have passed BBI 2409.

Course Objectives:

By the end of the course, students will be able to express themselves coherently, develop ideas logically, use appropriate sentence structures and correct grammar in writing.

Course Content:

1. Paragraph and essay development
2. Writing different types of academic essays
3. Developing sentence skills
4. Using appropriate transitions
5. Using correct grammar
6. Editing

Course Organisation:

This module contains 8 units. Every unit comprises several parts and exercises which you are required to complete as they will help you to develop your writing skills. The exercises will be useful in helping you to gauge your progress and to reinforce your mastery of writing skills.
About The Writer/Instructor

Yong Mei Fung

I am attached to the Department of English, Faculty of Modern Languages and Communication. I received my Bachelor of Arts degree from Universiti Kebangsaan Malaysia and my Diploma in Education in Universiti Malaya. I obtained my Master of Education degree from Universiti Malaya.

I have been teaching various English proficiency courses in UPM. I have also conducted several intensive language courses for administration staff in the campus or other agencies. My current interests are in the areas of writing, speaking and classroom interaction.

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**LEARNING SCHEDULE**

The following schedule / outline is a suggested structure so that you can pace your study accordingly. You are encouraged to follow the schedule as closely as possible. You can contact or e-mail me if you have any problems.

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<td>a) Selecting a subject</td>
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<td>c) Organising ideas</td>
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<td>d) Writing the first draft</td>
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<td>Week</td>
<td>Content</td>
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| 8    | Unit 5 – Unity and Coherence  
a) Unity  
b) Coherence  
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a) Parts of an essay  
b) Outline of an essay |
| 10   | Unit 7 – Patterns of Essay Organisation  
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Comparison-contrast |
| 14   | Unit 8 – Sentence Problems  
a) Sentence Fragments  
b) Run-ons  
c) Parallelism  
* Assignment 2 |

* further details on page vii.

**Face-to-face Meeting**

There will be two scheduled face-to-face meetings during the semester at UPM for orientation, review and briefing. Your attendance is compulsory. Please refer to IDEAL for the dates.

It would be useful if you could spend some time discussing the contents of the module with your course mates and friends whenever you find the opportunity. Discussion is a great way of learning.
TEXT AND RESOURCES

Textbook:


Other Resources/References


Note: Most of the books are available in the UPM main library.
ASSESSMENT

You will be assessed in the following manner:

1. Assignment 1 10%
2. Assignment 2 20%
3. Mid-semester Test 30%
4. Final Exam 40%

100 %

Format/ Scope
a) Assignment 1 – Writing relevant supporting points for topic sentences.

b) Assignment 2 – Writing a five-paragraph essay. Topics will be given. Choose one.

c) Mid-semester test - Questions based on Chapters One to Five.
   (Identifying sentence types, completing sentences, writing topic sentences, outlining paragraph)

d) Final exam - 40 objective questions based on ALL the chapters.
   (Tenses, transitions, identify topic sentences, identify irrelevant/irrelevant/insufficient supporting points, sequencing)

Submission Dates
Assignment 1 Week 8
Assignment 2 Week 14
Mid-semester test (Dates will be fixed by IDEAL)
Final exam (Dates will be fixed by IDEAL)

Reminder: All assignments are to be completed by the individual without collaboration with other people.
UNIT 1
SENTENCE SKILLS

**Overview**
In this unit, you will learn how to identify the subject in a sentence and use the right verb that corresponds with it. You will also learn the correct use of different tenses.

**Objectives**
At the end of this unit, you will be able to:
1. Identify the subject in a sentence.
2. Use the correct verb form.
3. Identify the tenses in a sentence.
4. Use the correct tense.
SUBJECT-VERB AGREEMENT (10 minutes)

Generally, we know that a verb must agree with its subject in number. If the subject is singular (such as a person or a thing), the verb should be singular, and if the subject is plural (more than one person or thing), the verb then ought to be plural.

Sometimes there may be difficulty deciding whether a subject is singular or plural, and whether to use a singular verb or plural verb, in situations such as the following:

1. With compound subjects
2. With collective nouns
3. With nouns that are plural in form but singular in meaning
4. With indefinite pronouns
5. With relative pronouns
6. With titles
7. With units of measurement, time, and money
8. With gerunds as subjects
9. When a verb comes before the subject
10. When words separate subjects and verbs

Compound Subjects (10 minutes)

A compound subject which is joined by the word and, usually takes a plural verb.

Example: Jessica and her room-mate have gone out for a movie.

When the subjects are joined by either...or, neither...nor, not only...but also, the verb agrees with the subject closer to the verb.

Examples: Neither the new buildings nor the store near them has a glass wall.

Neither the new buildings nor the stores near them have glass walls.
Exercise 1 (20 minutes)

Fill in each blank with the correct form of the verb.

1. The low wages and poor working conditions ________ (have, has) caused great dissatisfaction among the workers.
2. Neither Sarah nor I ________ (know, knows) where the key to the house is.
3. Not only the workers but also the supervisor ________ (plan, plans) to picket outside the factory.
4. My uncle’s appearance and attitude ________ (have, has) changed over the years.
5. Either the secretary or the committee members ________ (is, are) going to discuss the matter with the president of the club.
6. Sharing secrets with friends and trusting them to be discreet ________ (is, are) important requirements of friendship.
7. Either you or Mei Ling ________ (has, have) to stay behind to monitor the experiment.
8. Friendship and kinship ________ (is, are) different relationships in terms of loyalty, obligation and feelings.

Collective Nouns (10 minutes)

Collective nouns can be used in a singular sense or in a plural sense. A singular verb is used when the collective noun acts as a unit. A plural verb is used when there is individual action. Examples of collective nouns are team, crowd, committee, jury, audience, public, class.

Example:  The jury has given its verdict. (Singular – a collective unit)
           The jury are arguing about the case. (Plural – individuals involved in the case)
Exercise 2 (20 minutes)

Fill in each blank with the correct form of the verb.

1. The Committee ________ (is, are) going to meet in an hour’s time.
2. Their team ________ (is, are) certain to win the championship this year.
3. The crew ________ (is, are) on strike.
4. The Government ________ (is, are) determined to stamp out corruption.
5. A flock of birds ________ (was, were) seen this morning.
6. The company ________ (move, moves) forward to its position in the line.
7. The committee ________ (differ, differs) in their views on the multi-million dollar project.
8. Today’s theatre-going public ________ (is, are) very different.

Nouns that are Plural in Form but Singular in Meaning (10 minutes)

Some nouns have a plural form but are used as singular nouns. If used as subjects, they take singular verbs. Examples of these words are physics, mathematics, politics, news, civics, economics, measles, mumps.

Example: The latest news comes in the local papers.
Indefinite Pronouns (10 minutes)

Indefinite pronouns are singular and they take singular verbs. Examples of indefinite pronouns are:

<table>
<thead>
<tr>
<th>One</th>
<th>nobody</th>
<th>nothing</th>
<th>each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone</td>
<td>somebody</td>
<td>something</td>
<td>either</td>
</tr>
<tr>
<td>Everyone</td>
<td>everybody</td>
<td>everything</td>
<td>neither</td>
</tr>
<tr>
<td>Anyone</td>
<td>anybody</td>
<td>anything</td>
<td></td>
</tr>
</tbody>
</table>

Relative Pronouns (10 minutes)

When the subject is a relative pronoun (such as who, which, or that), it takes a singular verb if the word it stands for is singular and a plural verb if the word it stands for is plural.

Example: The lady who lives next door baked us a cake.

Exercise 3 (20 minutes)

Fill in each blank with the correct form of the verb.

1. He has two sisters who _______ (work, works) in the Ministry.

2. Harry saw the three children who _______ (live, lives) on our street yesterday.
3. According to them, she is the girl who _________ (have, has) lost her money.
4. She likes to wear clothes that _________ (is, are) brightly coloured.
5. Karen’s article, which _________ (have, has) been published in several magazines, is difficult to understand.
6. Kenny is one of those men who never _________ (believe, believes) in women’s rights.
7. Please throw away all the old furniture that _________ (is, are) broken.
8. Plagiarism is stealing writing or ideas that _________ (is, are) not one’s own.

**Titles (5 minutes)**

If the subject is a title, it takes the singular verb, even though it contains plural words.

Example: *The Prince and the Pauper* was written by Mark Twain.

**Units of Measurement, Time and Money (5 minutes)**

If the subject is a unit of measurement, time, or money, it takes the singular verb.

Example: One million dollars is a lot of money.
Unit 1/ Sentence Skills

Gerunds as Subjects (5 minutes)

A gerund is a verb form ending in *-ing* that does the work of a noun.

Example: Swimming is a good form of exercise.

Verb before the Subject (5 minutes)

A verb must agree with its subject even if the verb comes before the subject.

Words such as *there, here, who, which, what*, and *where* which appear at the beginning of a sentence or question are not the subject.

Example: There are many people at the mall.

Exercise 4 (10 minutes)

Fill in each blank with the correct form of the verb.

1. There ________ (is, are) no seats left.
2. Here ________ (is, are) the brochures which you have requested.
3. Who ________ (know, knows) the answer to the question?
4. There ________ (is, are) no reason to panic as everything is under control.
5. What ________ (is, are) your opinion?
6. There ________ (is, are) more than a dozen cats in that deserted house.
7. How ________ (do, does) fixed-rate and adjustable-rate mortgages differ?
8. There ________ (is, are) no reason why he has to doubt his mother's word.
Words that Separate Subjects and Verbs (20 minutes)

Sometimes phrases such as prepositional phrase, noun phrase, and adjectival phrase, separate subjects and verbs. However, the verb must agree with its subject, and not with the word in the phrases.

Example: (Some of the students) at the comprehensive school say that she is strict and quick-tempered.

Exercise 5 (20 minutes)

Fill in each blank with the correct form of the verb.

1. The road between the two tall buildings _________ (is, are) always full of traffic.

2. The school band in colourful uniforms _________ (head, heads) the parade.

3. The hunters, moving carefully in the bushes, _________ (see, sees) a hungry lioness.

4. Mary, as well as her aunt, _________ (like, likes) playing tennis.

5. During the past twelve years Ariene Rossen Cardozo, author of Women at Home, _________ (have, has) been interviewing and advising women with children.

6. In spite of the great advance in science, individual curiosity and even pure luck still _________ (play, plays) a part in important discoveries.

7. The employer of all sorts of people (has, have) to have wide understanding of human behaviour.

8. Interest in the student elections this year _________ (center, centers) in the race for the three vacant seats in the Student Council.
Exercise 6 (30 minutes)

Fill in each blank with the correct form of the verb.

1. Watching television, which is said to be an unhealthy pastime, is Mira’s favourite hobby.

2. Nobody wants to befriend the obnoxious boy, so he is always alone.

3. Two weeks too short a time if we want to travel round Europe.

4. The police looking for the man who was involved in the accident.

5. Either Mary or you the baby while we are away.

6. A number of students it is not important to study Moral Education, a subject in the school curriculum.

7. The extinction of many species of animals many environmentalists.

8. There a deluxe hotel, as well as a shopping complex, in the small town.

9. A favourite device of novelists who think the world is sick to picture modern society as one vast hospital ward.


If you could identify the subject in the sentence and remember the rules, you will be able to use the correct verb form.
VERB TENSES (30 minutes)

Verbs can change their form according to:

a. time of the action

b. the nature of the action, that is, whether it is completed or is still continuing.

This change of form is called tense.

There are three groups of tenses.

1. The Simple Tense
2. The Continuous Tense
3. The Perfect Tense

THE USES OF TENSES

1. THE SIMPLE TENSES

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<th>TENSE</th>
<th>EXAMPLES</th>
<th>USES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE PRESENT</td>
<td>1. The sun rises in the east.</td>
<td>1. To express a fact or general truth.</td>
</tr>
<tr>
<td></td>
<td>2. I sleep at ten o’clock every night.</td>
<td>2. To express a habit.</td>
</tr>
<tr>
<td>SIMPLE PAST</td>
<td>1. It rained yesterday.</td>
<td>To express an action that took place and ended in the past.</td>
</tr>
<tr>
<td></td>
<td>2. He visited me last night.</td>
<td></td>
</tr>
<tr>
<td>SIMPLE FUTURE</td>
<td>1. We shall be ready soon.</td>
<td>To express an action that will take place in the future.</td>
</tr>
<tr>
<td></td>
<td>2. The parcel will reach him tomorrow.</td>
<td></td>
</tr>
</tbody>
</table>
2. THE CONTINUOUS OR PROGRESSIVE TENSES

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<thead>
<tr>
<th>TENSE</th>
<th>EXAMPLES</th>
<th>USES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENT CONTINUOUS</td>
<td>1. They are watching television now.</td>
<td>To show an action that begins, is going on at present, and will probably continue.</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>PAST CONTINUOUS</td>
<td>1. She was having dinner when I called.</td>
<td>To show an action that was going on in the past when something else took place.</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE CONTINUOUS</td>
<td>1. They will be playing football tomorrow evening.</td>
<td>To show an action that will be going on at some time in the future.</td>
</tr>
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<td></td>
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</tbody>
</table>

3. THE PERFECT TENSES

<table>
<thead>
<tr>
<th>TENSE</th>
<th>EXAMPLES</th>
<th>USES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENT PERFECT NOW</td>
<td>1. He has just closed the door.</td>
<td>1. To express an action just completed. (Meaning: He closed the door some time ago, and the door is still closed at this moment.)</td>
</tr>
<tr>
<td></td>
<td>2. He has gone out for two hours.</td>
<td>2. To express an action that began in the past and is still continuing.</td>
</tr>
</tbody>
</table>
### Unit 1/ Sentence Skills

<table>
<thead>
<tr>
<th>PAST PERFECT</th>
<th>1. After he had finished his work, he went out.</th>
<th>To express an action that took place before another past action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FUTURE PERFECT</td>
<td>1. He will have completed his assignment before the deadline.</td>
<td>To express an action that will be completed at some time in the future.</td>
</tr>
</tbody>
</table>

### Exercise 7 (20 minutes)

Underline the correct form of the verb for each of the following statements.

1. Electronics (play, plays) a major role in the industry nowadays.

2. Every seat in the auditorium (has, have) been sold.

3. He was wearing a cast because he (break, broke) his arm.

4. He (will leave, leaves) for Canada next week.

5. Having beaten the eggs, she (pours, poured) them slowly into the mixing bowl before flour is added.

6. The class (will be learning, will have learned) nuclear physics the following week.

7. Donna accidentally (tear, tore) her book just now.

8. The students (have studied, had studied) many hours before they took the test.

9. Reporters (develop, developed) their skills while on the job.

10. The students (have studied, had studied) many hours before they (take, took) the test yesterday.

**Could you get all the answers? You can check with the answer key at the end of the unit. Now, try filling in the correct verb forms in following passage.**
Exercise 8 (30 minutes)

Fill in the blanks with the correct form of the verb in parentheses.

One evening, the Hodja was drawing water when he __________ (see) the reflection of the moon at the bottom of the well.

"The moon __________ (fall) down my well," said the Hodja. "If I do not get it, it will be the end of the world, and everyone __________ (be) blame me!"

He tied a large iron hook to the end of a piece of rope and __________ (let) it down the well. When he judged that he could hook the moon, he __________ (begin) to pull on the rope. The hook, however, __________ (be) (catch) under a stone on the bottom of the well. The Hodja strained and __________ (pull) until the hook suddenly dislodged the stone and __________ (fly) up the well shaft. The Hodja __________ (fall) flat on his back.

"God be praised!" he __________ (say), seeing the moon in the sky.

"It __________ (be) a great effort, but I have it back where it __________ (belong))!"

Charles Downing, Tales of the Hodja

Check your answers with the answer key. If your answers are not correct, don't worry too much. Go through the grammar rules again.
REVIEW (10 minutes)

We have come to the end of Unit 2. You have learned about subject-verb agreement and the uses of different tenses. You need to understand and apply these sentence skills correctly whenever you write. This is to ensure that you produce grammatically correct and appropriate sentence structures.

If you have difficulty following this Unit, go through it slowly again. You can revise this Unit any number of times because it provides the basic rules for sentence skills.
UNIT 1 – ANSWER KEY AND RESPONSES

Exercise 1
1. have
2. know
3. plans
4. have
5. are
6. are
7. has
8. are

Exercise 2
1. are (individuals)
2. is (one unit)
3. are (individuals who are on strike)
4. is (one unit)
5. was (one unit)
6. moves (one unit)
7. differ (individual person)
8. are (individuals)

Exercise 3
1. work
2. live
3. has
4. are
5. has
6. believes
7. is
8. are

Exercise 4
1. are
2. are
3. knows
4. is
5. is
Unit 1 / Sentence Skills

6. are
7. do
8. is

Exercise 5

1. is
2. heads
3. see
4. likes
5. has
6. play
7. has
8. is

Exercise 6

1. is (subject is watching)
2. wants
3. is
4. are
5. have
6. think (subject is students)
7. worries (subject is extinction)
8. is
9. think (subject is novelists)
10. is

Exercise 7

1. plays (simple present)
2. has (present perfect)
3. broke (simple past)
4. will leave (future)
5. pours (simple present)
6. will be learning (future continuous)
7. tore (simple past)
8. had studied (past perfect)
9. develop (simple present)
10. had studied, took (past perfect, past)
Exercise 8

1. saw
2. has fallen
3. will
4. let
5. began
6. was caught
7. pulled
8. flew
9. fell
10. said
11. was
12. belongs
UNIT 2

SENTENCE STRUCTURES

Overview

In this unit, you will learn several types of phrases, clauses and sentence structures. You can vary your writing styles by using any of these sentence structures that you have learned. This can add interest to your piece of writing.
Objectives

At the end of this unit, you will be able to:

1. Identify and write various types of phrases: prepositional, verbal, participle, gerund, and infinitive phrases.
2. Identify independent clauses.
3. Identify dependent clauses: adjectival, adverbial, and noun clauses.
4. Identify and write various types of sentences: simple, compound, complex and compound-complex.

PHRASES (20 minutes)

A phrase is a group of words without a subject or a verb that functions as a single part of speech. Two common phrases are prepositional phrases, and verbal phrases.

1. Prepositional Phrases

A prepositional phrase is a group of words which begins with a preposition and ends with a noun or pronoun. It expresses time, place, or possession, and it usually shows where, when, whose, why, or how.

Examples:

from Penang (where) by train (how)
at night (when) because of the rain (why)
of my brothers (whose) in March (when)
A prepositional phrase may come after the subject of a sentence, but it is not part of a subject. Therefore, you should ignore it when deciding which verb form to use.

Examples:

One (of my friends) is a lawyer. (The subject is one, which is singular.)
Both (of my cousins) are Americans. (The subject is both, which is plural.)

**Exercise 1 (30 minutes)**

Write a complete sentence for each of the following prepositional phrases.

1. at the door

   

2. in the future

   

3. on the desk

   

20
4. of my classmates

5. from overseas

6. in a hurry

7. by express mail

8. because of the dry spell

I hope you are having fun doing this. It is not as difficult as it seems. You can check your friends' responses to find out how different their answers are from yours.
2. Verbal Phrases (30 minutes)

A verbal phrase is a group of words which begins with a verb. There are three types of verbal phrases: participle phrases, gerund phrases, and infinitive phrases.

a. Participle Phrases

A participle phrase, which is an adjective formed from a verb, consists of a present or past participle. Present participles end in -ing while past participles of regular verbs end in -ed.

Examples: Seeing the danger, Adam went to the rescue. (present participle)
Encouraged by the cheers, our team finally won the game. (past participle)

b. Gerund Phrases

A gerund phrase, which acts as a noun, consists of words that begin with a gerund.

Examples: Swimming regularly exercises the whole body.
I like collecting stamps.
c. **Infinitive Phrases**

An *infinitive phrase*, which can be a noun, an adjective, or an adverb, consists of the present infinitive.

Examples: *To tell the truth* is a joy to the teller and a relief to the hearer. She raised her voice *to get attention*.

**Exercise 2 (30 minutes)**

Underline and identify the type of phrases for each of the following.

1. **Walking** is a good form of exercise for everybody. *(gerund phrases)*
2. Being house-proud, my wife keeps the house clean and tidy.
3. As it is getting late, we have to leave.
4. Each of the boys has their own sleeping bags.
5. Discovered by the guard, the thief was caught.
6. After the concert, we went for supper.
7. Skydiving is an exciting sport.
8. I enjoy reading.
9. We should not be afraid to make mistakes.
10. Licking her ice-cream, the little girl sat quietly waiting for her parents.

*Check the answers and feedback at the end of the unit to make sure you have learned the different types of phrases well.*
CLAUSES (40 minutes)

A clause is a group of words consisting of one subject and one verb. A clause can be either independent or dependent.

1. Independent Clauses

An independent or main clause expresses a complete thought and it can stand by itself as a sentence. A simple sentence is an independent clause.

Examples: The earth is round.
He lost his money.

2. Dependent Clauses

A dependent or subordinate clause does not express a complete thought and cannot stand by itself as a sentence. A dependent clause usually begins with a subordinating conjunction or a relative pronoun. There are three kinds of dependent clauses: adjective, adverb, and noun clauses.

a. Adjective Clauses

An adjective clause, or relative clause modifies a noun or a pronoun. Usually an adjective clause begins with a relative pronoun (who, whose, whom, that, which) or a relative adverb (when, where, why). In the following examples, the adjective clauses are, in italics and the nouns or pronouns modified are underlined.
Examples: The man who spoke to you is my uncle.
This is the place where he found my money.

b. Adverb Clauses

An adverb clause modifies a verb. Usually an adverb clause begins with a subordinating conjunction (because, since, as, when, whenever, while, as soon as, after, before, wherever, although, even though, though, if). An adverb clause tells when, where, or why, or introduces an opposite idea.

Examples: When I arrived, Mary greeted me.
I called you because I need your help.

c. Noun Clauses

A noun clause which acts as a noun, can function as a subject, object, or predicate nominative. Usually a noun clause begins with a subordinating word (that, which, who, what, where, why, how, whatever, wherever, whenever, whichever, whoever, whether).

Examples: That he is sincere is doubtful.
No one knows who is responsible.
Exercise 3 (30 minutes)

Write “I.C.” next to the independent clause and “D.C.” next to the dependent clause.

1. _______ The discussion concerning your future career.
2. _______ It is not easy to choose the appropriate major to study.
3. _______ The man having his picture taken.
4. _______ Who is the winner?
5. _______ If you can control your anger, you are indeed mature.
6. _______ When they are sixteen years old.
7. _______ Students who want to improve their writing.
8. _______ Whoever wants this ticket to the football game may have it.
9. _______ Those who work will succeed.
10. _______ As soon as he finished speaking.

It is not difficult to identify the independent and dependent clauses, right? You can check the answers at the end of the unit if you are still unsure.
SENTENCES (60 minutes)

Sentences are classified according to the number and kinds of clauses that they contain. There are four kinds of sentences: simple, compound, complex, and compound-complex.

1. Simple Sentence

A simple sentence has one independent clause consisting of one subject and one verb. Sometimes a simple sentence may consist of two subjects (compound noun) and one verb, or one subject and two verbs (compound verb). In addition, a simple sentence can also be expanded by adding prepositional phrases, verbal phrases, noun phrases, adjectival phrases, or adverbial phrases.

Examples:
1. Students study.
2. Farah and Aileen study every day. (Compound noun)
3. They study and play games during the weekends. (Compound verb)
4. Some students at UPM study for weeks before the final examination. (Prepositional phrase)
5. Some students study for weeks before the final examination to get good grades. (Verbal phrase)
6. Some hardworking college students study for weeks before the final examination. (Adjectival phrase)
7. Some students study conscientiously every day. (Adverbial Phrase)
2. **Compound Sentence**

A compound sentence is made up of two simple sentences. The two independent sentences can be joined in three ways. It can be connected by a coordinating conjunction (and, but, so, or, for, nor, yet) or a sentence connector (moreover, furthermore, however, otherwise, therefore) or even a semicolon (;).

**Examples:**

<table>
<thead>
<tr>
<th>1. With a conjunction</th>
<th>Nurul won the gold medal, but Lina won the silver.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. With a sentence connector</td>
<td>Nurul won the gold medal; however, Lina won the silver.</td>
</tr>
<tr>
<td>3. With a semicolon</td>
<td>Nurul won the gold medal; Lina won the silver.</td>
</tr>
</tbody>
</table>

**Coordinating conjunction**

<table>
<thead>
<tr>
<th>And</th>
<th>I enjoy learning English, and I enjoy learning French.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(The two clauses express equal ideas)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>But</th>
<th>I enjoy learning English, but I don’t enjoy learning French.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(The two clauses express opposite ideas)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>So</th>
<th>I enjoy learning English, so I am going to pursue my degree in English Language studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(The second clause is the result of the first clause)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Or</th>
<th>I can choose to learn English, or I can choose to learn French.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(The two clauses express choice or alternative)</td>
</tr>
</tbody>
</table>
Exercise 4 (20 minutes)

Add another independent clause to form a compound sentence. Make sure you write a complete clause containing a subject and a verb.

1. James is an energetic worker, but ____________________________
   ____________________________

2. You can make an outline first; however, ________________________
   ____________________________

3. The project was a success, for ________________________________
   ____________________________

4. Johan is a professional dancer, and ____________________________
   ____________________________
5. The child misbehaved very badly, yet ____________________________

_______________________________

6. She doesn’t like to socialize, nor ________________________________

_______________________________

7. Aida is a fast learner, so __________________________________________

_______________________________

8. You have to hurry; otherwise, ________________________________________

_______________________________

3. Complex Sentence

A complex sentence has one independent clause and one or more dependent clauses.

Examples: She did not attend class as she was sick.
I have not seen him since he returned from Australia.
My sister, who studies at the university, is a freelance writer.
**Exercise 5 (30 minutes)**

Add a logical independent clause to each of the dependent clauses.

1. ________________ _, if I don’t want to miss my appointment.

2. When she reached the shop, ________________

3. ________________ because he was careless.

4. ________________ that she was chosen to represent the country in the squash tournament.

5. ________________ since I last saw him.

6. Due to the improvement in the economy, ________________

7. Before he became popular, ________________
8. As he lacked the necessary qualifications, ________________________________

4. **Compound-complex sentence**

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

Examples: *Even though the building construction was delayed, and many workers were retrenched* during the recession, we still managed to meet our deadline. *Although growing up is both a pleasure and a problem*, the best thing about it all is that it is transitional, and it will be a part of our past.

**Exercise 6 (20 minutes)**

Underline the independent clauses with a solid line and bracket the dependent clauses.

1. The departmental store is having its annual sale next week, but I will not be able to go because I am too busy with work.

2. Raj, who jogs every day, is trying to convince his girlfriend to join him; however, she hasn’t listened to him.

3. After Mother Theresa became a nun, she dedicated herself to help the destitutes, and she was respected by people all over the world.
4. On her graduation day, Sarah thanked her mother, who has given her all the support she needed, and she gave her mother a big hug.

5. Liza brought up her children single-handedly after her husband passed away, and she made sure that they have a good education.

6. When the light turned green, I pressed the accelerator, but I had to hit my emergency brake as a cat ran past in front of my car.

7. During semester break, most students go on holiday; however, lecturers have to report to work as usual unless they take leave.

8. She completed all her work, and packed her belongings because she is going on a six-month sabbatical leave.

*Check your responses with the answers at the back.*

---

**Exercise 7 (30 minutes)**

Identify which of the following are simple, compound, complex, and compound-complex sentences. Write S for simple sentences, C for compound sentences, Cx for complex sentences and C-C for compound-complex sentences.

1. ______ James makes his own shirts, for he enjoys sewing.

2. ______ The player and his coach argued about the score.

3. ______ A road user, be he a pedestrian, a motor-cyclist, a bus driver or a motorcar driver, must respect the Highway Code.

4. ______ He worked very hard; therefore, he was promoted.

5. ______ Since you are going to be late for biology class, you should contact your teacher.
6. ________ The moon has changed over millions of years and is still changing.

7. ________ Since oil is not usually found where it is most consumed, and the demand for it is so great, it is the most widely traded commodity in the world commerce.

8. ________ People with pleasant personalities make great numbers of friends.

9. ________ The dog limped along the road because it had a thorn in its paw.

10. ________ When I went into the army, I weighed ninety pounds.

11. ________ We must protect the young tree, or the wind will snap it in two.

12. ________ One water sport that is quite popular is jet-skiing.

13. ________ Working and going to school is difficult, yet many students do both.

14. ________ When we possess an interest in a career we choose, we become devoted to the job; consequently, we are able to display efficient performance in our job.

15. ________ My sister spends an hour each morning in front of her mirror; however, she is never satisfied with the result.

Check your responses with the answers at the end of the unit. I hope that by now you have learned the different types of sentence structures.

ADDITIONAL READING

REVIEW (10 minutes)

We have come to the end of Unit 2. Let's review what you have learned so far.

1. Phrases

A group of words without a subject or a verb. Two common phrases are:
   a. Prepositional phrase – a group of words that begins with a preposition.
   b. Verbal phrase – a group of words that begins with a verb.

2. Clauses

A group of words consisting of one subject and one verb. Clauses can be classified into two types.
   a. Independent clause – expresses a complete thought.
   b. Dependent clause – does not express a complete thought.

3. Sentences

There are four types of sentences.
   a. Simple sentences – an independent clause consisting of one subject and one verb or two subjects (compound noun) and one verb or one subject and two verbs (compound verb).
   b. Compound sentence – made up of two simple sentences. The sentences are connected by coordinating conjunctions or sentence connectors or a semicolon.
   c. Complex sentence – has one independent clause and one (or more) dependent clauses.
   d. Compound-complex sentence – has two or more independent clauses and one (or more) dependent clauses.
UNIT 2 – ANSWER KEY AND RESPONSES

Exercise 1 (Sample Answers)

1. He has been waiting for almost twenty minutes at the door.
2. In the future, many consumers will buy products through e-commerce.
3. He put the annual report on the desk.
4. One of my classmates won the best student award.
5. They just came back from overseas.
6. You seem to be in a hurry.
7. She sent the letter by express mail.
8. Everyone is storing water because of the dry spell.

Exercise 2

1. Walking is a good form of exercise for everybody. (gerund phrases)
2. Being house-proud, my wife keeps the house clean and tidy. (present participle)
3. As it is getting late, we have to leave. (infinitive phrase)
4. Each of the boys has their own sleeping bags. (prepositional phrase)
5. Discovered by the guard, the thief was caught. (past participle)
6. After the concert, we went for supper. (prepositional phrase)
7. Skydiving is an exciting sport. (gerund phrases)
8. I enjoy reading. (gerund phrases)
9. We should not be afraid to make mistakes. (infinitive phrase)
10. Licking her ice-cream, the little girl sat quietly waiting for her parents. (present participle)

Exercise 3

1. D.C.
2. I.C.
3. D.C.
4. I.C.
5. I.C.
6. D.C.
7. D.C.
8. I.C.
9. I.C.
10. D.C.
Exercise 4 (Sample Answers)

1. James is an energetic worker, but he is a poor organizer.
2. You can make an outline first; however, you still need to write the full report.
3. The project was a success, for we put a lot of effort to complete it.
4. Johan is a professional artist, and his sister is a professional dancer.
5. The child misbehaved so badly, yet he was not punished.
6. She doesn’t like to socialize, nor does she like to get involved in outdoor activities.
7. Aida is a fast learner, so she is able to do her efficiently.
8. You have to hurry; otherwise, you will miss the flight.

Exercise 5 (Sample Answers)

1. I must leave the house early, if I don’t want to miss my appointment.
2. When she reached the shop, it was already closed.
3. He broke the antique vase because he was careless.
4. Sarah was overjoyed that she was chosen to represent the country in the squash tournament.
5. He hasn’t change a bit since I last saw him.
6. Due to the improvement in the economy, many people can afford to live in luxury.
7. Before he became popular, he was looked down by his friends.
8. As he lacked the necessary qualifications, he could not secure the marketing executive post.

Exercise 6

1. The departmental store is having its annual sale next week, but I will not be able to go (because I am too busy with work.)
2. Raj, (who jogs every day), is trying to convince his girlfriend to join him; however, she hasn’t listened to him.
3. (After Mother Theresa became a nun), she dedicated herself to help the destitutes, and she was respected by people all over the world.
4. On her graduation day, Sarah thanked her mother, (who has given her all the support she needed), and she gave her mother a big hug.
5. Liza brought up her children single-handedly (after her husband passed away), and she made sure that they have a good education.

6. (When the light turned green), I pressed the accelerator, but I had to hit my emergency brake (as a cat ran past in front of my car).

7. During semester break, most students go on holiday; however, lecturers have to report to work as usual (unless they take leave).

8. She completed all her work, and she packed her belongings (because she is going on a six-month sabbatical leave).

**Exercise 7**

1. Cd
2. S
3. S
4. Cd
5. Cx
6. S
7. C-C
8. S
9. Cx
10. Cx
11. Cd
12. Cx
13. Cd
14. C-C
15. Cd
UNIT 3

WRITING PROCESS

Overview

In this unit, you will be taught the various steps involved in the writing process. This unit provides the strategies that can help you to develop ideas, organise your points and edit your written work.

Objectives

At the end of this unit, you will be able to:

1. Select a subject and narrow it down from general to specific.
2. Use pre-writing activities to generate ideas.
3. Organise ideas.
4. Write the first draft.
5. Edit the first draft.
STEP 1 (20 minutes)

SELECTING A SUBJECT

Effective writers do not start writing immediately on a writing project. They begin by making plans. You can save a lot of time by doing some planning instead of plunging straight into writing.

To begin, select a general subject. Whenever possible, try to write something that interests you or something you are familiar with. Good writers always look for interesting sights, behaviours, problems, events and record their reactions to these things. You can also get ideas from the following:

- Things you learned through your readings
- Places you have visited
- Your strong opinions
- Current, social, political, and environmental issues
- Topics on health, science, business, sports, arts, and education

EXERCISE 1 (20 minutes)

Identify a potential topic for each of the following general subject.

a) Your special interest

b) Things you learned through your readings
c) Places you have visited


d) Your strong opinions


e) Current, social, political, and environmental issues


f) Topics on health, science, business, sports, arts, and education


It's quite fun doing this exercise, isn't it? You can check with your friends to find out what they have written.

-------------------

STEP 2 (60 minutes)

PREWRITING ACTIVITIES

After selecting a subject, you need to develop ideas to support your points. There are a number of ways where you can get ideas to help you write. They are as follows:
A. Brainstorming

Brainstorming is making a list of ideas which are related to the subject. To begin a brainstorming list, think of anything related to your subject. Then jot down as quickly as possible, ideas that come to mind. Don’t stop to analyse the list. Continue writing until you run out of ideas. Don’t worry about grammar, spelling and punctuation. Now, group ideas with common themes together to make a scratch outline. You can eliminate irrelevant or overlapping points.

For example, if you are given a topic to write on camping, you may come up with the following list of ideas.

Topic: Camping

- Many activities
- Hiking
- Uncomfortable
- Make new friends
- Challenging
- Jungle-trekking
- Unhygienic
- Teenagers from different states
- Cooking
- Learn to be independent
- Cleaning the grounds
- Share common interest

You can also include new ideas as you go along. Later, you can group these ideas into a more organised plan. From the list above, you can classify the ideas into categories.

For example,

a) Many activities

- Hiking
- Jungle-trekking
b) Make new friends
   - Teenagers from different states
   - Share common interest

c) Learn to be independent
   - Cooking
   - Cleaning the grounds

After you have classified the ideas, you will have a clearer outline to work on your essay.

B. Freewriting

Freewriting means writing continuously for ten to fifteen minutes without stopping. You are free to write whatever that comes to your mind. Do not worry about grammar, spelling, neatness and correct forms. The focus of freewriting is on content rather than accuracy. Later, you can make use of the ideas for future writing assignments.

The following is a sample of a freewriting activity.

I have never been camping before. The thought of going camping scares me because I have heard so many unpleasant things from my friends who have been there. They told me that it is hardwork. They don’t get to sleep at night because of mosquito bites and noisy insects. They have to build their own tents, cook own food and keep the ground clean. Sometimes they are tortured by more senior scouts. However, there are others who told me that camping is fun. They learned a lot of survival skills. Although, it is challenging but they learned to cooperate with others. This is an interesting way of improving yourself.
C. Clustering

Clustering is the visual form of brainstorming. You map out your ideas in a non-linear way. Begin a cluster with a key word or phrase in the centre of a blank page. Circle the key word and associate ideas freely. Then draw lines that link the association of ideas with the central key word. Circle those ideas that describe, define or explain the central idea. Make as many associations as possible until you run out of ideas.

The following is an example of clustering.
D. Questioning

Ask questions such as — who, what, where, when, why, and how to explore the subject. By asking these WH-questions, you can focus on various aspects of the subject and find interesting information. Questioning can stimulate more ideas.

For example, from the topic on camping you can ask the following questions:

1. Who are the participants?
2. What are the benefits of camping?
3. Where is the camping site?
4. When was your last camping trip?
5. Why do you like camping?
6. How long is the camping trip?
Exercise 2 (20 minutes)
Choose ONE topic which you have identified in Exercise 1. Use any of the prewriting techniques – brainstorming, freewriting, clustering or questioning to develop your ideas.

Topic: ____________________________
STEP 3  (10 minutes)

ORGANISING

Some students do not realize the importance of planning and organising their ideas. Careful planning is essential to produce a well-written piece of work. If you organise your ideas before you write, they will appear in a logical sequence. Planning helps to save time. You do not need to stop every minute thinking what to write next.

You can organise your ideas like this:

a) Jot down your ideas in point form.

b) Group your ideas according to categories and order of importance.

You do not have to follow the plan strictly. If new and better ideas occur to you, include them in. The main objective of having a plan is to help you to be more focussed so that you will not write out of point. It also guides you to write systematically and consistently.

You will learn more about organising your ideas in Units 4, 5 and 6.

Exercise 3 (10 minutes)

Choose ONE topic which you have identified in Exercise 1. Then organize your ideas either in point form or according to categories and order of importance.

Topic: ______________________________________

1. ______________________________________
    a. ______________________________________
    b. ______________________________________
    c. ______________________________________
STEP 4 (20 minutes)

WRITING THE FIRST DRAFT

Writing a rough draft is a rehearsal. It gives you an opportunity to explore various possibilities of expressing your ideas. In the first draft, writers explore ways to express their planned outline in sentences and paragraphs.

The following is a rough draft of a student’s composition on camping.

The time I spend at Sunshine Holiday Camp was fulfilling because I make new friends, have plenty of exercise, and learned to be independent. First of all, make new friends is a good experience. Even though the campers and I lived in different parts of the country,
but all of us found that we shared many things in common. Many of us like listening to pop music and going to movies. We like also outdoor activities such as hiking, fishing and canoeing. Finally, the most valuable part of the camp is learned to be independence. I made my own bed and tend to my other camping work which include cooking, washing and clean the floor outside. another reason was that we have many exercise. We have participated in many activities like jungle-trekking, hiking and rowing boat. Everyone would be exhausting at the end of each day. Therefore, make new friends, exercise daily, and become independence make my stay at the camp fulfilling.

Exercise 4 (30 minutes)
Based on the outline that you have written for Exercise 3, write a rough draft of the paragraph in about 150 words.

STEP 5 (30 minutes)
EDITING THE FIRST DRAFT
After writing the first draft, you need to edit any errors that occur. At this point, you need to check the organisation of the essay, suitability of words, sentence variety, grammar and mechanics of writing (spelling, punctuation, capitalisation).
The following is the composition on camping after it has been edited.

The time I spent at Sunshine Holiday Camp was fulfilling because I made new friends, have plenty of exercise, and learned to be independent. First of all, making new friends is a good experience. Even though the campers and I lived in different parts of the country, we all of us found that we shared many things in common. Many of us like listening to pop music and going to movies. We like also outdoor activities such as hiking, fishing, and canoeing. Finally, the most valuable part of the camp is learning to be independent. I made my own bed and tend to my other camping work which include cooking, cleaning, washing and clean the floor outside. Another reason was that we have many exercise. We have participated in many activities like jungle trekking, hiking and rowing boat. Every one would be exhausting at the end of each day. Therefore, make new friends, exercise daily, and becoming independent made my stay at the camp fulfilling.

Exercise 5 (30 minutes)

Read the draft that you have written in Exercise 4. Check the organization, word choice, sentence structures, grammar and mechanics of writing.

ADDITIONAL READING

REVIEW

We have come to the end of Unit 3. Let's review what you have learned so far.

The writing process involves several steps. List the steps:

Step 1: _____________________________
Step 2: _____________________________
Step 3: _____________________________
Step 4: _____________________________
Step 5: _____________________________

If you follow these steps, you will find that writing a paragraph or an essay is not that difficult after all.
UNIT 3: ANSWERS AND RESPONSES

Exercise 1 (Suggested answers)

a) Establishing own business
b) Computer technology
c) Mulu Caves
d) Working mothers
e) Gangsterism in school
f) Eating more organic food

Exercise 2 (Suggested answer)

Topic: Working mothers

- Ease financial burden
- Sense of independence
- Have own career
- Networking with others
- Keeping up with current affairs
- Expand knowledge
- Not confine to household only
- Can contribute skills and knowledge in the working environment
- Build self-esteem and confidence
- Children can be taken care by maid or helper
- Feel useful

Note: Sample answers for Exercise 3, 4 and 5 are not provided.
UNIT 4

PARAGRAPH WRITING

Overview

In this unit, you will learn about paragraph writing: the parts of a paragraph. You will be taught how to develop a good topic sentence, to use appropriate supporting points and to include a concluding sentence to end the paragraph.

Objectives

At the end of this unit, you will be able to:

1. Organise a paragraph.
2. Develop a topic sentence.
3. Use appropriate supporting points.
4. Write a concluding sentence or final thought.
PARAGRAPh ORGANISATION (30 minutes)

WHAT IS A PARAGRAPH?

A single paragraph is a group of related sentences that develops a major idea. It has 3 parts: a beginning, a middle and an end. The first part is called the topic sentence. The second part is called the body which consists of supporting points and the last part is the concluding sentence. The series of sentences comprise logical and interrelated pieces of information.

Here is an example of a well-constructed paragraph.

Undergraduates should be encouraged to take part in extra-curricular activities for their own benefits. Firstly, when undergraduates indulge in various activities of their own interest, they are doing something that they enjoy. It is as a form of relaxation for them. Secondly, undergraduates can develop a sense of responsibility. When the undergraduates hold portfolios or become active members in any of the activities, they acquire essential leadership qualities. Thirdly, undergraduates have the chance to enhance their social skills by participating in extra-curricular activities. They learn to communicate with people effectively. In short, undergraduates who involve themselves in extra-curricular activities are more relaxed, responsible and socially-inclined.

The sentences form a unified and coherent paragraph because only one idea is developed. Each sentence illustrates the topic idea.

Now, look at the following paragraph.

Undergraduates should be encouraged to take part in extra-curricular activities for several reasons. They will develop their potentials and abilities along the way. When undergraduates indulge in various activities of their own interest, they are doing something that they enjoy. They will have a lot of fun during camping, athletic events and sport tournaments. [Just imagine the pride they will feel when they excel in these events.]
Undergraduates can develop a sense of responsibility. They learn to take care of others and themselves. [Their parents will be proud of them.] Undergraduates have the chance to enhance their social interactions. They will know what to say and what not to say in their daily conversations. [Their speech is shorter and more precise.] In short, undergraduates who involve themselves in extra-curricular activities are better than those who don’t.

This paragraph is poorly constructed. There are too many irrelevant points. The sentences that are in brackets are irrelevant. They do not support the ideas that are raised. Moreover, the ideas are not well-connected. There are no transition markers unlike the first paragraph. Hence, this paragraph lacks unity and coherence. For more details on unity and coherence refer to Unit 5.

**TOPIC SENTENCE (20 minutes)**

A topic sentence is an important component in a paragraph. It tells us what the paragraph is about. The topic sentence contains the controlling idea; therefore, it must state the idea clearly. A good topic sentence helps the readers to focus their attention on a specific attitude or position you have assumed. It tells them how you feel and what you think about the topic.

A topic sentence comprises two parts: a) a subject and b) a controlling idea. It must be a complete sentence. An effective topic sentence must fulfill 2 things:

1) Specific enough to narrow down a subject into an idea.
2) General enough to be expanded and elaborated by the rest of the sentences in a paragraph.
When the topic sentence is specific, it gives a clear direction on what to write in the paragraph.

Example:

Subject: Swimming

Topic sentence: Swimming is an excellent way to keep fit.

You can develop this topic sentence because it contains a specific idea. You can provide examples and details to support your idea. When you write a topic sentence it must be focused, but general enough for you to develop the idea.

If the topic sentence is a fact, or if it is too narrow, you will find it difficult to expand the idea. You cannot elaborate the idea because it is self-explanatory and too restricted.

Example: I went swimming yesterday.

Exercise 1 (20 minutes)

From the list of sentences, put a ‘TS’ in front of the sentence that makes a good topic sentence.

1. Beauty lies in the eyes of the beholder.
2. If you want to write a good paragraph, you must follow a few steps.
3. I like scuba-diving.
4. There are many plants in the forest.
5. Timber is used in many ways.
6. A good teacher should be responsible, dedicated and innovative.

7. I find studying locally beneficial for three reasons.

8. The subject of this paper is “Caring for the environment.”

This exercise is quite easy, right? If the statements allow you to expand the idea, they are good topic sentences. You can check your answers with the answer key at the end of this unit.

Exercise 2 (50 minutes)

A general idea is given at the beginning. Narrow down each idea to make it more specific.

Example:

```
FOOD
↓
local food
↓
seasonal fruit
↓
durian
↓
king of all fruits
```
1. RELATIONSHIP
   ➔
   ➔
   ➔
   ➔
   ➔

2. POLLUTION
   ➔
   ➔
   ➔
   ➔
   ➔
3. TRANSPORT

↓

↓

↓

↓

↓

↓

4. EDUCATION

↓

↓

↓

↓

↓
5. FAMILY

You may find that this exercise requires a bit of thinking. The more you practise, the better you will be at narrowing down a general subject to a more focused topic. After you have done this exercise, you can refer to the sample answers. Please try to do the exercise on your own before you look at the answers.

POSITION OF TOPIC SENTENCE (30 minutes)

A topic sentence is often placed at the beginning of a paragraph. However, it can also appear in the middle, or as the first and last sentences, or as the last sentence. Sometimes, it is implied and not clearly stated in the paragraph itself.

Refer to the following examples on the position of the topic sentence.
a) **Topic sentence is the first sentence**

Laws to fine litterbugs should be passed for several reasons. If the laws were enforced, we would have much cleaner roads and parks. Moreover, children would learn the responsibility of keeping things clean. And everyone would have to play a part in making the environment clean. If a heavy sentence is imposed, there would be less litterbugs, and it would be easier to keep the environment clean.

---

b) **Topic sentence is the last sentence**

If laws were enforced on litterbugs, we would have much cleaner roads and parks. Children would learn the responsibility of keeping things clean. And everyone would have to play a part in making the environment clean. If a heavy sentence is imposed, there would be less litterbugs and it would be easier to keep the environment clean. **Thus, laws to fine litterbugs should be passed for these reasons.**

---

c) **Topic sentence is in the middle**

Laws are necessary to protect the environment. **If laws to fine litterbugs are passed, people would be more responsible in keeping the environment clean.** Adults would think twice before littering; therefore, roads and parks
would be cleaner. Besides that, children would also learn the responsibility of keeping things clean.

d) Topic sentence placed in the first and last sentences

Laws to fine litterbugs should be passed. If the laws were enforced, we would have much cleaner roads and parks. Children would learn the responsibility of keeping things clean. And everyone would have to play a part in making the environment clean. With these laws, people would be more responsible in keeping the environment clean.

e) Topic sentence is implied

The environment is dirty mainly because of litterbugs. Roads and parks would be cleaner if there are laws to fine the litterbugs. With these laws, adults would play a part in making the environment clean. Children would also learn the responsibility of keeping things clean.

No matter where the topic sentence occurs, it serves as the focus of the paragraph. The other sentences must be able to develop that idea.
Exercise 3 (30 minutes)

Write a topic sentence for the following subject. Remember that the topic sentence must be a complete sentence. You can ask questions such as what, where, why, when and how to help you narrow down the topic.

1. General word: relationship
   Topic: teamwork among colleagues
   Topic sentence: ________________________________
   ________________________________

2. General word: pollution
   Topic: effects of water pollution
   Topic sentence: ________________________________
   ________________________________

3. General word: transport
   Topic: light rail transit
   Topic sentence: ________________________________
   ________________________________

4. General word: education
   Topic: benefits of sex education
   Topic sentence: ________________________________
   ________________________________
5 General word: family

Topic: parents as role models

Topic sentence: ____________________________

Do you have fun doing this exercise? Remember you need a controlling idea to narrow down the topic. Please refer to the sample answers after you have come up with your own topic sentences.

SUPPORTING POINTS (30 minutes)

After you have come up with a topic sentence, you need to support the topic sentence with concrete examples and details. It is important that all the information in the paragraph relates directly to the topic sentence. If not, the readers will become confused.

You can support your topic sentence in various ways. You can choose to give descriptive details, provide reasons or explanation, present facts or give examples. Look at the following examples.

a) To give descriptive details

*Universiti Putra Malaysia is a beautiful green campus.* It is very much like a countryside campus with its lush greenery. Majestic-looking pine and balmy palm trees which are planted along the main roads create a beautiful and magnificent landscape. In addition, colourful bougainvilleas and flowering plants which are neatly planted in most faculties add hue and colour to the surroundings.
b) To provide reasons

Mastering a foreign language is very difficult for two reasons. First of all, we need to understand the grammar rules of the foreign language which are very different from our own language. Secondly, it is difficult to pronounce the words in foreign language accurately because the phonetic system and symbols are different from our own language.

c) To present facts

Today cancer is a major health problem. The incidence rate of this disease has increased steadily since formal tracking of such cases through cancer registries began in 1930s. The World Health Organisation has estimated that by the year 2000, there will be about 8 million deaths from cancer and between 5 to 25% of these death will be due to breast cancer. Death from breast cancer is due to the distant spreading of metastasis of malignant tumour cells from the breast to other vital organs of the body such as liver, lungs, bone and brain.
d) To give examples

People can be classified into two major personality types. People with Type A personalities are very hardworking, and they also do things very fast. On a typical working day, for instance, they would rush through their daily activities and complete many tasks. On the other hand, people with Type B personalities take life very easy. For example, even when they are in stressful situations, they seldom lose their temper.

Exercise 4 (50 minutes)

Provide THREE relevant supporting points for each of the topic sentences you have written in Exercise 3.

1. Topic sentence:

a) 

b) 

c) 

2. Topic sentence:

a) 

b) 

c)
3. Topic sentence:

a)
b)c)

4. Topic sentence:

a)
b)c)

5. Topic sentence:

a)
b)c)

CONCLUDING SENTENCE (10 minutes)

A concluding sentence informs the reader that the paragraph is ending. It summarizes what has been written in the paragraph. Paragraphs which are developed by reasons or examples, require concluding sentences.
There are two ways to write a concluding sentence: a) state the topic sentence in different words; b) summarize the main points in the paragraph. Refer to the example on page 50.

After writing the concluding sentence(s), you can add a final comment or thought about the subject in your paragraph. You can express your opinion, make a judgment or give a recommendation. The purpose of the final thought is to allow your readers to have something to think about the paragraph.

**Exercise 5 (30 minutes)**

Read the following paragraphs and write a concluding comment or a concluding sentence that restates the main ideas or summarizes the supporting points.

1. Forests are tremendous importance to any country. A country endowed with luxuriant forests might count itself fortunate. Forests on the hillsides prevent excessive soil erosion and aid in retaining soil fertility. From the industrial point of view, forests are an abundant source of raw materials for factories. Apart from this, forests which are the natural habitat for animals can be preserved and developed into tourist attractions.

2. The gifts of sea to man is numerous. Fish, a source of protein required by our body, comes from the sea. Salt, a common commodity that is vital for the functioning of our body metabolism, is also obtained from the sea. Besides that, the sea has tremendous potential for power. Oil is mined from the bed of the sea, and the energy obtained from the oil is used to provide power for industries.
3. Riding a bicycle is an acquired skill. Just as a child has to learn to walk, so does a cyclist have to learn to balance and to pedal his bicycle. To get on a bicycle, a cyclist normally has his left foot on a left pedal. He then pushes the bicycle forward and once he has acquired a sense of balance, he quickly swings his right leg over and places himself on the seat and his right leg on the right pedal. By pushing the pedals forward, he will be able to get the bicycle moving. This will be difficult at the first few attempts, but with practice, it will become easy.

4. In this present age, modern inventions are beneficial to a housewife. With the latest electronic apparatus, difficult tasks and chores can be completed in 'record-breaking time'. The automatic electric washing machine, for instance, is a gift greatly appreciated by housewives as it washes, swirls, cleans, rinses, and spurs dry clothes within a short span of time. There is also the gas cooker which produces instant heat, enabling dishes to be turned out in a few minutes. Another benefit to the housewife is the dish-washer where all the stained oily crockery and cutlery can be neatly stacked up and flushed clean, and sparkling with a squeeze of dish-washing liquid, water, and electric power.

*You can check with your friends to find out how they have concluded each paragraph. You can also refer to the sample answers at back.*

**Exercise 6 (50 minutes)**

Choose one of the topics you have done in Exercise 4 and write a unified paragraph of about 100 words with includes the topic sentence, supporting points and a concluding sentence.
ADDITIONAL READING

REVIEW (10 minutes)

We have come to the end of Unit 4. Let’s review what you have learned in this unit.

1. What is the function of a topic sentence?

2. What does relevant information mean in a paragraph?

3. Which sentence in a paragraph summarizes the paragraph?

4. A good topic sentence has two criteria. What are they?
   a. 
   b. 

5. Name the different positions of a topic sentence.
   a. 
   b. 
   c. 
   d. 
   e. 

6. You can support the topic sentence in various ways. Name the four ways that you have learned.
   a. 
   b. 
   c. 
   d. 

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Checklist for a paragraph

1. Is the topic sentence clearly stated?
2. Is the paragraph adequately developed?
3. Are there enough details, examples or elaboration? Is the information related to the topic sentence?
4. Is the concluding sentence clear and effective?
UNIT 4 – ANSWER KEY AND RESPONSES

Exercise 1
1. TS
2. TS
3. – (too specific)
4. – (too broad)
5. TS
6. TS
7. TS
8. – (the statement is a title; too specific)

Exercise 2 (Sample Answers)
1. RELATIONSHIP
   ↓
   in the office
   ↓
   working colleagues
   ↓
   teamwork
   ↓
   importance of teamwork among colleagues

2. POLLUTION
   ↓
   types of pollution
   ↓
   water pollution
   ↓
   effects of water pollution
   ↓
   effects of water pollution on living things
3. TRANSPORT
   ↓
   in the city
   ↓
   public transport system
   ↓
   light-rail transit
   ↓
   encouraging the use of light-rail transit

4. EDUCATION
   ↓
   in school
   ↓
   sex education
   ↓
   teenagers
   ↓
   benefits of sex education for teenagers

5. FAMILY
   ↓
   parents
   ↓
   role of parents
   ↓
   good role models
   ↓
   parents becoming good role models
Exercise 3 (Sample Answers)

1. There are several reasons why colleagues should establish good teamwork among themselves.
2. Water pollution has several bad effects on living things.
3. People should be encouraged to use light-rail transit because of three reasons.
4. Teaching sex education to teenagers has several benefits.
5. Parents should be good role models for their children.

Exercise 4 (Sample Answers)

1. more effective end result
   can accomplish more things
   utilizing the strength of others
2. spread diseases
   contaminate water
   marine life is threatened
3. reduce the amount of cars on the road
   reduce air pollution
   people will not be late for work
4. realize the dangers of premature sex
   learn to protect themselves from sexual abuse
   reduce social problems
5. being responsible
   show respect for others
   portray good behaviours

Exercise 5 (Sample Answers)

1. Thus, we must preserve our forest as much as possible.
2. Since the sea is important to us, we should treasure it and keep it clean.
3. In short, by following several basic steps, a person can learn to cycle.
4. Hence, more and more housewives are relying on modern technology in running the home.
Exercise 6 (Sample Essay)

Promiscuity among teenagers are getting more prevalent over the years. This has been a concern for everyone. Many people have voiced their opinions and urged the implementation of sex education in schools. There are several benefits of teaching sex education for teenagers in schools. Firstly, in sex education, teenagers are taught the dangers of premature sex. With sex education, the rate of premature sex among teenagers would be reduced. They would be informed about the consequences of premature sex such as unwanted pregnancies and infection of sexually-transmitted diseases. Therefore, teenagers would not indulge in sex and feel guilty or regret their action later on. Secondly, teenagers will also learn to protect themselves from sexual abuse. In sex education, teenagers are taught about their sexuality. With this knowledge, teenagers will learn to accept the physiology of their body. Teachers can educate the teenagers on how to safeguard themselves and to say no to people who try to take advantage of them. Lastly, sex education can reduce social problems. There would be less cases of prostitutions and teenagers running away from home if they receive proper guidance in schools. When teenagers learn self-acceptance, they will not be easily deceived by people who promise them love and luxury. In short, sex education should be implemented in schools as soon as possible.
UNIT 5
UNITY AND COHERENCE

Overview
In this unit, you will learn how to construct paragraphs which are well-supported with relevant and appropriate supporting points that flow smoothly from one point to another.

Objectives
At the end of this unit, you will be able to:
1. Develop paragraphs with appropriate and relevant supporting points.
2. Write coherent paragraphs.
UNITY

(20 minutes)

Every sentence within the paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the topic, it is irrelevant and should be omitted from the paragraph.

A paragraph which has sentences that do not relate or discuss the controlling idea lacks unity. Note the following example of a paragraph that lacks unity.

Undergraduates should be encouraged to take part in extracurricular activities for several reasons. They will develop their potentials and abilities along the way. Firstly, when undergraduates indulge in various activities of their own interest, they are doing something that they enjoy. They will have a lot of fun during camping, athletic events and sport tournaments. Just imagine the pride they will feel when they excel in these events.

Secondly, undergraduates can develop a sense of responsibility. They learn to take care of others and themselves. Their parents will be proud of them. Thirdly, undergraduates have the chance to enhance their social interactions. They will know what to say and what not to say in their daily conversations. Their speech is usually shorter and more precise. In short, undergraduates who involve themselves in extra-curricular activities are better than those who don’t.

The sentences that are underlined are irrelevant supporting details. Therefore, these sentences can be omitted.

Exercise 1

(30 minutes)

Read the short paragraphs below and underline the irrelevant supporting point(s).

1. People’s wants are broadly divided into two main groups. They are necessities and luxuries. Food, shelter and clothing are classified under necessities. Other
things are called luxuries because they allow us to lead comfortable lives. These things are usually big. There are no limits to human wants. The more money a person has, the more things he or she wants to possess.

2. There are several differences between cinemas now and in the past. Cinemas nowadays are located within big shopping complexes with multiple movies showing at one time, while in the past they are located within a building with a single movie screen. Cinemas have digital sound system. The ticket selling process is computerised in most cinemas nowadays. People can call in advance to book their tickets. In contrast, tickets were sold manually behind the counter in the past. This is very stressful for most people.

3. Homework is part and parcel of education. It gives students the opportunity to find out how far they understand what they have studied in class. It should not be regarded as an endless burden to students. They often feel tired after school. Homework can help students develop self-confidence. When they are able to apply what they have learned, it gives them a sense of achievement. In addition, homework which involves problem-solving develops cognitive skills. Mental ability is challenged when students are required to find solutions to a problem. Sometimes a problem will take a long time to be solved.

4. The family structure in Asia and Europe is similar in many ways. Most household chores such as cooking, cleaning and shopping are carried out by mothers. Very few fathers take up these responsibilities. Fathers handle heavier tasks such as paying mortgage, maintaining a car and repairing leaks at home.
Unit 5 / Unity and Coherence

Fathers seldom stay at home to spend time with the children. Children in Asian and European households are also given chores at home. They have to do the chores whether they like it or not. Most of the time, the older children will guide the younger ones to do the housework.

5. There are many factors that can increase the risk of getting osteoporosis. One of the main factors is the lack of calcium and vitamin D intake. Our bone is made up of mainly calcium. That is why calcium intake in our daily diet is very important for the formation and maintenance of bone structures. We can obtain calcium from milk, soya beans and dairy products. These products are very cheap and taste good. Besides that, vitamin D plays a role in increasing calcium absorption in our diet. Hence, we need to have sufficient intake of calcium and vitamin D.
COHERENCE (60 Minutes)

Well-constructed paragraphs and essays should flow smoothly. Each idea is clearly and logically related to the one that comes before and the one that follows it.

One way to achieve coherence is to use transitional words or phrases to show the connections between ideas within a paragraph and also between paragraphs to show how one paragraph is related to another.

Read the following paragraphs. Is A or B easier to understand? Why?

Paragraph A

Parents play an important role in the upbringing of their children. Many people believe and agree that parents are the best teachers. There are several reasons why parents are considered as the best teachers.

Parents are the closest people to their children. There is a bond of love and trust between the parents and the child since birth. With this bond, children are willing to learn and to be corrected by their parents. They know that the intention of their parents is to make them become good people.

When parents are always with their children during their developing stages, they become role models for their growing children. Children observe whatever their parents do, and they tend to imitate them. They watch how their parents communicate with each other and handle life situations in positive ways. Subconsciously, they will learn to develop good communication skills and respect for others. Parents should take this opportunity by showing good examples.
Most parents don’t give up on their children. No matter how slow their children learn, they will always make sure that their children excel in life. Parents will try their best to provide the best education. Given time, they would labour with their children, teaching the same topic repeatedly until the child understands the subject.

Parents are the best persons to teach their children. Realising the fact that they have great influence on their children, many try to spend as much quality time as possible with their children.

**Paragraph B**

Parents play an important role in the upbringing of their children. Many people believe and agree that parents are the best teachers. There are several reasons why parents are considered as the best teachers.

First of all, parents are the closest people to their children. There is a bond of love and trust between parents and child since birth. With this bond, children are willing to learn and to be corrected by their parents because they know that the intention of their parents is to make them become good people.

Secondly, parents are role models for their growing children. Children observe whatever their parents do, and they tend to imitate them. When children watch how their parents communicate with each other and handle life
situations in positive ways, they will also learn to develop good communication skills and respect for others. Thus, parents should take this opportunity by showing good examples.

The most important reason is, parents would not give up on their children. No matter how slow their children learn, most parents will always make sure that their children excel in life. They will try their best to provide the best education even if they have to labour with their children, teaching the same topic repeatedly until the child understands the subject.

In brief, parents are indeed the best persons to teach their children. Realising the fact that they have great influence on their children, many of them try to spend as much quality time as possible with their children.
In the chart that follows, some common transitions are arranged according to the type of signal they provide to the readers.

<table>
<thead>
<tr>
<th><strong>Transitional Words and Phrases</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Chronology</strong></td>
</tr>
<tr>
<td>first, second,</td>
</tr>
<tr>
<td>third, finally,</td>
</tr>
<tr>
<td>next, then, before,</td>
</tr>
<tr>
<td>now, meanwhile,</td>
</tr>
<tr>
<td>at last, after</td>
</tr>
<tr>
<td><strong>2. Example</strong></td>
</tr>
<tr>
<td>for example</td>
</tr>
<tr>
<td>for instance</td>
</tr>
<tr>
<td>such as</td>
</tr>
<tr>
<td>namely</td>
</tr>
<tr>
<td>to illustrate</td>
</tr>
<tr>
<td><strong>3. Addition</strong></td>
</tr>
<tr>
<td>in addition</td>
</tr>
<tr>
<td>furthermore</td>
</tr>
<tr>
<td>further, moreover</td>
</tr>
<tr>
<td>besides, also</td>
</tr>
<tr>
<td>too, and</td>
</tr>
<tr>
<td><strong>4. Similarity</strong></td>
</tr>
<tr>
<td>similarly</td>
</tr>
<tr>
<td>likewise</td>
</tr>
<tr>
<td>in the same way</td>
</tr>
<tr>
<td>in the same manner</td>
</tr>
<tr>
<td><strong>5. Reason</strong></td>
</tr>
<tr>
<td>because</td>
</tr>
<tr>
<td>for, as</td>
</tr>
<tr>
<td>since</td>
</tr>
<tr>
<td>for that reason</td>
</tr>
<tr>
<td><strong>6. Result</strong></td>
</tr>
<tr>
<td>as a result</td>
</tr>
<tr>
<td>consequently</td>
</tr>
<tr>
<td>hence, so</td>
</tr>
<tr>
<td>thus, therefore</td>
</tr>
<tr>
<td><strong>7. Contrast</strong></td>
</tr>
<tr>
<td>although, though</td>
</tr>
<tr>
<td>even though</td>
</tr>
<tr>
<td>however, while</td>
</tr>
<tr>
<td>on the contrary</td>
</tr>
<tr>
<td>on the other hand</td>
</tr>
<tr>
<td>in contrast</td>
</tr>
<tr>
<td>nevertheless</td>
</tr>
<tr>
<td><strong>8. Conclusion</strong></td>
</tr>
<tr>
<td>in brief, in short</td>
</tr>
<tr>
<td>all in all</td>
</tr>
<tr>
<td>to sum up</td>
</tr>
<tr>
<td>in conclusion</td>
</tr>
<tr>
<td>in other words</td>
</tr>
<tr>
<td>to conclude</td>
</tr>
<tr>
<td>in summary</td>
</tr>
</tbody>
</table>
Exercise 2 (30 minutes)

For questions 1 – 5, fill in the blanks with the correct transitional words from the following.

although moreover nevertheless therefore despite

1. The alarm clock rang; ________ , the boy stayed in bed.
2. ________ Mahmud has never been to Europe, he has been to America.
3. Writing a novel is a demanding task; ________, few people choose to become novelists.
4. ________ the dark clouds, it did not rain at all.
5. Goldfish are easy to care for; ________, they are a pleasure to watch.

For questions 6 – 10, fill in the blanks with the correct transitional words or phrases from the following.

for example except for otherwise yet

6. You must pay the fine, ________ you will have to go to jail.
7. The car was speeding, ________ the police officer did not stop it.
8. Some diseases have been controlled; ________, vaccines have made people immune to polio.
9. I have a heavy class schedule, ________ on Fridays.
Exercise 3 (30 minutes)

Complete the following paragraphs with suitable transitional words.

1. The mountains are better than the seashore for a vacation spot. In the __________ place, there are more to do there: climbing, camping and swimming in the mountain lakes, and the views are more beautiful and varied. __________, it is healthier in the mountains, where there is no danger of ear infections from salt-water swimming or danger of overdoses of sunburn. __________, the mountains are generally less crowded than the beaches. __________, unless you are rich, the lower rental for mountain resorts will lure you from the sea resorts which are more costly.

2. Although some companies spend millions of dollars every year on fancy packaging and extra features, some consumers aren’t paying attention. __________, there are customers who pump their own petrol at self-service filling stations. Some of them buy medicine not by its trade name, but by its chemical name. They __________ buy food in large quantities that carry no brand name. __________, many of them do some research before they buy. These aware consumers are saving money in the long run.
Unit 5: Unity and Coherence

REVIEW (10 minutes)

We have come to the end of Unit 5. Let’s review what you have learned.

1. Unity
   It is important to use relevant and appropriate ideas to support the topic. Any irrelevant ideas in paragraph or essay will make it disjointed. In other words, when you write, stick to the point.

2. Coherence
   A paragraph that has coherence is one that flows smoothly from one sentence to another. The paragraph does not appear choppy, instead readers can follow the thoughts of the writers with ease. Therefore, remember to use these two important strategies in when you write.
UNIT 5 – ANSWER KEY

Exercise 1

1. These things are usually big.
2. Cinemas have digital sound system.
3. They often feel tired after school.
   Sometimes a problem will take a long time to be solved.
4. Fathers seldom stay at home to spend time with the children.
5. These products are very cheap and taste good.

Exercise 2

1. nevertheless
2. Although
3. therefore
4. Despite
5. moreover
6. otherwise
7. yet
8. for example
9. except
10. For

Exercise 3

1. first
   Secondly
   Moreover/ In addition/ Furthermore
   Finally

2. For example/ For instance
   also
   In addition/ Moreover/ Furthermore
UNIT 6

INTRODUCTION TO ESSAY WRITING

INTRODUCTION TO ESSAY WRITING

ESSAY ORGANISATION

Introduction

Body

CONCLUSION

ESSAY OUTLINE

Conclusion

Overview

In this unit, you will learn about essay writing: the parts of an essay. You will be taught how to organize an essay, to develop a good thesis statement, to write appropriate introductory and supporting paragraphs and a concluding paragraph to end the essay. You will also be taught how to develop an outline of an essay. Next, you will be taught how to write different types of essays: descriptive, process and procedure, classification, cause-effect, and comparison-contrast essays.

Objectives

At the end of this unit, you will be able to:

1. Organise an essay
2. Develop a thesis statement.
3. Write an introductory paragraph.
4. Write appropriate supporting paragraphs.
5. Write a concluding paragraph.
6. Organise an outline of an essay.
ESSAY ORGANISATION (50 minutes)

An essay comprises three or more paragraphs. It communicates an attitude or opinion about an issue or topic. Basically, an academic essay contains the following parts.

ESSAY

INTRODUCTORY PARAGRAPH
General Statements
Thesis Statement

BODY PARAGRAPHS

Supporting Paragraph 1
Specific detail
Specific detail
Specific detail

Supporting Paragraph 2
Specific detail
Specific detail
Specific detail

Supporting Paragraph 3
Specific detail
Specific detail
Specific detail
CONCLUSION

Concluding statements
Final thought

a) Writing an Introductory Paragraph

The introductory paragraph is the first paragraph of the essay. It introduces the topic of the essay. The introductory paragraph has two parts: general statements and a thesis statement.

General statements provide general background about the topic of the essay. It starts from very general to very specific ideas. The statements should as interesting as possible to hold the readers' attention. The introductory paragraph normally ends with a thesis statement as the last sentence.

The thesis statement narrows and limits the topic so that it can be discussed in clear definable steps. The thesis statement is similar to the topic sentence in that it contains an opinion or a controlling idea. However, the thesis statement is broader and expresses the controlling idea for the entire essay.

b) Writing the Body / Supporting Paragraphs

In Unit 4, you learn how to illustrate the topic sentence by providing supporting points. In an essay, likewise, you follow the same steps. You need to develop the thesis statement by providing supporting paragraphs. Each supporting paragraph develops one aspect of the central idea. The paragraphs contain concrete
examples, details and facts to illustrate the topic. (Please refer to Unit 4 – Supporting points pages 64 – 66.)

e) Writing the Concluding Paragraph

The concluding paragraph summarizes the main points and brings the essay to a close. It can be a summary or a restatement of the main points in the supporting paragraphs. The final sentence can be a comment or a thought on the subject.

Exercise 1 (20 minutes)

Read the following statements. Put a tick (✓) on statements that are effective thesis statements.

1. The advantages of learning computer.

2. A student can benefit from spending a year at a foreign country.

3. Wood-carving is tedious and time-consuming.

4. Taj Mahal is a tourist attraction.

5. Computer has brought changes to business and communication practices.

6. Attending classes is challenging.

7. Consuming too much coffee can be harmful to pregnant women.

8. Enrolling in college is not easy.
Exercise 2 (20 minutes)

Based on the topic given, write an appropriate thesis statement.

1. Topic: Intercultural marriage
   Thesis statement: ____________________________________________

2. Topic: Advertisement on women
   Thesis statement: ____________________________________________

3. Topic: Generation gap
   Thesis statement: ____________________________________________

4. Topic: Studying a foreign language
   Thesis statement: ____________________________________________

5. Topic: Cultivating habit
   Thesis statement: ____________________________________________
ESSAY OUTLINE (40 minutes)

Since an essay is longer and more complex than a paragraph, it is important to organise your thoughts and do some planning. The best way is to make an outline. Look at the following example of an essay outline.

Extra-curricular Activities

I. Introduction

Thesis statement: Undergraduates should be encouraged to take part in extra-curricular activities as the activities help to develop their leadership qualities, creative and critical thinking and prepare them for a positive social life.

II. Body

A. Participation in extra-curricular activities helps students develop their leadership qualities.
   1. learn to conduct meetings, organize and carry out projects
   2. make decisions
   3. become better leaders

B. Undergraduates learn to think creatively and critically
   1. learn to solve problems, raise funds, put up shows and concerts
   2. view things analytically and objectively

C. Prepare undergraduates for a positive social life
   1. communicate with people
   2. obey rules and regulations
   3. adhere to norms

III. Conclusion

Extra-curricular activities should form a part of the university programme. Not only will the undergraduates gain invaluable experiences, but they also find enjoyment and satisfaction through participation in the activities.
In Unit 3, you have been taught the steps to plan, write and revise a single paragraph. The process of writing an essay is exactly the same. First, you brainstorm for ideas, make an outline, and write several drafts until you are satisfied with your work. The following is a sample essay based on the outline earlier on.

**Sample Essay (40 minutes)**

**Extra-curricular activities**

Extra-curricular activities are activities which do not form a part of the formal academic curriculum. There is a variety and range of activities that students can join. These activities offer students invaluable experiences outside the formal academic programme. In my opinion, undergraduates should be encouraged to take part in extra-curricular activities as the activities help to develop their leadership qualities, creative and critical thinking and prepare them for a positive social life.

Through participation in extra-curricular activities, students learn to shoulder responsibilities which will help them to develop their leadership qualities. They learn how to conduct meetings, organize and carry out projects with the cooperation of other members. At the same time, they also learn to make decisions. The process that they go through will train them to be better leaders. Hence, students leadership skills can be honed in non-academic contexts.

Besides that, undergraduates learn to think creatively and critically when they participate in extra-curricular activities. They learn to solve problems,
find ways of funding projects. Sometimes they may also be asked to organise or put up shows and concerts. In order to carry out these tasks effectively, they need to discuss and come up with suggestions which are practical and agreeable to all members. Through discussion, students also learn to view things analytically and objectively.

Another benefit of involving in extra-curricular activities is to prepare undergraduates for a positive social life. The university is not only a place of learning, but also a social unit. By encouraging undergraduates to take part in activities, they will learn to communicate with people in a proper manner. They also learn to obey rules and regulations. In addition, undergraduates learn to adhere to the norms which are acceptable in this the multi-ethnic society.

As education is aimed to develop a wholesome person, acquiring knowledge in itself is insufficient. Extra-curricular activities should form a part of the university programme. Not only will the undergraduates gain invaluable experiences, but they also find enjoyment and satisfaction through participation in the activities.

After you have written your first draft, edit your work. Check for grammar mistakes, sentence structures, spelling and punctuations. Remember to use transition words and phrases to link your ideas and paragraphs. Make sure your essay flow smoothly from one point to another.
ADDITIONAL READING

REVIEW (10 minutes)
We have covered some aspects of essay writing. Let’s review what you have learned.

1. Parts of an essay
   a) Introduction
      i) general statements
      ii) thesis statement
   b) Body
      i) Supporting paragraph 1
      ii) Supporting paragraph 2
      iii) Supporting paragraph 3
   c) Conclusion
      i) concluding sentences
      ii) final thought

2. Outlining an essay
UNIT 6 – ANSWER KEY

Exercise 1

1. –
2. √
3. √
4. –
5. √
6. –
7. √
8. –

Exercise 2 (Sample Answers)

1. Intercultural marriage benefits the couple in the long run.
2. Advertisement on women shown on television has given a distorted image about beauty.
3. The generation gap between teenagers and their parents in this modern society has created many social problems.
4. Studying a foreign language has three important advantages.
5. Children who cultivate reading habit when they are young usually grow up to be open-minded adults.
UNIT 7

PATTERNS OF ESSAY ORGANISATION

Overview
In this unit, you will learn various pattern of essay organization: process and procedure, classification, cause-effect, and comparison-contrast essays. You will learn the style and structure for writing the different types of essay.

Objectives
At the end of this unit, you will be able to:
1. Write a process and procedure essay.
2. Write a classification essay
3. Write a cause-effect essay
4. Write a comparison-contrast essay
PROCESS AND PROCEDURE ESSAY (60 minutes)

When writing a process and procedure essay, you use chronological order. This is to describe events or process over a period of time. The organization of the essay follows a typical plan. The first paragraph is the introduction. The supporting paragraphs explain the steps in the process. The final paragraph concludes the essay by mentioning the result and making a final comment.

Remember to use transition signals to provide the time order. Review the chart in Unit 5. Read the following process and procedure sample essay.

Making Grape Wine at Home

As far back in history as we can go, it is known that wherever grapes are grown, wine was made. People have used wine to complement meals and to celebrate joyful occasions. Today, wine is made commercially, and for private use. Wine can be made at home by following a beginner’s step-by-step procedure kit.

To make your own wine, for example grape wine, proper utensils and ingredients are needed. First, utensils such as a seven-gallon wine fermenter, a fermenter bag and a glass carboy are cleaned and sterilized. Next, the grapes are washed and cut, and their seeds are removed. After that, they are crushed until they become a pulp. The pulp is then put into a fermenter bag where campden tablets are added to kill bacteria. To add body and grape characteristics to the pulp, a gallon of cooled, boiled water and a few teaspoons of concentrated grape juice are added. After an hour or two, another five gallons of cooled, boiled water are added to the fruit mixture.
As the right blend of sugar and acid is needed to produce fine wine, sugar, pectin enzyme and grape tannin which are added to the fruit mixture must be stirred well and thoroughly. The acidity and gravity of the must is measured by using the acid measuring kit and the hydrometer. This is to ensure that the sweetness and acidity in the wine is balanced. The must is then kept in an airtight, glass jar and left in a warm place for one day.

After 24 hours, two or three teaspoons of yeast nutrient are added to the must and the jar is covered again. When froth begins to form on the following day, the fruit bag is punched into the must. The must is stirred once a day for five days, and it is kept in a cool, dry place at about 65°F. On the sixth day, the pulp is removed and the must is left undisturbed for another three days. Then, the must is poured into a clean, dry, glass carboy where it is left to sit undisturbed for several weeks while the second fermentation takes place.

Once the fermentation process is complete, the wine is poured into another clean, dry, glass carboy. Potassium sorbate, potassium metabisulphate and fining agents are added to the wine to reduce the gas content, and the wine is left to settle for another two weeks. After this stage, the process of wine making will be completed, and the wine is ready to be tasted.

In short, wine-making is not a difficult task. All wines are made by the same basic process. However, variations in the ingredients and process produce different wines. The winemaker does not have control over the natural process. He only controls the variables that affect the process. Therefore, if your wine does not turn out as expected, it is not entirely your fault. Nevertheless, don’t give up as practice makes perfect.
complement: a thing which improves or make something complete; fermenter: an instrument that is used in the fermentation process to change the chemical reaction of something through yeast or bacteria e.g. yoghurt; earthen: a large round glass or plastic bottle, usually protected by an outer frame of wood; campden tablets: sterilizer; pulp: a soft wet substance made especially by crushing or beating something; pectin enzyme: to ensure that wine is pectin free; pectin: will cause cloudy wine and hold in some flavours; tannin: It is used especially in making wine; must: what wine is called before it becomes wine; froth: a mass of small bubbles especially on the surface of a liquid; potassium sorbate: wine stabilizer, potassium metabisulphate: sources of sulfur dioxide in winemaking; fining agent: to help clear dead yeast from the wine in a short time.

Structure and Vocabulary Aid

When describing a process or procedure, the sequence is important. To link the sentences chronologically, sequence markers are used. Sequence markers are also known as time order words. Refer to at the table below.

<table>
<thead>
<tr>
<th>Sequence Markers / Time Order Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>first</td>
</tr>
<tr>
<td>second</td>
</tr>
<tr>
<td>next</td>
</tr>
<tr>
<td>then</td>
</tr>
<tr>
<td>now</td>
</tr>
<tr>
<td>first of all</td>
</tr>
<tr>
<td>after that</td>
</tr>
<tr>
<td>finally</td>
</tr>
<tr>
<td>last</td>
</tr>
<tr>
<td>soon</td>
</tr>
<tr>
<td>gradually</td>
</tr>
<tr>
<td>meanwhile</td>
</tr>
<tr>
<td><strong>Phrases</strong></td>
</tr>
<tr>
<td>The first step is …</td>
</tr>
<tr>
<td>In the second step …</td>
</tr>
<tr>
<td>On the third day …</td>
</tr>
<tr>
<td>During the night …</td>
</tr>
<tr>
<td><strong>Subordinating Conjunctions</strong></td>
</tr>
<tr>
<td>after</td>
</tr>
<tr>
<td>before</td>
</tr>
<tr>
<td>as soon as</td>
</tr>
<tr>
<td>as</td>
</tr>
<tr>
<td>since</td>
</tr>
<tr>
<td>until</td>
</tr>
<tr>
<td>when</td>
</tr>
<tr>
<td>while</td>
</tr>
</tbody>
</table>
Examples:

1. Before you write an essay, you need to do some planning.
2. First, choose a topic which interest you.
3. Second, narrow down the topic to make it more specific.
4. Third, do some prewriting activities to get ideas.
5. Fourth, make an outline of your essay.
6. Next, write your first draft.
7. After that, edit your draft for content and organization.
8. Then proofread for grammar and mechanics.
9. Finally, write a final copy.

Exercise 1 (30 minutes)

Complete the outline below based on the information found in the essay "Making Grape Wine at Home".

Thesis statement:

1. Proper utensils and ingredients are needed.
   a. Seven-gallon wine fermenter, a fermenter bag and a glass carboy
   b. ____________________________
   c. ____________________________
   d. ____________________________
   e. ____________________________
   f. ____________________________

2. The right blend of sugar and acid is required.
   a. sugar, pectin enzyme and grape tannin are added, stirred and dissolved thoroughly
   b. ____________________________
3. Fermentation takes place.
   a. 
   b. 
   c. 
   d. 
   e. 

4. Reducing gas content and letting wine to settle.
   a. 
   b. 

Conclusion: 

Exercise 2 (90 minutes)
Choose one of the following topics given below and write an essay using chronological order of organization.

1. How to make _______ (any interesting hobby, object that involves several process).
2. How a festival is celebrated in your country.
3. How to save money.
4. How to start a business.
CLASSIFICATION ESSAY (60 minutes)

Classification is one of the most common ways to organize ideas. Items are grouped, categorised or classified according to criteria or qualities that they have in common. This helps you to divide a broad subject into subtopics. For example, if you are writing a paper on types of schools, you can divide the main subject into subtopics: private, public, vocational, vernacular schools. By dividing the subject into subtopics, it is easier to discuss each item separately.

Read the sample essay and then answer the questions that follow.

Entertainment

Everyone needs to take a break from time to time, and to entertain themselves, especially after a hard day's work. They need to overcome their boredom from routine activities, and relax their tired mind and body. To do this, people have found ways of entertaining themselves.

One way is by watching movies. One can choose to watch movies either in the cinema or at home. There are many movies in videotapes and CDs which one can choose from such as comedy, horror and action-packed movies. Comedies are instant success with the crowd. Since laughing is a good way of relaxing, movies such as Mr. Bean – The Disaster Movie, and Dennis, the Menace have left many laughing till they cry. Others may choose to watch horror movies such as The Omen, and The Exorcist probably because they enjoy watching scary movies. Action-packed movies such as Terminator,
and *The Matrix* are also a hit with viewers as they find them spellbinding and entertaining.

Another type of entertaining that people find pleasure in is listening to music. There are two distinct types of music, the first being the classical music. Music of great composers like Bach, Mozart and Beethoven can soothe the nerves after a hard day’s work. The other category of music is the contemporary music, namely, *Reggae, Alternative, Rap, Rhythm and Blues,* and *Heavy Metal*. Die-hard fans of *Ricky Martin, Backstreet Boys,* and *Nirvana,* would definitely vouch for the entertaining aspect of their music.

Playing games is another type of entertainment that many people enjoy doing. This form of entertainment is good in forging closer family ties. Since this is the computer age, computer games have taken the lead. Games such as *Black and White, The Sims* and *Tomb Raider* can keep one glued until the highest point is scored. Another category of games are the board games. Games like *Monopoly, Pictionary,* and *Scrabble* are also suitable for students as they have educational values and players have to think. The last of these games are the old-fashioned card games. Card games such as *Happy Family, Bridge* and *Donkey* can be taught to children and played among family members.

Indeed, there are various types of entertainment that one can choose from to relax the mind and body. The benefits of entertainment are many. Not only does entertainment help to relieve stress, but also provides fun and enjoyment for both the individual and family. Although having more choices
of entertainment add colour to our life, we should use our wisdom when choosing as there are also many immoral types of entertainment that have brought negative influence on people.

**Routine**: a fixed and regular way of doing things; **spellbinding**: holding the attention completely; **distinct**: definite; **soothe**: to calm or comfort; **contemporary**: of the time or period being referred to; **vouch**: confirm a claim; **forgen**: to create a lasting relationship.

### Structure and Vocabulary Aid

When you classify things, you group related ideas together and discuss each group, one by one. If the groups are equal in terms of importance, they can be discussed in any order. If some points are more important than others, you can indicate the level of importance. Refer to the table below.

<table>
<thead>
<tr>
<th>Words</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>features</td>
</tr>
<tr>
<td></td>
<td>basis</td>
</tr>
<tr>
<td></td>
<td>criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrases</th>
<th>One way</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Another way</td>
</tr>
<tr>
<td>a number</td>
<td>categories</td>
</tr>
<tr>
<td>various</td>
<td>classes</td>
</tr>
<tr>
<td>several</td>
<td>groups</td>
</tr>
<tr>
<td></td>
<td>ways</td>
</tr>
<tr>
<td></td>
<td>division</td>
</tr>
<tr>
<td></td>
<td>kinds</td>
</tr>
<tr>
<td></td>
<td>types</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>can be classified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>can be divided into</td>
</tr>
<tr>
<td></td>
<td>to classify</td>
</tr>
<tr>
<td></td>
<td>to categorize</td>
</tr>
</tbody>
</table>
Unit 7 Patterns of Essay Organisation

to group
fall into
divide into

Examples:
1. People entertain themselves in various ways.
2. One way of entertaining oneself is by watching television.
3. Another type of entertainment is listening to music.
4. Playing games falls into the third type of entertainment.

Exercise 3 (30 minutes)
1. Write out the thesis statement of the sample essay.

2. How many subtopics are there in the essay? Name the subtopics.

3. Write out the concluding sentence.
4. Write out the writer’s final thought.

Exercise 4 (90 minutes)
Choose one of the essay topics below and write a classification essay.

1. The various kinds of studies available in the university.
2. The different types of cooking.
3. The types of employers/teachers/students.
4. The styles of learning.

CAUSE-EFFECT ESSAY (60 minutes)
In a cause and effect essay, you discuss the reasons or the causes for something. Then you provide the results of the causes. There are two ways to organize a cause and effect essay: block organization or chain organization.

In the block organization, you discuss all the causes first in a few paragraphs (depending on how many points you have). After that you discuss the results in the following paragraphs.
In a chain organization, you discuss the first cause and the first effect, then the second cause and the second effect, and the third cause and its effect. Each cause and its effect is discussed in a new paragraph.

Read the sample cause-effect essay which follows the chain organization.

**Polluted Water Threatens Life**

We all need clean, fresh water. Without it, we die in three days. However, in many parts of the world, clean water is rare as much of it is clogged with filth. Why is the earth polluted? The answer lies with man himself. We are to be blamed for most of the earth’s polluted water. The availability of quality water has been threatened because of man’s mismanagement. Today, people are beginning to realize the severity of the effects of water pollution.

Water pollution upsets various natural processes that constantly take place in water. The dumping of organic waste into rivers and lakes has caused eutrophication, a process which changes the balance of life. With increased waste nutrients, tiny water plants such as aquatic weeds and algae grow rapidly. As plant life extends further, the amount of open water is reduced.

When all oxygen in the water is used up, fish and other aquatic life die. Soon, the once sparkling pool or pond will become a pool of rotting plants. This has been the case in the premature aging of Lake Erie in the northern United States of America and Lake Tahoe in California.

Almost all waterways such as rivers, lakes, estuaries and oceans are dangerously polluted. The death of millions of fish caused by pesticides in the Rhine River in Germany is one example of the hazardous effects of water pollution.
pollution. Another example is the spill of 30 million gallons of oil into the ocean of the southern coast of England from the tanker Torrey Canyon in 1967. The oil-polluted water had caused the death of millions of waterfowl as they had become so oil soaked that they were unable to fly.

As water pollution affects aquatic life that inhabits the water, human beings are also affected when they eat contaminated fish. One of the most tragic examples of water pollution the world has ever known is the death of hundreds of people in Minimata town in Japan. It was found that they had eaten mercury-laden fish which resulted from regular dumping of waste mercury into nearby ocean by a plastic factory.

In conclusion, water pollution biologically affects all living organisms. If we keep polluting our water there will be a day where water is no longer save for consumption, and marine life as well as other wildlife will be destroyed. As water is the most precious of all the earth’s natural resources, we must combat water pollution before it is too late.

clogged: blocked; filth: extremely dirty substance; algae: very simple plants found in water; estuaries: wide area of water where a river flows into the sea; waterfowl: bird that lives near or on water; inhabit: to live in a place; laden: heavily loaded with something, consumption: use.
Structure and Vocabulary Aid

There are many ways of expressing cause and effect relationships in academic writing. Sometimes the cause is writing before the effect, and sometimes the effect is written first. To show cause and effect relationships the following words or structure are used. Refer to the table below.

<table>
<thead>
<tr>
<th>Structure Words</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Connectors</td>
<td>as a result</td>
<td>as a result</td>
</tr>
<tr>
<td></td>
<td>as a consequence</td>
<td>consequently</td>
</tr>
<tr>
<td></td>
<td>hence</td>
<td>therefore</td>
</tr>
<tr>
<td></td>
<td>therefore</td>
<td>thus</td>
</tr>
<tr>
<td>Coordinating</td>
<td>for</td>
<td>so</td>
</tr>
<tr>
<td>conjunctions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subordinating</td>
<td>because</td>
<td>the cause of</td>
</tr>
<tr>
<td>Conjunctions</td>
<td>as</td>
<td>the reason for</td>
</tr>
<tr>
<td></td>
<td>since</td>
<td>to cause</td>
</tr>
<tr>
<td>Others</td>
<td>due to</td>
<td>to result in</td>
</tr>
<tr>
<td></td>
<td>because of</td>
<td>to affect</td>
</tr>
<tr>
<td></td>
<td>as a result of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as a consequence of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the effect of</td>
<td></td>
</tr>
</tbody>
</table>

Examples:
1. She had worked hard for many years. **Consequently**, she was promoted.
2. The extra investment should result in more jobs.
3. The company has poor management. **As a result**, there has been a drop in profits.
4. Water pollution biologically **affects** all living organisms.
5. The oil-polluted water **had caused** the death of millions of waterfowl.
Exercise 5 (30 minutes)

Based on the essay “Polluted Water Threatens Life” filled in the appropriate cause and effect that are mentioned in each paragraph.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dumping of organic waste into rivers and lakes</td>
<td>1. Tiny water plants grow rapidly</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>1. Spill of 30 million gallons of oil into the ocean of southern coast of England</td>
<td>1. Death of millions of fish</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>2. Spill of 30 million gallons of oil into the ocean of southern coast of England</td>
<td>1. Death of hundreds of people in Minamata town</td>
</tr>
</tbody>
</table>

Exercise 6 (90 minutes)

Choose one of the essay topics below and write a cause-effect. You can use the block organization or chain organization.

1. Discuss the causes and effects of inflation in our country.
2. Discuss the causes and effects of child abuse in our society today.
3. Discuss the causes and effects of stress among young adults.
4. Discuss the causes and effects of obesity among children.
COMPARISON-CONTRAST ESSAY (60 minutes)

Another common method of essay organisation is comparison and contrast. When we compare, we look at the similarities of two things/items/object that we are referring to. When we contrast, we look at the differences. There are two ways to organise this type of essay. You can use the block organisation and the other is point-by-point organisation.

In block organisation, you discuss all the similarities in one block, and all the other differences in another block. In a point-by-point organisation, you discuss the features of the two items side by side in an order, for example the least important to the most important.

Read the sample essay below which follows the point-by-point organisation.

Watching Movies

Watching movies is a favourite pastime for most people. From toddlers to retired and elderly people, they spend a large part of their lives watching movies at home or in the cinema. There are some similarities and differences between watching movies at home and in the cinema.

For one thing, most people watch movies for entertainment and relaxation after a hard day’s work in the office, or school. Watching movies at home or in the cinema helps them to unwind and to rejuvenate their energy. A good movie relaxes the mind and tired body. Hence, watching movies either at home or in the cinema serves the purpose well.
In addition, family members can spend quality time when they watch a movie at home. Similarly, watching movies in the cinema can also foster a closer relationship among family members or friends. It also creates a feeling of closeness and togetherness when they watch a movie together and exchange views about it.

Despite the similarities, there are several differences between watching movies at home and in the cinema. The first major difference is the convenience of watching movies at home. You do not need to queue up to buy tickets or be caught in a traffic congestion to get to the cinema. Moreover, there is also no hassle of finding a parking lot. On the other hand, if you are to watch a movie in the cinema, you will have to wait in a long queue to get your tickets. You are also likely to encounter heavy traffic on the road and parking problem when you reach the cinema.

Another difference is the comfort of watching movie at home. At home, you can lie down comfortably on a sofa or on the floor and you can also walk about. Also you can voice your comments whenever you like. In contrast, the seats in the cinema restrict your movements and if the movie lasts for three hours, you can develop a stiff neck for sitting too long. Moreover, when you are watching a movie in a cinema, you cannot exchange comments because this will distract other moviegoers.

Besides the comfort of home, watching movie at home can save cost. By renting a videotape or a compact disc, you can watch a movie several times. The cost of renting a videotape is cheaper than the price of tickets sold at the cinema. With advanced and modern technology, you can get good sound.
system and special effects through a home theater system. Of course, some people may argue that a home theater system can never beat the ambience of a cinema hall with its digital sound system. If you still prefer to watch movie in the cinema, you will have to pay for the tickets for the number of times you choose to watch a particular movie.

In a nutshell, watching movies at home or in the cinema has similar and different features. What matters most is the choice that both home and cinema can offer the individual for a particular event and setting. If you want to spend some private time with someone, you might want to choose the cinema.

rejuvenate: to make somebody look more lively; foster: to encourage something; hassle: trouble; ambience: the character and atmosphere of a place.

Structure and Vocabulary Aid

When writing comparison/contrast essay, comparison and contrast transition markers are used to show similarities and differences. Refer to the Table 1 and 2 below.

Table 1: Comparison Transition Markers

<table>
<thead>
<tr>
<th>Sentence Connectors</th>
<th>similarly alike likewise also too</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctions</td>
<td>and both .... and not only .... but also just as as</td>
</tr>
</tbody>
</table>
Unit 7: Patterns of Essay Organisation

Others

<table>
<thead>
<tr>
<th>like</th>
<th>as ... as</th>
</tr>
</thead>
<tbody>
<tr>
<td>similar to</td>
<td>the same as</td>
</tr>
<tr>
<td>compare to/with</td>
<td>as compared to</td>
</tr>
</tbody>
</table>

Examples:

1. Family members can spend quality time together when they watch a movie at home. Similarly, watching movies in the cinema can also foster closer relationship among family members and friends.

2. Watching movies at home as well as watching them in the cinema helps people to unwind.

Table 2: Contrast Transition Markers

<table>
<thead>
<tr>
<th>Sentence Connectors</th>
<th>however</th>
<th>on the other hand</th>
<th>in contrast</th>
<th>different from</th>
<th>even though</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunction</td>
<td>but</td>
<td>yet</td>
<td>while</td>
<td>whereas</td>
<td>though</td>
</tr>
<tr>
<td>Others</td>
<td>unlike</td>
<td>compare to</td>
<td>compare with</td>
<td>... than</td>
<td></td>
</tr>
</tbody>
</table>
Examples:

1. When you watch movie at home, you don’t have to queue up to buy tickets. On the other hand, if you watch movie in a cinema, you will have to wait in a long queue to get your ticket.

2. At home, you can lie down comfortably on a sofa or on the floor and you can also walk about. In contrast, the seats in the cinema restrict your movements.

3. The cost of renting a videotape is cheaper than the price of tickets sold at the cinema.

Exercise 7 (30 minutes)

List the similarities and differences that are mentioned in the essay “Watching Movies”.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>At Home</th>
<th>In the Cinema</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differences</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 8 (90 minutes)**

Choose one of the essay topics below and write a comparison-contrast essay. You can use the block organization or the point-by-point organization.

1. Compare and contrast studying full-time and studying part-time.
2. Compare and contrast working in the cities and working in the rural areas.
3. Compare and contrast two things (hobbies, cars, houses, etc.).
4. Compare and contrast two people

**ADDITIONAL READING**
REVIEW (10 minutes)

We have come to the end of Unit 7. Let’s review what you have learned.

In this unit, you learned the four common patterns of essay organization in academic writing. They are:

1. Process and procedure essay – description of events or process in chronological order.

2. Classification essay – categorizing things into groups that refer to the same idea.

3. Cause and effect essay – discuss the reasons for something and the results of the causes.

4. Comparison and contrast essay – discuss the similarities and the differences of two things.
UNIT 7 - ANSWER KEY

Exercise 1

Thesis statement: Wine can be made at home by following a beginner’s step-by-step procedure kit.

1. Proper utensils and ingredients are needed.
   a. seven-gallon wine fermenter
   b. a fermenter bag
   c. a glass carboy
   d. grapes
   e. campden tablets
   f. a gallon of cooled, boiled water
   g. a few teaspoons of concentrated grape juice are added.

2. The right blend of sugar and acid is required.
   a. sugar, pectin enzyme and grape tannin are added, stirred and dissolved thoroughly.
   b. acidity and gravity of must is measured by a measuring kit and hydrometer.

3. Fermentation takes place.
   a. two or three teaspoons of yeast nutrient are added.
   b. fruit bag is punched into the must.
   c. must is stirred once a day for five days and kept in a cool, dry place.
   d. pulp is removed and must is left undisturbed for three days.
   e. must is poured into a clean, dry, glass carboy and left for several weeks.

4. Reducing gas content and letting wine to settle.
   a. potassium sorbate, potassium metabisulphate and finning agent are added.
   b. wine is left to settle for two weeks.

Conclusion: Wine-making is not a difficult process.

Note: Sample answer for Exercise 2 not included.
Exercise 3
1. To do this, people have found various ways of entertaining themselves.
2. Three subtopics.
   a. watching movies
   b. listening to music
   c. playing games
3. Indeed, there are various types of entertainment that one can choose from to relax the mind and body.
4. Although having more choices of entertainment add colour to our life, we should use our wisdom when choosing as there are also many immoral types of entertainment that have brought negative influence on people.

Note: Sample answer for Exercise 4 not included.

Exercise 5

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
</table>
| Dumping of organic waste into rivers and lakes | 1. tiny water plants grow rapidly  
2. amount of open water is reduced  
3. when all oxygen is used up, fish and other aquatic life die  
4. pool or pond become a pool of rotting plants |
| 1. pesticides in Rhine River               | death of millions of fish            |
| 2. spill of 30 million gallons of oil into the ocean of southern coast of England | deaths of millions of waterfowlis |
| Dumping of mercury waste into the ocean    | 1. death of hundreds of people in Minimata town |
Note: Sample answer for Exercise 5 not included.

### Exercise 7

<table>
<thead>
<tr>
<th>Similarities</th>
<th>At Home</th>
<th>In the Cinema</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Watch movie for entertainment and relaxation</td>
<td>Watch movie for entertainment and relaxation</td>
</tr>
<tr>
<td></td>
<td>2. To unwind and rejuvenate energy</td>
<td>To unwind and rejuvenate energy</td>
</tr>
<tr>
<td></td>
<td>3. Family spend quality time together</td>
<td>Foster closer relationship between family members and friends</td>
</tr>
<tr>
<td>Differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Convenience</td>
<td>1. Inconvenience</td>
</tr>
<tr>
<td></td>
<td>a. no queuing</td>
<td>a. long queue to get tickets</td>
</tr>
<tr>
<td></td>
<td>b. no traffic congestion</td>
<td>b. heavy traffic</td>
</tr>
<tr>
<td></td>
<td>c. no hassle of parking</td>
<td>c. parking problem</td>
</tr>
<tr>
<td></td>
<td>2. More freedom</td>
<td>2. Less freedom</td>
</tr>
<tr>
<td></td>
<td>a. can lie down comfortably and walk about</td>
<td>a. Seats in the cinema</td>
</tr>
<tr>
<td></td>
<td>b. can voice comments</td>
<td>b. cannot exchange comment</td>
</tr>
<tr>
<td></td>
<td>a. rent a videotape or compact disc can watch a movie several times</td>
<td>a. have to pay for the tickets for the number of times you watch the movie</td>
</tr>
<tr>
<td></td>
<td>b. good sound system and special effects form home theater system</td>
<td>b. ambience of cinema hall with digital sound system</td>
</tr>
</tbody>
</table>
UNIT 8

SENTENCE PROBLEMS

Overview
In this unit, you will learn to recognize and correct some common errors in sentence structure: sentence fragments, run-ons and parallelism.

Objectives
At the end of the unit, you will be able to:

1. Identify the types of errors in the sentence structure: sentence fragments, run-ons and parallelism.
2. Improve and write good sentences by using the correct structure.
SENTENCE FRAGMENTS (30 minutes)

For a moment, think over what you know about sentences. In Unit 3, you have learned that sentences should be complete. It must have a subject and a verb, and must express a complete thought.

Many writers punctuate parts of sentences as though they were complete sentences. This kind of error is called sentence fragments.

The following are the most common types of sentence fragments that people write:

1. Dependent-clause fragments

Dependent-clause fragments are groups of words that begin with dependent words such as:

<table>
<thead>
<tr>
<th>as</th>
<th>since</th>
<th>whose</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>until</td>
<td>whose</td>
</tr>
<tr>
<td>before</td>
<td>unless</td>
<td>while</td>
</tr>
<tr>
<td>after</td>
<td>if, even if</td>
<td>when, wherever</td>
</tr>
<tr>
<td>although</td>
<td>that, so that</td>
<td>where, whenever</td>
</tr>
<tr>
<td>though</td>
<td>in order that</td>
<td>which, whichever</td>
</tr>
<tr>
<td>even though</td>
<td>whether</td>
<td>how</td>
</tr>
</tbody>
</table>

**FRAGMENT:** Because many of the players were sick with food poisoning.

**COMPLETE SENTENCE:** The football match was postponed because many of the players were sick with food poisoning.
2. **Missing-verb fragments**

Missing-verb fragments are groups of words that do not contain verbs. They usually begin with words like:

<table>
<thead>
<tr>
<th>except</th>
<th>especially</th>
<th>like</th>
<th>for example</th>
</tr>
</thead>
<tbody>
<tr>
<td>including</td>
<td>such as</td>
<td>also</td>
<td>for instance</td>
</tr>
</tbody>
</table>

**FRAGMENT:** Except durians.

**COMPLETE SENTENCE:** She eats practically all kinds of fruits except durians.

3. **Missing-subject fragments**

Missing-subject fragments are groups of words that do not contain subjects.

**FRAGMENT:** As well as cartons of mineral water and soft drinks.

**COMPLETE SENTENCE:** They brought disposable cups, plates and cutlery, as well as cartons of mineral water and soft drinks.

4. **Infinitive fragments**

Infinitive fragments are groups of words that begin with 'to'.

**FRAGMENT:** To cut down on unnecessary expenses.

**COMPLETE SENTENCE:** Consumers should work out personal budgets to cut down on unnecessary expenses.
5. **-ing fragments**

-**ing** fragments are groups of words that begin with **-ing** words.

<table>
<thead>
<tr>
<th>FRAGMENT</th>
<th>Studying for her History test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETE SENTENCE</td>
<td>Sarah was in her room studying for her History test.</td>
</tr>
</tbody>
</table>

**Exercise 1 (20 minutes)**

Identify each of the following statements either as a complete sentence (S) or a fragment (F).

1. F Some students are waiting impatiently outside the dean’s office.
2. S The man in warm-up suits.
3. F Since he learned computer.
4. S There are several ways to improve memory.
5. F Beethoven, a person of great talents.
6. F The audience enjoyed the jazz concert.
7. F Walking closely to the side of the road.
8. S Carefully watched people walking by.
9. S For our business management course.
10. F The experience can help us become better persons.

*Could you identify the sentence fragments? Check your answers with the answer key at the end of the unit.*
Exercise 2 (30 minutes)

Underline the fragment in each item. Then make whatever changes that are needed to turn the fragments into complete sentences.

1. The puppies were sleeping when the fire broke out. They were not hurt. Although the flames came close to them.

2. It is not difficult to start a conversation. Assume the other person is interested in what interests you. Until you find he is not. Launch upon a subject to try to draw him out.

3. A good discussion is frank and friendly, and the opinions expressed and the suggestions made are constructive. The purpose is to give people a chance to express their views. So that the group may decide what to do in a certain situation.
4. As it turned out, we had a long wait while the train was switched back and forth on different sidings and broken up into small sections.

5. Goldie is our lovable dog. Since she never gets mad at me, I guess I like her better than anyone else in the family does.

6. The meaning of a word can change greatly. Depending on the circumstances in which it is used. For example, the word *plump* is favourable when applied to a roasting chicken and not so favourable when applied to a girl on a diet for reducing weight.

7. Excitedly, we piled into our old car the next morning. To see if we could find the right place on the railroad. Dad drove us down near the yards, but we didn’t know just where the train was to pull in.
8. The log rolled off their truck. At the bottom stood our foreman. Who bravely managed to leap out of its way.

Did you have fun doing this exercise? Once you are able to identify sentence fragments, you should be able to write a proper and grammatical sentence. Check your answers with the answer key at the back of the unit.

**RUN-ON SENTENCES** *(15 minutes)*

A run-on sentence contains two or more thoughts written incorrectly as one sentence. It occurs when main clauses are run together without proper punctuation.

The following are examples of run-on sentences that students often write:

1. **Two ideas are joined by a comma**
   
   Run-on: I spent my holidays in Penang, I have friends there.
   
   Improved sentence: I spent my holidays in Penang as I have friends there.
2. Thoughts are run together without punctuation

Run-on: I was locked out I got in through a window.

Improved sentence: I was locked out. However, I got in through a window.

3. Several ideas are run together by ‘and’ or ‘and so’

Run-on: Last month I visited Singapore and I had a chance to see two plays and I enjoyed them very much.

Improved sentence: Last month I visited Singapore, I had a chance to see two plays and I enjoyed them very much.

---

**Exercise 2 (30 minutes)**

Make the necessary changes to each of the following run-on sentences.

1. They were not hurt, the flame came close to them.

---

2. Newspapers are immediate they contain information about events that have occurred within the past twenty-four hours.

---
3. Many people have discovered running, running is a satisfying action sport that requires no equipment.

4. A few astronomers have claimed to have seen the planet Vulcan during a total eclipse of the sun, no one has proven its existence yet.

5. Decisions and actions in giving first aid vary according to the circumstances in cases of serious injury four steps should be taken immediately.

6. The easiest way to follow a map is first to locate where you are then locate where you want to go.
7. You have decided to buy a radio and the sales clerk shows you three different models and you still cannot make up your mind.

8. Not all the reading you do is close reading very often you have to change your reading speed depending on the kinds of material being presented.

You may encounter some difficulties in answering some questions, but don't give up. Check your answers with the answer key at the back.

PARALLELISM (15 minutes)

When you are listing, comparing or contrasting items or ideas, it is important to use parallel structure. For example, if the first thing in your list is a noun, write all the following items as nouns. If it is a verb, make all the others verbs. If you are making a comparison or contrast, make sure that all the items you are comparing or contrasting are the same.
The following are examples of non-parallel sentences that students often construct:

1. Non-parallel: During the weekends, I usually play games with my friends or jogging around the park.
   Parallel: During the weekends, I usually play games with my friends or jog around the park. (verb)

2. Non-parallel: Peter is only interested in girls who are pretty, tall, slim and come from a wealthy family.
   Parallel: Peter is only interested in girls who are pretty, tall, slim and wealthy. (adjective)

3. Non-parallel: I am busy this week as I have to study for my exams, and assignments to complete.
   Parallel: I am busy this week as I have to study for my exams, and to complete my assignments. (infinitive verb)
Exercise 3 (30 minutes)

Correct the following sentences by using parallel structure.

1. Nathan likes to swim and riding a bicycle.

2. He has decided neither to go to Sabah nor Sarawak.

3. Lucy cannot decide whether to become a teacher or studying nursing.

4. Making restitution means going to work to repay a victim or restoring damaged property rather than serving a jail term.

5. If you have trouble finding just the right word when you are working on a report, a story or poem, you are not alone.
6. Dad was working on the bills and Mother sat beside him at the table.

7. The koala which is an animal native to Australia, has thick, gray fur, and claws which are strong and curved.

8. The cyclone destroyed property, wiping out homes, and even damaged the rich topsoil.

If you can get all the answers correct, you have learned how to use parallelism. Check with the answers at the back to find out how you fare.

ADDITIONAL READING

REVIEW (19 minutes)

We have come to the end of Unit 8. Let’s review what you have learned.

1. Sentence fragment
   A sentence becomes a fragment when there is a missing subject, a missing verb or the dependent-clause is incomplete.

2. Run-on
   A sentence becomes a run-on when two or more independent sentences are written incorrectly as one sentence. This happens when the sentences are run together without proper punctuation.

3. Parallelism
   Parallel structure are formed when words are arranged in grammatical equivalent pattern especially when listing, comparing or contrasting ideas.
UNIT 8 - ANSWER KEY

Exercise 1

1. S
2. F
3. F
4. S
5. F
6. S
7. F
8. F
9. F
10. S

Exercise 2

1. The puppies were sleeping when the fire broke out. They were not hurt although the flames came close to them.

2. It is not difficult to start a conversation. Assume the other person is interested in what interests you, until you find he is not. Launch upon a subject to try to draw him out.

3. A good discussion is frank and friendly, and opinions expressed and suggestions made are constructive. The purpose is to give people a chance to express their views, so that the groups may decide what to do in certain situation.

4. As it turned out, we had a long wait while the train was switched back and forth on the different sidings and broken up into small sections.

5. Goldie is our lovable dog. Since she never gets mad at me, I guess I like her better than anyone else in the family does.

6. The meaning of a word can change greatly depending on the circumstances in which it is used. For example, the word plump is favourable when applied to a roasting chicken and not so favourable when applied to a girl on a diet for reducing weight.

7. Excitedly, we piled into our old car the next morning to see if we could find the right place on the railroad. Dad drove us down near the yards, but we didn’t know just where the train was to pull in.
8. The log rolled off the truck. At the bottom stood our foreman who bravely managed to leap out of its way.

**Exercise 3**

1. They were not hurt although the flame came close to them.

2. Newspapers are immediate. They contain information about events that have occurred within the past twenty-four hours.

3. Many people have discovered running. Running is a satisfying action sport that requires no equipment.

4. A few astronomers have claimed to have seen the planet Vulcan during a total eclipse of the sun. However, no one has proved its existence yet.

5. Decisions and actions in giving first aid vary according to the circumstances. In cases of serious injury four steps should be taken immediately.

6. The easiest way to follow a map is first to locate where you are. Then locate where you want to go.

7. You have decided to buy a radio. The sales clerk shows you three different models and you still cannot make up your mind.

8. Not all the reading you do is close reading. Very often you have to change your reading speed depending on the kinds of material being presented.

**Exercise 4**

1. Nathan likes to swim and to ride a bicycle. Nathan likes swimming and bicycling.

2. He has decided neither to go to Sabah nor to Sarawak. He has decided neither to go to Sabah nor to Sarawak.

3. Lucy cannot decide whether to be a teacher or a nurse.

4. Making a restitution means going to work to repay a victim or to restore damaged property rather than to serve a jail term.
5. If you have trouble finding just the right word when you are working on a report, a story or a poem, you are not alone.

6. Dad was working on the hills and Mother was sitting beside him at the table.

7. The koala which is an animal native to Australia, has thick, gray fur, and strong, curved claws.

8. The cyclone destroyed property, wiped out homes, and even damaged the rich topsoil.