

Essay & Paragraph

I Can Write

The Easy Way To Start

Paragraph

Sentence

Topic Sentence

Main Idea

Periods

Capitalization

Commas

Exclamation mark

Apostrophes Dashes

Questionmark

Colons and Semicolons

Hyphens, parentheses,
be ellipses, diagonal
slashes

**Muh. Yusuf
Mujahidah**

”

**Never put off until tomorrow what you can do today
Yesterday is a history, tomorrow is a mystery and today is a gift.**

*Master Oogway
(Kungfu Panda)*

**The greatest discovery of all time is that a person
can change his future by merely changing his attitude.**

Oprah Winfrey

**If you give a man a fish, He will have a single meal. If
you teach him how to fish, He will eat all his life.**

Kuantzu

Preface

Since you have this book, you probably want or need to learn more about the process of writing and how to become a better writer. It covers the basics of writing: punctuation, usage, diction, and organization. You'll find no fluff in this book. Each unit contains enough illustrations for you to get the idea, opportunities to practice the skills, and suggestions for using them.

Many people fear a blank sheet of paper or an empty computer screen. "I just don't know what to write. Even when I know what I want to say, I'm afraid it will come out looking wrong or sounding stupid. "But that's one of the things to love about writing. Writing is a process.

The first time you write a draft, it doesn't matter if your writing comes out wrong or sounds stupid to you because you can change it as often as you want. You can go over it until you're completely satisfied. You can show your draft to your friends or family and get a response before you ever make it public. Don't put pressure on yourself by thinking you're going to write a perfect first draft. No one can sit down and write polished memos, reports, or letters without changing (or revising) them at least slightly. Even professionals have to revise their work. You probably won't want to revise anything that many times before the final copy, but even if you write two or three drafts, you certainly aren't alone in your need for revision.

Writing has three distinct advantages over speaking: *the first*, In writing, you can take it back. The spoken word, however, cannot be revised. Once you make a statement verbally, it affects your listeners in a particular way and you can't "take it back" or rephrase it to the point that the first statement is forgotten. However, if you write a statement and, after looking at it, realize that it sounds offensive or incorrect, you can revise it before giving it to the intended audience.

Writing is a careful, thoughtful way of communicating. *The second*, Writing forces you to clarify your thoughts. If you're having trouble writing, it's often because you're not yet finished with the thinking part. Sometimes, just sitting down and writing whatever is on your mind helps you discover and organize what you think. *The Last* advantage is permanence. Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred to in their exact, original form. Spoken ideas rely upon the sometimes inaccurate memories of other people.

This book can help you express your ideas in clear, grammatically correct ways. After you learn how to insert commas and semicolons correctly, use verbs to create strong images in your writing, and the other basic skills taught in this book, you'll gain confidence in your writing ability. In fact, you'll be able to move forward and master more complex writing concerns after you get the basics down. However, you may find another approach that works better for you. If you practice what you've learned in this book, it won't take long for other people to notice the new and improved you. So dive into the first lesson and get ready to improve your writing skills. Good luck!.

The writers

CONTENTS

Preface

Unit One: Capitalization, 1

General Capitalization Rules - 1

Proper Nouns and Proper
Adjectives - 4

Proper Adjectives - 9

Unit Two: Periods, Question Marks, And

Exclamation Points - 14

Rules for Using Periods - 14

Rules for Using Question
Marks and Exclamation Points - 17

Unit Three: Avoiding Faulty Sentences - 21

Complete Sentences - 21

Run - On Sentences - 26

Comma Splices - 30

Unit Four: Commas And Sentence Parts - 32

Commas with Appositive - 37

Commas and Nonrestrictive
Clauses - 38

Unit Five: Commas That Separate - 40

Commas with Independent
Clauses Joined by a Conjunction
- 41

Commas to Separate Items in a
Series - 43

Commas to Separate Items in a
Date or an Address - 43

Commas to Separate Adjectives -
45

Commas to Separate Other
Elements of a Sentence - 46

Unit Six: Semicolons And Colons - 51

Semicolons - 51

Colons That Introduce - 54

Colons That Show a Subordinate
Relationship - 55

Unit Seven: Apostrophes And Dashes - 59

Apostrophes To Show Possession
- 59

To Show Omission - 63

Dashes - 63

Unit Eight: Quotation Mark - 69

Quotation Marks with Direct
Quotations - 69

Punctuating within Quotation
Marks 73

Unit Nine: “Designer” Punctuation - 75

Hyphens - 75

Parentheses - 79

Brackets - 80

Ellipses - 80

Diagonals - 80

Numbers - 81

Unit Ten: Rudiments - 83

Readership - 85

Continuity - 87

Smoothness - 87

Length - 88

Run-On Sentences - 90

Fragments - 91

Showing And Telling - 95

General And Specific - 96

Subject And Topic - 98

**Unit Eleven: The Paragraph -
102**

Basic Organization - 103

The Topic Sentence - 105

Controlling Idea - 107

Paragraph Unity - 113

Paragraph Completeness - 117

The Outline - 120

Steps Of Writing A Good

Paragraph - 122

**Unit Twelve: Techniques Of
Support - 125**

Facts - 125

Statistics - 126

Details - 129

Examples - 131

Anecdotes - 134

Physical Description - 135

Personal Experience - 138

**Unit Thirteen: Method Of
Support - 142**

Enumeration - 143

Chronology - 147

Process - 151

Description - 154

Definition - 156

Cause And Effect - 159

Comparison And Contrast - 166

Comparison - 168

Contrast - 169

**Unit Fourteen: Final Remark -
172**

What To Do - 172

What Not To Do - 173

Bibliography - 174



UNIT 1

Capitalization

You'll learn about some points of capitalization. This chapter divides capitalization rules into two kinds: general rules governing capitalization and specific rules regarding proper nouns and adjectives.

General Capitalization Rules

This table summarizes general capitalization rules. Rules relating to specific categories of proper nouns are addressed in the next section.

Capitalization Rules	
Rules	Example
Capitalize the first word of a sentence. If the first word is a number, write it as a word.	T his is the first word of the sentence. T hree of us worked the early shift.
Capitalize the pronoun <i>I</i> or the contraction <i>I'm</i> .	The group left when I asked them to go
Capitalize the first word of a quotation. Do not capitalize the first word of a partial quotation.	I said, " W hat's the name of your dog?" He called me " t he worst excuse for a student." h e had ever seen

Here is an example of a dialogue that illustrates these rules. (A note about paragraphing in dialogue: Each time a speaker finishes, begin a new paragraph.)

“Good afternoon,” said the personal trainer as I walked into the gym.

“Good afternoon!” I replied, excited to get started.

“You must be Ms. Milner. I’m Jennifer Burnett. It’s very nice to meet you.”

“Tell me about your current workout routine, Jennifer. I’m eager to put together a brand-new exercise program for you.”

I smiled and said, “It’s so nice to be working with you. I heard you were a ‘true fitness guru’.

EXERCISE

Check your ability to apply these rules in the following practice questions. Choose the correctly capitalized option from each of the sets below..

1.

- the movie terrified me at first. after a few minutes, i began to calm down.
- The movie terrified me at first. after a few minutes, I began to calm down.
- The movie terrified me at first. After a few minutes, I began to calm down.

2.

- “what are you doing?” my supervisor asked. “trying to finish the memo I’ve been writing,” i replied.
- “What are you doing?” my supervisor asked. “Trying to finish the memo I’ve been writing,” I replied.
- “What are you doing?” My supervisor asked. “Trying to finish the memo I’ve been writing,” I replied.

3.

- a. the book noted that Henry VIII reigned from 1509–1547 a.d.
 - b. The book noted that Henry VIII reigned from 1509–1547 a.d.
 - c. The book noted that Henry VIII reigned from 1509–1547 a.d.
- 4.**
- a. After the game is over, I want to watch the interviews with the players.
 - b. after the game is over, I want to watch the interviews with the players.
 - c. After the game is over, i want to watch the interviews with the players.

Proper Nouns and Proper Adjectives

All proper nouns and proper adjectives—ones that name a specific person, place, or thing—must be capitalized, but remembering which nouns and adjectives are proper can be difficult. The tables that follow lay out the most common categories of proper nouns and adjectives. Each section begins with a table that illustrates five to seven related rules, followed by several

Practice exercises.

Proper Nouns, Part 1	
Category of Proper Nouns	Example
days of the week	Friday, Saturday
months	January, February
holidays	Christmas, Halloween
historical events, periods, documents	Civil War (historical event), Dark Ages (historical period), Declaration of Independence (document)
special events, calendar events	Pebble Beach Fall Classic, Renaissance Festival Green River Days (special events); Labor Day, Father's Day (calendar events)
names of people and places	John Doe, Lincoln Center, Sears Tower

EXERCISE

Using these rules, choose the correctly capitalized version of each of the following pairs.

5.

- a. Chaucer was one of the foremost poets from the Middle ages.
- b. Chaucer was one of the foremost poets from the Middle Ages.

6.

- a. The Martins will begin their summer with a weeklong Memorial Day celebration at a beautiful lakeside hotel.
- b. The Martins will begin their summer with a weeklong Memorial day celebration at a beautiful Lakeside hotel.

7.

- a. The u.s. constitution contains the bill of rights.
- b. The U.S. Constitution contains the Bill of Rights.

8.

- a. Judy has two Uncles who fought in world war II.
- b. Judy has two uncles who fought in World War II.



Proper Nouns, Part 2	
Category of Proper Nouns	Example
names of structures and buildings	Washington Memorial, Empire State Building
names of trains, ships, aircraft, and other modes of transportation	Queen Elizabeth, Discovery, Sioux Lines, TransWorld Airlines
names of products	Corn King hams, Dodge Intrepid
names of officials	Mayor Daley, President Clinton
works of art and literature	Black Elk Speaks(book), "Mending Wall" (poem), Mona Lisa (painting)
ethnic groups, races, languages, nationalities	Asian American, Caucasian, French, Indian

EXERCISE

Choose the correctly capitalized version of each of the following pairs.

9.
 - a. Shakespeare's comedy of errors is one of his easiest plays to read.
 - b. Shakespeare's Comedy of Errors is one of his easiest plays to read.

10.

- a. We caught a Vanguard Airlines flight to Orlando.
- b. We caught a Vanguard airlines flight to Orlando.

11.

- a. The Talmud is a guide to the teachings of judaism.
- b. The Talmud is a guide to the teachings of Judaism.

12.

- a. Paul has an editing job with Meredith Publishing.
- b. Paul has an Editing job with Meredith Publishing.

13.

- a. The University of Michigan has an excellent business school.
- b. The university of Michigan has an excellent business school.

14.

- a. Dr. Gallagher researched her book at the Library of Congress.
- b. Dr. Gallagher researched her book at the Library of congress



Proper Nouns, Part 3	
Category of Proper Nouns	Example
cities, states, and governmental units	Des Moines, Iowa; Barrow, Alaska; Republic of South Africa
streets, highways, and roads	Grand Avenue, Interstate 29, Deadwood Road
landmarks and geographical locations	Continental Divide, Grand Canyon
public areas and bodies of water	Superior Forest, Missouri River
institutions, organizations, and businesses	Dartmouth College, Lions Club, Dodge Trucks

EXERCISE

Choose the correctly capitalized version of each of the following pairs.

15.

- a. New York City's Sixth Avenue is also called the Avenue of the Americas.
- b. New York city's sixth avenue is also called the Avenue of the Americas.

16.

- a. Near a body of water called fi rth and forth, you can see Edinburgh, Scotland.
- b. Near a body of water called Firth and Forth, you can see Edinburgh, Scotland.

17.

- a. There is an incredible view of the Pacific ocean from Big Sur, California.
- b. There is an incredible view of the Pacific Ocean from Big Sur, California.

18.

- a. Mount Everest, which is in the middle of the Himalayas, is the highest mountain in the world.
- b. Mount Everest, which is in the middle of the Himalayas, is the highest mountain in the World.

19.

- a. I have traveled on the Garden state Parkway, a main highway in New Jersey.
- b. I have traveled on the Garden State Parkway, a main highway in New Jersey.

Proper Adjectives

Proper adjectives are adjectives—that is, words that modify nouns—formed from a proper noun, often the name of a place. For instance, the proper noun *Canada* becomes the proper adjective *Canadian* when it modifies another noun, as in *Canadian bacon*. Note that the noun is not capitalized unless it is a proper noun in its own right.

Examples: **E**nglish **m**uffin, **P**olish sausage, **J**apanese **y**en



EXERCISE

Choose the correctly capitalized version of each of the following pairs.

20.

- a. Some residents of ireland still speak the Gaelic Language.
- b. Some residents of Ireland still speak the Gaelic language.

21.

- a. Frida Kahlo, a Mexican artist, painted many self-portraits.
- b. Frida Kahlo, a mexican artist, painted many self-portraits.

22.

- a. My Irish ancestors immigrated to the United States in 1853.
- b. My irish ancestors immigrated to the United States in 1853.

23.

- a. I will never attempt to swim the English channel.
- b. I will never attempt to swim the English Channel.

24.

- a. The new Ethiopian Restaurant was getting rave reviews.
- b. The new Ethiopian restaurant was getting rave reviews

When NOT to Capitalize

Putting capital letters where they don't belong is as bad as leaving them out where they do belong. Watch for these capitalization traps.

Avoid unnecessarily capitalizing compass directions; however, direction words that refer to a specific area of the country should be capitalized.

Examples:

We headed **w**est after the Depression.

The future of the country was cultivated in the **W**est.

Avoid unnecessarily capitalizing the words referring to family members. Capitalize them only when they are used as names. If a possessive adjective (my, our, your, his, her, their) comes before the word referring to a family member, the family word is not capitalized.

Examples:

When **U**ncle Harry visited last winter, none of my other **u**ncles came to see him.

After my **m**other called me for lunch, **F**ather served the entree.

Avoid unnecessarily capitalizing the seasons of the year or parts of the academic year. Example:

If the university offers **H**istory of Education 405 in the **s**pring **s**emester, Horace can graduate in **M**ay.

Avoid unnecessarily capitalizing school subjects. They should be capitalized only if they are part of the name of a specific course.

Examples:

I try to avoid **m**ath courses because I'm not very good at them.

Betsy is taking **A**lgebra II and **T**rigonometry I next semester.

Avoid unnecessarily capitalizing words modified by proper adjectives.

Examples:

Polish ~~s~~ausage, not Polish Sausage

Mexican ~~r~~estaurant, not Mexican Restaurant

EXERCISE

Choose the correctly capitalized version of each of the following pairs.

25.

- a. Digging the Canal through Panama took many years.
- b. Digging the canal through Panama took many years.

26.

- a. The Smoky Mountains are in the Southeastern part of the country.
- b. The Smoky Mountains are in the southeastern part of the country.

27.

- a. Nicholi Milani does more business in the East than in the West.
- b. Nicholi Milani does more business in the east than in the west.

28.

- a. My least favorite subject in school is history, although I have to admit I enjoyed taking European History I last semester.
- b. My least favorite subject in school is History, although I have to admit I enjoyed taking European History I last semester.

29.

- a. Marianne had never been as far East as Columbus, Ohio.
- b. Marianne had never been as far east as Columbus, Ohio



Tips

Find the obituaries in your local newspaper. Examine the capitalization used in the writing. How many of the rules you learned today can you find represented in a single obituary notice?



UNIT 2

PERIODS,

QUESTION MARKS, AND EXCLAMATION POINTS

End punctuation is as essential to writing as road signs to drivers. This chapter shows which end marks to use and where.

Rules for Using Periods

Use a period after an initial and after every part of an abbreviation, unless the abbreviation has become an acronym of an abbreviation that is pronounced as a word, such as AIDS-or a widely recognized name (TV, FBI, NATO, NASA). Titles--Mr., Ms., Dr., and so on--are also abbreviations that use periods. If the abbreviation comes at the end of a sentence, only one period is needed.

Examples:

- The tour leaves on **Mon., Jan. 1, at 3 p.m.**
- The book was written by **C.S.Lewis.**
- **A.J.** Mandelli researched brain function for the **FBI.**

Use a period as a decimal between numbers and between dollars and cents. Examples:

- A gallon equals **3.875** liters.
- The new textbook costs **\$54.75.**
- Only **5.6%** of our consumers spend over **\$100.00** per month on our products.

Use a period at the end of a sentence that makes a statement.

Examples:

- Henry Kissinger served under two U.S. presidents. Wilson will lecture in the forum after school today. Many consider P.T. Barnum the best salesman ever to have walked the earth.

Use a period at the end of a sentence that makes a request, gives an instruction, or states a command.

Examples:

- Empty the kitchen trash before you take the garbage out.
- Turn right at the first stop light, and then go to the second house on the left.

Use a period at the end of a sentence that asks an indirect question.

Examples:

- My neighbor asked if we had seen his cat. (The direct question was, "Have you seen my cat?")
- Quentin wanted to know how we had arrived at that answer. (The direct question was "How did you arrive at that answer?")

EXERCISE

Choose the correctly written version from each of the following sets of sentences.

1.

- a. The train passed through Rockford, IL., on its way to St. Joseph, MO.
- b. The train passed through Rockford, IL, on its way to St Joseph, MO.
- c. The train passed through Rockford, IL, on its way to St. Joseph, MO.

2.

- a. Ms Cory Ames, Dr Matthew Olson, and H.J. Lane went to Chicago, IL.
- b. Ms Cory Ames, Dr Matthew Olson, and HJ Lane went to Chicago, IL.
- c. Ms. Cory Ames, Dr. Matthew Olson, and H.J. Lane went to Chicago, IL.

3.

- a. At the age of 15, Justin measured 5 ft. 11 in. tall. Now, at 17, he has grown to 6 ft. 3 in.
- b. At the age of 15, Justin measured 5 ft. 11 in. tall.. Now, at 17, he has grown to 6 ft. 3 in..
- c. At the age of 15, Justin measured 5 ft 11 in tall. Now, at 17, he has grown to 6 ft 3 in.

4.

- a. Bob asked if the price of the CD was \$13.98?
- b. Bob asked if the price of the CD was \$13.98.
- c. Bob asked if the price of the CD was \$1398¢.

5.

- a. Tie your shoe. Before you trip and break a leg.
- b. Tie your shoe before you trip and break a leg.
- c. Tie your shoe before you trip and break a leg

6.

- a. Mr and Mrs Fletcher visited 10 cities in 20 days.
- b. Mr. and Mrs. Fletcher visited 10 cities in 20 days.
- c. Mr and Mrs. Fletcher visited 10 cities in 20 days.

7.

- a. Mayor and Mrs. Dorian will address the city council at 8:00 pm.

- b. Mayor and Mrs Dorian will address the city council at 8:00 p.m.
- c. Mayor and Mrs. Dorian will address the city council at 8:00 p.m.

8.

- a. Oh, all right. Tell me your riddle.
- b. Oh. all right. Tell me your riddle.
- c. Oh, all right Tell me your riddle.

Rules for Using Question Marks and Exclamation Points

Use a question mark after a word or group of words that asks a question, even if it is not a complete sentence.

Examples:

What did you do last night?

Will you put out the trash?

Okay?

May we go to the movies after we've finished our homework?

Are we?

Use an exclamation point after a sentence that expresses strong feeling.

Examples:

Look out for that car!

I just can't stand the smell in here!

A word of caution about using exclamation points to show strong feeling: Exclamation points are a little bit like salt on food. Most people like a little bit. Nobody likes too much

Use an exclamation point after an interjection—a word or phrase expressing strong feeling—when it is written as a single sentence.

Examples:

Doggone it!
Yikes!

Use an exclamation point after a sentence that begins with a question word but doesn't ask a question.

Examples:

What a dunce I am!
How marvelous of you to come!

EXERCISE

Choose the correctly written version of each of the following sets of sentences.

9.

- a. Wow! That is an incredible view?
- b. Wow? That is an incredible view!
- c. Wow! That is an incredible view!

10.

- a. I can't believe how naïve I was!
- b. I can't believe how naïve I was.
- c. I can't believe how naïve I was?

11.

- a. The auditor asked me why I didn't save the receipts?
- b. The auditor asked me why I didn't save the receipts.
- c. The auditor asked me why I didn't save the receipts!

12.

- a. Can you tell me the seating capacity of this meeting room.
- b. Can you tell me the seating capacity of this meeting room?
- c. Can you tell me the seating capacity of this meeting room!

13.

- a. Unbelievable. I never thought she would go through with it!
- b. Unbelievable? I never thought she would go through with it.
- c. Unbelievable! I never thought she would go through with it!

14.

- a. Was Alexander the Great born in 350 b.c.e.
- b. Was Alexander the great born in 350 b.c.e.?
- c. Was Alexander the Great born in 350 b.c.e.?

15.

- a. Our group will meet at the library at 10:00 p.m.to research T.S. Eliot.
- B Our group will meet at the library at 10:00 pm to research T.S. Eliot.
- c. Our group will meet at the library at 10:00 p.m. to research TS. Eliot.

16.

- a. Hannah asked how much the prom bid was. Kayla told her \$50.00.
- b Hannah asked how much the prom bid was? Kayla told her \$50.00?
- c. Hannah asked how much the prom bid was? Kayla told her \$50.00.

17.

- a. Wow. What a close call that was?
- b. Wow! What a close call that was.
- c. Wow! What a close call that was!

18.

- a. Those carpenters. Do you know how much they charged?
- b. Those carpenters? Do you know how much they charged?
- c. Those carpenters! Do you know how much they charged?

Tips

Take a few minutes to practice what you have learned today. If you are reading a book right now, look through a few of the pages until you find at least three examples of each type of end mark you learned about today. Are the end marks used according to the rules you used today? If you're not currently reading a book, just grab one from the shelf at home or at work.





UNIT 3

AVOIDING FAULTY SENTENCES

How do we distinguish between complete sentences and sentence fragments, run-ons, and comma splices? Read this chapter to find out.

Complete Sentences

A complete sentence is a group of words that meets all three of the following criteria:

1. It has a verb (a word or phrase that explains an action, such as want, run, take, give, or a state of being, such as am, is, are, was, were, be). Many sentences have more than one verb. The verbs in the following sentences are highlighted for you.

Examples:

Bob and Alexandra both **wanta** promotion.

(action verb)

Yurika **drafted** a memo and **sent** it to the sales department.

(action verbs)

Herbert and Tan **are** the chief operators in this department.

(state of being verb)

2. It has a subject (someone or something that performs the action or serves as the main focus of the sentence). As with verbs, many sentences have more than one subject.

Examples:

Bob and **Alexandra** both want a promotion.

Yurikad rafted a memo and sent it to the sales department.

Herbert and Tan are the chief operators in this department.

3. It expresses a complete thought. In other words, the group of words has a completed meaning. Sometimes, a group of words has both a subject and a verb but still does not express a complete thought. Look at the following examples. The subjects and verbs are highlighted to make them easier to identify.

Complete sentences (also called independent clauses):

- **I left** an hour earlier than usual.
- Our **team finished** its year - end evaluation.
- **Roger tried** to explain his position.

Sentence fragments (also called dependent clauses):

- **If I left** an hour earlier than usual.
- **When our team finished** its year - end evaluation.
- **Whenever Roger tried** to explain his position.

Sentence Fragments

In the last set of examples, you may have noticed that each fragment is longer than the similar complete sentence. The groups of words are otherwise the same, except the fragments have an extra word at the beginning. These words are called subordinating conjunctions. If a group of words that would normally be a complete sentence is preceded by a subordinating conjunction, you need something more to complete the thought. These subordinate or dependent clauses need something more to complete their meaning; therefore, they depend on an independent clause, a group of words that by itself could form a complete sentence. Examine how the fragments have been rewritten here to express a complete thought.



- If I left an hour earlier than usual, I would be able to avoid rush hour.
- When our team finished its year-end evaluation, we all took the next day off.
- Whenever Roger tried to explain his position, he misquoted the facts.

These words can be used as subordinating conjunctions:

after	once	until
although	since	when
as	than	whenever
because	that	where
before	though	wherever
if	unless	while

Sometimes, a subordinating conjunction is a phrase rather than a single word:

as if we didn't already know
as though she had always lived in the town
as long as they can still be heard
as soon as I can finish my work
even though you aren't quite ready
in order to proceed more carefully
so that all of us understand exactly

Subordinate clauses are only one type of sentence fragment. Look at the questions in the table that follows. For each question, choose the group of words that forms a complete. See if you notice any similarities among the groups of words that are fragments.

Word group A	Word group B
1. We are ready for the next task.	Washing the car.
2. Seeing the plane arrive.	Heather's family rushed to the gate.
3. Broken after years of use.	The receptionist finally got a new phone.

4. We saw Andrea sitting all by herself.	Imagining what Florida was like in March.
------------------------------------------	-------------------------------------------

The complete sentences are 1. A, 2. B, 3. B, and 4. A. The fragments are simply phrases. They do not contain a subject or a verb. If you combine the two sets of words, both will be part of a complete sentence. See how this is done in the following examples. With some of the sentences, all you need is a comma. With others, you must add extra words to incorporate the phrase into the rest of the sentence.

1. We are ready for the next task, which is washing the car.
2. Seeing the plane arrive, Heather's family rushed to the gate.
3. Since the phone was broken after years of use, the receptionist finally got a new one.
4. We saw Andrea sitting all by herself, imagining what Florida was like in March.

Now look at this table. In each set, one of the options is a complete sentence. The other is a fragment. Put the letter of the complete sentence in the box at the far right. See if you notice any similarities among the fragments.

Word group A	Word group B
1. About the way he combs his hair.	I've noticed something very strange.
2. My aunt is a respiratory therapist.	A person who helps people rebuild their lungs and circulatory system.
3. Benjamin saw a piece of key lime pie. .	His favorite type of dessert
4. And tried to sell popcorn and	We went door to door.

candy.	
5. During the rest of the afternoon.	Everything went smoothly
6. Icy roads and hazardous weather.	We couldn't make the deadline.
7. In the parking ramp near our building.	I was fortunate to find a parking spot.
8. And saw the picture of our company's new owner.	We read the morning paper.
9. We traveled through the desert all night.	Without seeing a single car or building.
10. We walked all over downtown.	And applied for part - time jobs at theaters.

The complete sentences are 1. B, 2. A, 3. A, 4. B, 5. B, 6. B, 7. B, 8. B, 9. A, and 10. A. Most of the fragments are phrases that can easily be incorporated into a complete sentence using the independent clause with which they are paired. Try to do this yourself. Compare your sentences with the versions that follow.

Look at sentences 1, 5, 7, and 9. The fragments in these sentences were nothing more than phrases separated from the independent clauses. All you need to do is add the fragment to the complete sentence in a spot where it fits. No punctuation or additional words are needed.

1. I've noticed something very strange about the way he combs his hair.
5. Everything went smoothly during the rest of the afternoon.
7. I was fortunate to find a spot in the parking ramp near our building.
9. We traveled through the desert all night without seeing a single car or building.

Now examine sentences 2 and 3. These fragments are phrases that explain or further identify something in the complete sentence. Such phrases are called appositive phrases. All you need to do is place a comma after the word being explained or identified, and then add the appositive phrase.

2. My aunt is a respiratory therapist, a person who helps people rebuild their lungs and respiratory system.
3. Benjamin saw key lime pie, his favorite type of dessert.

Take a look at sentences 4, 8, and 10. In these sentences, the fragment is a verb (action) separated from the independent clause or the complete sentence.

All that is required is to add the fragment to the sentence.

4. We went door to door and tried to sell popcorn and candy.
8. We read the morning paper and saw the picture of our company's new owner.
10. We walked all over downtown and applied for part - time jobs at theaters.

Finally, look at the remaining sentence, 6. In this sentence, extra words are needed to add the fragment to the sentence.

6. We couldn't make the deadline because of the icy roads and hazardous weather.

Run - On Sentences

An independent clause is a group of words that could be a complete sentence all by itself. A run - on sentence is one in which independent clauses have been run together without punctuation (a period, semicolon, or comma).

Examples:

- Lynn moved from Minneapolis her job was transferred.

- The concert seemed unending it lasted almost until midnight.
- We got some gas then we headed off to Omaha.

All three examples can be corrected quite easily in one of three ways:

1. By adding a period and a capital letter.

- Lynn moved from Minneapolis. Her job was transferred.
- The concert seemed unending. It lasted almost until midnight.
- We got some gas. Then we headed off to Omaha.

2. By adding a comma and a conjunction (and, but, or, for, nor, yet, so). Sometimes, you have to change the order of the words.

- Lynn's job was transferred, so she moved from Minneapolis.
- The concert seemed unending, for it lasted almost until midnight.
- We got some gas, and then we headed off to Omaha.

3. By turning one of the independent clauses into a dependent clause. To do this, you need to add a subordinating conjunction where it fits in the sentence. This can usually be done in two different ways: by rewording the clauses or by using different subordinating conjunctions. Remember the list of subordinating conjunction you saw earlier in this lesson?

- Lynn moved from Minneapolis because her job was transferred.
When her job was transferred, Lynn moved from Minneapolis.
- Since the concert lasted almost until midnight, it seemed unending.
The concert seemed unending because it lasted until almost midnight.
- After we got some gas, we headed off to Omaha.
We headed off to Omaha after we got some gas.

EXERCISE

Choose the complete sentence. Watch for fragments as well as run - ons. Answers are at the end of the lesson.

1.

- a. The puppy chewed on everything. And ruined my favorite shoes.
- b. The puppy chewed on everything and ruined my favorite shoes.

2.

- a. Julie is a loyal friend. She helps whenever she is needed.
- b. Julie is a loyal friend she helps whenever she is needed.

3.

- a. Paula bought a new car in February she picked it up only last week.
- b. Paula bought a new car in February. She picked it up only last week.

4.

- a. Lisa lost fi ve pounds. After only one week on the new diet.
- b. Lisa lost five pounds after only one week on the new diet.

5.

- a. You can register for the class in the offi ce on the second floor.
- b. You can register for the class. In the office on the second floor.

6.

- a. Samantha needs a few more days to finish the report it is more involved than she anticipated.
- b. Samantha needs a few more days to finish the report. It is more involved than she anticipated.

7.

- a. My sister's new friend Lisa came for dinner. And she brought her mom's famous chocolate cream pie for dessert.
- b. My sister's new friend Lisa came for dinner, and she brought her mom's famous chocolate cream pie for dessert.

8.

- a. Tanya completed the form she gave it to the receptionist.
- b. Tanya completed the form, and she gave it to the receptionist.

9.

- a. Louis was eager to see the dentist his toothache was getting worse.
- b. Louis was eager to see the dentist. His toothache was getting worse.

10.

- a. Jenny looked for a bank that offered better interest rates.
- b. Jenny looked for a bank. Offered better interest rates.

Comma Splices

A comma splice is the last kind of sentence fault you will study today. It is actually a special type of run-on sentence in which a comma is used in place of a semicolon to join two independent clauses without a conjunction. A comma splice can be corrected by putting a semicolon in place of the comma or by adding a conjunction after the comma.

Wrong: Henry lives across the street, he has been there for 25 years.

Correct: Henry lives across the street; he has been there for 25 years.
Henry lives across the street, and he has been there for 25 years.

Wrong: Mary heads the search committee, John is the recorder.

Correct: Mary heads the search committee; John is the recorder.
Mary heads the search committee, and John is the recorder.

Wrong: Sid gave demonstrations all summer long, he returned in the fall.

Correct: Sid gave demonstrations all summer long; he returned in the fall.

Sid gave demonstrations all summer long, but he returned in the fall.

EXERCISE

Here is an opportunity to apply what you have learned about complete sentences, fragments, run-ons, and comma splices. In each of the following numbered items, decide whether the group of words is a correctly written sentence or sentences (S), a fragment (F), a run-on sentence (ROS), or a comma splice (CS).

11. Dr. Anders left detailed care instructions for the patient. A personal friend of his.
12. The night before, someone from Publisher's Clearinghouse had called. To tell me that I would be receiving a prize package worth potentially millions of dollars.
13. I was so excited because unlike the other offers, this really sounded legitimate, it sounded to me as though I might really win something this time.
14. I hastily opened the mailbox. Hoping to find the promised envelope.
15. There it was. The promised letter.
16. Because I couldn't wait to open it to read its contents.
17. The officer responded to the call, he received it at 8:10 p.m.
18. Emily posted the last transaction it was time to close the books for the day.
19. Our new computer system is still not working properly.
20. Even though a computer repair man had looked at the system and deemed it in proper working order.

Tips

Go back to the paragraph at the beginning of the lesson. Revise it to eliminate the sentence fragments, comma splices, and run - on sentences. As you read the morning paper or written material at work, look for sentence faults. If you find none, look for complete sentences that could be combined. Chances are, you'll find plenty of those in a newspaper. You can also find plenty of sentence faults, especially fragments, in advertisements. Practice writing complete sentences in any written work you are assigned



UNIT 4

COMMAS AND SENTENCE PARTS

Commas, one form of internal punctuation, play an important role in many sentences. In this lesson, learn how they highlight specific parts of a sentence in order to make them cohesive with the rest of the sentence. During this lesson, you will learn how to use commas in relationship to sentence parts. As you progress through this lesson, remember what you learned about sentences and sentence faults in Lesson 3. During this lesson, you will learn how to use commas in relationship to sentence parts. As you progress through this lesson, remember what you learned about sentences and sentence faults in Lesson 3.

Before you begin this lesson, see how much you already know about commas and sentence parts. Insert commas where you think they should be in the Problem version of the sentences. Check your answers against the corrected version of the sentences in the Solution section that follows.

Problem	Solution
Worried I tried to reach him on the phone again.	Worried, I tried to reach him on the phone again.
Before setting up the computer Kayla read all the instruction booklets carefully.	Before setting up the computer, Kayla read all the instruction booklets carefully.
As soon as the paint dries we can apply another coat.	As soon as the paint dries, we can apply another coat.
Thinking carefully about the requests of his coworkers Jason	Thinking carefully about the requests of his coworkers, Jason

scheduled a meeting with his boss.	scheduled a meeting with his boss.
Like an excited child Jan tore open the wrapping paper to see her gift.	Like an excited child, Jan tore open the wrapping paper to see her gift.
The workshop which I will attend is scheduled for for the last Friday of the month.	The workshop, which I will attend, is scheduled for the the last Friday of the month.
Jill Johnson the newest member of the human resources staff has more than 10 years of experience in the field.	Jill Johnson, the newest member of the human resources staff, has more than 10 years of experience in the field.

Commas Following Introductory Words, Phrases, and Clauses

Use a comma to set off introductory words, phrases, and clauses from the main part of a sentence. The comma keeps a reader from accidentally attaching the introductory portion to the main part of the sentence and having to go back and reread the sentence. In other words, commas following introductory elements will save the reader time and reduce the chances of misinterpreting what you write. Examine the following examples to see how introductory words, phrases, and clauses are set off with commas.

Words:

- Disappointed, we left the movie before it ended.
- Annoyed, the manager stomped back into the storeroom.
- Amazed, Captain Holland dismissed the rest of the troops.

Phrases:

- Expecting the worst, we liquidated most of our inventory.
- Badly injured in the accident, the president was gone for two months.

- Reluctant to make matters any worse, the doctor called in a specialist.

Clauses:

- If we plan carefully for the grand opening, we can increase sales.
- While we were eating lunch, an important fax came.
- Because we left before the meeting ended, we were not eligible to win a door prize.

Remember the fragment section of Lesson 3? Part of it dealt with subordinate or dependent clauses. Subordinate or dependent clauses are what you see in the last set of previous examples. The first part of each sentence, the subordinate or dependent clause, is followed by a comma. The two parts of each of these sentences could very easily be reversed and the sentence would still make sense. However, if you reverse the sentence parts, making the independent clause the first clause in the sentence, you would NOT need a comma.

Subordinate clauses after the independent clause:

- We can increase sales if we plan carefully for the grand opening.
- An important fax came while we were eating lunch.
- We were not eligible to win a door prize because we left before the meeting ended.

EXERCISE

Choose the correctly written sentence from each of the following pairs. Answers are provided at the end of the lesson.

1.
 - a. Content for the first time in his life, Bryce returned to school.
 - b. Content for the first time in his life Bryce returned to school.
2.
 - a. After eating the train conductor finished his scheduled route and headed back to the train yard.
 - b. After eating, the train conductor finished his scheduled route and headed back to the train yard.
3.
 - a. I will never forget this moment, as long as I live.
 - b. I will never forget this moment as long as I live.
4.
 - a. By the time we finally made up our minds, the contract had been awarded to someone else.
 - b. By the time we finally made up our minds the contract had been awarded to someone else.
5.
 - a. Indignant, Mr. Caster left the restaurant without leaving a tip.
 - b. Indignant Mr. Caster left the restaurant without leaving a tip.
6.
 - a. Wayne was delighted when he found out he'd been awarded the leading role in the show.
 - b. Wayne was delighted, when he found out he'd been awarded the leading role in the show.

7.

- a. By designing the program ourselves, we saved a great deal of expense.
- b. By designing the program ourselves we saved a great deal of expense.

8.

- a. Weeping Wanda gently wiped her eyes while adsorbed in her favorite opera.
- b. Weeping, Wanda gently wiped her eyes while adsorbed in her favorite opera.

9.

- a. Dripping with water from head to toe, Angie climbed the bank of the river.
- b. Dripping with water from head to toe Angie climbed the bank of the river.

10.

- a. The company honored its oldest employee at the annual meeting.
- b. The company honored its oldest employee, at the annual meeting.

Commas help a reader know which words belong together. Add commas to the following sentences to help make their meaning clear.

- 1. Inside the house was clean and tastefully decorated.
- 2. After running the greyhounds settled back into their boxes.
- 3. Alone at night time seems endless.
- 4. As he watched the game slowly came to an end.

You should have marked the sentences like this:

- 1. Inside, the house was clean and tastefully decorated.
- 2. After running, the greyhounds settled back into their boxes.
- 3. Alone at night, time seems endless.
- 4. As he watched, the game slowly came to an end.

Commas with Appositives

An *appositive* is a word or group of words that immediately follows a noun or pronoun. The appositive makes the noun or pronoun clearer or more definite by explaining or identifying it. Look at the following examples. The appositives and appositive phrases have been highlighted.

Examples:

- Rachel Stein won the first prize, **an expense - paid vacation to the Bahamas**.
- New Orleans, **home of the Saints**, is one of my favorite cities.
- One of the most inspiring motivators in college basketball is Dr. Tom Davis, **coach of the Iowa Hawkeyes**.

Sometimes, a proper name that identifies or further explains will follow a noun or pronoun. Although this is also a type of appositive, it is not set off by commas.

Examples:

- My sister **Debi** lives four hours away.
- The noted novelist **Barbara Kingsolver** writes about the South and Southwest.

Place commas where they are needed in the following sentences.

1. Ms. Mason the bank manager scheduled a meeting with new employees.
2. MP3 players devices virtually unheard of a decade ago are very common today.
3. Maggie loves to take long walks on the nature trail an oasis of calm.
4. Health care coverage a major consideration for everyone has steadily worsened over the years.
5. The poem was written by Sylvia Plath a very accomplished poet.
6. My friend Cynthia threw me a surprise party last year.

You should have marked the sentences like this:

1. Ms. Mason, the bank manager, scheduled a meeting with new employees.
2. MP3 players, devices virtually unheard of a decade ago, are very common today.
3. Maggie loves to take long walks on the nature trail, an oasis of calm.
4. Health care coverage, a major consideration for everyone, has steadily worsened over the years.
5. The poem was written by Sylvia Plath, a very accomplished poet.
6. My friend Cynthia threw me a surprise party last year. (no comma needed)

Commas and Nonrestrictive Clauses

Earlier in this lesson, you learned that a subordinate clause at the beginning of a sentence is followed by a comma, but a subordinate clause any other place in the sentence is not set off by a comma. This is true only if the clause is an essential clause. In some sentences, a clause cannot be omitted without changing the basic meaning of the sentences. Omitting such a clause changes the meaning of the sentence or makes it untrue. Such a clause is called an *essential or restrictive* clause.

Example:

- All drivers **who have had a drunk driving convictions** should have their licenses revoked.
- All drivers should have their licenses revoked.

The highlighted clause is essential because the meaning of the sentence is changed drastically if the clause is removed from the sentence. A restrictive clause is not set off with commas. However, a nonessential or nonrestrictive clause must be set off by commas. A clause is nonrestrictive if it simply adds information that is not essential to the basic meaning of the sentence. If a nonrestrictive clause is removed, the basic meaning of the sentence is not changed.

Example:

- My father, **who is still farming**, is 74 years old.
- My father is 74 years old.

The highlighted clause is nonrestrictive. If it is removed from the sentence, the basic meaning of the sentence is not changed. Nonrestrictive clauses usually begin with one of these subordinating conjunctions:

who, whom, whose, which, or that. (Technically, the proper subordinating conjunction for a restrictive clause is *that*, while nonrestrictive clauses use *which*, but in practice, many writers ignore this distinction.)

Review

This next exercise reviews everything you have learned so far. This passage contains no commas, end marks, or capitalization. Use what you have learned to add capitalization, end marks, and commas to correct the passage.

even though peter liked his job a great deal he always looked forward to his summer vacation it was the highlight of his year usually he spent two weeks in the middle of july at camp wi wi ta which was 40 miles from his home he was responsible for six physically challenged children for 24 hours a day for two weeks how he loved camp peter took the counseling job one he loved dearly very seriously each morning he rose before the first child awoke and never went to bed until the last of his kids went to sleep at night the best part of the job was challenging the kids to do things for themselves peter would insist that they comb their hair or cut their own food even if they begged for help the camp dean and some of the other counselors thought peter was slacking on the job but he didn't see it that way he enjoyed knowing that his kids left camp more capable and confident than they had been when they arrived



UNIT 5

COMMAS THAT SEPARATE

Besides setting off sentence parts, commas are used in many other situations. This lesson reviews the many instances in which you should use commas to separate sentence elements.

Commas are used to separate or clarify relationships between sentence parts to make the meaning of a sentence clear and easy to grasp. In this lesson, you'll learn how to use commas to separate independent clauses, items in a series, items in a date or address, two or more adjectives preceding a noun, and contrasting elements and words that interrupt the flow of thought in a sentence. The last section of the lesson explains how to use commas in the greetings and closings of a friendly letter.

Begin by seeing how much you already know about commas that separate. Add commas where you think they are needed to the Problem column on the next page. Check your answers against the corrected version in the Solution column. Try to identify the rules that apply to those you missed as you go through the lesson.

Problem	Solution
Dear Ms. Ames I want to thank you for writing the recommendation letter. It was a very kind gesture. I also wanted to tell you that Mr. Matthews the director of the camp offered me	Dear Ms. Ames, I want to thank you for writing the recommendation letter. It was a very kind gesture. I also wanted to tell you that Mr. Matthews, the director of the camp, offered me

<p>the counselor job. I will work at Camp Arrowhead in June July and August. Additionally I will accompany the campers on a week-long trip to Hershey Pennsylvania.</p> <p>I will have many responsibilities at the camp but most of my time will be spent organizing the sports activities. I will be teaching the campers to play soccer basketball and tennis all sports that I happen to love. Louise who directs the sports program at Camp Arrowhead is an accomplished athlete with a dynamic personality. I am looking forward to working with her</p> <p>.Ms. Ames I am so grateful for all your support. Without your guidance as well as your confidence in me I wouldn't have received this job offer. When I begin my summer job I will be ready to make an excellent impression as an eager and well-prepared young woman. This summer thanks to you will be one that I will never forget.</p> <p>By the way you can write to me at Camp Arrowhead 303 Valley Road Lebanon Pennsylvania.</p> <p>Sincerely,</p>	<p>the counselor job. I will work at Camp Arrowhead in June, July, and August. Additionally, I will accompany the campers on a week-long trip to Hershey, Pennsylvania.</p> <p>I will have many responsibilities at the camp, but most of my time will be spent organizing the sports activities. I will be teaching the campers to play soccer, basketball, and tennis, all sports that I happen to love. Louise, who directs the sports program at Camp Arrowhead, is an accomplished athlete with a dynamic personality. I am looking forward to working with her.</p> <p>Ms. Ames, I am so grateful for all your support. Without your guidance, as well as your confidence in me, I wouldn't have received this job offer. When I begin my summer job, I will be ready to make an excellent impression as an eager and well-prepared young woman. This summer, thanks to you, will be one that I will never forget.</p> <p>By the way, you can write to me at Camp Arrowhead, 303 Valley Road, Lebanon, Pennsylvania.</p> <p>Sincerely,</p>
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Commas with Independent Clauses Joined by a Conjunction

As you may recall from Lesson 3, an independent clause is a group of words that could stand alone as a complete sentence. A conjunction is a joining word: and, but, or, for, nor, so, or yet. Sometimes, a writer will combine two or more independent

clauses to form a compound sentence. If a conjunction joins the clauses, place a comma after the first clause. The commas and conjunctions are highlighted in the following examples.

Examples:

- I went to bed early last night, so I felt rested this morning.
- The city's economic situation has improved, but there are still neighborhoods where many people depend on the generosity of others in order to live.
- Susan worked through lunch, and now she is able to leave the office early.

If independent clauses are joined without a conjunction, they are separated by a semicolon instead of a comma.

Examples:

- I went to bed early last night; I felt rested this morning.
- The city's economic situation has improved; however, there are still neighborhoods where many people depend on the generosity of others in order to live.
- Susan worked through lunch; now she is able to leave the office early.

EXERCISE

Use commas and semicolons to correctly punctuate the following sentences.

1. You can safely view an eclipse through the viewing glass of a welding helmet or you can look through a piece of overexposed film.
2. Jack my cat will lounge lazily in the bay window most of the afternoon soaking up the warmth of the sun.
3. The young calf put its head over the fence and it licked my hand.
4. Icebergs in the Antarctic are flat and smooth but those in the Arctic are rough.

5. Only resort members are allowed to enter the pool area please have your membership pin visible at all times.
6. I like Sam he likes me for we are best of friends.
7. The inventory is valued at one million dollars but it's not enough to cover our debt.
8. If you know of anyone with data processing experience encourage him or her to apply for this new position.

Commas to Separate Items in a Series

Commas are used to separate items in lists of similar words, phrases, or clauses to make the material easier for a reader to understand. The last item in a series is also usually preceded by a conjunction. Strictly speaking, no comma is needed before the conjunction. (However, many writers—some test writers included—prefer to use a comma before the final conjunction to avoid confusion.)

Examples:

- Al, Jane, Herbert, and Willis all applied for the promotion.
- The old Tempo's engine squealed loudly, shook violently, and came to a halt.
- The instructions clearly showed how to assemble the equipment, how to load the software, and how to boot the system.

If each item in the series is separated by a conjunction, no commas are needed.

Example:

- Billie and Charles and Cameron performed at the company Christmas party.

Commas to Separate Items in a Date or an Address

When giving a complete date in the format month - day - year, put a comma on either side of the year. When giving a date that is only a month and year, no comma is needed.

Use a comma to separate each element of an address, such as the street address, city, state, and country. A comma is also used after the state or country if the sentence continues after the address.

Examples:

- We moved from Fayetteville, North Carolina, on May 16, 2005.
- Since November 1994, Terry has lived at 654 36th Street, Lincoln, Nebraska.
- Dwana attended Drake University, in Des Moines, Iowa, both fall 2004 and spring 2005.

EXERCISE

Add commas and end marks where they are needed to the following sentences. Use not only what you are learning in this lesson, but also what you learned in Lesson 4.

9. For safety reasons make sure the tires are properly inflated you should check the oil too.
10. The homegrown philosopher who lives next door at 251 Acorn Street Libertyville Kansas claims to know exactly who invented the wheel sliced bread and kissing.
11. On May 4 2006 Richard celebrated his birthday in grand style he turned 61.
12. Looking for a solution to the printing problem Karissa asked an older employee questioned the supervisor and finally consulted the printer manual.
13. Baruch brought a pasta salad to the potluck Shannon brought peanuts mints and pretzels.

Commas to Separate Adjectives

Use commas to separate two or more equally important adjectives.

Examples:

- Alex avoided the *friendly, talkative, pleasant* boy sitting next to him at school.
- The carpenter repaired the floor with *dark, aged, oak* flooring.
- The reporter spoke with several *intense, talented* high school athletes.

Pay close attention to the last sentence. You'll notice that the words *several* and *high school* are also adjectives modifying *athletes*. Not all adjectives modifying the same word are equally important. Only those of equal importance are separated with a comma. If you apply one or both of these tests, you can easily tell whether a comma is needed:

Change the order of the adjectives. If the sentence reads just as clearly, separate the adjectives with a comma. If the sentence becomes unclear or sounds awkward, do not use a comma. The first two example sentences make sense even if the position of the adjectives is changed. The last example sentence makes no sense if you change the order of any of the adjectives other than *intense* and *talented*. Therefore, those are the only adjectives separated by a comma.

- ✓ Alex avoided the *talkative, friendly, pleasant* boy sitting next to him at school.
- ✓ The carpenter repaired the floor with *aged, dark, oak* flooring.
- X The reporter spoke with *intense, several, talented, high school* athletes.

A second, equally effective test is to place *and* between the adjectives. If the sentence still reads well, then use commas between the adjectives. If the sentence sounds unclear or

awkward, do not use commas. Again, this works with the first two example sentences, but in the last sentence, *and* makes sense only between *intense* and *talented*.

Where do commas go in the following sentences?

- We bought an *antique wrought iron* daybed.
- The envelope contained *three crisp clean brand-new one hundred* dollar bills.

You should have punctuated the sentences like this:

- We bought an antique, wrought iron daybed.
- The envelope contained three crisp, clean, brand-new one hundred dollar bills.

Commas to Separate Other Elements of a Sentence

Use commas to separate contrasting or opposing elements in a sentence. The comma functions as a signal to the reader: What follows is an opposite idea. It makes the idea easier for the reader to grasp.

Examples:

- We searched the entire house, *but found nothing*.
- We need strong intellects, *not strong bodies*, to resolve this problem.
- The racers ran slowly at first, *quickly at the end*.
- We expected to meet the president, *not a White House aide*.

Use commas to separate words or phrases that interrupt the flow of thought in a sentence.

Examples:

- The deadline, *it seemed clear*, simply could not be met.
- We came to rely, *however*, on the kindness and generosity of the neighbors.
- The alternative route, *we discovered*, was faster than the original route.

Whenever the name of the person being addressed is included in a sentence, it should be set off by commas.

Examples:

- *Dave*, we wanted you to look at this layout before we sent it to printing.
- We wanted you to look at this layout, *Dave*, before we sent it to printing.
- We wanted you to look at this layout before we sent it to printing, *Dave*.

Mild exclamations included in a sentence are also set off with commas.

Examples:

- *Well*, that was certainly a pleasant surprise.
- *Yes*, I'll call you as soon as we get the information.
- *Heavens*, that was a long - winded speaker.

Use a comma after the greeting and closing of a personal or friendly letter.

Examples:

- Dear Uncle Jon,
- Sincerely,
- Yours truly,

EXERCISE

Choose the correctly punctuated version of each of the following sets of sentences. Keep in mind what you learned about commas in the previous lesson.

14.

- a. Oscar's grocery list included bread, milk, toothpaste, soap, dog food, and a fly swatter.
- b. Oscar's grocery list, included bread, milk, toothpaste, soap, dog food and a fly swatter.
- c. Oscar's, grocery list included bread, milk, toothpaste, soap, dog food, and a fly swatter.

15.

- a. My daughter loved the museum, my son, on the other hand, was bored out of his mind.
- b. My daughter loved the museum; my son, on the other hand, was bored out of his mind.
- c. My daughter loved the museum, my son, on the other hand was bored out of his mind.

16.

- a. Well, Marcus, I hope that Lisa left you a number where she can be reached.
- b. Well, Marcus I hope that Lisa left you a number where she can be reached.
- c. Well Marcus, I hope that Lisa left you a number where she can be reached.

17.

- a. When I go to my yoga class, I need to bring comfortable clothes a yoga mat and a bottle of water.
- b. When I go to my yoga class I need to bring comfortable clothes, a yoga mat, and a bottle of water.
- c. When I go to my yoga class, I need to bring comfortable clothes, a yoga mat, and a bottle of water.

18.

- a. The restaurant I believe is located at 112 West Orange Street, Philadelphia, Pennsylvania.
- b. The restaurant, I believe, is located at 112 West Orange Street, Philadelphia, Pennsylvania.
- c. The restaurant, I believe, is located at 112, West Orange Street, Philadelphia, Pennsylvania.

19.

- a. Ben, and Trace, and Samuel are all excellent athletes students and musicians they play in a rock band together.
- b. Ben and Trace and Samuel are all excellent athletes, students, and musicians, they play in a rock band together.
- c. Ben and Trace and Samuel are all excellent athletes, students, and musicians; they play in a rock band together.

20.

- a. I'm afraid, Mr. Dobbs, that you lack the qualifications for this job; but we have another that might interest you.
- b. I'm afraid Mr. Dobbs, that you lack the qualifications for this job, but we have another that might interest you.
- c. I'm afraid, Mr. Dobbs, that you lack the qualifications for this job, but we have another that might interest you.

21.

- a. Usually, at the company picnic we play badminton, Frisbee golf, volleyball, and horseshoes.
- b. Usually, at the company picnic, we play badminton Frisbee golf, volleyball and horseshoes.
- c. Usually at the company picnic, we play badminton, Frisbee, golf, volleyball, and horseshoes.

22.

- a. We will advertise our biggest sale of the decade on June 21, 1997, the 25th anniversary of our Grand Opening sale.
- b. We will advertise our biggest sale of the decade on June 21 1997, the 25th anniversary of our Grand Opening sale.
- c. We will advertise our biggest sale of the decade on June 21, 1997 the 25th anniversary of our Grand Opening sale.

23.

- a. Exhausted by the heat, rather than the exertion, Ming collapsed under a tall shady oak tree.
- b. Exhausted by the heat rather than the exertion, Ming collapsed under a tall, shady oak tree.
- c. Exhausted by the heat, rather than the exertion, Ming collapsed under a tall, shady oak tree.





UNIT 6
SEMICOLONS
AND COLONS

You learned to use semicolons to separate independent clauses in Lesson 3. In this lesson, you'll review that use of semicolons, as well as the use of some of the other punctuation marks you have studied so far. You will learn how to use semicolons with conjunctive adverbs and when to separate items in a series with semicolons. You will also learn to use colons in business communications and other settings.

Semicolons

There are three different cases in which a semicolon is used to separate independent clauses. (See Lesson 3 if you've forgotten what an independent clause is.)

To separate independent clauses joined without a conjunction. This rule may seem familiar to you because it was also included in the last lesson.

Examples:

- **Three doctors began the research project; only one completed it.**
- **Discard the packaging; save the paperwork for accounting.**
- **The hour is over; it's time to stop working.**

To separate independent clauses that contain commas even if the clauses are joined by a conjunction. The semicolon helps the reader see where the break in thought occurs.

Example:

The team needed new equipment, updated training manuals, and better professional advice; but since none

of this was provided, they performed as poorly as they had in the previous competition.

To separate independent clauses connected with a conjunctive adverb. Follow the adverb with a comma. A *conjunctive adverb* is an adverb that joins independent clauses. Conjunctive adverbs are punctuated differently from regular conjunctions. The first independent clause is followed by a semicolon; the conjunctive adverb is followed by a comma.

Examples:

- Our copy of the central warehouse catalogue, arrived after the budget deadline; *consequently*, our requests are late.
- In the book *An American Childhood*, Annie Dillard recounts her experiences as a child; *furthermore*, she questions and speculates about the meaning of life.

Here is a complete list of words used as conjunctive adverbs.

accordingly	instead
besides	moreover
consequently	nevertheless
furthermore	otherwise
hence	therefore
however	thus

Many people confuse subordinating conjunctions, such as because, though, until, and while, with the conjunctive adverbs previously mentioned. The difference is important. A clause beginning with a subordinating conjunction is only a subordinate clause; it can't stand alone as a sentence. A clause with a conjunctive adverb is an independent clause, which should be separated from another independent clause with a period and capital letter or with a semicolon.

Here's a trick to determine whether the word that begins a clause is a conjunctive adverb. If you can move the word around within the clause, it's a conjunctive adverb. If you

can't, it's probably a subordinating conjunction. For example, here are two main clauses:

My paycheck was delayed. I couldn't pay my rent on time.

Here are two ways of joining those two main clauses:

- **My paycheck was delayed; therefore, I couldn't pay my rent on time.**
- **I couldn't pay my rent on time because my paycheck was delayed.**

Check whether the first version uses a conjunctive adverb. Can you move *therefore* around in its clause? Yes, you could say, "I couldn't, therefore, pay my rent on time." So *therefore* is a conjunctive adverb.

Use the same test to see whether *because* is a conjunctive adverb that should come after a semicolon. Can you move *because* around in its clause: "My pay-check because was delayed"? No. So *because* is a subordinating conjunction, and the clause it introduces is not a main clause.

There's one more way a semicolon is used to separate:

Use a semicolon to separate items in a series if the items contain commas. Unlike items in a series separated by commas, a semicolon is used even when there is a conjunction. Examples:

- The dates we are considering for our annual party are Thursday, **June 5; Saturday, June 7; Sunday, June 8; or** Monday, June 9.
- When we go to the lake, I am sure to take a pizza pan, a popcorn popper, and pancake **griddle; fishing** tackle, life jackets, and ski **equipment; and** puzzles, cards, board games, and my guitar.
- The expansion committee is considering locations in Columbus, **Ohio; Orange, California; Minton, Tennessee; and** Jacksonville, Florida.

EXERCISE

Practice what you've learned by adding semicolons where they are needed in the following sentences. You will find the answers at the end of this lesson.

1. I need a break I've been working for fi ve hours straight.
2. The storm was torrential it hammered the small town with high winds and heavy rain.
3. We had no problem meeting the deadline however, we were still able to find ways of streamlining production.
4. It was a typical Saturday afternoon of washing clothes vacuuming and mopping the floors changing all the bed sheets and grocery shopping.
5. Paige left some of the confi dential documents sitting on her desk at work consequently, she worried about their safety all night long.

Colons

Colons That Introduce

Use a colon to introduce a list of items, as long as the part before the colon is already a complete sentence.

Examples:

- These people were cast in the play: Andrea, Horatio, Thom, Alley, and Benito.
- We packed these items for the trip: cameras, dress clothes, scuba equipment, and beach wear.

Do not use a colon if the list of items complements a verb; in other words, if it completes the meaning begun by the verb. Look at the previous sample sentences rewritten in such a way that a colon is not necessary.

Examples:

- The people cast in the play were Kristin, Horatio, Thom, Alley, and Benito.

- For our trip, we packed cameras, dress clothes, scuba equipment, and beach wear.

Use a colon to introduce a formal quotation.

Example:

John F. Kennedy ended the speech with these notable words: “Ask not what your country can do for you. Ask what you can do for your country.”

Use a colon to emphasize a word, phrase, or clause that adds particular emphasis to the main body of a sentence. Again, the part before the colon should already be a complete sentence.

Examples:

- **The financial problems our company has been experiencing have been caused by one thing: poor planning.**
- **We were missing a vital piece of information: how the basic product design differed from last year’s model**

Colons That Show a Subordinate Relationship

Use a colon to show a subordinate relationship in the following cases:

Between two sentences when the second explains the first.

Examples:

- **Brenton shouted and threw his fists in the air: He had just set a new world record.**
- **Nicole put the check into her scrapbook rather than cashing it: It was the first check she had ever earned.**
- **Scott ignored the phone: He knew it was a salesman for whom he had no time.**

Between the title and the subtitle of a book.

Examples:

- *Internet Starter Kit: A Complete Guide to Cyberspace*
- *Beyond 2000: A Futuristic View of Time*
- *Death, Where is Thy Sting: Tales from the Other Side*

Between volume and page number or between chapter and verse.

Examples:

- *World Book Encyclopedia V: 128*
- *New Age Journal of MedicineIX: 23*
- John 3:16
- Genesis 1:1
- Psalms 23:2

Between hour and minute.

Examples:

- 12:53a.m.
- 2:10 p.m.

After the greeting of a business letter. You learned that commas are used after greetings in personal or friendly letters. A colon signals the reader that what is to follow is a business matter, something to be taken seriously. This is particularly true if you include the position, but not the name of the person to whom the letter is addressed. However, even in a business letter, the closing is followed by a comma.

Examples:

- Dear Mr. Strange:
Cordially,
- Dear Operations Manager:
Respectfully submitted,

EXERCISE

Choose the correctly punctuated version in each of the following sets of sentences.

6.

- a. The next bus that leaves for Las Vegas, Nevada, from Bakersfield, California, is at 6:45 a.m.
- b. The next bus that leaves for Las Vegas, Nevada from Bakersfield, California is at 6:45 a.m.
- c. The next bus that leaves for Las Vegas Nevada, from Bakersfield California, is at 6:45 a.m.

7.

- a. Margo said she completed the application, however the last two sections were still blank.
- b. Margo said she completed the application; however the last two sections were still blank.
- c. Margo said she completed the application; however, the last two sections were still blank.

8.

- a. When I go to the employee retreat I'll need a tennis racket, a bathing suit, a pair of sneakers, and a towel.
- b. When I go to the employee retreat, I'll need a tennis racket, a bathing suit, a pair of sneakers, and a towel.
- c. When I go to the employee retreat, I'll need: a tennis racket, a bathing suit, a pair of sneakers, and a towel.

9.

- a. Dear Aunt Sally:
It was so nice to see you at the family picnic yesterday.
- b. Dear Aunt Sally,
It was so nice to see you at the family picnic yesterday.
- c. Dear Aunt Sally;
It was so nice to see you at the family picnic yesterday.

10.

- a. Matthew made certain the essential items were packed for the weekend hike into Big Bear: a tent and stakes; sleeping bag; a working compass; extra food and water; a first-aid kit; a map, pencil, and paper; a flashlight with batteries and an extra bulb; insect repellent; and waterproof matches.
- b. Matthew made certain the essential items were packed for the weekend hike into Big Bear, a tent and stakes, sleeping bag, a working compass, extra food and water, a first-aid kit, a map, pencil, and paper, a flashlight with batteries and an extra bulb, insect repellent, and waterproof matches.
- c. Matthew made certain the essential items were packed for the weekend hike into Big Bear; a tent and stakes, sleeping bag, a working compass, extra food and water; a first-aid kit, a map, pencil, and paper, a flashlight with batteries and an extra bulb; insect repellent, and waterproof matches.





UNIT 7

APOSTROPHES AND DASHES

This lesson will put you in control of tricky apostrophes (') and dashes (—), two of the most commonly misused marks of punctuation. Apostrophes communicate important information in written language. Dashes, when used sparingly, add emphasis.

Apostrophes To Show Possession

Use an apostrophe to show possession. The highlighted words in each of the following examples are possessive adjectives: They show to whom or what a noun belongs.

Singular Nouns (Add -'S)	Plural Nouns Ending In -S(Add ')	Plural Nouns Not Ending In -S(Add -'S)
boy's toy (The toy is the boy's .)	boys' bicycles (The bicycles are the boys' .)	men's schedules(The schedules are the men's .)
child's play	kids' bedrooms	children's opinions
lady's scoat	ladies' skirts	women's department
dentist's aide	players' representative	people's choice

Apostrophes are not used to form plurals. When you're thinking of putting an apostrophe in a noun that ends in -s, ask yourself whether you're merely showing that there's more than one thing. If so, there's no apostrophe.

Examples:

- There are a lot of **potatoes** in the refrigerator.
- Cut out the **potatoes'** eyes.

You can avoid putting apostrophes in words that are merely plurals by trying this formula:

Theof the.....

Example: **the eyes of the** potatoes.

If the words don't fit in that formula, the noun doesn't take an apostrophe.

Here are some special cases for the use of apostrophes to show possession.

When there is more than one word in the possessive adjective—for example, with a compound noun, a business or institution, or jointly possessed items—add the apostrophe -s to the last word of the compound.

Examples:

- someone **else's** problem
- mother - in-**law's** visit
- board of **directors'** policy
- Pope John Paul **II's** death
- Proctor and **Gamble's** product
- Wayne and **Judy's** log cabin

Words showing periods of time or amounts of money need apostrophes when used as possessive adjectives.

Examples:

day's pay, **month's** vacation, **morning's** work
two **cents'** worth, **dollar's** worth

A singular noun that ends in -s still takes apostrophe -s, although some writers omit the -s and include only the apostrophe.

Examples:

- **Roger Maris's** batting record
- **Lotus's** personal organizer

When a possessive pronoun (mine, ours, yours, his, hers, theirs) is used, no apostrophe is needed.

Examples:

- The idea is **theirs**.
- The flight plan is **ours**.
- This manual must be **yours**.

EXERCISE

From each set that follows, choose the option in which apostrophes are used correctly. You will find the answers to each set of questions at the end of the lesson.

1.

- a. The students' weekly lunch special was supposed to include a piece of fruit and a drink.
- b. The student's weekly lunch special was supposed to include a piece of fruit and a drink.

2.

- a. Employees reward's differ from an owners'.
- b. Employees' rewards differ from an owner's.

3.

- a. Elaine has worked three years as a physicians assistant.
- b. Elaine has worked three years as a physician's assistant.

4.

- a. The puppies tail wagged eagerly when he saw Jason approach.
- b. The puppy's tail wagged eagerly when he saw Jason approach.

5.

- a. The companies' sales force has doubled in recent years, and the credit is your's.
- b. The company's sales force has doubled in recent years, and the credit is yours.

6.

- a. Her's is the most ambitious plan I have seen yet.
- b. Hers is the most ambitious plan I have seen yet.

7.

- a. The city's mayor commended the surfers' heroic efforts to rescue two swimmers caught in a dangerous rip tide.
- b. The cities mayor commended the surfers' heroic efforts to rescue two swimmers caught in a dangerous rip tide.

8.

- a. Pat and Janice's proposal requires a month's work.
- b. Pat's and Janice's proposal requires a months' work.

9.

- a. The computer supply store's top-selling printer is the companies latest model.
- b. The computer supply store's top-selling printer is the company's latest model.

10.

- a. Ms. Jones's boutique sells the same products as Mr. Smith's.
- b. Ms. Jones boutique sells the same products as Mr. Smiths.

To Show Omission

Use an apostrophe to show that letters or numbers have been omitted.

Examples:

- Morton **doesn't** (does not) live here anymore.
- The officer **couldn't** (could not) give me a speeding ticket.
- **Who's** (who is) on first?
- I just **can't** (cannot) understand this memo.
- My first car was a **'67** (1967) Chevy.
- Grandpa tells stories about life in the **'40s** (1940s).

EM = Dashes

An em-dash is a very specialized punctuation mark reserved for only a few special situations. However, many writers use it incorrectly in place of other marks. Em-dashes call attention to themselves. A careful writer uses them sparingly. Em-dashes are very effective if used correctly, but they lose their impact if overused. Remember to distinguish an em-dash from a hyphen when typing. An em-dash is **threehyphens**.

Use an em-dash to mark a sudden break in thought or to insert a comment.

Examples:

- Here is your sandwich and your—Look out for that bee!
- I remember the day—what middle-aged person doesn't—that President Kennedy was shot.
- John is sorry—we all are—about your unfortunate accident.

Use an em-dash to emphasize explanatory material. You don't have to use, but you may.

Examples:

- Knowing yourself—your thoughts, values, and dreams—is the most important knowledge.
- “The writer is by nature a dreamer—a conscious dreamer.” —Carson McCullers
- We spend our summers in Canada—Ontario, to be precise.

Use an em-dash to indicate omitted letters or words.

Examples:

- “Oh, da—, I can't believe I forgot to mail that package!”
- “Hello?—Yes, I can hear you just fine.—Of course—I think I can.—Good!—I'll see you later.—”

Use an em-dash to connect a beginning phrase to the rest of the sentence.

Examples:

- Honesty, integrity, tenacity—these are marks of motivated salespeople.
- Nashville, Tennessee; Olympia, Washington; Ocala, Iowa—these are the prospective locations.

EXERCISE

Choose the option in which em-dashes and other punctuation are used correctly in each of the following sets.

11.

- a. Beth's new car—a sleek sedan—has an outstanding extended warranty.
- b. Beths' new car—a sleek sedan—has an outstanding extended warranty.

12.

- a. Her preference—just in case anyone asks, is to find an inexpensive Italian restaurant for dinner.
- b. Her preference—just in case anyone asks— is to fi nd an inexpensive Italian restaurant for dinner.

13.

- a. Mr. Jackson can be such an annoying, I suppose I should be careful about what I say.
- b. Mr. Jackson can be such an annoying—I suppose I should be careful about what I say.

14.

- a. New York, Chicago, Atlanta—these are the cities on her itinerary.
- b. New York, Chicago, Atlanta: These are the cities on her itinerary.

15.

- a. I've managed to misplace that d— memo that I wrote— Oh, it's right on my desk.
- b. I've managed to misplace that d— memo that I wrote, Oh it's right on my desk.

Practice and Review

Check yourself with these sample test questions. These extremely difficult questions cover much of what you have learned about punctuation so far. Look at the items carefully. Which of the following options is punctuated correctly?

16.

- a. Although it may seem strange, my partners purpose in interviewing Dr. E.S. Sanders Jr., was to eliminate him as a suspect in the crime.

- b. Although it may seem strange my partner's purpose in interviewing Dr. E.S. Sanders, Jr. was to eliminate him, as a suspect in the crime.
- c. Although it may seem strange, my partner's purpose in interviewing Dr. E.S. Sanders, Jr., was to eliminate him as a suspect in the crime.
- d. Although it may seem strange, my partner's purpose in interviewing Dr. E.S. Sanders, Jr. was to eliminate him, as a suspect in the crime.

17.

- a. After colliding with a vehicle at the intersection of Grand, and Forest Ms. Anderson saw a dark hooded figure reach through the window, grab a small parcel and run north on Forest.
- b. After colliding with a vehicle at the intersection of Grand, and Forest, Ms. Anderson saw a dark hooded figure reach through the window, grab a small parcel, and run north on Forest.
- c. After colliding with a vehicle at the intersection of Grand and Forest Ms. Anderson saw a dark, hooded figure reach through the window, grab a small parcel and run north on Forest.
- d. After colliding with a vehicle at the intersection of Grand and Forest, Ms. Anderson saw a dark, hooded figure reach through the window, grab a small parcel, and run north on Forest.

18.

- a. When we interviewed each of the boys and the fathers, we determined that the men's stories did not match up with the boy's versions.
- b. When we interviewed each of the boys and the fathers, we determined that the men's stories did not match up with the boys' versions.

- c. When we interviewed each of the boys and the fathers, we determined that the mens' stories did not match up with the boys' versions.
- d. When we interviewed each of the boy's and the father's, we determined that the men's stories did not match up with the boys' versions.

19.

- a. Nathans' college resume includes many outstanding achievements: academics, athletics, volunteer hours, and work experience—making him an excellent candidate for most colleges.
- b. Nathan's college resume includes many outstanding achievements academics, athletics, volunteer hours, and work experience—making him an excellent candidate for most colleges.
- c. Nathans' college resume includes many outstanding achievements—academics, athletics, volunteer hours, and work experience; making him an excellent candidate for most colleges.
- d. Nathan's college resume includes many outstanding achievements, academics, athletics, volunteer hours, and work experience, making him an excellent candidate for most colleges.

20.

- a. James Autry, Stephen Covey, Madeline Hunter—these authors are responsible for my management style, a combination of Autry's personnel philosophy, Covey's process for prioritizing, and Hunter's organizational principles.
- b. James Autry, Stephen Covey, Madeline Hunter. These authors are responsible for my management style, a combination of Autry's personnel philosophy, Covey's

- process for prioritizing and Hunter's organizational principles.
- c. James Autry, Stephen Covey, Madeline Hunter—these authors are responsible for my management style, a combination of Autry's personnel philosophy, Covey's process for prioritizing and Hunter's organizational principles.
 - d. James Autry, Stephen Covey, Madeline Hunter: These authors are responsible for my management style; a combination of Autry's personnel philosophy; Covey's process for prioritizing; and Hunter's organizational principles.



UNIT 8

QUOTATION MARKS

This lesson covers rules regarding the use of quotation marks, both double and single. Although these marks are most often found in dialogue, they are important in other writing situations as well.

Quotation Marks with Direct Quotations

Use quotation marks to set off a direct quotation or thought within a sentence or paragraph. This includes quotations that are signed, etched, inscribed, carved, and so on.

Examples:

- Mr. Hurley called our prototype “a model of pure genius.”
- I was certain he had said, “Campbells will accept delivery on Tuesday.”
- “When will help arrive?” I wondered.
- The sign clearly read, “No trespassing.”
- “Happy and Fulfilled,” the headstone read.

Do not use quotation marks for paraphrases or indirect quotations.

Examples:

- I was sure Campbells had wanted a Tuesday delivery.
- I wondered when help would arrive.
- The sign said that trespassing and hunting were not allowed.

Use single quotation marks to set off a quotation within a quotation.

Examples:

- “I distinctly heard her say, ‘The store opens at nine,’” said Gene.

- The speaker continued, "I am ever mindful of Franklin Roosevelt's famous words, 'We have nothing to fear but fear itself.' But fear is a terrible thing."
- My speech teacher asked, "Does anyone in this room remember the way Jim Nabors used to say, 'Golly'?"

A Word about Dialogue

Correctly punctuating dialogue means understanding how to use quotation marks, commas, and end marks. Take a close look at the sentences in the following dialogue sample. They include the basic dialogue structures. The words quoted are called quotations, and the words explaining who said the quotations are called tags. In this sample, the tags are highlighted.

1. "I'm really thirsty. Let's grab something to drink," **said Horace.**
2. **Nancy replied,** "I'm thirsty, but I don't have any cash. Do you have some?"
3. "I don't get it," **Horace answered.** "You're the manager with the high - paying job."
4. "Well," **Nancy replied,** "credit cards are all I ever use."

Quoted words are always surrounded by quotation marks. Place quotation marks before a group of quoted words and again at the end. Tags are punctuated differently depending upon where they appear in the sentence. Whenever the tag follows a quotation and the quotation is a sentence that would normally be punctuated with a period, use a comma at the end of the quotation. The period comes at the end of the tag. However, if the quotation is a sentence that would normally be followed with a question mark or an exclamation point, insert the question mark or exclamation point at the end of the quotation. Place a period after the tag

- "I'm really thirsty. Let's grab something to drink," **said Alvina.**

- “I’m really thirsty. Do you want to grab something to drink?” asked Alvina.
- “I’m really thirsty. Hold it—a vending machine!” exclaimed Alvina.

Sometimes, the tag precedes the quotation. When this happens, place a comma after the tag. Put quotation marks around the quoted words, capitalize the first word of the quotation, and punctuate the sentence as you would normally. (See sentence 2.) Sometimes, the tag interrupts the quotation. If both the first and second parts of the quotation are complete sentences, the first part of the quotation is punctuated in the same way as a quotation with the tag at the end. In other words, the period follows the tag. The rest of the quotation is punctuated in the same way as a quotation preceded by a tag. (See sentence 3.) When the tag interrupts the quotation and the sentence, the words preceding the tag begin the thought, and the words following the tag complete the thought. Place quotation marks around the quoted words and follow the first part of the quotation with a comma. Place a comma after the tag (not a period, since the sentence is not completed). Place quotation marks around the last part of the quotation, but do not capitalize the first letter of the quotation. It is not the beginning of a sentence. Punctuate the rest of the sentence as you would normally. (See sentence 4.)

NOTE:All the punctuation is inside the quotation marks except the punctuation marks following the tags.

Dialogue at a Glance

Tag following the quotation mark:

“.....,” said Rose.

“.....?” asked Rose.

“..... !” exclaimed Rose.

Tag preceding quotation:

Iris said, “.....”

Iris asked, “.....?”

Iris exclaimed, “.....!”

Tag between two sentences of a quotation:

“.....,” said Lily. “.....”

“.....?” asked Lily. “.....?”

“.....!” exclaimed Lily. “.....!”

Tag interrupting a quotation and a sentence:

“.....,” said Daisy, “.....”

“.....,” asked Daisy, “.....?”

“.....,” exclaimed Daisy, “.....!”

Other Uses of Quotation Marks

Use quotation marks to set off unfamiliar terms and nicknames. You will often see italics used in the same manner.

Examples:

- None of us had heard of “chutney” before we read the article.
- He was dubbed “Sir Tagalong” by the other members of the staff.
- The Scrabble players disagreed over the term “ptu.” (or . . . over the term ptu.)

Use quotation marks to indicate irony or raised eyebrows. But avoid overusing quotation marks in this way; it doesn’t work if you do it all the time.

Examples:

- When we were camping, our “bathroom” was a thicket behind our tent.
- Our “guide” never mentioned the presence of poison ivy.
- The “fun” of surgery begins long before the operation commences.

Use quotation marks to set off titles of certain items. Other titles should be underlined or italicized.

Punctuating within Quotation Marks

Here are the rules regarding the use of other punctuation marks and quotation marks.

Question marks, exclamation points, and dashes go inside the quotation marks if they are part of the quotation. If they are not, place them outside the quotation marks.

Examples:

- The doctor asked, “Can you feel any pain in this area?”
[Part of the quotation]
- Have you read Nathaniel Hawthorne’s “The Birthmark”?
[Not part of the quotation]
- “I wish I’d never heard of—” Karen stopped abruptly as Nick walked in the room. [Part of the quotation]
- “Stage left,” “stage right,” “upstage,” and “downstage”—I always confused these terms. [Not part of the quotation]

Periods and commas go *inside* closing quotation marks.

- “Let’s wait a few minutes,” suggested Doris,
- “before we leave.”

Colons and semicolons go *outside* closing quotation marks.

- I can see only one challenge for the speaker of “The Road Less Traveled”: ambivalence.
- The critic called the latest sculpture an “abomination to sensitive eyes”; the artist was hurt.

EXERCISE

Choose the correctly punctuated version in each of the following sets of sentences. Also, check for punctuation other than quotation marks.

1.

- a. “Have you ever read the story ‘The Open Window’ by O. Henry? asked Martha.

- b. “Have you ever read the story ‘The Open Window’ by O. Henry?” asked Martha.
- c. “Have you ever read the story “The Open Window” by O. Henry?” asked Martha.

2.

- a. It escapes me why Trent, a Barley Brothers clown who is touted an “expert,” was not asked to speak at the NE Clown Association meeting tomorrow.
- b. It escapes me why Trent, “a Barley Brothers clown who is touted an expert,” was not asked to speak at the NE Clown Association meeting tomorrow.
- c. It escapes me why Trent, a “Barley Brothers clown” who is touted an expert, was not asked to speak at the NE Clown Association meeting tomorrow.

3.

- a. After reading a review of Toy Story, I wanted to see the movie.
- b. After reading a review of Toy Story, I wanted to see the movie.
- c. After reading a review of “Toy Story,” I wanted to see the movie.

4.

- a. Leaving five minutes early on Friday was our “reward.”
- b. Leaving five minutes early on Friday was our “reward”.
- c. Leaving five minutes early on Friday was our ‘reward.’





UNIT 9

“DESIGNER” PUNCTUATION

This lesson covers some of the less commonly used punctuation marks, including hyphens, parentheses, brackets, ellipses, and diagonal slashes. While these marks aren't necessary all that often, when they are necessary, it's important to use them correctly.

The punctuation marks covered in this lesson—hyphens, parentheses, brackets, ellipses, and diagonals—are not often used in regular writing. However, they serve very specific purposes. Knowing and understanding their functions gives a writer an advantage in communicating ideas. Since most of these rules are so specialized that only a few people know them, we'll begin immediately with the lesson rather than with an assessment of your current knowledge. The last part of the lesson discusses using numbers in written text.

Hyphens

The main purpose of a hyphen (-) is to join words in creating compound nouns or adjectives. Hyphens signal words that work together for a single purpose. Compound nouns may be written as a single word, as two words, or as a hyphenated word. Whenever you are in doubt, consult an up-to-date dictionary. Since language changes constantly, these words also evolve.

A compound noun written as two words may come to be written as a hyphenated word and eventually become a single word. For example, the word semicolon began as two separate words: semi colon. In the late 1950s, dictionaries began listing it as a hyphenated word: semi - colon. A recent dictionary will list it as a single word: semicolon.

Single-Word Compound Nouns	Two-Word Compound Nouns	Hyphenated Compound Nouns
tablecloth	parking lot	jack - in - the - box
horsefl y	couch potato	brother - in - law
catwalk bedroom		city – state well – being

Use a hyphen to join two coequal nouns working together as one.

- Shannon is a teacher-poet.
- Pete Rose was a player-coach for the Cincinnati Reds.
- Kevin Costner has joined the ranks of well-known actor-directors.

Use a hyphen to join multi word compound nouns.

- fly-by-night, stick-in-the-mud, good-for- nothing, three-year-old

Use a hyphen to join two or more words that function as a single adjective preceding the noun.

- The hikers saw a run-down cabin in the clearing.
- Much has been written about the Kennedy-Nixon debates.
- An ill-trained police officer is more of a menace than protector.
- The company employed a high-powered consultant.
- A soft – spoken answer to the angry accusation ended the disagreement.
- His off-the-wall remarks keep our meetings lively and interesting.
- The parties finally agreed after three months of hard - nosed negotiations.

- A French - Canadian bicyclist won the three – week race.

If the words functioning as a single adjective follow the noun, they are not hyphenated. The cabin the hikers saw in the clearing was run down.

- A police officer who is ill trained is more of a menace than a protector.
- The consultant employed by the company was high powered.
- The parties finally agreed after three months of negotiations that were hard nosed.

Use a hyphen to join prefixes such as self, half, ex, all, great, post, pro, and vice, or the suffix elect, to words.*

- Harry Truman unleashed the all-powerful atomic weapon.
- Abraham Lincoln was a self-made man.
- Keep your half-baked ideas to yourself.
- Simone spotted her ex-husband walking into the grocery store.
- My great-grandfather turns 102 next Wednesday.
- The secretary-elect picked up all the records from the presiding secretary.
- Conservatives consider the front-runner to be a pro abortion candidate.
- You are almost half-way through this book.

Use a hyphen to avoid confusion or awkward spellings.

- The coach decided to re-pair [rather than repair] the debate partners.
- The neighbors decided to re-cover [rather than recover] their old sofa.
- The sculpture had a bell-like [rather than belllike] shape.

Use a hyphen to join a capital letter to a word.

- The U-joint went out in our second car.
- The architect worked with nothing more than a T-square.

Use a hyphen to write two - word numbers between 21 and 99 as words.

twenty-six, thirty-three, sixty-four, seventy-two, ninety-nine

Use a hyphen to join fractions written as words.

three-fifths, five-sixteenths, five thirty-seconds

Use a hyphen to join numbers to words used as a single adjective.

**three-yard pass, eight-inch steel, two-word sentence,
five-stroke lead**

NOTE:When a series of similar number-word adjectives is written in a sentence, use a hyphen/comma combination with all but the last item in the series.

- **Precut particle board comes in two-, four-, and six-foot squares.**
- **Andy scored three touchdowns on eight-, fourteen-, and two-yard runs.**

Use a hyphen to join numbers and adjectives.

fifty-four-year-old woman, ten-dollar profit, two-thousand-acre ranch, twenty-minute wait

Use a hyphen to write the time of day as words.

twelve-thirty, four-o'clock appointment, six- fifteen a.m., one - fi fty - fi ve in the morning

Use a hyphen to separate a word between syllables at the end of a line. Here are a few guidelines for dividing words:

Never leave a single-letter syllable on a line.

Divide hyphenated words at the hyphen.

Never divide a one-syllable word.

Avoid dividing words that have fewer than six letters.

Avoid dividing the last word of a paragraph.

Avoid dividing a number.

Always check a dictionary if you are in doubt.

Parentheses

Use parentheses to enclose explanatory material that interrupts the normal flow of the sentences and is only marginally related to the text.

- **Thirty-sixth Street (a party street if there ever was one) is a fun place to live. Our neighbors threw a huge party on New Year's Eve. (Fortunately, we were invited.)**
- **Unfortunately, another set of neighbors (who was not invited) called the police to complain about the noise.**
- **We party-goers (how were we to know?) were completely surprised by the officers.**

Notice the last three sentences. Each set of parentheses contains a complete sentence. If the parenthetical construction comes at the end of a sentence, it is punctuated as its own sentence within the parentheses. On the other hand, if it comes within another sentence, no capital letters or periods are necessary. However, if the parenthetical construction in the middle of another sentence is a sentence that would normally require a question mark or exclamation point, include that punctuation.

Use parentheses to enclose information when accuracy is essential.

- **The two sons of Richard Hannika (Scott and William) are sole heirs to his fortune.**
- **We hereby agree to sell the heirloom for sixtythree dollars (\$63.00).**

Use parentheses to enclose letters or numbers marking a division.

- **This lesson includes several little-used, often misused punctuation marks: (a) hyphens, (b) parentheses, (c) brackets, (d) diagonals, and (e) ellipses.**

- Your task consists of three steps: (1) locating information, (2) writing a report, and (3) delivering a presentation about your findings.

Brackets

Use brackets to enclose parenthetical material within parentheses.

Brandi planned to work as an aeronautic engineer (she completed an internship at National Aeronautics and Space Administration [NASA]) as soon as she completed her doctoral work.

Use brackets to enclose words inserted into a quotation.

“The next head nurse [Shawna DeWitt] will face the challenge of operating the floor with a reduced staff.”

Ellipses

Points of ellipsis look like periods, but they do not function as end marks. Type three periods to form ellipses. These marks indicate omitted material or long pauses.

Use ellipses to show that quoted material has been omitted. If the omission comes at the end of a sentence, follow the ellipses with a period.

- **“Four - score and seven years ago . . . equal.”**
- **“We hold these truths to be self - evident . . .”**

Use ellipses to indicate a pause or hesitation.

- **And the winner for “Best Actor” is . . . Dustin Hoffman.**
- **I think that adds up to . . . exactly eighty - three dollars.**

Diagonals

Much like the hyphen, a diagonal is a mark used to join words or numbers. The most frequent use of the diagonal is with the phrase and/or, which shows that the sentence refers to one or both of the words being joined.

- **For breakfast, we can make bacon and/or French toast.**

- Vinegar and/or egg whites added to plain water will make an excellent hair rinse that leaves hair soft and silky.

Use a diagonal to separate numbers in a fraction.

- Normally, it takes us $3\frac{1}{2}$ hours to sort the bulk mail at the end of the week.
- You'll need a 1 - inch wrench for this nut.

Use a diagonal to show line divisions in poetry.

"Goodnight, goodnight, parting is such sweet sorrow / That I shall say good night 'till it be morrow. / Sleep dwell upon thine eyes and peace in thy breast! / Would I were sleep and peace so sweet to rest!"

Use a diagonal to indicate per or divided by.

- The cars in the new fleet average over 25 miles/gallon.
- Shares are calculated in this way: net profit/number of shareholders

Numbers

A few rules guide the use of numbers in writing. In journalistic writing, numbers are preferable to words because they are easier to identify and read. However, a number at the beginning of a sentence is always written as a word. In more formal writing, follow the conventions listed here.

Use Arabic rather than Roman numerals: 1, 2, 3, 4 rather than I, II, III, IV.

If a number can be written as one or two words, write it as a word. Otherwise, write the numeral: 8, twenty - six, 124, three hundred, 8,549, five million.

Always write a number at the beginning of sentence as a word even if it is more than two words.

EXERCISE

Add hyphens and parentheses where they are needed in the following sentences.

1. Cheryl's ex sister in law is a high powered attorney with twenty five years of experience.
2. Dr. Pratt was so concerned about the two year old girl's injury that he ordered an X ray.
3. Judy's well written essay impressed all twenty five judges.
4. For breakfast you may choose from the following options: a sausage and eggs, b a bagel with cream cheese, or c pancakes or waffles.
5. "The Trojan Horse was actually a cleverly plotted red herring decoy created by the Greeks to conceal soldiers waiting to attack the Trojans."

Add hyphens, parentheses, brackets, ellipses, and diagonals where they are needed in the following sentences.

6. Muhammad Ali one of the greatest boxers of our time wrote a poem describing himself as someone who could ". . . float like a butterfly sic, sting like a bee."
7. After the workshop, please 1 collect the completed forms 2 compile all the data and 3 leave your report in Mr. White's right hand drawer.
8. Prizes for the three week contest can be collected in the form of cash and or merchandise and approximately one third of our members will be eligible



UNIT 10

RUDIMENTS

Good writing is an art; not all people are artists. However, you can learn how to write effectively. You only need to have a plan for writing. This plan should have four distinct phases: (a) pre-writing, (b) organization, (c) support, and (d) grammar and mechanics.

Prewriting: In this phase, you should think before writing. You should do the following:

- A. Think about the subject of your writing assignment carefully.
- B. Narrow down the subject so that it can be covered within the limits your teacher has defined for you.
- C. Write a topic sentence which includes the topic, opinion or intent, and some controlling ideas.

Organization: Prose is linear. Therefore, you must be able to:

- A. Organize your essays clearly.
- B. Begin and end your writing thoughtfully.
- C. Make relationships between ideas clear.
- D. Move from one sentence to another and from one paragraph to another smoothly.

Support: You must show the readers that what you write is true so that they will believe you. You must learn how to:

- A. Support your topic sentences.
- B. Differentiate between topic sentence and supporting sentences.
- C. Use appropriate evidence in supporting your ideas.
- D. Use appropriate methods for supporting your claims.

Grammar and mechanics: You must be able to:

- A. Use language with precision.
- B. Avoid common errors of grammar and usage.
- C. Make your writing strong through revision.

READERSHIP

You do not write without a purpose. You write for someone to read. Therefore, the reader is very important. The reader tells you what to write, and how to write it. You should make your writing both interesting and valuable for the readers. You must, therefore, keep the following points in mind:

- A. Write about what you know.**
- B. Write about what the readers do not know.**
- C. Write about what the readers wrongly know.**
- D. Be specific in your writing.**
- E. Be precise in what you write.**
- F. Fully support what you write.**
- G. Avoid racist language.**
- H. Gear your grammar and words to the reader level.**

It is important to know who you are when you write. Your attitude can affect the reader. Suppose that you decide to write about your "Summer Vacation." Your writing will be different when you write for your teacher than when you write for your father. When you write for your teacher, your language will be more formal. When you write for your father, your language will be less formal.

The content of your writing will also be different. When you write for your teacher you will focus on what your teacher asks for. When you write for your father, you will focus on what your father needs to know. So, it is the reader who

determines **what** you write and **how** you write it. In this sense, writing is interactive; the writer interacts with the reader through the text. Now try to do the following exercises.

EXERCISE

1. Write a paragraph describing the car you like to have for the following three readers.
 - A. A seven-year-old child
 - B. Your father
 - C. A mechanic
2. You are a university student miles away from your town. You have recently been robbed and have lost all your money. Write to the following people. Your goal is to get some money from them.
 - A. The president of your country
 - B. The head of your university
 - C. Your rich grandfather

PURPOSE

In English, writing is done for one of the two purposes:

- A. To tell the readers about what they do not know.
- B. To tell them that their knowledge is not right.

So, you should write either to give the readers new knowledge, or to correct the readers' misunderstanding of a topic. You are not supposed to write anything which you think the readers already know.

ORDERLINESS

Your thought units should be orderly. Thought units are words, sentences, paragraphs, or longer units which show your ideas and thoughts. You should move from the

beginning to the end of your writing in an orderly way so that readers will understand what you mean. Readers will be confused if you misplace words or phrases in sentences, use unfamiliar grammar, write unrelated things, or make your writing wordy.

CONTINUITY

Your writing should also be continuous. You should not jump from one sentence to another. Continuity can be achieved in several ways. First, mechanics of writing (i.e., format and punctuation) help by showing relationships between ideas. You should neither overuse nor underuse one type of punctuation, such as commas or dashes. Overuse may annoy the reader; underuse may confuse them. Another way to achieve continuity is through the use of transition words. Transition words include the following: (a) time links (then, next, after, while, since); (b) cause-effect links (therefore, consequently, as a result); (c) addition links (in addition, moreover, furthermore, similarly); or (d) contrast links (however, but, conversely, nevertheless, although, whereas). These words help keep the flow of thought, especially when the material is complex or abstract.

SMOOTHNESS

Because you spend a lot of time writing, you may not immediately see certain problems in your writing. If a friend reads your work, he may uncover your problems. You, too, can usually find omissions, irrelevancies, and abruptness by putting your writing aside and rereading it later. If you also read your writing aloud, you have an even better chance of finding problems of abruptness. If, on later reading, you do find that your writing is abrupt, more transition from one topic to another may be needed. Possibly you have left out an

argument or theme; if so, you need to expand the discussion. Abruptness is often the result of sudden shifts in verb tense and the use of different tenses within the same paragraph or in adjacent paragraphs. By being consistent in the use of verb tenses, you can make your writing smooth.

Many students try to make their writing smooth by using synonyms or near synonyms to avoid repeating a word. The intention is good, but by using synonyms you may suggest a different meaning. Therefore, you should choose synonyms with care. A better way is to use pronouns instead of near synonyms to avoid repetition. When you need to use synonyms, be careful to know what they exactly mean. Many Indonesian students of English do not pay attention to the words that they choose for their writings. When they need a word that they do not know, they thumb through their Indonesian-to-English dictionaries and simply choose the first word that pops up. Then they place it in the sentence that they plan to write. Many of your sentences may become awkward and clumsy because of this habit. So, a good knowledge of word meaning and usage is another step toward effective writing. Make certain that every word means exactly what you want it to mean. More importantly, avoid informal or colloquial expressions. Notice that pronouns confuse readers unless the referent for each pronoun is clear. Readers should not have to search your text to get the referents of pronouns. Thoughtful attention to good sentence structure and word choice reduces the chance of bad writing.

LENGTH

A common problem with Indonesian students of English is that they come to English classes with a positive view on long writings. In Indonesian writing classes, the longer your

writing, the higher your score. Repeated over a course of some twelve years, it becomes a habit. You should, however, know that the case of English is totally different. When writing in

English, you should say only what needs to be said. The student who is careful with words not only writes a more readable text but also increases the chance that the text will be interesting. Your writing is suggested to be as short and effective as it can get.

You can shorten long texts by deleting redundancy, wordiness, jargon, evasiveness, circumlocution, and clumsiness. Weed out overly detailed sentences. Short words and short sentences are easier to comprehend than long ones. A long word, however, may be more precise than several short words. The main causes of uneconomical writing are jargon and wordiness. Jargon is the continuous use of a technical word even in places where that vocabulary is not relevant. Wordiness is as irritating and uneconomical as jargon and can stop understanding. You should use no more words than are necessary to express meaning.

Writing only in short and simple sentences produces choppy and boring prose. On the other hand, writing in long sentences creates difficult text. Varied sentence length helps readers. When you need to use long sentences, direct, declarative sentences with simple, common words are usually best. Similar cautions apply to paragraph length. Single-sentence paragraphs may be abrupt. Paragraphs that are too long are likely to lose the readers' attention. No paragraph should be longer than a page. Notice that the length of a paragraph depends on the information you want to put in it. When you guess that you have said all you wanted to say, stop making your paragraphs longer.

RUN-ON SENTENCES

Run-on sentences also cause problems. A run-on sentence is a very long compound sentence made up of a lot of simple sentences linked together by coordinate conjunctions (i.e., and, so, yet, but, or, nor). Take the following example:

**Yusuf went to Jakarta and he bought a house there and he painted the house and he lived in the house for several years and*

There is no end limit to this sentence. The symbol (*) to the left of the sentence indicates that it is wrong. In English, coordinate conjunctions can only link two sentences together. Other sentences should be kept apart by the use of commas. Consider the following example:

Yusuf went to Jakarta, he bought a house there, he painted the house, and he lived in the house for several years.

You should notice that it is better not to connect more than three sentences in this way. Otherwise, your readers will become confused and bored; this type of writing is not reader-friendly. Let us show a simple sentence with a capital X followed by small ones and a period (that is, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX.). As such, your use of coordinate conjunctions should be like this:

XXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXXXXXXXXXXXXX.	and
or this:	
XXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXXXXXXXX.	XXXXXXXXXXXXXXXXXXXXX, and

You should keep the same pattern in mind when you want to use other coordinate conjunctions such as so, yet, or, nor, etc. Notice that the capital X shows that you should begin your sentences with a capital letter.

EXERCISE

Mix the following simple sentences into compound ones.

1. Jack was sick. He came to school.
2. The new student was very shy. The teacher did not call on him.
3. Jack's father became very angry. Jack had failed his course.

FRAGMENTS

A fragment is a sentence with incomplete meaning. This problem occurs when students try to combine simple sentences to make complex ones. They are usually the result of bad punctuation. Take the following example:

1. Jack did not study.
2. He passed the course.

*Although Jack did not study. He passed the course.

The * shows that the sentence is wrong; its meaning is not complete. That is, it is a fragment. Now, take the following example: Although Jack did not study, he passed the course. In English, simple sentences are connected to make complex sentences in one of the two ways: (a) through the use of conjunctive adverbs, or (b) by means of subordinate conjunctions. Both conjunctive adverbs and subordinate conjunctions show logical relationships between sentences they link together. Most conjunctive adverbs can be classified

into one of the following five groups based on the type of relationship they show:

RELATIONSHIP	EXAMPLE
Addition	(moreover, in addition, furthermore, etc.)
Condition	(otherwise, or else, etc.)
Concession	(however, still, nevertheless, etc.)
Result	(therefore, consequently, accordingly, etc.)
Summary	(in brief, in sum, to sum up, briefly, etc.)

When you want to link two sentences together by means of these adverbs, you should follow one of these patterns.

Xxxxxxxxxxxxxxxxxx. Conjunctive adverb,xxxxxxxxxxxxxxxxxxxx.
Xxxxxxxxxxxxxxxxxx; conjunctive adverb,xxxxxxxxxxxxxxxxxxxx.

In these patterns, the X stands for the capital letter at the beginning of the sentence. Take the following examples:

The student did not study. Otherwise, he would pass the course.

The student did not study; otherwise, he would pass the course.

Notice that other patterns are also possible. For example, some conjunctive adverbs can be placed after the subject of the second sentence within commas. However, it is safer for you to avoid other patterns for the time being. Subordinate conjunctions are also used to make complex sentences.

However, they need a different pattern. You can use subordinate conjunctions in one of the following ways:

Xxxxxxxxxxx subordinate conjunction xxxxxxxxxxxxxxx.

Subordinate conjunction xxxxxxxxxxxxxx, xxxxxxxxxxx.

In these patterns, X shows the first letter of the sentence which should be capitalized. Take the following examples:

Although the student studied hard, he did not pass the course.
The student did not pass the course although he studied hard.
Subordinate conjunctions, too, show logical relationships between the sentences they link together. On the basis of the type of relationship they show, most subordinate conjunctions can be classified into the following groups:

RELATIONSHIP	EXAMPLE
Time	(when, while, once, etc.)
Place	(where, wherever, etc.)
Cause	(because, since, as, now, etc.)
Condition	(if, unless, etc.)
Contrast etc.)	(concession) (although, even if, though,
Adversative	(while, where, whereas, etc.)
Purpose	(that, in order that, etc.)

Result	(so that, such ... that, etc.)
Comparison	(as ... as, etc.)
Manner	(as if, as though, etc.)

Many Indonesian students of English do not correctly distinguish conjunctive adverbs from subordinate conjunctions. Therefore, they sometimes fail to use the correct pattern. This may result in fragmentary writing. Readers normally despise any writing which is full of fragments.

EXERCISE

Combine the following sentences. Use appropriate conjunctive adverbs.

1. John is a very lazy student. He always comes late to class.
2. We must all eat the proper food. We will get sick.
3. Keep off my property. I will have you arrested.

Combine the following sentences. Use appropriate subordinate conjunctions.

1. I was entering the building. Just then, I saw a friend of mine.
2. His car was too small. This is why he decided to sell it.
3. It might not rain tomorrow. In that case, I will go to the beach.
4. He was hurt by her words. He said nothing in response.

UNITY

Another problem commonly observed in the writing of Indonesian students



of English is lack of unity. The term unity means that each and every sentence in your writing should be related to the subject you are writing about. In other words, every sentence of a paragraph should directly or indirectly relate to the subject of that paragraph. More will be said on this topic in the following chapters.

SHOWING AND TELLING

You should also make your paragraphs interesting. Otherwise, readers will not like to read your writing. They will get bored soon. You should develop the ability to show your readers what you think. The information in your paragraphs should demonstrate the differences between showing (or demonstrating) and telling (or asserting). Simply telling your reader what you think may be easy. However, it is not very interesting or even very believable. In order to support your statements, you will need to use specific details and examples. In other words, you must show your reader that what you have written is valid. This will make your paragraphs more interesting and more believable.

EXERCISE

You can show by using different pieces of information in your writing. The easiest way is to use facts, details, instances, and examples that relate to the topic. When you are given a writing assignment, try to use these techniques in your writing.

Now, read the following sample paragraphs. As you read them, ask yourself:

- (a) Are there any specific details in the paragraphs?
- (b) What makes each paragraph interesting?
- (c) What details are memorable from each paragraph?

Pets are animals which we keep for pleasure. They are usually domestic, such as dogs, cats, and horses. Nearly any animal, however, can be a pet: mammals such as lions and tigers; birds such as doves and parrots; fish; such as goldfish and trout; and reptiles, including snakes and turtles. Even insects, such as crickets, are sometimes kept as pets.

Pets have some benefits for us. Some pets protect our houses. We ride some other pets. They may also keep the elderly or the childless people busy. Pets are also emotionally important. In addition, pets may be kept for their beauty or for their songs.

When you buy a new pet, it should be given time and space to adjust to its environment. You should have a regular plan of feeding and watering, cleaning, brushing, and exercise for the pet. You should make a house for your pet. You must love your pet.

When you keep a pet, you should bring your pet to a veterinarian regularly.

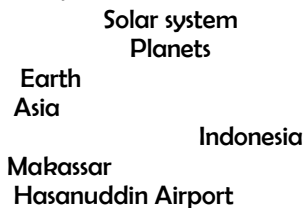
A veterinarian is a doctor who will examine animals for illness. The veterinarian will also give you ideas for good care and feeding of your pet.

Domestic animals may sometimes become wild. In such cases, you need the advice of a veterinarian.

GENERAL AND SPECIFIC

To write a paragraph you will need to know the difference between a general idea and a specific detail. Notice that there

are some intermediate levels between general and specific. In the example below, each subset is more specific than the word or phrase above it. In other words, each of the subsets is a sublevel to the word above it. That is, each word is subordinate to the word above it. For instance, the word planets is subordinate to the phrase solar system. In the same way, the word earth is subordinate to the word planets.



Also notice that there may be more than one word or phrase at each level. For example, the words Mars, Jupiter, etc., can come at the same level as the word Earth. The words Africa, Europe, etc., can come at the same level as the word Asia. Remember that all the words that come at the same level are equally specific. In other words, they are at the same level of generality. These words are coordinates of each other. When your teacher assigns a topic for you to write about, you will need to narrow the topic down. You can think of the topic as a general word. Then, you should try to find the subordinates of the topic. You should also find the coordinates of each subordinate. In this way, you can decide on what you should write in your paragraphs. The topic will go in the most general sentence of the paragraph. This sentence is called the topic sentence. The subordinates that come at the same level will go into the supporting sentences of your paragraph.

In the examples below, the general sentences are followed by more specific sentences.

- 1. General** : Airlines carry people all over the world.
Specific : Garuda has daily flights from Jakarta to Makassar.
- 2. General** : Accidents kill a lot of people each year.
Specific : Some 73 people were killed in a plane crash.
- 3. General** : Animals are either domestic or wild.
Specific : Lions are wild animals.

EXERCISE

For each of the following words, write a general sentence, and then write a more specific sentence.

1. fish
2. hospitals
3. newspapers
4. movies
5. oceans

Make specific statements from the following general sentences.

1. Living in a big city is really expensive.
2. Having pets can be fun.
3. Different trees can be found in a forest.
4. Cars burn different types of fuel.

SUBJECT AND TOPIC

Subject refers to a general area of interest. Topic is a subject that has been narrowed down. Your teachers usually give you a subject to write about. It is you who should decide how to

change the subject into a good topic. You should narrow the subject in such a way as to be able to cover it within the limits assigned by your teacher. For example, your teacher may ask you to write only one paragraph which includes between 7 and 13 sentences. You should change the subject into a topic which is manageable within this limit. You can do this very easily. You should focus your attention on a small part of the subject. Suppose that your teacher asks you to write about eggs. You can write some books on this subject. You can write about: (a) bird eggs, (b) reptile eggs, (c) classification of eggs, (d) size of eggs, (e) foods based on eggs, (f) importance of eggs in wild life, etc. Now, imagine that you want to say everything about the subject in a short paragraph. Is that possible? Definitely not. So, you should choose only one of these topics and write a paragraph about it. Then you may ask yourself, "Which topic should I choose?" The answer is easy. Choose a topic which:

1. you know about
2. is interesting
3. can be covered within the limits set by your teacher
4. is important

Look at the examples below. Each subject has been narrowed into a few topics.

SUBJECT	TOPIC
Sports	Soccer
	Basketball
	Tennis
Planets	Mars
	Earth
	Jupiter
Oils	Mineral oils
	Vegetable oils
	Animal oils

It is possible to narrow down the topics too. Suppose that you have chosen one topic for each of the above subjects. For example, you have chosen **soccer** as the topic from the sportssubject, **Mars** from the planetssubject, and **vegetable oils** from the oilssubject. You can now further narrow each of these topics. This can make your paragraphs even more interesting to the readers. A narrow topic forces you to be more specific. It helps you show by examples, facts, physical description, and personal experience rather than simply to tell. Take the following examples:

TOPIC	MORE SPECIFIC TOPIC
Soccer	How soccer affects politics Great soccer teams of the world The World Cup
Mars	The possibility of life on Mars Mars compared to Earth Space travel to Mars
Vegetable oils	Process of getting oil from vegetables Different types of vegetable oils Medical value of vegetable oils

Notice that it is a very important skill to know how to narrow a subject into a topic and then the topic into more specific topics. Try to develop this skill in yourself because it will definitely help you in your paragraph writing.

EXERCISE

- Write five topics for each of these subjects.
 - Sports cars
 - Agriculture
 - Space travel
 - Computers
 - Air pollution
- Now, write five more specific topics for each of the topics you have written.



UNIT 11

THE PARAGRAPH

Words go together in a grammatical way to make sentences. Sentences can be combined to form compound and complex sentences. A group of sentences that go together to talk about an idea form a paragraph. Therefore, a paragraph is made of a number of related sentences that develop an idea. Written language is divided into paragraphs to distinguish one main idea from other main ideas.

Read the following three paragraphs and then do the exercises.

Paragraph 1

Bottle making was one of the first and most important industries in the United States. The first bottle factory began operating in Virginia in 1608. In 1903 Michael J. Owens invented an automatic system for making different types of bottles. Owens was a famous engineer. Owens' father was a rich man. The automated process involved feeding a piece of molten glass into a mold, where compressed air blew the glass into its final shape. The Owens machine, plus the development of the metal bottle cap, produced fast growth in the drink industry. Factories like Pepsi Cola and Canada Dry need a lot of bottles. Bottles are also useful for milk industries

Paragraph 2

No one knows who made the first cheese, but almost all people know how cheese is made. Three basic steps are common to all cheese making. First, proteins in milk are transformed into solid lumps called curds. Second, the curds are separated from the milky liquid. The milky liquid is called whey. Curds are then shaped or pressed into molds. Finally, the shaped curds are ripened using a number of different aging and curing techniques.

Paragraph 3

Printing was developed by the Chinese after their invention of paper in 105 AD. The spread of the Buddhist religion in China was important for the development of printing. The common writing materials of the ancient Western world, papyrus and vellum, were not suited to printing. Papyrus is too fragile to be used as a printing surface. Vellum, taken from newly skinned animals, is very expensive. Paper, on the other hand, is relatively strong and cheap. The Buddhist liked to make many copies of prayers and religious texts. This interest resulted in the development of the printing industry.

EXERCISE

Ask yourself these questions:

- a. What is the main idea of each paragraph?
- b. Do all the sentences of each paragraph support its main idea?
- c. Do any of the sentences of each paragraph support some other idea?
- d. Is there only one main idea for each paragraph?
- e. Are any of the sentences unrelated to the main idea?

BASIC ORGANIZATION

As you have already noticed, a paragraph is composed of some sentences. There is no strict rule for determining how many sentences you need for a paragraph. It all depends on the reader. You should include as many sentences as the reader needs to understand the point of the paragraph fully. However, many standard paragraphs include between 7 and 13 sentences. A paragraph includes two types of sentences: (a) one topic sentence, and (b) some supporting sentences. The main idea of the paragraph is usually stated in a topic sentence. All other sentences in the paragraph must help the development of the

topic sentence. As such, the topic sentence is the most general and the most important sentence in the paragraph. Technically, it summarizes the whole of the paragraph.

Depending on the location of the topic sentence in the paragraph, paragraphs can be classified into four major types: (a) deductive, (b) inductive, (c) hybrid, and (d) implicit. In a deductive paragraph, the first sentence of the paragraph is the topic sentence. In an inductive paragraph, the topic sentence is placed at the end of the paragraph. Hybrid paragraphs are marked by middle position for the topic sentence. That is, in these paragraphs, the topic sentence is usually placed in the middle of the paragraph. In implicit paragraphs, the writer leaves the topic sentence out. In other words, the topic sentence is hidden. It is the reader who should guess what the topic sentence is. Students are frequently encouraged to develop deductive paragraphs because they are much easier to organize.

Read the following three paragraphs and then do the exercises.

Paragraph 1

Most people think that short-hair cats come from African wildcat family. Ancient Egyptians tamed these cats perhaps as early as 2500 BC. They were then taken to Europe by travelers. People also believe that long-hair cats come from an Asian origin. In fact, the origins of cats are not clearly known. Some people think that both long-hair and short-hair cats come from the same family. Today long-hair and short-hair cats are found in almost all parts of the world.

Paragraph 2

The causes of smog are varied. Before the age of the automobile, most smog came from burning coal. Today, burning gasoline in motor cars is the main source of smog in most places. Sunlight, too, can cause oxides of nitrogen and organic materials to react in the atmosphere and produce smog.

Paragraph 3

Wildflowers brighten the landscape, and the attractive shapes and colors of flowers beautify homes, parks, and roadsides. The fleshy fruits that flowers produce are eaten worldwide. Flowers also produce wheat, rice, oats, and corn. People even eat unopened flowers, such as cauliflower and many other popular vegetables. Natural dyes come from flowers. Many flowers are also important for their oils. Certain flowers have medicinal uses. Flowers also are used to show emotions. In fact, flowers play many important roles in the lives of humans.

EXERCISE

Ask yourself these questions:

- A. Which paragraph is deductive?
- B. Which paragraph is inductive?
- C. Is any of the paragraphs hybrid? If yes, which one?
- D. Is the topic sentence of any of the paragraphs implicit? If yes, which one?
- E. Which paragraph is easier to understand?

THE TOPIC SENTENCE

You have already learnt the difference between subject and topic. A topic is defined to be a subject that has been narrowed down. What you need to learn now is that for every topic several paragraphs can be written. Each of these paragraphs will have a topic sentence. The topic sentence should:

- A. be the most important sentence in the paragraph.
- B. be the most general sentence in the paragraph.
- C. introduce the topic of the paragraph.
- D. contain words or phrases that narrow the topic.

A topic sentence makes a statement about the topic which limits it to a certain degree. In other words, a good topic

sentence has two elements: (a) the topic, and (b) controlling ideas. A controlling idea is a word or phrase that narrows the topic. It is sometimes called a limiting statement. The supporting sentences of a paragraph should explain, define, clarify, or illustrate the controlling ideas of the paragraph. Take, for example, the general topic of air pollution. There are too many things to say about air pollution. It is extremely difficult to say everything about air pollution in a single paragraph. Therefore, your problem as a writer is to decide how to write about air pollution. In other words, you need to limit your discussion.

One good way to limit your topic is to place key words or phrases in the topic sentence. They will tell the reader how you are going to discuss the topic. These words or phrases are sometimes called controlling words or phrases because they control the way you develop the paragraph. In a paragraph on air pollution, for example, they will tell the reader that you plan to do one of the following:

- A. Discuss the causes of air pollution**
- B. Compare it with water pollution**
- C. Discuss the effects of air pollution on human health**
- D. Discuss the effects of air pollution on animal life**

CONTROLLING IDEAS

How do you limit a topic in a topic sentence? There are many ways to limit a topic. The most common types of controlling ideas used to limit a topic are those that limit the topic in terms of:

Geographical location

Time or period of time

Certain aspects, types, kinds, phases, steps, stages

Effects

Causes, reasons

Take the following examples:

1. Air pollution is now a major problem in some European countries.
2. Air pollution has become an important problem within the last five years.
3. Air pollution and water pollution have a great deal in common.
4. Air pollution is more dangerous than water pollution.
5. Air pollution is dangerous for several reasons.

In all of the above topic sentences, air pollution is the topic. However, the limiting statements used in each topic sentence are different. In the first sentence, for example, the topic had been limited in terms of geographical location. In the second sentence, the topic has been limited in terms of time (or time period). In the third sentence the controlling idea focuses on the similarities between the topic and water pollution, whereas in the fourth sentence it draws on their differences. Finally, in the last sentence, the topic has been limited in terms of causes. Notice that the controlling ideas have been underlined in these topic sentences. Controlling ideas tell the writer what the paragraph should be about.

A topic sentence may include more than one controlling idea. Using two or more controlling ideas will give you the ability to complete your paragraphs in a neat way. Your teacher may ask you to write no more than 13 sentences. If you use only one controlling idea in the topic sentence, you may soon realize that you cannot say everything in 12 supporting sentences. However, using more than one controlling idea will give you this ability.

Students frequently ask how they can write good topic sentences. A good topic sentence should keep the reader waiting. That is, after reading the topic sentence, the reader should be able to ask these questions: How? Why? In what ways? What does that mean? A bad or weak topic sentence does not motivate the reader. Readers may react to a weak topic sentence by expressions like "who cares" or "I know this" or "so what?"

You should notice that a weak topic sentence can ruin the whole paragraph. There are a few recommendations that tell you how to write good topic sentences:

1. A topic sentence *cannot* be a simple fact. There are no *controlling Ideas* that need *development* in a fact. A fact is complete once it is said. Factual statements are dead ends. There is no exit from them. Therefore, facts are one of the worst types of topic sentences you can ever write. Take the following examples:

Airplanes carry passengers from one city to another.
We celebrate No-Ruz from 1 to 13 Farvardin each year.

2. A topic sentence cannot be a simple personal opinion. Do not begin your topic sentences with such phrases as I like, I think, I believe, etc. Like factual statements, expressions of personal opinion are dead ends too. Once you enter them, you

will not be able to find any exit out of them. Take the following examples:

I can't help hating onions.

I like Tehran better than Shiraz.

It is my opinion that air pollution causes heart attack.

I think factories are the major cause of air pollution.

3. A topic sentence should not start with such phrases as *it is clear that*, *it is a well-known fact that*, *as a matter of fact*, *everyone knows that*, or the like. These phrases tell the readers that they already know what you want to say about the topic. Readers will think that you are wasting their time. Take the following examples:

It is a well-known fact that village life is better than city life.

Everyone knows that air pollution is dangerous.

You will certainly agree that education is better than money.

4. A topic sentence should not include ambiguous controlling ideas. Words that have fuzzy and unclear meanings make your topic sentences ambiguous. Many adjectives such as *good*, *bad*, *easy*, *difficult*, and the like have fuzzy meanings. Take the following examples:

Air pollution is a bad thing.

Cooking is easy to learn.

5. A successful topic sentence usually contains an *impersonal opinion* that will be proved or supported in the paragraph. Take these examples:

Birds make better pets than any other animal species.

Mountain climbing is good for the soul and for the body.

6. A successful topic sentence can also contain *a statement of intent* that the writer will explain in detail in the paragraph.

That is, you can say what you want to do in the paragraph as a topic sentence. Take the examples below:

Indonesia can be compared to Singapore in three respects.
Using wind energy can reduce costs of power production.

Also notice that many people consider passive sentences, negative sentences, and questions as weak topic sentences. Therefore, you are advised not to use these structures in your topic sentences. A positive and active statement is the preferred structure for the topic sentence.

EXERCISE

1. Narrow each of the following subjects to a topic. Then write a good topic sentence for each topic. Underline the controlling ideas that you have used in your topic sentences.

Politics	Culture	Fish	Money
Liberty	Revolution	Acid rain	Sports
Poverty	Stars	Electricity	Agriculture
Crime	Forest	Science	Automobile
Education	Cows	Hobbies	Ship

2. Read the following topic sentences carefully and answer these questions:

- Which of the sentences are simply facts?
- Which sentences are instances of personal opinion?
- Which sentences can be considered good topic sentences?

Completely blacken the cell corresponding to your answer.

Ⓕ stands for

facts, Ⓖ for personal opinion, and Ⓖ for good topic sentences.

Earth goes round the sun once a year.

Ⓕ Ⓖ Ⓖ

Physics is hard to learn.

(f) (g) (p)

Linguistics is the scientific study of language.

(f) (g) (p)

I think poverty is the mother of all crime.

(f) (g) (p)

There are three main reasons why people prefer male children.

(f) (g) (p)

Fish living in the Persian Gulf can be classified into three groups.

(f) (g) (p)

Air pollution is becoming the major cause of death in Tehran.

(f) (g) (p)

Noise pollution has three major effects on plant life.

(f) (g) (p)

I love chocolates.

(f) (g) (p)

My father hates mice.

(f) (g) (p)

A bar of candy can be bought for 100 Rials at any supermarket.

(f) (g) (p)

If you do not study hard, you may fail your courses.

(f) (g) (p)

Teen-agers are people who are between 13 to 19 years old.

(f) (g) (p)

Mars is comparable to Earth in five respects.

(f) (g) (p)

Space travel does not open new ways for tourism.

(f) (g) (p)

Galileo lived in the sixteenth century.

(f) (g) (p)

Mothers love their new-born babies.

(f) (g) (p)

What is your idea about earthquakes?

(f) (g) (p)

3. Read the paragraphs below. The topic sentence of each paragraph has been omitted. Try to write a suitable topic sentence for each paragraph.

_____ . In Beijing, China, people own over 7 million bicycles. In cities in Denmark, between 20 and 30 percent of daily trips are made on bicycles. In many Asian cities, bicycle-like vehicles called rickshaws carry between 10 and 20 percent of the goods moved daily. In Africa, the bicycle is the most common means of traveling intermediate distances. In Iran, too, bicycles are the primary means of transportation in such cities as Yazd and Kerman.

_____ . The earliest known examples of wheels are from Mesopotamia. It dates from about 3500 to 3000 BC. Wheels were first used in the cart or wagon, pulled by humans or animals. After the invention of the steam engine, wheels were driven by steam. Today, animal-drawn carts are still used in many countries. The horse-drawn chariot appeared in Mesopotamia around 2000 BC. It was later used in Egypt, Persia, Greece, Rome, and other ancient civilizations.

_____ . Water is often drawn from rivers, lakes, or the ocean for use in factories and power plants. This water is usually returned to the source warmer than when it was taken. This small temperature change in the body of water can drive away the fish and other animals that were originally present. It attracts other animals in place of them. The result may be fish and other wildlife deaths.

_____ . The United Nations (UN) estimates that the world population reached 6 billion in 1999, and is increasing by more than 77 million persons each year. The rate of increase, 1.3 percent per year, has fallen below the peak rate of 2 percent per year attained by 1970. By the late 2040s, the UN estimates, the growth rate will have fallen to about 0.64 percent annually. At that time more than 50 countries will experience negative growth.

_____ . The world's heaviest rainfall is about 10,922 mm per year. It occurs in North eastern India. As much as 26,466 mm, or 26 m, of rain have fallen there in one year. Other extreme rainfall records include nearly 1168 mm of rain in one day during a typhoon in Philippines; 304.8 mm within one hour during a thunderstorm in Missouri; and 62.7 mm in over a 5-min period in Panama.

PARAGRAPH UNITY

The topic sentence is not the only sentence in a paragraph. There are a few other sentences (usually between 6 and 12) in each paragraph which are called supporting sentences. The job of these sentences is to support the topic sentence by defining, explaining, clarifying, or illustrating its controlling ideas. These are called supporting sentences.

Supporting sentences should be related to the topic sentence to make the paragraph unified. That is, a unified paragraph will include only sentences that explain or support the general statement made in the topic sentence. Any sentence that is not related to the main idea would not develop it. Unrelated supporting sentences can not support the topic sentence. They can only make your paragraphs weak.

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EXERCISE

1. Read and compare the following two paragraphs on the advantages of eggs. Which one is a unified paragraph? Which sentences in the non-unified paragraph are unrelated to the topic sentence?

Paragraph 1

Eggs are really good. Last year, my family and I went to Bali. We went there in an airplane. In the airplane, the stewardess gave us breakfast. It included coffee, boiled eggs, bread, and other things. The stewardess was a tall and slim girl. She seemed to be about twenty five years old. She was really nice. My mother says, Bali is a sacred place. She likes Dewata Islands so much so that she goes to Bali every year. We came back home after ten days.

Paragraph 2

Egg is necessary for human body because it has at least five advantages. First, it is full of proteins that are needed for growth. Second, many vitamins are found in eggs. In addition, egg is considered a complete food because of the minerals that are found in it. Some fats which are vital for human growth can also be found in eggs. Eggs can also be used in a variety of dishes, and can give the housewife a pleasant experience of cooking.

By finding the controlling ideas in the topic sentence, the reader can guess what the rest of the paragraph should be about. Then, by reading the paragraph closely, the reader can conclude whether or not the paragraph is unified. Each sentence in a unified paragraph will be directly related to the topic sentence. It is possible, of course, that some sentences may be indirectly related to the topic sentence. That is, they may be directly related to the preceding supporting sentences by providing examples, details, or further explanation. In early stages of paragraph development, students are advised to use direct paragraph unity in their writings. That will make their job much easier for them.

EXERCISE

1. Read the two paragraphs below and answer the questions that follow each paragraph:

Paragraph 1

To be able to make good coffee, you should be aware of some delicate points. First, it is very important to make sure that the pot in which you want to make coffee is clean. Dust can make your coffee bad. Second, pour some clean water into the pot, and let it boil. When the water boils, remove the pot from the stove and let it remain still for a few seconds. Next, pour some instant coffee into a cup and fill the cup with water from the pot. The Lavazza brand is the best instant coffee on the market.

What is the topic sentence of the paragraph?

What are the controlling ideas in the topic sentence? Circle them.

Are all the supporting sentences related to the topic sentence?

Are any of the sentences indirectly related to the topic sentence?

Are there any sentences that do not belong?

Paragraph 2

An ideal husband has several characteristics. First, he must be gentle. Second, he must come from a respectable family. Moreover, he must be an honest man who always tells the truth and never cheats his wife. Loyalty is another important point in an ideal husband. Finally, he must be in an acceptable financial situation. All girls like to live in their husbands' personal house, go to work in their husbands' personal car, and have fun with their husbands' money.

- What is the topic sentence of the second paragraph?
- What are the controlling ideas in the topic sentence? Circle them.

- Are all the supporting sentences related to the topic sentence?
 - Are any of the sentences indirectly related to the topic sentence?
 - Are there any sentences that don't belong? Why don't they fit?
2. Read the following topic sentence and underline its controlling ideas.

Paper has had an interesting journey throughout history.

Now read the twelve sentences that follow and:

Select the sentences that develop the topic sentence.

Which sentences relate directly to the topic sentence?

Which sentences do not relate directly to the topic sentence?

- 1) According to tradition, paper was first made in AD 105 by the Chinese.
- 2) The earliest known paper still in existence was made from rags about AD 150.
- 3) For almost 500 years the art of papermaking was confined to China, but in 610 it was introduced into Japan.
- 4) In 750, paper found its way to Central Asia.
- 5) Paper made its appearance in Egypt about 800 but was not manufactured there until 900 because Egyptians had their own Papyrus.
- 6) The use of paper was introduced into Europe by the Moors.
- 7) The first European papermaking mill was established in Spain about 1150.
- 8) In succeeding centuries, the art of papermaking spread to most of the European countries.

- 9) The introduction of movable type about the middle of the 15th century made book printing possible and greatly influenced papermaking.
- 10) The first paper mill in England was established in 1495, and the first such mill in America in 1690.
- 11) The solution of the problem of making paper from cheap raw material was achieved about 1840.
- 12) The first paper made of cheap materials appeared ten years later.

PARAGRAPH COMPLETENESS

In addition to being unified, a paragraph needs to be complete. In fact, paragraph unity and completeness go hand in hand. You have already learnt that the length of a paragraph is determined by the amount of information the writer needs to put in the paragraph. Notice that readers do not have to agree with the topic sentence, but if the paragraph is complete, the information should show the readers that the writer's point of view is worthwhile and clear.

A paragraph is like a bag. It contains information. The amount of information that you can put in a paragraph is controlled by the topic sentence. The controlling ideas of the topic sentence give you the ability to control the size of your paragraphs. Loose topic sentences make your paragraphs awkwardly long or awkwardly short. A good strategy is to use more than one controlling idea in a topic sentence. Remember that it is possible to limit the topic in terms of time, location, similarities, differences, steps, stages, types, number, kinds, and so on. You can limit the topic of your paragraph in some of these terms. Compare the following topic sentences about air pollution:

Air pollution has many effects on living organisms.

Air pollution has three crucial effects on human health.

You can easily identify the differences between the underlined controlling ideas of the two sentences. You have probably noticed that it is possible to write a book (or some books) about the first sentence. You may have also noticed that the second topic sentence can be completely developed in a single paragraph.

When the topic sentence is loose, the writer may have to do one of the two things: (a) leave the paragraph incomplete, or (b) make the paragraph sketchy. An incomplete paragraph is one in which the topic sentence is not fully developed. A sketchy paragraph is one in which the supporting sentences are not clearly linked together. Such paragraphs suffer from abruptness or choppy. In a choppy or sketchy paragraph, the writer jumps from one supporting sentence to another because he has to.

EXERCISE

1. Consider the following paragraphs. Underline the topic sentence in each paragraph. Circle the controlling ideas.

Paragraph 1

There are two common kinds of telephone transmitters: the carbon transmitter and the electret transmitter. The carbon transmitter is made by placing carbon between metal plates. One of the metal plates is thin and takes changes in pressure caused by sound waves. It transmits these changes to the carbon. The electrodes pass electricity that flows through the carbon. Changes in pressure caused by sound change the electrical resistance of the carbon. As a result, sound is transmitted.

Paragraph 2

Trees have many uses. Wood or lumber from trees is the most widely used material in the building of homes and other structures. Many

trees give fruits and nuts such as oranges, grapefruits, apples, peaches, and almonds. Trees and their fruits are also the source of many oils, including olive oil and coconut oil. Tree trunks are used in making many products such as rubber. The barks of certain trees are sources of cork and spices. Many trees give important medicines. The bark of the yew tree is the source of the drug taxol, which from 1992 is used for treating ovarian cancer.

Paragraph 3

Large rivers are located on every continent. The longest river on Earth is the Nile River in Africa. It has a length of 6,695 km from its headwaters in Burundi to its mouth at the Mediterranean Sea. The Nile River basin covers an area of 3,349,000 square kilometers. The Amazon River in South America carries the largest amount of water. It has a length of 6,400 km. This single river contributes 20 percent of the river water that flows into the world's oceans. The Yellow River in China gets its name from the yellow soils of central China. It carries the largest amount of soil to the ocean. The Yellow River is the second longest river in China. Its length is 5,500 km. Yangtze, another river in China, has a length of 6,300 km.

Now answer the following questions:

1. What should you, the reader, expect the paragraphs to be about?
2. What questions will you expect to be answered in the paragraphs?
3. What specific details make each paragraph interesting for the reader?
4. Which details do you remember after reading each paragraph?
5. Are any of the paragraphs sketchy and choppy? Which one(s)?
6. Is the information in each paragraph related to its topic sentence?
7. Is each paragraph only about one topic?

8. Are any of the sentences in each paragraph indirectly related to the topic sentence of that paragraph? Which sentences?

THE OUTLINE

The outline gives you a general plan for your paragraph. It will tell you what points you should include in your paragraph. There are two types of outlines: **topic outline**, and **sentence outline**. You have already read about these two outline types in *Study Skills*. In topic outlines, you use phrases after each head number. In sentence outlines, however, you use complete sentences after each head number. The outline below—the plays of Shakespeare—is a topic outline. As you can see, only words or phrases have been used in this outline. Notice that in writing courses, topic outlines are often preferred over sentence outlines.

Developing the skill of outlining is a good help for any beginner. Outlining can give you a general plan, a platform, an emblem, or a blueprint. You can then use your outline to give organization to your paragraphs. Suppose that you are asked to write about Shakespeare. Shakespeare will be the subject of your writing. Now, it is for you to decide what to write about Shakespeare. You may decide to write about the plays of Shakespeare. This will be the topic of your paragraph. You should then narrow this topic by a number of controlling ideas. Suppose that you decide to write about three types of Shakespeare's plays. You have limited your topic in terms of number and type. Now you can make the following outline:

The plays of Shakespeare

I. Tragedies

- A. Macbeth
- B. Othello

II. Comedies

- A. The comedy of errors
- B. The merchant of Venice

III. Histories

- A. Richard II
- B. Henry V

This outline can then be expanded into the following paragraph: The plays of Shakespeare can be classified into three types. First, there are the tragedies. Two of his most famous tragedies are *Macbeth* and *Othello*. Shakespeare has also written a number of comedies. Shakespeare's most outstanding comedies are *The comedy of errors* and *The merchant of Venice*. Moreover, some of Shakespeare's plays focus on history. *Richard II* and *Henry V* belong in this category.

EXERCISE

1. Read the following paragraph carefully, and:
 - a. Underline the topic.
 - b. Circle the controlling ideas.
 - c. Write an outline for the paragraph.

Forests may be divided into the following six general types. First, there are the forests of the hot areas. The famous subtypes are the forests of the northern hemisphere and the oceanic forests. Second, monsoon forests are characteristic of Bengal, Myanmar, Southeast Asia, and India. Tropical forests, on the other hand, are found in regions such as the Campos of Brazil. The next category—Northern

pine forests—form a worldwide belt around the earth. Next, rain forests are characteristic of central Africa and the Amazon. Finally, evergreen forests are found in North America and the Caribbean islands.

2. Write a unified paragraph on the basis of the information you get from the following outline.

Types of trees

I. Fruit trees

A. Fleshy fruits

1. Orange

2. Apple

B. Dry fruits

1. Nuts

2. Almond

II. Fruitless trees

A. Pine

B. Oak

STEPS OF WRITING A GOOD PARAGRAPH

You should have already learnt how to approach the task of paragraph writing. On the whole, there are eight steps for writing a good paragraph.

1. Think about the subject carefully.

Example: Air pollution

2. Narrow the subject to a few topics.

Example: Causes of air pollution

Effects of air pollution

Air pollution and the environment

Air pollution versus water pollution

The history of air pollution

Air pollution and global warming

3. Choose one of the topics. Make sure you know about what you write. Also, make sure the topic will be of interest to the readers.

Example: effects of Air pollution

4. List some details about your topic.

Example: Effects of air pollution on animal life

Effects of air pollution on plant life

Effects of air pollution on human health

Effects of air pollution on atmosphere

5. Choose the most important detail you want to communicate. It should be interesting or important to the readers too.

Example: The effects of air pollution on human health

6. Write a topic sentence based on this detail. Include a few controlling ideas in the topic sentence to limit the size of your paragraph.

Example: Air pollution has two major effects on human health.

7. Make an outline for the paragraph.

Effects of air pollution on human health

I. Physical effects

A. Heart attack

B. Lung cancer

II. Psychological effects

A. Depression

B. Irritation

8. Write your paragraph, using the information you have listed in the outline.

EXERCISE

1. Choose one of the following subjects:
coin airplane shark sea
2. Follow the eight steps of paragraph writing and develop a paragraph. Then read your own paragraph and try to answer these questions:
 1. Is my paragraph unified?
 2. Is it complete?
 3. Which sentence is the most general?
 4. Which sentences provide specific details to support the topic sentence?
 5. Are any sentences unrelated to the topic sentence?
 6. Is my paragraph sketchy?
 7. What are the controlling ideas of my topic sentence?
 8. Is my paragraph interesting?
 9. Are my supporting sentences related to my topic sentence?
 10. Is there any irrelevant supporting sentence in my paragraph?



UNIT 12

TECHNIQUES OF SUPPORT

In order to come up with a paragraph, you need to write a few supporting sentences that develop your topic sentence. The supporting sentences of your paragraph should be more specific than the topic sentence. They should be able to clarify, illustrate, explain, define, or prove the topic sentence. They may do so in a number of ways. The most common techniques include the use of:

- Facts**
- Statistics**
- Details**
- Examples**
- Anecdotes**
- Physical description**
- Personal experience**

The techniques you use will depend on two things: (a) the topic sentence, and (b) the reader. Before using any of these techniques in your supporting sentences, you should ask yourself: 1) Which of these techniques would best support my topic sentence? 2) Which of these techniques will convince my readers that my topic sentence is valid and worthwhile?

FACTS

Facts are known information. They are sentences that carry agreed-upon information. For instance, all people know that the earth goes round the sun. So, this statement is a fact. We also know that the length of a day and a night is 24 hours. This is another fact. The interesting point about facts is that they can be proved very easily. That is, they are readily verifiable. Remember that factual statements are not suitable as topic

sentences. However, they are one of the best techniques of support. You are recommended to use facts in supporting sentences whereas you were advised to refrain from them in the topic sentence.

The following model paragraph has been developed by facts.

There are a good number of proofs that show milk is the most important cause of good health. First, babies that drink milk tend to resist illness more than babies who do not. Second, the role of milk in making bones strong is already known. Moreover, milk can send poisons out of the body. Milk also provides the minerals most needed by human body. A close examination of this model paragraph shows that a few facts have been used in the supporting sentences.

These facts are outlined here:

Fact 1: Milk controls illness.

Fact 2: Milk strengthens bones.

Fact 3: Milk neutralizes poisons.

Fact 4: Milk provides needed minerals.

EXERCISE

Select one of the following subjects and write a topic sentence for it. Use facts to develop your topic sentence into a unified paragraph.

Butter Terrorism Book Picnic

STATISTICS

Closely related to facts are statistics. A statistic is a numerical fact. That is, when numbers are used to show a fact, that fact is called a statistic. The numbers in a statistic may be in the form of *figures*, *ratios*, *percentages*, *frequencies*, and so on. One of the most common techniques of support is the use of statistics. Statistics give a scientific color to your paragraphs.

The following sample paragraph has been developed by statistics.

Asian countries are the world's greatest producers of rice. Statistics show that Asian countries produced about 90 percent of the world's 569 million tons of rice in 1996. Typically, China and India together produced about 55 percent of the world's rice, and it is a significant agricultural crop in more than 50 other Asian countries. Pakistan, for example, exported about 27 percent of its 6.4 million tons of rice in 1996. In the same year, Thailand exported significantly more rice than many other countries. It exported 5.2 million tons, or about 24 percent of its total production that year. India exported 3.6 million tons, or about 3 percent of its total production of rice in the same year.

The use of statistics is the major technique of support in this paragraph. As you have already noticed, the writer has used a number of statistics to support his topic sentence. The analysis of the paragraph is presented below:

Statistic 1: 90% of world's rice production in 1996

Statistic 2: 55% of world's rice produced by China and India

Statistic 3: Pakistan exported 6.4 million tons in 1996

Statistic 4: Thailand exported 5.2 million tons in 1996

Statistic 5: India exported 3.2 million tons in 1996

EXERCISE

1. Read the following paragraph closely.

Although controlling population growth rate is important for achieving food security, a low population growth rate does not guarantee food security, nor does a high growth rate create food insecurity. China has a low population growth rate of 0.9

percent, but 16 percent of its people do not have enough to eat. China's food security problem is caused in part by poverty. 8.6 percent of its population lives below the national poverty level. 29.4 percent survive on less than one US dollar per day. As another example, in Haiti, the population growth rate of 1.8 percent is also low, yet 69 percent of the population does not eat enough food. Lack of food security in Haiti is caused by extreme poverty, largely the result of two centuries of military dictatorships, which have neglected development of agriculture, schools, health care, and transportation. The literacy rate in Haiti is 44.1 percent, and an estimated 70 percent of the population is unemployed.

Now try to analyze this paragraph. The writer has used eight statistics to support his topic sentence. Can you identify them? Write your answers in the space provided below.

Statistic _____ 1:

Statistic _____ 2:

Statistic _____ 3:

Statistic _____ 4:

Statistic _____ 5:

Statistic _____ 6:

Statistic _____ 7:

Statistic _____ 8:

DETAILS

A detail is a particular aspect, part, or characteristic of the topic. When you decide to describe the topic in the supporting sentences, the easiest and the most appropriate technique is to use details. For example, to describe your car, you can write about its parts.

The following model paragraph has been developed by details. As you will notice, different parts of a soccer team have been described. The description of these parts provides a description of the whole of the team.

A soccer team is composed of five main positions. One player from the team plays the position of goalkeeper, but the distribution of other players among the other positions can vary. Generally, teams play with three or four defenders, who are also known as fullbacks. Fullbacks are the last line of defense between the goalkeeper and the opposing team. Their primary job is to control attacks by winning control of the ball. Fullbacks then initiate their own team's attack, moving the ball in the other direction. Midfield is the most demanding position, as halfbacks must have skills necessary both to defend and attack. Three or four players called midfielders, or halfbacks, act as a link between defense and offense. Halfbacks are also constantly moving, running from one end of the field to the other. Attackers, or forwards, are primarily responsible for scoring goals. Teams generally play with two, three, or four forwards. Forwards must handle the ball well and be excellent passers. They also must be exceptionally quick. Forwards are sometimes called attackers. Each soccer team may include one or two liberos. A libero is a player who does not have a fixed position in the soccer field. The libero can move around the field freely.

An analysis of the paragraph is provided below. As you will observe, details are the major techniques of support that the writer has used to develop his paragraph.

Topic: composition of a soccer team

Detail 1: goalkeeper

Detail 2: defenders or fullbacks

Detail 3: midfielders or halfbacks

Detail 4: forwards

Detail 5: liberos

EXERCISE

1. Choose one of the following subjects. Develop a paragraph in which you will use details as the major technique of support. Your paragraph should include at least eight and at most thirteen sentences.

Your room A friend of yours One of your teachers

2. Read the following paragraph closely.

Any modern kitchen requires several equipments. A stove, or range is perhaps the most important part of a modern kitchen. The sink will be used for washing purposes. There should also be a work surface. Moreover, various knives, pots, and pans should also exist in a kitchen. Such utensils as spatulas, whisks, specialized spoons, and rolling pins and a more highly specialized array of gear for producing pastries and other baked goods are also vital. In recent years such equipment as blenders, food processors, and microwave ovens have become common. Although such tools do save considerable preparation and cooking time, none of them has improved on the results to be achieved by more traditional techniques.

Now, complete the following list on the basis of the information you gained from the paragraph.

Topic :

Detail	1:
<hr/>	
Detail	2:
<hr/>	
Detail	3:
<hr/>	
Detail	4:
<hr/>	
Detail	5:
<hr/>	
Detail	6:
<hr/>	
Detail	7:
<hr/>	
Detail	8:
<hr/>	
Detail	9:
<hr/>	
Detail	10:
<hr/>	

Are there any other details in the paragraph? If so, how many?

EXAMPLES

Using examples is another excellent technique of support. An example is a specific instance that explains or illustrates the topic. When the idea expressed in the paragraph is abstract, readers may have difficulty understanding it. Abstract ideas are not open to the five senses of touch, taste, smell, sound, and sight. Examples can change abstract ideas into concrete tangible ones.

In the following paragraph, examples have been used as the technique of support. Read the paragraph carefully.

Some of the famous units of measurement in common use today are the actual names of famous scientists. The word watt used to measure electric power has been taken from the name of the Scottish scientist James Watt. He was the scientist who invented the steam engine. The French physicist Andre Marie Ampere's name is the unit of measurement for electric current. Perhaps a more common example is hertz, the unit of measurement for wave frequency. It has been taken from the name of the German scientist Heinrich Rudolf Hertz. Other names in this category include, Newton, Bell, Ohm, Joule, Maxwell, and so on.

An analysis of the paragraph is given below. As you will see, the writer has used examples to support his topic sentence:

Topic : people's names as units of measurement

Example 1: James Watt

Example 2: Andre Marie Ampere

Example 3: Heinrich Rudolf Hertz

Example 4: Newton

Example 5: Bell

Example 6: Ohm

Example 7: Joule

Example 8: Maxwell

EXERCISE

1. Read the following paragraph closely:

Natural Hazards are one of the most important causes of human loss in every part of the world. Each year, a lot of people are killed in floods in the south-eastern parts of Asia, south America, and the US. The most dangerous natural hazards are earthquakes. Volcanic eruptions, too, can have massive effects on human life. Another major hazard, produced by earthquakes and volcanoes, are tsunamis. They are enormous waves that reach maximum height near the shore where they can cause massive damage and loss of life.

Droughts, snow, hail, lightning, and natural fires also threaten human beings. Perhaps, tropical hurricanes are the worst and most widespread natural hazard, causing damage not only directly by wind action but also by flooding.

2. The writer has used examples to develop his topic sentence.

Can you

identify which examples he has used? Complete the following list:

Topic :

Example 1:

Example 2:

Example 3:

Example 4:

Example 5:

Example 6:

Example 7:

Example 8:

Example 9:

Example 10:

ANECDOTES

A very short story which consists of a few sentences can also develop the topic sentence of a paragraph. Anecdotes are usually very short fables or stories about animals. In English, the fables, originally written by the Greek writer Aesop, have been rewritten in the form of short anecdotes. Anecdotes are best for paragraphs in which the writer tries to give a piece of advice to the reader, or discuss some moral points.

In the following paragraph, the writer has used an anecdote to develop his topic sentence. Read the paragraph carefully:

When you are in a bad situation, you should keep your mouth shut. A bitterly cold winter night, a sparrow was spending the night on the scant shelter of a tree. He realized he would freeze to death if he could not find a more suitable shelter. With this thought, the poor sparrow started to fly in the hope of finding a warm and comfortable place. Amidst his flight, he felt colder and colder until his blood could no longer circulate in his body, and the poor sparrow fell to the ground entering a deep coma. A cow was passing by and happened to drop a big dump over the poor sparrow. The warmth of the dump returned life back to the sparrow, and he started to chirp with joy. A pussy cat, wandering about, located the dump, pulled the sparrow out of the dump, and swallowed him.

EXERCISE

1. Read the following topic sentences and think about them. They can be developed by anecdotes. See if you can find suitable anecdotes to develop them into unified paragraphs.

- a. **When people become united, they are hard to defeat.**
- b. **A steady but slow movement towards your goals is much better than a fast but choppy movement.**

- c. People realize the importance of health only after they experience a severe illness.

PHYSICAL DESCRIPTION

One of the techniques of support frequently used to describe the topic sentence is physical description. When the topic of the paragraph is an object, an animal, or a person, writers frequently use physical description to develop their topic sentences. The five senses of sight, touch, smell, taste, and hearing make it possible for us to feel details of the objects in the world around us:

By sight we feel: Shape (round, flat, square, etc.)

Color (red, green, blue, etc.)

Light (bright, dark, gloomy, etc.)

By hearing we feel: Sound quality (soft, loud, clear, etc.)

By smell we feel: Smell quality (sharp, sweet, clean, fresh, etc.)

Smell effect (suffocating, seducing, etc.)

By taste we feel: Taste quality (bitter, flat, sweet, sour, etc.)

By touch we feel: Texture (smooth, rough, sharp, dull, etc.)

Weight (heavy, light, etc.)

Temperature (lukewarm, hot, cold, etc.)

The five sense modalities—touch, taste, smell, hearing, sight—also offer us a way for comparing people, objects, and animals. Take the following examples:

1. **Sight:** The fat lady looked exactly like a mountain of warm jelly.
2. **Sound:** The heavy rain sounded like a thousand ping-pong balls as it fell on the roof of the house.

3. **Smell:** The factory worker smelled like a rotten egg as if he had not taken a shower for centuries.
4. **Taste:** The strange food in the Chinese restaurant tasted like a sour cherry.
5. **Touch:** The black man's skin felt like sandpaper when we shook hands.

In fact, simile and metaphor are two types of figures of speech which are based on the five senses. A simile is a sentence that compares one thing with another (X is like Y). Take the following examples:

Jack is like a lion.
John is similar to an ape.
That dog is as powerful as a mule.

In these examples, there are a number of words (i.e., like, as ... as, similar to, as if, etc.) that establish the simile. If these words are deleted, the simile will change into a metaphor. Take the following examples:

Jack is a lion.
John is an ape.
That dog is a mule.

Remember that showing and telling paragraphs differ. Showing paragraphs are more interesting to the reader. One way in which you can make your paragraphs interesting is through the use of similes and metaphors. Notice that using physical description to support your topic sentence requires that you be precise and exact in your choice of words. Using precisely the right word or phrase to describe a point to your readers is often difficult. Your word choice will not only affect

your readers' responses but also their understanding of the paragraph. Therefore, word choice is a skill that you should develop for purposes of becoming a good writer. There are two strategies that can help you in this connection:

1. Use a dictionary (such as *Oxford Advanced Learners' Dictionary*) to check the exact meaning of the word you want to use (its denotation).
2. Use a thesaurus (a dictionary of synonyms and antonyms such as *Roget's Thesaurus of Synonyms and Antonyms*) that not only gives the synonyms and antonyms of words, but also gives information about the different shades and tints of meaning. Synonyms can have slightly different meanings or connotations. Notice that a connotation is an associative meaning. For example, the word owl, in Persian, is the name of a bird (denotation or denotative meaning) and is also the sign of bad luck (connotation or connotative meaning). Also, notice that a word can have different connotations in different languages and cultures. The word owl for example, is a sign of good luck for some English speakers.

The topic sentence in the following sample paragraph has been developed by physical description. Read the paragraph closely.

Once I went hiking with a group from my school to the mountains. Before we started the hike, the sunlight was shining brightly. When we went into the woods it was quite dark as if the sun was no longer in the sky. We felt that we were walking in hall ways because the trees were so big and tall that they prevented sunlight from coming through. It was absolutely quiet and silent like a sad and grim night. In the distance we heard some birds cackling and some turkeys gobbling as if they did not want us to be in this place. Also small brooks were bubbling here and there. Although the weather was hot, the water of the brooks was almost too cold to touch. We feel that we had accomplished a great journey.

Now, read the following analysis. You will notice the instances of physical description listed here:

Topic: description of a hiking experience

Instance 1: sunlight shining brightly

Instance 2: no sun in the sky

Instance 3: walking in hallways

Instance 4: sad grim night

Instance 5: birds cackling

Instance 6: turkeys gobbling

Instance 7: brooks bubbling

Instance 8: hot whether

Instance 9: cold water

EXERCISE

1. Suppose that you have witnessed a criminal killing someone in the park near your house. The police asked you to tell them who the criminal was. Use physical description to describe the criminal for the police. The police should be able to draw a picture of the criminal based on the description you give.
2. Use physical description to compare two of your friends; one of your friends is tall, the other one is short. Your description should be so exact that the reader will be able to imagine what they look like.

PERSONAL EXPERIENCE

Another technique of support often used to develop the topic sentence is the use of writer's personal experience. Very often, personal experience is the only effective way to develop a topic sentence. By telling the reader what you have personally experienced, you strengthen and support the topic

sentence. However, you should be careful not to lose paragraph unity. Not all the sentences that you use to report your personal experience may be directly related to the topic sentence. You must decide how much detail is necessary. The key to this decision is to analyze the paragraph for unity once you have finished writing it. You can delete those sentences that do not bear a direct relationship to the topic.

The following paragraph has been developed by personal experience. Read the paragraph closely and decide if there are any details that do not directly relate to the main idea.

You know who your real friends are when you have a problem. Not long ago I had a trip to Makassar by my own car. On the second day of my trip, I was driving in Sudirman street when suddenly something went wrong with the car engine and my car broke down. When I referred to the mechanic, I realized that, unfortunately, I did not have enough money with me. Fortunately, I had my cell phone with me. I called several people whom I had helped a lot in the past to borrow some money. Unfortunately, none of them was willing to help. I had no other choice. I left my car in the mechanic's garage for a few days. Then, I telephoned my father and asked her to send some money to my bank account.

EXERCISE

1. Choose one of the following topic sentences and write a paragraph using your personal experience to support the topic sentences. Make a list of details you might use in the paragraph, and select only the details that relate directly to the topic sentence.
 - a. A person's life can sometimes change overnight.
 - b. Computers create more problems than they solve.
 - c. Not knowing a language well can sometimes be embarrassing.
 - d. Saying nothing is sometimes easier than telling a white lie.

- e. Not knowing how to use a machine can sometimes result in a commotion.
- f. Trying to reconcile two enemies can cost you a lot.

FINAL REMARKS

Often a topic sentence is supported by more than one technique. Nothing is wrong with this. In fact, very often a paragraph will best be developed by more than one technique of support. For instance, facts and statistics can go hand-in-hand to develop the topic sentence. The writer may also find it easier to develop a topic sentence by both personal experience and physical description. The choice of one technique over another will depend on one consideration:

Which technique of support will most effectively show what the topic sentence tells?

A paragraph must have at least one technique of support. However, the writer is free to use as many techniques of support in as many combinations as he likes.

EXERCISE

1. Read the following three paragraphs carefully and answer the following questions:
 - a. Is there only one technique of support in each paragraph?
 - b. Could the writers have used techniques of support other than the ones they already have?
 - c. Are the techniques of support used by the writers the most suitable techniques which could ever be used?

Paragraph 1

Protected areas are especially important for preserving the rain forests. Over the last 20 years, the number of national parks in tropical countries has increased greatly. Today nearly five percent of all forests are classified under some protected status. Some international organizations give money to any country which sets aside ten percent of its forests in protected areas. Two such organizations are the World Bank and the World Wildlife Fund. They have launched this movement at the end of the 20th century.

Paragraph 2

Volcanoes cause hazards to people and property. Direct hazards are lava flows, falling ash, and debris flows. Lava flows are rarely life threatening but can produce massive property damage and economic loss. Heavy accumulations of volcanic ash, especially if they become wet from rainfall, can collapse roofs and damage crops. Debris flows called lahars are composed of wet concrete-like mixtures of volcanic debris and water from melted snow or ice or heavy rainfall. Lahars can travel quickly through valleys, destroying everything in their paths. Volcanic debris flows have caused the most eruption-related deaths in the 20th century.

Paragraph 3

Riders use different kinds of motorcycles for different purposes. Motorcycles designed for use on paved streets and roads are called street motorcycles. Street motorcycles are a popular means of transportation during summer months and in warm climates. People often use them for recreational riding as well as for commuting. Moreover, off-road motorcycles perform well on dirt or gravel roads or trails. Finally, racing motorcycles are engineered for handling performance and increased speed.



UNIT 13

METHODS OF SUPPORT

You have already learnt that a paragraph is composed of a topic sentence and a few supporting sentences. You have also learnt that the supporting sentences are based on techniques of support (such as facts, statistics, details, examples, and so on). Techniques of support control the structure and content of individual supporting sentences. In fact, each supporting sentence can draw on a specific technique of support.

Before you begin writing your paragraph, you must have clear answers for these questions:

- 1) What should I write about?
- 2) Who is my reader?
- 3) What specific details should I use for this kind of reader?
- 4) What should my topic sentence say?
- 5) What techniques of support will tell the readers that my topic sentence is valid?
- 6) What methods of support would best carry my ideas to the reader?
- 7) Should my supporting sentences be organized according to time, space, or importance?
- 8) Are my supporting details strong and valid enough to convince my reader?

The next step in writing a complete and unified paragraph is to select a method of support. Methods of support are sometimes called methods of development. Methods of support, unlike techniques of support, do not apply to individual supporting sentences; rather, they are concerned with the organization of the paragraph as a whole. Methods of support relate to the purposes, goals, or aims for which the paragraph is being written. Basically, there are two major types of purposes for

which you write: (a) exposition, and (b) argumentation. The aim of exposition is to explain. The aim of argumentation is to prove or persuade. Both of these forms can be developed by a number of methods of support. In fact, all methods of support are ways of analyzing the topic. The most important methods of support are: (1) enumeration, (2) chronology, (3) process, (4) description, (5) definition, (6) cause-effect, (7) comparison-contrast, and (8) argumentation.

ENUMERATION

Enumeration is the most common method of paragraph development in English—and in many other languages of the world. In university writing, you are frequently asked to write enumerative paragraphs. The aim of an enumerative paragraph is to classify or to categorize. In this type of paragraph development, the writer will mention the general class in the topic sentence. He will then break down this class by listing its members or parts in the supporting sentences. A successful classification occurs when the following conditions are met:

- 1) **The classes are arranged according to a logical method.**
- 2) **The classes are relatively complete.**
- 3) **The classes do not overlap.**
- 4) **The classes have a ruling principle (a criterion "according to" which the members or parts are grouped together)**

As such, enumeration is a method of analysis that is used to break down the topic into groups according to a specific criterion or rule. There may be more than one criterion for the classification of a topic. Suppose that you are studying English at an international university. Your teacher gives you a single subject, for example college students, and asks you to classify this subject in different ways. How many classes can you have? The answer is relative. It depends on the criterion or rule you use for classification. For example, you can classify college students according to religion, nationality, major fields, class standing, race, and so on:

- According to class standing:** Freshman
Sophomore
Junior
Senior
- According to continent:** Asian
American
European
African
- According to major fields:** Engineering
Agriculture
Sociology
Physics
Chemistry
- According to religion:** Muslim
Protestant
Catholic
Jewish
- According to race:** White
Black
Indian
American

In the following model paragraph, enumeration has been used as the method of support. There are several major categories of aircrafts. First, land planes are designed to operate from a paved surface, typically a runway. Some of them can operate from grass or other surfaces such as ice. Second, carrier-based airplanes can takeoff from and land aboard naval bases. Third, pontoon planes have floats in place of wheels so they can operate from water. In addition, amphibians operate from both water and land. Vertical-Takeoff-and-Landing airplanes form another group of airplanes that typically use the jet from their engines, pointed down at the Earth, to take off and land straight up and down. Next, short-Takeoff-and-Landing aircrafts are able to function on relatively short runways. Finally, a NASA space shuttle is an aircraft unprecedented by any other because it flies as a fixed-wing airplane within the atmosphere and as a spacecraft in outer space.

Now, let us have a look at the analysis of this paragraph.

General class: air crafts

Class member 1: land planes

Class member 2: carrier-based planes

Class member 3: pontoon planes

Class member 4: amphibians

Class member 5: vertical takeoff-and-landing planes

Class member 6: short-takeoff-and-landing planes

Class member 7: NASA space shuttle

A good formula for writing the topic sentence of an enumerative paragraph would be:

According to ..., SUBJECT falls into NUMBER categories/classes/etc.

For example, if the subject of your paragraph is FRUITS, your topic sentence may be:

According to their taste, fruits fall into four categories.

According to their shape, fruits fall into six classes.

According to their color, fruits fall into nine types.

According to their smell, fruits fall into six classes.

According to their size, fruits fall into three categories.

etc.

EXERCISE

1. Read the following paragraph carefully.

All bicycles fall into one of six general categories. First, touring bicycles are designed for riding on relatively smooth pavement. Touring bicycles are generally made with lightweight steel, aluminum, or composite frames that are designed for maximum strength and comfort. Mountain bikes, the next category, are designed for off-road riding, including climbing and descending steep inclines over rough terrain. In the late 1980s manufacturers mixed mountain bikes and touring bikes to make hybrid, or cross, bikes. Unlike these three classes, utility bicycles are commonly singlespeed, three-

speed, or five-speed machines. Racing bicycles are the lightest bicycles made and are available in forms designed either for racing on paved roads or on specially built tracks. Finally, many other types of bicycles are designed for special purposes. These are called specialty bicycles.

Now, complete the analysis that follows:

General	class:
Member	1:
Member	2:
Member	3:
Member	4:
Member	5:
Member	6:

Enumeration is also a useful method of development in paragraphs that aim at explaining the different parts of a general whole. In the following sample paragraph, the writer has used enumeration to talk about the different parts of a flower. Flowers typically are composed of four parts. First, the inner most part located in the center of the flower, is the female reproductive structure, or pistil. The pistil consists of three parts: the stigma, the style, and the ovary. The next part consists of the male reproductive structures, several to many stamens arranged around the pistil. A stamen consists of a filament and an anther. Petals, the next part, surround the stamens. Many petals have bright colors. Finally, the sepals, the outermost part, together are called the calyx. In the flower bud, the sepals tightly enclose and protect the petals, stamens,

and pistil from rain or insects. The sepals unfurl as the flower opens and often resemble small green leaves at the flower's base. In some flowers, the sepals are colorful and work with the petals to attract pollinators.

An analysis of this paragraph is provided here. As you will notice, the writer has used details to explain some parts of a flower. In fact, indirect unity has been used in this paragraph.

Topic: Parts of a flower

General class: flower structure

Part 1: Pistil

Detail 1: stigma

Detail 2: style

Detail 3: ovary

Part 2: Stamen

Detail 1: filament

Detail 2: anther

Part 3: Petals

Part 4: Sepals

EXERCISE

1. Answer the following questions on the basis of the model paragraph

you have just read.

1. What are the key words in the topic sentence of the paragraph?

2. What are the techniques of support that the writer has used?

CHRONOLOGY

Chronology is a specific kind of enumeration. In fact, chronology is a method of development in which an event is analyzed in terms of its component phases, stages, time sequences, or periods. Read the model paragraph below.

Geologists divide much of the earth's history into periods of time called Eons. The first period, the pre-Archean period, includes the phase from the origin of the earth to 3.8 billion years ago. The second, the Archean Eon includes the period from 3.8 to 2.5 billion years ago. It marks a time in which the structure of the earth underwent many changes and the first life form appeared on the earth. During the Proterozoic Eon, the third period, the earth was partially covered by shallow seas and ice sheets. This period refers to 2.5 billion to 570 million years ago. During this phase, life advanced from the most basic organisms to plants and animals that looked like some of the species alive today. The most recent eon of the earth is the Phanerozoic Eon which includes 570 million years ago up to now. During this Eon, the earth and life on it gradually changed to their present state.

This model paragraph is an example of chronological development. As you see, the writer has broken down the general class, the life of earth, into specific time phases. Then, he has spoken about the oldest phase in the first set of supporting sentences. He has discussed the immediately following phase of earth's life in the second set of supporting sentences.

In other words, the writer has gradually moved from past into present through the paragraph. An analysis of this model paragraph will read as follows:

General Class:The history of Earth

Class Members:

First Eon: Origin of the earth to 3.8 billion years ago

Second Eon: 3.8 to 2.5 billion years ago

Third Eon: 2.5 billion to 570 million years ago

Fourth Eon: 570 million years ago up to now

When writing a chronological report (that is, a paragraph developed by chronology) you have two choices:

- (a) to begin from past and move towards present, or
- (b) to begin from present and move towards past.

There is no serious difference between these two methods. It is a matter of choice. Many writers prefer to follow the course of events as they actually occurred in history. Some writers, however, prefer to flash back. They go from present to past, or technically move in the direction opposite to history.

The Phanerozoic Eon is divided into three distinct eras. The most recent era of this Eon is the Cenozoic Era. It began 65 million years ago, and is still going on. The second era of this Eon is called the Mesozoic Era. This era is older than the Cenozoic Era. It refers to stretch of time which began 240 million years ago and ended 65 million years ago. Finally, the oldest era is called the Paleozoic Era. It began 570 million years ago. The Paleozoic Era ended 240 million years ago.

An analysis of this model paragraph will read as follows:

General Class: Eras Of The Phanerozoic Eon

Class Members: Third era: 65 million years ago to present

Second era: 240 to 65 million years ago

First era: 570 to 240 million years ago

As you remember from chapter five, the supporting sentences of enumerative paragraphs can be arranged in equal, ascending, or descending order. You also remember that in ascending order the most important element was placed last whereas in descending order the most important element was placed first. The same effects can be achieved in paragraphs of chronology provided that the most interesting events are naturally either the most recent one or the most ancient ones. The writer should decide which items in a series of events are more interesting to the readers: past events or recent events. Then, he can decide where to place these events: first or last. In this way, the writer can achieve descending and ascending orders in paragraphs of chronology. However, the writer cannot and should not scramble the events. He can only change the direction of movement.

Chronicles

Chronology has several special types. When chronology includes units larger than a single paragraph, it is sometimes called a chronicle. A chronicle is an extended account of historical events. Chronicles often report actual historical facts. As such, history books are chronicles of events that have occurred in the past. However, sometimes chronicles include legendary material, presented in chronological order and without any interpretation or comment. Many literary works of world literature, especially in the field of mythology are chronicles of this latter type. It should be remembered that a chronicle is usually much bigger than a paragraph. Therefore, your teacher will not ask you to write chronicles. Chronicles can be written either in prose or in poetry. Chronicles can also include records or reports of actual historical events. If you keep your diaries, you will have a chronicle of your own life after some years.

Narration

Another special type of chronology is narration. Narrations are normally much bigger than a single paragraph. However, it is often possible to write a narration in a single paragraph too. The purpose of narration is to report an event. The writer needs to break down the event into parts, phases, or periods, and write about them. Narrations fall into two major categories: (a) reports of actual events, and (b) reports of imaginary events. In narrations that report actual events, the writer does one of the following:

1. Reports his own diaries or observation of an event
2. Reports the diaries of someone else or his observation of an event

The time periods that are used in narrations of this kind are actual time periods that can be located on the time-line. In reports of imaginary events, on the other hand, the writer's purpose is to tell a story. Very often, the time periods used in

narrations of this type do not show real periods on the actual time-line.

Listing Signals

The listing signals that are needed for chronological paragraphs are different from the ones you used for enumeration. Since the writer has to follow the path of events as they actually happened, chronology does not require any specific kind of listing signals. Instead, the writer should use time clues to arrange the events in a neat order. Take the following examples:

The Iraq-Iran war began at night.

The Iraq-Iran war began in 1980.

The Iraq-Iran war began in September.

The Iraq-Iran war began on the 22nd of September, 1980.

In all of these examples, time clues are prepositional phrases that signal time. Notice that the prepositions that go with different time phases are not the same. In addition to time clues, writers may decide to use transition words to show the sequence of events. Transition words, too, can arrange events in a neat sequence. Take the following examples:

1. **Jack was studying in the library. *In the mean time*, John was playing in the park.**
2. **The Smith family lived in New York *before* they came to Atlanta in 1996.**
3. ***After* my father died, my family had to move to the country.**
4. **I ran into an old friend of mine *while* I was crossing the street.**

PROCESS

Often you are asked to write a paragraph to explain how something is done or made. Therefore, you will have to arrange the supporting sentences of your paragraph in a step-by-step sequence. This method of support is called process; paragraphs written in this way are called process paragraphs. Process

development is a special kind of enumeration; in a process paragraph, a general whole is broken down into more specific steps or stages which will then be explained in the supporting sentences. Each set of supporting sentences will discuss one of the steps or stages, and each step or stage is explained in at least one supporting sentence. The whole process is mentioned in the topic sentence.

The following model paragraph is based on process development. As you read the paragraph, ask yourself the following questions:

What are the key words in the topic sentence?

Are there any enumerators in the topic sentence?

Do the supporting sentences begin with listing signals?

How many steps exist between the first and the last step?

Modern ice cream production methods consist of several steps. First, the basic ingredients (milk, cream, sugar, and flavoring), plus gelatin are poured into a tank. Gelatin is used as a stabilizer to give the product a smooth consistency. Second, these ingredients are mixed and pasteurized. The purpose of pasteurization is to kill probable bacteria. Then, the mixture is homogenized to break up bits and particles of butterfat. This mixture is cooled and piped to a freezing tank. After being piped into the tank, the mixture is beaten until it becomes smooth. At this stage, nuts or fruits are sometimes added to the mixture. Then, the partially-frozen ice cream emerges from the freezing tank. Finally, it is packed into containers that are stored in a very cold and refrigerated room until the ice cream becomes hard.

In the following analysis, steps of making ice cream are listed. Study the analysis carefully. Is it possible to scramble these steps? If so, will the end product still be called ice cream?

Topic: How ice cream is made

Step 1: pouring ingredients into a tank

Step 2: mixing the ingredients

Step 3: pasteurizing the ingredients

Step 4: homogenizing ingredients

- Step 5: cooling the mixture
- Step 6: piping the mixture into a tank
- Step 7: beating the mixture
- Step 8: adding nuts and fruits
- Step 9: packing
- Step 10: storing in a refrigerated room

In this analysis, the topic "how ice cream is made" is used as a label to identify the process as a whole. The steps that follow the topic identify the details that should be discussed in the supporting sentences.

EXERCISE

1. Read the following paragraph.

Wheat grains pass through several steps to change into flour. Milling begins with the cleaning of kernels. Wheat arriving at a mill is generally mixed with straw, chaff, pebbles, earth, and seeds of different kinds which should be cleaned. Next, the wheat is scoured by being passed through a cylinder. Tempering, a process by which the moisture content is adjusted for easiest separation of kernel from husk, is the next step in preparing the grain for grinding. Then, wheat grains pass through rollers which gradually reduce wheat kernels to powder. The resulting flour has a more or less yellow color.

Many consumers, however, prefer flour that has as little color as possible. The ground product is then sifted. This final step removes bleaches from the powder, and pure flour remains.

Complete the following analysis. You do not have to write complete sentences. Only write phrases that describe each step.
Topic:

—

Step	1:
<hr/>	
Step	2:
<hr/>	
Step	3:
<hr/>	
Step	4:
<hr/>	
Step	5:
<hr/>	
—	

DESCRIPTION

Another specific type of enumeration is called description. The purpose of a descriptive paragraph is to describe the topic. The writer will mention the topic in the topic sentence. He will then describe it in the supporting sentences. Details are often used as the major technique of support in a descriptive paragraph. Remember that you have already become familiar with a specific type of description (i.e., physical description). In addition to physical description, there are other kinds of description that will be explained in this chapter.

The method of development in the following model paragraph is description. Read the paragraph carefully.

The Atlantic salmon is really very specific in several respects. It has tasty flesh that is often orange-red. The fish average about 3.6 to 5.5 kg in weight, but specimens weighing up to 38 kg have also been caught. The Atlantic salmon migrates from the sea into cold fresh water in late spring or early summer, swimming upriver at an average rate of up to 6.4 km per day. The female lays as many as 20,000 eggs in October or November, after which time the adult salmon float

downstream and return to the sea. The Atlantic salmon returns year after year to its breeding place and can live for up to 8 years. Several subspecies of the Atlantic salmon live in the lakes of the northern United States without ever descending to sea. These land locked salmon are much smaller than migrating salmon. They sometimes attain a maximum weight of about 16 kg. The two most important land locked populations of the Atlantic salmon are the Sebago salmon and the ouananiche salmon. The Sebago salmon is found in lakes from New Hampshire to New Brunswick. The ouananiche natural territory is in the Lac Saint-Jean Lake in Canada.

The analysis below lists the pieces of information which the writer has used in the model paragraph.

Topic: Atlantic salmon

Detail 1: taste of flesh

Detail 2: color of flesh

Detail 3: average weight

Detail 4: maximum weight of some specimens

Detail 5: direction of migration

Detail 6: time of migration

Detail 7: daily swimming length

Detail 8: number of eggs

Detail 9: time of laying eggs

Detail 10: time of returning to sea

Detail 11: yearly habit

Detail 12: length of life

Detail 13: number of subspecies

Detail 14: territory of subspecies

Detail 15: size of subspecies

Detail 16: maximum weight of subspecies

Detail 17: names of most important subspecies

Detail 18: habitat of subspecies

DEFINITION

Very often you have to write a paragraph in which your purpose is to explain the meaning of a term. In addition, you may sometimes use a term in a very strict sense. In these cases, too, you will have to write a paragraph to explain the sense in which you are using the term. Paragraphs of this kind are called paragraphs of definition, and the method of development in these paragraphs is called definition development. Therefore, the purpose of a paragraph of definition is to:

- a) explain what a term means, or
- b) explain the sense in which you are using the term

As such, and depending on the purpose for which you are writing, paragraphs of definition fall into two major categories: (1) extended formal definition, and (2) extended stipulated definition. When you use the term in its formal sense (that is, to say what it means), you are writing a paragraph of extended formal definition; when, on the other hand, you use the term in a specific sense (that is, outside of its ordinary meaning), you are writing a paragraph of extended stipulated definition. The term "extended" is used to show that, unlike definitions provided by dictionaries, paragraphs of definition are usually longer than a single sentence.

Extended Formal Definition

Extended formal definition is a method of analysis in which the writer identifies the subject in a general class and then distinguishes it from all other members of the class. Formal definition is ordinarily used for concrete and tangible terms. If we want to show the elements of a formal definition, our analysis may look something like this:

Formal Definition = Term + Class + Distinguishing Features

The following model paragraph defines laser. Can you identify the elements of formal definition in the paragraph?

A laser is a device that produces and amplifies pure intense light which can be directed with great accuracy. Lasers are used in many modern technological devices including bar code readers, compact disc (CD) players, and laser printers. Lasers can generate light beyond the range visible to the human eye, from the infrared through the X-ray range. The word laser is an acronym for Light Amplification by Stimulated Emission of Radiation.

This model paragraph can be analyzed in terms of the formula we provided for formal definitions above:

TERM: Laser

CLASS: Device

DISTINCTIVE FEATURES: Light production
Light amplification
Pure color of light
Intensity of light
Capability of being directed

As you see, the writer has talked about other features of laser too. These other features appear in the supporting sentences. Their purpose is to define (or describe) the subject even further.

Use in modern technological devices

Range of light produced

Where the term came from

The writer has also used a few examples in this paragraph. These examples give the reader a better understanding of the term being defined in the paragraph. For instance, the writer has talked about some of the modern technological devices in which laser is used. He has also identified the range of light a laser can produce.

If we wanted to write an outline for the whole model paragraph, our outline would look something like this:

DISTINCTIVE FEATURES OF A LASER

- I. Light production
- II. Light amplification
- III. Quality of the light produced
 - A. Pure color
 - B. Varying degrees of intensity
 - C. Capability of being directed
- IV. Uses of the light in modern technological devices
 - A. In CD player
 - B. In bar code readers
 - C. In laser printers
- V. Range of light produced
 - A. Infrared
 - B. X-ray
 - C. The range between these two
- VI. Origin of the term laser

The major techniques of support for paragraphs of formal definition are examples and details. In fact, writers often use examples and details in the supporting sentences of paragraphs of formal definition to clarify the term being defined.

EXERCISE

1. Read the topic sentences below and underline the elements of formal definition in each. Then, write **T** for term, **C** for class, and **F** for distinctive feature under the proper words. The first one is done as an example for you.

A widow is a human female whose husband has died.

T

C

F

A turbine is a rotary engine that converts the energy of a moving stream of water, steam, or gas into mechanical energy.

A typewriter is a machine designed to print or impress type characters on paper, as a speedier and more legible substitute for handwriting.

A lamp is a device used for artificial lighting.

Neil Armstrong is the astronomer who stepped on the moon for the first time in human history.

A bar code is a series of parallel vertical lines, or bars, used to assign a unique identification code to an item.

CAUSE AND EFFECT

Cause-effect paragraphs aim at showing the reasons or the results of something. The purpose of a cause-effect paragraph is to say why things are as they are, to show why something happened. Cause-effect paragraphs fall into three major types:

Focus on effect

Focus on cause

Chain reaction

Focus On Effect

The first kind of cause-effect paragraphs are those that focus on effect. In paragraphs of this kind, the writer will identify the topic in the topic sentence. He will then list and explain the possible effects of the topic in the supporting sentences. In other words, the supporting sentences will be a list or an enumeration of the effects of an idea mentioned in the topic sentence.

In the model paragraph below, the writer has focused on the effects of floods. Therefore, flood itself is the cause.

Floods have several short-term and long-term effects. First, floods damage property. Second, they endanger the lives of humans and animals. In addition, rapid runoff results in soil erosion as well as sediment deposition problems downstream. Spawning grounds for fish and other wildlife habitat are often destroyed. Next, high-velocity currents increase flood damage; prolonged high floods delay traffic. They also interfere with drainage and economic use of lands. Bridge abutments, bank lines, sewer outfalls, and other structures within floodways are usually damaged. Navigation and hydroelectric power are often impaired. Last but not least, financial losses due to floods are commonly millions of dollars each year.

The analysis below shows the structure of the model paragraph:

Topic: Flood

Enumerator: Effects

Effect 1: Damage to property

Effect 2: Danger for human life

Effect 3: Danger for animal life

Effect 4: Soil erosion

Effect 5: Sediment deposition

Effect 6: Destruction of spawning ground for fish

Effect 7: Destruction of wildlife habitats

Effect 8: Delays in traffic

Effect 9: Damage to bridges, bank lines, and sewer outfalls

Effect 10: Impairment of navigation

Effect 11: Impairment of hydroelectric power

Effect 12: Financial losses

EXERCISE

1. Read the following paragraph closely.

Noise pollution has a number of impacts on human as well as animal life. First, noise affects human health. The most significant health problem caused by noise pollution is hearing loss. Any noise louder than talking can damage the inner ear. Noise has other less important effects on human life too. It makes conversation difficult. In addition, it interferes with some kinds of work. Noise can also disturb sleep. As a source of stress, it can promote high blood pressure and other heart problems. Noise can also cause nervous disorders. Noise also puts stress on domestic animals and wildlife. In remote areas, helicopters and military aircraft often frighten animals. Aircraft noise in Alaska, for example, has been shown to reduce the survival rate of caribou calves. There is concern that increasing noise levels in the oceans may confuse the natural sonar that whales use to navigate, communicate, and locate food.

Now complete the analysis below. Use the information present in the paragraph.

Topic: _____

Enumerator: _____

I. Effects on humans

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

II. Effects on animals

A. _____

B. _____

C. _____

D. _____

E. _____

2. Study the following outline. Write a cause-effect paragraph on the basis of the outline. You should write a "focus on effect" paragraph.

Effects of ants

I. On agriculture

- A. Reducing harmful insect populations
- B. Dispersing seeds
- C. Helping pollination
- D. Keeping pests under control

II. On people

- A. Used as medicine
- B. Used to timber forests
- C. Used to prey on caterpillars
- D. Used to drive pests out of houses

Focus On Cause

The second type of cause-effect development is called focus on cause. In a focus-on-cause paragraph, the supporting sentences will be a list of causes. The writer will mention the effect in the topic sentence. He will then write a few supporting sentences to show what has caused that outcome. In other words, the supporting sentences will be a list or an enumeration of the causes of an idea mentioned in the topic sentence.

In the model paragraph below, the writer has focused on the causes of insomnia. Therefore, insomnia itself is the effect.

Insomnia, condition in which a person has difficulty getting enough sleep, has several causes. First, it can be caused by body problems such as an overactive thyroid gland, diabetes, or violent muscle twitching. In addition to these, wrong eating habits can also cause insomnia. For instance, drinking caffeine-containing beverages before going to bed is considered by many doctors to be a cause. Some doctors also consider drinking too much coffee or tea as a cause of insomnia. Experts estimate that in three fourths of all cases the cause is a psychological one. After anxiety-producing

events, a person may experience sleep difficulties for a short period. Some examples of such events are the death of a loved one or loss of a job. Many persons recover their normal sleep rhythm later, but others become frustrated and depressed and develop chronic insomnia. Frightening events are also considered a psychological cause of insomnia. Violent movies and computer games can affect those who are psychologically ready for insomnia. Finally, napping during the day is considered by some doctors to be a minor cause of insomnia. It can throw off the sleep pattern further.

The analysis below shows the structure of the model paragraph:

Topic: Insomnia

Enumerator: Causes

- I. Body problems
 - A. Overactive thyroid
 - B. Diabetes
 - C. Violent muscle twitching
- II. Wrong eating habits
 - A. Drinking caffeinated beverages
 - B. Drinking too much coffee
 - C. Drinking too much tea
- III. Psychological problems
 - A. Anxiety-producing events
 - 1. Loss of a beloved
 - 2. Loss of job
 - B. Frightening events
 - 1. Violent movies
 - 2. Violent computer games
- IV. Napping during the day

EXERCISE

1. Read the following paragraph carefully. Write an outline on the basis of the information you get from the paragraph. Make your outline as detailed as possible.

Environment organizations have identified several major sources of air pollution. First of all, most air pollution comes from one human activity: burning fossil fuels. These fuels include natural gas, coal, and oil. Among the harmful pollutants this burning puts into the air are carbon dioxide, carbon monoxide, nitrogen oxides, sulfur dioxide, and tiny solid particles including lead from gasoline additives. Some of these pollutants also come from natural sources. For example, forest fires emit pollutants into the atmosphere. Soil erosion can also increase airborne pollutant levels. Volcanoes spew out sulfur dioxide and large amounts of volcanic ash. The 1991 eruption of Mount Pinatubo in the Philippines, for example, dumped enough volcanic ash into the upper atmosphere to lower global temperatures for the next two years. Unlike pollutants from human activity, however, naturally occurring pollutants tend to remain in the atmosphere for a short time and do not lead to permanent atmospheric change. Finally, pollutants themselves often undergo chemical reactions that produce additional harmful pollution.

Chain Reaction

A third type of cause-effect development is called chain reaction. In a chain reaction, the first effect of one situation becomes the cause of the second effect; then, the second effect becomes the cause of the third effect, and so on. In other words, every effect is in itself a cause for the situation that follows. In a chain reaction, the first effect leads to the second, the second leads to the third, the third leads to the fourth, and the chain goes on. In fact, in a chain reaction, as its name says,

the steps of the reaction are linked together like the rings of a chain. There are, however, a major cause (or mother cause) and a major effect (or mother effect). The mother cause and the mother effect are identified in the topic sentence. The less important causes and effects (often called sister causes and sister effects) are identified in the supporting sentences.

In the model paragraph below, the writer has used chain reaction to develop his topic sentences. Notice that "destruction of rain forests" is the mother cause and "emergence of deserts" the mother effect.

The destruction of rain forests can result in the emergence of deserts in a chain reaction. Causes of deforestation vary from location to location, but certain patterns tend to be consistent across all forests. Logging companies and oil companies are often the first to enter a remote area of rain forest. The result is a logged forest. Once the loggers go away, a typical cycle of destruction ensues. The roads built by logging companies often provide access for landless farmers to enter a new area, as well as a means to transport agricultural crops to market. When the landless farmers arrive, they clear the land for planting. Poor rain forest soils produce a low crop yield, especially after a couple of years. At that point, the farmers often sell their lands to cattle ranchers or large plantation owners. After nutrients have been exhausted and soils compacted by cattle, lands are then abandoned and often laid to waste. Rain forest does not readily regenerate on these lands without human intervention. This, together with the gradual action of wind and flood results in the emergence of deserts over a relatively short period of time.

In the above paragraph, oil and logging companies are the cause of the emergence of open land. Then open land causes farmers to come in. Then farmers cause cattle to come in, and finally cattle owners invite deserts to pop up. Therefore, the result of one activity turns into a cause for a following activity. This latter activity becomes the cause for a third activity, and the chain goes on. An analysis of the model paragraph might look something like this:

High quality forest wood > Loggers come > destruction of forest > open land > Loggers go > farming land> Farmers come > agriculture >reduction of soil quality > Farmers go > good land for cattle > cattle owners come > erosion of soil > poor quality land> cattle owners go > wind and flood come > increasing soil erosion > deserts pop up

COMPARISON AND CONTRAST

Comparison-contrast is a method of development in which the writer shows the similarities or differences between two objects, animals, people, ideas, etc. The purpose of comparison is to show likeness; the purpose of contrast is to show difference. Some writers use the term comparison as a cover term to include both comparison and contrast. In this book, however, the term comparison is used in its strict sense—to show likeness.

Writers use different methods to organize (i.e., arrange the supporting sentences) their comparison-contrast paragraphs. The most common types of comparison-contrast organization are:

- 1. Parallel organization**
- 2. Point-by-point organization**

In parallel organization, the writer will say everything about one subject in the first half of the paragraph. He will then use a transition word to change the subject. After that, he will say everything about the next subject. The important point is that whatever has been said about the first subject should also be said about the second subject. In this way, the writer guarantees parallelism between the two halves of the paragraph. This will, if fact, result in paragraph unity too.

In point-by-point organization, instead of dividing the whole paragraph into two parallel halves, the writer divides each supporting sentence into two halves. He then talks about each aspect of both subjects in one supporting sentence. Therefore, the first supporting sentence will explain part one of

both subjects; the second supporting sentence will explain part two of both subjects; and the cycle goes on until the writer gets to the end of the paragraph.

The following model paragraphs exemplify these two methods of organization. Read and compare them to understand what is meant by each method of organization. Notice that in these paragraphs, the similarities of bees and ants have been discussed; therefore, they are paragraphs of comparison.

Comparison: Parallel organization

Bees and ants have several common characteristics. Bees belong to the family of insects. They live in colonies. Worker bees go out of their nest to gather food. The second group of bees, the soldier bees, defends the nest when it is attacked. Bees have a queen that lays thousands of eggs. In much the same way, ants also belong to the family of insects. They also live in colonies. Worker ants go out of the nest to gather food while soldier ants have the responsibility of defending the nest when it is attacked. Ants, too, have a queen that lays thousands of eggs.

The analysis below illustrates the internal structure of the model paragraph.

Bees : Are insects
Live in colonies
Workers find food
Soldiers defend nest
Queen lays eggs

Ants : Are insects
Live in colonies
Workers find food
Soldiers defend nest
Queen lays eggs

Comparison: Point-by-point organization

Bees and ants have several common characteristics. Both bees and ants belong to the family of insects. They both live in colonies. Like worker bees, worker ants get out of the nest in the search for food. Not only bees, but also ants have armies that defend the nest when it is attacked. The queen bee and the queen ant lay thousands of eggs and give birth to the new generations.

COMPARISON

In a paragraph of comparison, the writer's purpose is to show the similarities between two subjects. The subjects can be either abstract or concrete. Abstract subjects are ideas that cannot be sensed by the five senses of touch, taste, hearing, sight, and smell. For example, your instructor may ask you to write a paragraph in which you compare love and friendship, or enmity and hatred. These are abstract subjects. He may sometimes give you concrete subjects to write about. For example, he may ask you to write a paragraph in which you compare two of your teachers, two places, two animals, two insects, and so on. No matter whether you are given abstract or concrete subjects to compare, your job is to find the similarities between them. Therefore, any item from one of the subjects you talk about, you should also talk about the same item from the other subject.

Before you start writing your paragraphs, you should think about the points that you want to put in your paragraphs. You will specifically need to take two steps:

1. Decide on the type of organization you want to use (i.e., parallel, or point-by-point)
2. Write an outline in which you list the items you want to use in your paragraph. Your outline may look like one of the above analyses of the model paragraphs depending on the type of organization you select.

Paragraphs of comparison are a special form of enumeration. Therefore, like other types of enumeration, in a paragraph of comparison, too, the writer can use enumerators in the topic sentence. The most common enumerator used in a paragraph of comparison is similarities. Take the following examples:

Indonesia and Malaysia have several similarities.

Some writer may use a different grammatical structure in their topic sentences. The example above may be rewritten in several ways, all of which are considered appropriate topic sentences for paragraphs of comparison. Take the following examples:

Indonesia and Malaysia have several things in common.

Indonesia and Malaysia can be compared in several ways.

There are a number of similarities between Indonesia and Malaysia.

Indonesia is similar to Malaysia in several respects.

CONTRAST

Paragraphs of contrast aim at enumerating or listing the differences that exist between two subjects. The subjects that can be contrasted in a paragraph of contrast are either concrete or abstract. Like comparative paragraphs, contrastive paragraphs can be organized in two ways:

- 1. parallel organization, and**
- 2. point-by-point organization.**

In fact, the general structure and organization of paragraphs of contrast is exactly the same as the general structure and organization of paragraphs of comparison. The only difference is in the type of points they enumerate. While paragraphs of comparison aim at analyzing two subjects to show their similarities, paragraphs of contrast analyze the same subjects to show their differences.

Like in paragraphs of comparison, in paragraphs of contrast, too, the writer can use enumerators in the topic sentence. The most common enumerator used in a paragraph of contrast is differences. Take the following example:

Indonesia and Malaysia have several differences.

Some writers may use a different grammatical structure in their topic sentences. The example above may be rewritten in several ways, all of which are considered appropriate topic sentences for paragraphs of contrast. Take the following examples:

Indonesia and Malaysia can be contrasted in several ways.

There are a number of differences between Indonesia and Malaysia.

Indonesia is different from Malaysia in several respects.

The following model paragraph exemplifies the use of parallel organization in paragraphs of contrast. Notice that in this paragraph, the differences of bees and ants have been discussed; therefore, it is a paragraph of contrast.

Contrast: Parallel organization

There are several differences between bees and ants. Bees belong to the Apidae class of insects. Bees fall into three major classes: queen, worker, and drone. A queen bee may live between one to three years. Worker bees die very soon. They live for a period of five weeks. Bees are found in flower-rich places. By way of contrast, ants belong to the Formicidae class of insects. They fall into nine categories including fire ants, army ants, etc. Queen ants live for several years. Worker ants live for six months on the average. Some worker ants may live for several years. Finally, ants can be found in almost all places of the world especially in tropical deserts.

The analysis below shows the internal structure of the model paragraph.

As you can see, the writer has said everything about bees in the first half

of the paragraph. Then, after using a phrase to signal the start of contrast, he has continued with saying everything about ants.

Bees	Ants
Belong to Apidae class	Belong to Formicidae class
Fall into three categories	Fall into nine categories
Queen lives 1-3 years	Queen lives several years
Workers live 5 weeks	Workers live 6 months and over
Found in flower-rich areas	Found everywhere esp. Deserts

It is possible to rewrite the above model paragraph with a point-by-point organization.

Contrast: Point-by-point organization

There are several differences between bees and ants. First, bees belong to the Apidae class of insects whereas ants belong to the Formicidae class. Another difference is that bees fall into three major classes: worker, queen, and drone. Ants, however, fall into nine classes including worker ants, fireants, and so on. Still another difference is that, while queen bees live for a period of one year to at most three years, queen ants live for several years. Worker bees and ants are also different in that worker bees live for at most five weeks whereas worker ants live between six months to several years. Finally, bees are found in flower-rich areas whereas ants can be found in almost all places of the world, and especially in tropical deserts.



UNIT 14

FINAL REMARKS

There are certain other skills that you should master to become effective writers. A discussion of these other skills is beyond the scope of this book. Therefore, the concern of this chapter is to provide some DOs and DON'Ts that may enable you to write better paragraphs.

WHAT TO DO

Do use the mechanics of writing effectively. The term mechanics of writing is being used here in a very strict sense to refer to the knots and bolts that piece together the different parts of a paragraph to produce a well-assembled end-product. With this specific meaning, mechanics of writing include format, organization, sentence structure, and punctuation. Format and organization have been the concern of previous chapters. In addition, certain aspects of sentence structure have been discussed throughout the book. Therefore, you may only need to focus on punctuation.

Do use punctuation effectively. Punctuation refers to the use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning. The standard editorial style for the use of punctuation in university writing is the APA editorial style (See Publication manual of the American Psychological Association, 1994, Lancaster Press Inc., Lancaster, Pennsylvania). Many editors and publishers use the APA style as a yardstick.

Do pay attention to verb tense agreement. Verb tense agreement is an error-prone area in EFL writing. Among the last things EFL students master (or sometimes do not master at

all) is verb tense agreement. It is therefore suggested that you make your sentences as simple and short as possible.

Do use simple short sentences. To minimize verb tense errors, do try to write as often as possible in the simple past tense; in addition, do read your writing aloud after you finish, and do try to look for errors. Then, do correct those errors.

Do use active voice as often as possible. The use of the passive voice slows down the sentence structure and causes the reader to tire easily. Only use the passive voice when you are left with no other choice; that is, when the subject does not do the act mentioned by the verb.

Do check your writing for spelling errors. The very first thing that draws the attention of the reader to itself is the appearance of your writing—or the face of it. Spelling mistakes can badly jeopardize your scores.

WHAT NOT TO DO

Do not use Indonesian structures. One of the major problems of Indonesian EFL students is that they use their mother language structures in English writing. They only choose English words and place them in those structures. The result is not English.

Do not allow your paragraph to become wordy. Try not to use unnecessary words. Wordiness slows down the paragraph.

Do not use confusing words in your writing. Some English words (e.g., another, other, special, especially, etc.) confuse EFL students. Using them will jeopardize your writing.

Do not use run-on sentences. In addition to being ungrammatical, run-on sentences have no clear end.

Do not use fragments. When writing complex sentences, you should be able to avoid fragments. If you are in doubt, replace the complex sentence with its simple counterparts.

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