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ANDANG SUHENDI

# Learning to **WRITE**

**for Beginners**

EDITOR: ERNITA DAULAY

**Learning to Write for Beginners**

Rahmah Fithriani &amp; Andang Suhendi

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## **PREFACE**

Praise and gratitude to the Almighty God Who has been pleased to confer the opportunity to the authors to complete this “Learning to Write for Beginners” book. The book is constructed to facilitate students in understanding the writing skill aspect.

This book aims to develop the skills and creativity of writing of the students, either independently or in groups, through understanding of concepts and discourses as well as training in its units. The materials in this book are presented thematically. Each theme can be developed in the discussion of students' skills and creativity through writing that is expected to support the development of each of their competencies. In this case students are invited to play an active role as a key player in the learning.

In this moment we would like to thank all those who are willing to give criticism and suggestions in order to improve the quality of this book. Finally, the author s hopes that this book can provide positive motivation for teachers and students in the English program in developing writing skills in English.

Authors

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## INTRODUCTION

### LEARNING TO WRITE

How many words, at least, do you need to be able to use in writing skill? What rules should be obeyed for this skill? To answer these questions, you should relate to the words needed. Clearly you need to spend most time learning to have more words. You probably mark many words that you would like to be able to use in your writing. Besides, you need to know how the words are constructed in the right place.

Relating to the above condition, it is suggested that we should:

1. Know what words it is usually associated with?
2. Know whether it has many particular grammatical characteristics.
3. Know how it is pronounced.
4. Try to learn new words not in isolation but in phrase.
5. Write adjectives together with nouns they are often associated with and vice versa.
6. Write down verbs with the structure and nouns associated with them, e.g. to add our knowledge of the subject; to express an opinion.
7. Write down nouns in phrase.
8. Write down words with their prepositions.
9. Note any grammatical characteristics of the words you are studying.
10. Make a note of any special pronunciation problems with the words you're learning.

To fulfill the above requirements, this book, Learning to Write, covers six content areas. They are: (1) **spelling**, (2) **punctuation and**

**capitalization, (3) usage** (including grammar), **(4) sentence structure,** and **(5) logic and organization.**

As a matter of fact, for many people, learning to write is primarily a matter of acquiring the motor skill of forming and sequencing letters in a fluent, an automatic manner, and positioning them clearly on paper. For this case, writing seems to be used more as a means of testing than as a means of learning. In many settings, it is not being seen as part of the learning process, but as something that happens after learning which is supposed to have taken place.

## UNIT I

### S P E L L I N G

#### A. SPELLING ERRORS

Modern research has identified the five spelling errors which occur most frequently. They are listed below.

1. Over 60 % of all spelling errors caused by either leaving out a letter that belong to a word or substituting on letter for another (usually because of incorrect pronunciation of the word).

An example of a word misspelled because of a letter left out is the word letter. Many students mispronounce the word by leaving out the "t" letter; they also, therefore, leave out the "t" (letter) when they spell the word.

An example of a word misspelled because one letter is substituted for another is the word *continuous*. Many students mispronounce the word by substituting the voices "uo" sound for unvoiced "i" sound (continius); they also, therefore, substitute a "i" for the "ou" (continuis) when they spell the word. Other words which are misspelled because of the omission or substitution of letters are:



RIGHT	WRONG
really	realy
poss <u>ess</u>	posess/posses
frontier	fronter
leisure	lesure
niece	neice
forfeit	fofeit
height	heigh
weather	wether

RIGHT	WRONG
broug <u>t</u>	brough
before	befor
proceed	procede
pecede	aceede
concede	conced
exceed	exceed
disappear	disappear
dissatisfied	dissatisfied

**EXERCISE**

**These following words have changing of letters to the word. Correct them then find the meaning of the words in Bahasa Indonesia.**

<b>No</b>	<b>Words</b>	<b>Rewrite the Misspelled Words</b>	<b>Meaning in Bahasa Indonesia</b>
1	devide		
2	clark		
3	backel		
4	barst		
5	cestle		
6	cohise		
7	possision		
8	custum		
9	defain		
10	demention		

**Make your own sentences by using the above correct words.**

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

**EXERCISE**

**These following words have one or more missing letters of each. Correct them then find the meaning of the words in Bahasa Indonesia.**

<b>No</b>	<b>Words</b>	<b>Rewrite the Misspelled Words</b>	<b>Meaning in Bahasa Indonesia</b>
21	briliant		
22	exelent		
23	direc		
24	reviw		
25	accidentaly		
26	cocolate		
27	february		
28	poseses		
29	hidden		
30	goverment		
31	weeken		
32	befor		
33	omitted		

No	Words	Rewrite the Misspelled Words	Meaning in Bahasa Indonesia
34	reason		
35	swimming		
36	tought		
37	unles		
38	whel		
39	yelow		
40	zoology		

**Make your own sentences by using the above correct words.**

41. \_\_\_\_\_

42. \_\_\_\_\_

43. \_\_\_\_\_

44. \_\_\_\_\_

45. \_\_\_\_\_

46. \_\_\_\_\_

47. \_\_\_\_\_

48. \_\_\_\_\_

49. \_\_\_\_\_

50. \_\_\_\_\_
51. \_\_\_\_\_
52. \_\_\_\_\_
53. \_\_\_\_\_
54. \_\_\_\_\_
55. \_\_\_\_\_
56. \_\_\_\_\_
57. \_\_\_\_\_
58. \_\_\_\_\_
59. \_\_\_\_\_
60. \_\_\_\_\_

2. Over 20% of all errors are caused by either adding letters to a word or reversing two letters within the word.

An example of a word to which a letter is added is then word *modern*. Some people incorrectly pronounce the word with a "n" after the "r". As the result, they add a "e" to the word modern when they spell it.

An example of a reversal of letters within the word is the simple word "doesn't". Very often, the letters "e" and "s" are reversed and the student spells the word incorrectly "doesn't".

Other words which are misspelled because of the addition of reversal of letters are:

RIGHT	WRONG
asparagus	asparagras
modern	moderen/modren
athletics	atheletics
chimney	chiminey
hundred	hundred
lightning	lightenning

RIGHT	WRONG
percent	precent
doesn't	dosen't
performance	performance
produce	perduce
introduce	interduce
remembrance	remembrance

### Exercise

These following words have adding letter to the word. Correct them then find the meaning of the words in Bahasa Indonesia.

No	Words	Rewrite the Misspelled Words	Meaning in Bahasa Indonesia
61	advertaisement		
62	teraffic		
63	aphostrophe		
64	postphone		
65	casuality		
66	alcoholic		
67	department		
68	audiotorium		
69	athelete		
70	colleage		

Make your own sentences by using the above correct words.

71. \_\_\_\_\_

72. \_\_\_\_\_

73. \_\_\_\_\_



74. \_\_\_\_\_

75. \_\_\_\_\_

76. \_\_\_\_\_

77. \_\_\_\_\_

78. \_\_\_\_\_

79. \_\_\_\_\_

80. \_\_\_\_\_

**Exercise**

**These following words have reversal of letters to the word. Correct them then find the meaning of the words in Bahasa Indonesia.**

No	Words	Rewrite the Misspelled Words	Meaning in Bahasa Indonesia
81	champange		
82	aligh		
83	center		
84	theater		
85	castel		

No	Words	Rewrite the Misspelled Words	Meaning in Bahasa Indonesia
86	cocao		
87	achieve		
88	bouy		
89	juornal		
90	lazyness		

**Make your own sentences by using the above correct words.**

91. \_\_\_\_\_
92. \_\_\_\_\_
93. \_\_\_\_\_
94. \_\_\_\_\_
95. \_\_\_\_\_
96. \_\_\_\_\_
97. \_\_\_\_\_
98. \_\_\_\_\_
99. \_\_\_\_\_
100. \_\_\_\_\_

3. The next common error is the confusion of two words having the same pronunciation but different spelling and meanings. These are called homonyms. In this humorous sentence "A doctor must have lots of patients (patience)"—there is no way of your knowing which word the speaker means if the sentence is spoken. Therefore, you don't know how to spell the word. The word "patients" and "patience" are homonyms.

Forty of the most frequently used of homonyms follow. Be certain to check the meaning of each word in each group so that you can figure out the spelling from the meaning of the word as it is used in a sentence.

air; ere; hair	grate; great	meat; meet	stationary; stationery
ate; eight	groan; grown	pail; pale	steal; steel
blew; blue	hear; here	pair; pare; pear	straight; strait
bough; bow	him; hymn	peace; piece	some; sum
brake; break	hole; whole	principal; principle	son; sun
buy; by	hour; our	read; red	their; there
cent; scent; sent	knew; new	right; write	threw; through
coarse; course	know; no	road; rode	to; too; two
for; four	lead; led	sew; so; sow	way; weigh
forth; fourth	mail; male	scene; seen	wood; would

**Make your own sentences by using the above words.**

101. \_\_\_\_\_

102. \_\_\_\_\_

103. \_\_\_\_\_

104. \_\_\_\_\_

105. \_\_\_\_\_

106. \_\_\_\_\_

107. \_\_\_\_\_

108. \_\_\_\_\_

109. \_\_\_\_\_

110. \_\_\_\_\_

111. \_\_\_\_\_

112. \_\_\_\_\_

113. \_\_\_\_\_

114. \_\_\_\_\_

115. \_\_\_\_\_

116. \_\_\_\_\_

117. \_\_\_\_\_

118. \_\_\_\_\_

119. \_\_\_\_\_

120. \_\_\_\_\_

121. \_\_\_\_\_

122. \_\_\_\_\_

123. \_\_\_\_\_

124. \_\_\_\_\_

125. \_\_\_\_\_

126. \_\_\_\_\_

127. \_\_\_\_\_

128. \_\_\_\_\_

129. \_\_\_\_\_

130. \_\_\_\_\_

131. \_\_\_\_\_

132. \_\_\_\_\_

133. \_\_\_\_\_

134. \_\_\_\_\_

135. \_\_\_\_\_

136. \_\_\_\_\_

137. \_\_\_\_\_

138. \_\_\_\_\_

139. \_\_\_\_\_

140. \_\_\_\_\_

141. \_\_\_\_\_

142. \_\_\_\_\_

143. \_\_\_\_\_

144. \_\_\_\_\_

145. \_\_\_\_\_

146. \_\_\_\_\_

147. \_\_\_\_\_

148. \_\_\_\_\_

149. \_\_\_\_\_

150. \_\_\_\_\_

151. \_\_\_\_\_

152. \_\_\_\_\_

153. \_\_\_\_\_

154. \_\_\_\_\_

155. \_\_\_\_\_

156. \_\_\_\_\_

157. \_\_\_\_\_

158. \_\_\_\_\_

159. \_\_\_\_\_

160. \_\_\_\_\_

161. \_\_\_\_\_

162. \_\_\_\_\_

163. \_\_\_\_\_

164. \_\_\_\_\_

165. \_\_\_\_\_

166. \_\_\_\_\_

167. \_\_\_\_\_

168. \_\_\_\_\_

169. \_\_\_\_\_

170. \_\_\_\_\_

171. \_\_\_\_\_

172. \_\_\_\_\_

173. \_\_\_\_\_

174. \_\_\_\_\_

175. \_\_\_\_\_

176. \_\_\_\_\_

177. \_\_\_\_\_
178. \_\_\_\_\_
179. \_\_\_\_\_
180. \_\_\_\_\_
181. \_\_\_\_\_
182. \_\_\_\_\_
183. \_\_\_\_\_
184. \_\_\_\_\_
185. \_\_\_\_\_

## **B. How to Become a Good Speller**

There are three things you can do to help eliminate these errors and to equip yourself with the skill you need to become a good speller.

### **1. Learn How to Syllabicate**

Knowing how to syllabicate—divide a word into syllables—will help you avoid many kinds of errors. This skill is particularly helpful with words of more than average length. Here are some simple rules that will help you syllabicate properly.



### SYLLABICATION RULES

RULES	EXAMPLES
1. When a word has more than one vowel sound it is broken into parts or syllables.	strength ( <i>str <u>e</u> ngth</i> ) (one syllables) metal ( <i>m <u>e</u> t <u>a</u> l</i> ) (two syllables)
2. Every syllable contains a sounded vowel or pair of vowels sounded as one vowel (digraph).	going ( <i>g <u>o</u>/<u>i</u> ng</i> ) (sounded vowel in each syllable) breakout ( <i>br <u>ea</u> k/<u>ou</u> t</i> ) (pairs of vowels sounded as one vowel in each syllable)
3. Sometimes a sounded vowel forms a syllable by itself.	again ( <i><u>a</u> /gain</i> )
4. Double consonants usually are separated.	mitten ( <i>mit/ten</i> ) possesses ( <i>pos/ses/ses</i> )
5. A consonant between two vowels usually is joined to the vowel that follows it.	local ( <i>lo/cal</i> ) final ( <i>fi/nal</i> )
6. When the suffix "ed" is added to a word ending in "d" or "t" it forms a separate syllable.	added ( <i>add/ed</i> )

Applying these rules to the words listed earlier will help you avoid many of the common types of errors, particularly in the omission and addition of letters.

Examples:

ath/le/tics

um/brel/la

chim/ney

ac/ci/den/tal/ly

## 2. Learn the Correct pronunciation of the Word You Must Spell

Mispronunciation is known to be one of the most common causes of misspelling. Your best ally in learning the pronunciation of a word is the dictionary.

Knowing the correct pronunciation will help you attack successfully such words as:

feb/ru/a/ry (the first "r" is often non pronounced)

gov/ern/ment (the first "n" is often not pronounced)

## 3. Learn the Thirteen Most Helpful Spelling Rules and How to Apply Them

### *SPELLING RULES*

RULES	EXAMPLES
1. Plurals of most nouns are formed by adding "s" to the singular.	house, house <u>s</u>
2. When the noun ends in "s", "x", "ch" or "sh", the plural generally is formed by adding "es".	gas, gas <u>es</u> box, box <u>es</u> witch, witch <u>es</u> dish, dish <u>es</u>
3. a. Plural noun ending in "y" preceded by a consonant is formed by changing "y" to "i" and adding "es". 3. b. Plural of a noun ending in "y" preceded by a vowel does not change "y" to "i" except for words ending in "quy".	lady, ladies <u>es</u> toy, toy <u>s</u>  but soliloquy, soliloqu <u>ies</u>
4. a. A word ending in "y" preceded by a consonant usually changes "y" to "i" before a suffix unless the suffix begins with "i". 4. b. A word that ends in "y" preceded by a vowel usually keeps the "y" when a suffix is added.	beauty, beautif <u>ul</u> coy, coy <u>er</u>

RULES	EXAMPLES
<p>5. a. A word that ends in silent "e" generally keeps the "e" when a suffix beginning with a consonant is added.</p> <p>5. b. A word that ends in silent "e" generally drops the "e" when a suffix beginning with a vowel is added.</p>	<p>care, careful believe, believable</p> <p>move, moving</p>
<p>6. Exceptions to rule 5. Words ending in "ce" and "ge" keep the letter "e" before "able" and "ous".</p>	<p>notice, noticeable change, changeable courage, courageous</p>
<p>7. A one syllable that ends in on consonant following a short vowel generally doubles the consonant before a suffix that begins with a vowel.</p>	<p>big, biggest thin, thinner</p>
<p>8. A word of more than one syllable that ends in one consonant following one short vowel generally doubles the final consonant before a suffix beginning with a vowel if the accent is on the last syllable.</p>	<p>omit, omitted regret, regretting allot, allotted</p>
<p>9. The letter "l" is generally used before "e" except after "c" there are many exceptions, as: either, neither, neighbour, weigh, leisure</p>	<p>believe receive</p>
<p>10. An apostrophe is used to show that a letter has been omitted on a contraction.</p>	<p>it is, it's they are, they're</p>
<p>11. An abbreviation is always followed by a period.</p>	<p>etc.</p>
<p>12. Nouns of Latin origin ending</p> <ul style="list-style-type: none"> <li>- in "us" become "i" in the plural</li> <li>- in "a" become "ae" in the plural</li> <li>- in "um" become "a" in the plural</li> <li>- in "is" become "es" in the plural</li> </ul>	<p>radius, radii formula, formulae medium, media axis, axes</p>
<p>13. The suffix "ful" is spelled with a single "l". (note: the word "full" itself is the only exception)</p>	<p>helpful tablespoonful</p>

**Exercise**

**Write the word in phonetic script in the correct spelling for the context.**

186. Watching sport on TV is such a /weist/ of time.

---

187. There is a hole in the /saul/ of my shoes.

---

188. He broke the /pein/ of glass in the kitchen window.

---

189. The eldest son of the monarch is the /ea/ to the throne.

---

190. You are not /a'laud/ to talk during the test.

---

191. Let's /'praktis/ our swimming together this evening.

---

192. He's going /tru:/ a rather difficult /feiz/ at the moment.

---

193. Don't throw away that orange /pi:l/. I need it for a recipe.

---

194. The doll is very /ɪmpɔ:tənt/ to me because it was my mother's.

---

195. I felt deeply /ʌnərd/ to be here.

---

## UNIT II

### BASICS ON PUNCTUATION & CAPITALISATION

#### A. PUNCTUATION RULES

RULES	EXAMPLES
<p>The Period is used after:</p> <ol style="list-style-type: none"> <li>1. A Sentence which makes a statement.</li> <li>2. A sentence which gives a command.</li> <li>3. Some abbreviation and contractions.</li> </ol>	<p>She came on time Stand up Mr., M.A., Prof., etc</p>
<p>The Question Mark is used after a sentence which asks a question.</p>	<p>Did you come here on time?</p>
<p>The Exclamation Point is used after a sentence which emphasises a command or which conveys strong feeling.</p>	<p>Stop writing now! What a beautiful scene it is!</p>
<p>The Comma is:</p> <ol style="list-style-type: none"> <li>1. Used to separate words that indicate the person to whom a mark is addressed.</li> <li>2. Used to separate words that are in apposition with a noun; that is, add information about the noun.</li> <li>3. Used to set off expressions or phrases which are inserted in the sentence and which interrupt the normal word order.</li> </ol> <p>Note: Rules 4 &amp; 5 do not apply to short introductory phrases and clauses and short independent clauses.</p> <ol style="list-style-type: none"> <li>4. Used after introductory phrases and clauses, particularly when they are long or when the meaning may be temporarily confused if the comma is omitted.</li> </ol>	<p>You may eat, Budi, whatever you like. Shinta, please wait for me here. Susan, my secretary, is very smart.</p> <p>PSMS, in my opinion, will win the match.</p> <p>When the sad news comes, Sity continues crying. After a long but exiting trip to Parapat, we were tired but happy.</p>

RULES	EXAMPLES
<p>... The Comma</p> <p>5. Used to separate independent clauses of a compound sentence joined by a conjunction such as and, but, for, nor, or, so &amp; yet.</p> <p>6. Omitted between the last two items in a series unless the meaning might be confused or whenever the phrase before the final item contains a conjunction (note that some authorities recommend the use of the comma in a series consistently even if there is no possibility of confusion).</p> <p>7. Used before the text of a quotation; in a divided quotation, commas are used to set off the speaker.</p> <p>8. Used to set off clauses and phrases which are not essential to the meaning of the sentences. (No commas are needed if the clause or phrase is essential to the meaning intended by the speaker or writer).</p>	<p>Ali decided to attend the class, but I remained at home</p> <p>BUT</p> <p>Bobby returned but I remained.</p> <p>The box contained books, toys, games and tools</p> <p>Budi, Bobby &amp; Shinta are going to the concert today. (If the comma is omitted after Bobby, it might seem that Budi was being told that Bobby &amp; Shinta were going to the concert).</p> <p>For breakfast he had fried rice, eggs, and tea.</p> <p>Aminah said, "Move your seats."</p> <p>"Move your seats.", said Aminah, "So we can sleep here."</p> <p>Rudy, who is standing there, left me alone in mall yesterday. (Note that the clause "Who is standing there" is not essential to the sentences, which, without it, would read, "Rudy left me alone in mall yesterday."</p> <p>BUT</p> <p>The student who studied hard passed the test.</p>

RULES	EXAMPLES
<p>...The Comma</p> <p>... 8. Used to set off clauses and phrases</p>	<p>(The clause "who studied hard" is essential since only those student who studied hard passed.</p> <p>Without this clause the meaning intended by the writer--that the others who did not study hard failed--would not be clear to the reader).</p>
<p>9. After the salutation in a friendly letter;</p> <p>10. After the complementary close in all letters;</p> <p>11. Between the day of the month and the year in writing a date;</p> <p>12. Between the city and state in writing an address.</p>	<p>Dear Fivi,</p> <p>Very truly yours,</p> <p>February 19, 1969</p> <p>Medan, Indonesia</p>

**NOTE: DO NOT USE COMMA**

- Between a subject and its verb when the verb immediately follows the subject.

Example:

The PSMS team celebrates their victory.

- To separate parts of a compound predicate.

Example:

We wanted to have good movie and had dinner.

**Exercise**

**Place the right Comma to the following sentences where necessary.**

Academic achievement is also influenced by many factors. Salam and Ada (2003) assert that aptitude interest the attitude in learning strategy weather teacher subject of learning social environment and goal will affect one's academic achievement. Sakiat (1986) adds that the factors influencing academic achievement are intelligence personality motivation school environment family environment etc. Meanwhile Sorenson (1964) asserts that the basic factors to learn effectively and be successful are achievement motivation emotional circumstances culture background need to explore and mental ability. Moreover Sukiat (1986) says "Motivation is unique among person."



<p><b>THE SEMICOLON</b> is used to:</p> <ol style="list-style-type: none"> <li>1. Separate independent clauses in a sentence; either a semicolon or a comma may be used when the clauses are short.</li> <li>2. Separate items in a series when these items contains commas.</li> </ol>	<p>I came; I saw; I conquered OR I came, I saw, I conquered The lecturers included Mr. Dody, Dean of the Faculty; Miss. Susi, secretary of Senate; and Prof. Ahmad, the Rector of University will come to our anniversary.</p>
<p><b>THE COLON</b> is used:</p> <ol style="list-style-type: none"> <li>1. To introduce a series or list of items;</li> <li>2. Before a restatement, an illustration or an explanation of the main idea of the sentence;</li> <li>3. After the salutation of a business letter.</li> </ol>	<p>These items were included on the shopping list: vegetables, meat, fish, and ice cream. I have two luxurious cars: Jaguar and BMW.  Dear Sir:</p>

<p><b>THE APOSTROPHE</b> is used to:</p> <ol style="list-style-type: none"> <li>1. Indicate possession             <ol style="list-style-type: none"> <li>a. In general, to make a singular noun possessive, add an apostrophe and "s" ('s) to words not ending in "S".</li> <li>b. In general, to make a singular noun possessive, add an apostrophe and "s" ('s) to words not ending in "S".</li> </ol> </li> <li>2. Indicate that one or more letters have been in a contraction.</li> <li>3. Indicate the plural of letters or numbers.</li> </ol>	<p>Girl's doll</p> <p>Ladie's gown Men's suitcases</p> <p>They didn't come</p> <p>There are 4s's in Possessive</p>
--	--

**NOTE:**

- Before adding the apostrophe to make the possessive, first form the plural of the noun;

Example:

child – children – children's

- Do not break up a word by using the apostrophe. The apostrophe can be added only at the end of a word.

Example:

Wrong : ladie's hats

Correct : ladies' hats

### Exercise

**Place the right Semicolon & Comma to the following sentences where necessary.**

The seminar was attended by various professions. Mr. Kawaguchi the president director of Honda Miss. Eva the secretary of Suzuki Mr. Gotawa the machine engineer from Yamaha will collaborate their findings to improve the capability of motorcycles either its machines or its performance.

Mr. Kawaguchi the president director of Honda said "Honda will contribute one third of its idea relating to the performance another one third relating to the machine the rest of course to its performance. Meanwhile Mr. Gotawa and Miss Eva will certainly support Mr. Kawaguchi's ideas.

### Exercise

**Complete the following sentences by using an appropriate Apostrophe**

196. Jimmy Hill is ..... son and ..... nephew.

197. Mr. .... dig holes in ..... garden.

198. Mr. .... brother hates ..... dog because  
..... noisy annoys him.

199. .... brother hates ..... dog because  
..... noisy annoys him.

200. .... pet always chases ..... pet.

201. .... brother-in-law is unhappy because he is afraid of  
..... pet, and he does not like ..... music.

202. Mr. Streeter says his dog bites ..... legs because five years ago it was afraid of ..... uniform.

<p><b>PARENTHESES</b> are used to enclose any words that explain or add to an idea or ideas contained in a sentence.</p>	<p>Parentheses are always used in pairs (that is, one opens and the other closes the included word or words).</p>
<p><b>QUOTATION MARKS</b> are used to:</p> <ol style="list-style-type: none"> <li>1. Indicate the titles of works that are of a book; (Note: The title of whole books are underlined to indicate that the title should be italicised when what is written is printed.)</li> <li>2. Set off a direct quotation of the speaker or the writer. (Note: Only the speaker's or writer's exact wording may be used.) Indirect quotations, quotations which do not use the exact words of the speaker or writer, do not require quotation marks.</li> </ol>	<p>"Chimney sweeper" is the poem by William Blake.</p> <p>Gibran said, "Your children are not your children." The boy said that he would be late. The boy said, "I will be late."</p>

**NOTE:** In almost every case, the comma and the period are enclosed within the quotation marks.

**B. CAPITALISATION RULES**

<b>RULES</b>	<b>EXAMPLES</b>
1. Capitalised the first letter of the first word of a sentence.	They attended the class.
2. Capitalised the first letter of the word of a direct quotation.	He said, "Don't give up."
3. Capitalised the first letter of the word of a line of poetry.	"Poems are made by fools like you..."
4. Capitalised the first letter of the proper nouns (names of specific person, places, or things).	Aditya Farhan; Mr. Rifky; Medan Mall; Main Street
5. Capitalised the first letter of the proper adjectives (adjectives formed from proper nouns).	Indonesian; Shakespearean

RULES	EXAMPLES
<p>6. Capitalised the first letter of the specific organisations or institutions.</p> <p>7. Capitalised the first letter of the days of the week, months of the year and holidays. (Note: Do not capitalise the first letter of the word of seasons, e.g., winter.)</p> <p>8. Capitalised the first letter of the languages. (Note: These are the onl school subjects which are capitalised.)</p> <p>9. Capitalised the first letter of the races and religions.</p> <p>10. Capitalised the frist letter of the Deity and to titles of holy books.</p> <p>11. Capitalised the first letter of the titles of people when they are followed by a name, being careful to capitalise both the title and the name. (Note: If a specific person is meant, the name may, at times, be omitted.)</p> <p>12. Capitalised the first letter of the title of works of literature, art, and music.</p> <p>13. The pronoun "I" is capitalised at all times.</p> <p>14. Capitalised the first letter of the sections of the country, but directions are not.</p>	<p>Khalsa Senior High School; Islamic University of North Sumatera; Federal Bureau of Investigation They attended the class.</p> <p>"Poems are made by fools like you..."</p> <p>Aditya Farhan; Mr. Rifky; Medan Mall; Main Street Indonesian; Shakespearean Khalsa Senior High School; Islamic University of North Sumatera; Federal Bureau of Investigation</p> <p>War and Peace (note that articles, short prepositions, and conjunctions like "and" are not capitalised in titles); American Gothic, Beethoven's Fifth Symphony I love you.</p> <p>I live in Medan for 40 years. I walk one mile south to the school.</p>

**Exercise**

**Complete the following sentences by using an appropriate Apostrophe**

203. the president of the company asked is there anyone who disagrees with me

---

---

204. *gone with the wind* has been a best-selling novel for years because of its portrayal of the south during the civil war

---

---

205. the manager of the new york dodgers, the baseball team was dismissed by the owner

---

---

206. but at the lowest estimate the cleanup bill even for just the most urgent jobs will be three or four times as large as all business profits

---

---

207. when the reporter and his colleagues account of the trial, he said Im convinced that my report is not as good as yours

---

---

208. at the age of 33 anita a new Englander after teaching for several years in a fashionable girls school began a lifelong crusade on behalf of the insane

---

---

209. though it is almost a hundred years since thoreau had taken his ax and started cutting out his home on walden pond his philosophical spirit is still alive

---

---

210. recent immigrants like those who preceded them to america looked upon the statue of liberty as a beacon of freedom

---

---

211. come outside he suggested to Gatsby Id like you to have a look at the place

---

---

212. theres sport for you said tom nodding Id like to be out there with him for about an hour

---

---



## UNIT III

### BASICS ON USAGE

#### A. AGREEMENT

##### a. SUBJECT & VERB

The verb must agree with the subject in number and in person.

##### 1. Singular Subject / Singular Verb

1. A box of chocolates is on the table.
2. Syifa, together with all her brothers, was coming.
3. He works in a big company.
4. I study English at the faculty of English Literature.

##### 2. Compound Subject / Plural Verb

1. Syifa and her brothers are here.
2. We discuss the hot issue.

##### 3. Singular Subject Connected By "Neither/Nor" Or "Either/Or"

1. Neither Syifa nor her brothers is here.
2. Either Syifa or her brothers is here.

##### 4. Plural Subject Following Plural Verb

1. In the upper right-hand corner of the envelope were two Rp. 300 stamps.
2. We were fifty students in a class.

## 5. Sentence With "There"

When we write or tell people that something exists or does not exist, we usually begin the sentence with *there is*, *there are*, etc., and put the real subject after the verb.

1. There is a hole in my tights.
2. There is ice on the lake.
3. There are many ways to reach the station.
4. There are no children in this house.

*There* can be used in this way with all simple tenses of be.

1. Once upon the time there were three wicked brothers.
2. There has never been anybody like you.
3. There will be snow on high ground.

*There* can be used in more complex structures with the verb *to be*. It is common with modal verbs (e.g. *there might be*), with appear and seem (e.g. *there seem(s) to be*), with the infinitive *to be*, and with *being*.

1. *There might be* drinks if you want a bit.
2. *There appear to be* several reasons for changing our plans. (Not *There appears to be* .....)
3. *There seems to be* a good idea in your statement. (Note *There seem to be* .....)
4. If the police hadn't reacted quickly, *there could have been* a bad accident.
5. I don't want *there to be* any more trouble.

6. I'd like *there to be* a swimming-pool in the garden.
7. What's the chance of there being an election this year?

Some other verbs can be used with *there*, besides *to be*. These are verbs which express a state (like *live, exist, remain*), or which are used to describe the arrival of something or somebody (like *come, arise, appear, enter, follow*). These verbs are used with *there* most often in a literary or formal style.

1. In a small town of Medan, *there once lived* a very rich merchant.
2. *There remains* nothing more to be done.
3. Suddenly *there entered* a strange figure dressed all in black.
4. *There followed* an uncomfortable silence.

When the subject of a sentence is *some, any, no, somebody, anybody, nobody, something, anything, or nothing*, the sentence is often introduced with *there*.

1. There some people outside.
2. There were no footsteps to be seen.
3. Is there anybody at home?
4. There's something worrying me.
5. Is there anything in the fridge?

## **b. SUBJECT & VERB**

A pronoun must agree with its antecedent in number, gender, and person.

### 1. Number

1. Budy does his homework. (The singular antecedent Budy takes the singular pronoun *his*)
2. They finish their works.
3. I will do my duty.

### 2. Gender

1. Syifa does her homework. (The feminine antecedent Syifa takes the feminine pronoun *her*)
2. Sony takes his hat.

### 3. Person

1. Budy and Syifa do their homework. (Budy and Syifa is a compound subject in the third person and takes the third person plural pronoun *their*)
2. Nova lives in her big house. (Nova is a singular subject in the third person and takes the third person singular pronoun)

## B. CASE OF NOUNS AND PRONOUN

### 1. NOUN

Only in possessive case does the form of most English nouns change.

**Nominative** : Rudi hit Anton (Rudi is the subject)

**Objective** : Anton hit Rudi (Rudi is the object)

**Possessive** : Maya's friend went away (An apostrophe is used with a possessive noun)

## 2. PRONOUN

Most pronouns have a different form in the nominative, objective, and possessive cases; only *you* and *it* remain the same in the nominative and the objective cases. (the chart can be seen in the next page)

### RULES FOR THE CASE OF PRONOUNS

RULES	EXAMPLES
<p><b>Nominative</b></p> <p>1. The subject of the verb (a noun or pronoun) is in the nominative case. This is true whether the subject is singular or compound)</p> <p>2. A predicate pronoun, whether singular or plural, is in the nominative case.</p> <p>3. Pronouns in apposition with nouns in the nominative case are also in the nominative case.</p>	<p>Wrong: I and Aan are good friends.</p> <p>Correct: Aan and I are good friends.</p> <p>They thought that the looser is he.</p> <p>Rifky and Syifa knock the door, "It is <i>they</i>," Mira said.</p> <p>The nominees, <i>he</i> and <i>I</i>, were tried for the first place.</p>
<p><b>Objectives</b></p> <p>4. The object of a verb (a noun pronoun) is in the objective case. This is true whether the object is singular or compound.</p> <p>5. The object of a preposition is in the objective case. This is true whether the object is singular or compound.</p> <p>6. Pronouns in apposition with nouns in the objective case are also in the objective case.</p> <p>7. The subject of an infinitive is in the object case; the same is true for the object of an infinitive.</p>	<p>They applauded him and her.</p> <p>Did they face Rudi and us in the hotel?</p> <p>Everyone but <i>her</i> did the mistakes.</p> <p>Between <i>you</i> and <i>me</i>, Syifa is my best friend.</p> <p>They gave the prizes to the winners, her and me.</p> <p>For us juniors, it is better to keep silent.</p> <p>We asked him to go.</p> <p>We wanted him to ask them to come along.</p>
<p><b>Possessive</b></p> <p>8. Pronouns in the possessive case never have an apostrophe, unlike in the possessive case.</p>	<p>The dog wagged <i>its</i> tail.</p> <p>We have met the enemy and they are <i>ours</i>.</p> <p>She and <i>hers</i>; they have <i>theirs</i>.</p>

### 3. VERBS

#### a. TENSE

Tense is the time an action took place as indicated by the form:

#### *ACTIVE CONSTRUCTION*

<b>TENSE</b>	<b>EXAMPLES</b>
Present	I live in Medan.
Present Continuous	I am living in Medan.
Future	I will live in Medan.
Future Continuous	I will be living in Medan.
Perfect	I have lived in Medan.
Perfect Continuous	I have been living in Medan.
Future Perfect	I will have lived in Medan.
Future Perfect Continuous	I will have been living in Medan.
Past	I lived in Medan.
Past Continuous	I was living in Medan.
Past Future	I would live in Medan.
Past Future Continuous	I would be living in Medan.
Past Perfect	I had lived in Medan.
Past Perfect Continuous	I had been living in Medan.
Past Future Perfect	I would have lived in Medan.
Past Future Perfect Continuous	I would have been living in Medan.

*PASSIVE CONSTRUCTION*

<b>TENSE</b>	<b>EXAMPLES</b>
Present	Mangoes are eaten by me.
Present Continuous	Mangoes are being eaten by me.
Future	Mangoes will be eaten by me.
Future Continuous	Mangoes will be being eaten by me.*
Perfect	Mangoes have been eaten by me.
Perfect Continuous	Mangoes have been being eaten by me.**
Future Perfect	Mangoes will have been eaten by me.
Future Perfect Continuous	Mangoes will have been being eaten by me.**
Past	Mangoes were eaten by me.
Past Continuous	Mangoes were being eaten by me.
Past Future	Mangoes would be eaten by me.
Past Future Continuous	Mangoes would be being eaten by me.*
Past Perfect	Mangoes had been eaten by me.
Past Perfect Continuous	Mangoes had been being eaten by me.**
Past Future Perfect	Mangoes would have been eaten by me.
Past Future Perfect Continuous	Mangoes would have been being eaten by me.**

**NOTE:** Intransitive verbs (verbs which have no object or objects) cannot be changed into passive construction but Transitive verbs.



### C. VERB FORMS

The principal parts of a regular verb such as *to live* are:

Present : live  
 Past : lived  
 Past Participle : lived

Many irregular verbs, however, change form in either the past or the past participle or both.

For example:

PRESENT	PAST	PAST PARTICIPLE
be	was, were	been
fly	flew	flown
go	went	gone
lay	laid	laid
lie	lay	lain
see	saw	seen
swim	swam	swum

You can identify many others. The important thing is to remember to use the correct part of the verb.

Wrong : I seen him do it. (the past participle *seen* needs auxiliary verb—have or had)

Correct : I have/had seen him do it. OR  
 I saw him do it.

## **UNIT IV**

### **S E N T E N C E S**

#### **A. KINDS OF SENTENCES**

1. Positive statements
2. Negative statements
3. Interrogative statements
4. Negative interrogative statements
5. Imperative statements
6. Negative imperative statements

##### **a. POSITIVE STATEMENTS**

1. This telephone needs special treatments.
2. Car maintenance is expensive nowadays.
3. They always speak English.

##### **b. NEGATIVE STATEMENTS**

1. This telephone does not need treatments.
2. Car maintenance is not expensive.
3. They don't always speak English.

##### **c. INTERROGATIVE STATEMENTS**

1. Does the telephone need treatments?
2. Is car maintenance expensive?
3. Do they don't always speak English?

**d. NEGATIVE INTERROGATIVE STATEMENTS**

1. Doesn't the telephone need treatments?
2. Does the telephone not need treatments?
3. Isn't car maintenance expensive?
4. Is car maintenance not expensive?
5. Don't they always speak English?
6. Do they not always speak English?

**e. IMPERATIVE STATEMENTS**

1. Sit down!
2. Be a good student!

**f. NEGATIVE IMPERATIVE STATEMENTS**

1. Don't go away!
2. Don't be noisy!

**Exercise**

**Make your own sentences based on the following criteria.**

213. Positive statements in Simple Present tense.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

214. Positive statements in Simple Present Continuous tense.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

215. Positive statements in Simple Future tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

216. Positive statements in Simple Future Continuous tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

217. Positive statements in Present Perfect tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

218. Positive statements in Present Perfect Continuous tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

219. Positive statements in Present Future Perfect tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

220. Positive statements in Present Future Perfect Continuous tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

221. Positive statements in Simple Past tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

222. Positive statements in Simple Past Continuous tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

223. Positive statements in Past Future tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

224. Positive statements in Past Future Continuous tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

225. Positive statements in Past Perfect tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

226. Positive statements in Past Perfect Continuous tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

227. Positive statements in Past Future Perfect tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

228. Positive statements in Past Future Perfect Continuous tense.

a. \_\_\_\_\_

b. \_\_\_\_\_

### **Exercise**

**Change these following sentences into passive constructions.**

229. Edison invented the electric light bulb.

230. About eight hundred million people speak English.

231. More men than women have won the Noble Peace Prize.

232. The Wright Brothers made the first successful airplane flight.

233. Newton explained the Law of Gravity in 1687.

234. The naked eye cannot see the planet Pluto.

235. Some businessmen will use similar principles in marketing.

236. Someone might actually sell the product in two or three cities.

237. Government regulation has controlled foreign imports.

238. The product must satisfy the consumer's desire.

239. The workers produced only essential commodities.

240. The government reduced private property to a minimum.

241. A manager can carry out, evaluate, and if necessary revise the program.

242. Economic system usually affects the people's lives in many ways.
243. The government reduced the quantity of shoes produced in the company.
244. They permit citizens to have personal property.
245. One cannot eat an orange if nobody has peeled it.
246. Has anyone answered your questions?
247. No one can do the job?
248. He hurt his leg in an accident.

Answers:

229. \_\_\_\_\_
230. \_\_\_\_\_
231. \_\_\_\_\_
232. \_\_\_\_\_
233. \_\_\_\_\_
234. \_\_\_\_\_
235. \_\_\_\_\_
236. \_\_\_\_\_
237. \_\_\_\_\_
238. \_\_\_\_\_
239. \_\_\_\_\_

240. \_\_\_\_\_
241. \_\_\_\_\_
242. \_\_\_\_\_
243. \_\_\_\_\_
244. \_\_\_\_\_
245. \_\_\_\_\_
246. \_\_\_\_\_
247. \_\_\_\_\_
248. \_\_\_\_\_

### **Exercise**

**Change these following sentences into active constructions.**

249. His dictionary was lent by Teguh to Ani.
250. His parents have been told a lie by Jack.
251. Encouragement is given by him to his family.
252. A story will be read by Sarinah to her daughter every night.
253. Someone has been asked by Tono to lend him Rp. 50.000,-
254. He was being tried to find some job by his father in Jakarta.
255. Tom will be asked by Tina to do he favour.
256. Money seemed to be owed by Fuad to someone.
257. Let some money be saved of that cake.
258. Many valuable skills are taught by the Boy Scouts to young boys.



Answers:

249. \_\_\_\_\_

250. \_\_\_\_\_

251. \_\_\_\_\_

252. \_\_\_\_\_

253. \_\_\_\_\_

254. \_\_\_\_\_

255. \_\_\_\_\_

256. \_\_\_\_\_

257. \_\_\_\_\_

258. \_\_\_\_\_

### Exercise

**Change these following sentences by seeing the marks in the right side of the sentence.**

259. She gave him a book. (-passive)

260. He has written her a letter. (-? passive)

261. I will not leave you some food. (? passive)

262. The personal manager is interviewing the new applicant. (- passive)

263. The secretary has answered all the letters. (-? passive)

264. He borrowed some money from the bank. (- passive)

265. People have blamed the government for the economic crisis. (? passive)
266. They will lose a lot of money if they don't change strategy. (-? passive)
267. Did Melly play the guitar last night in the concert? (- passive)
268. Will you give these reports to him? (- passive)

Answers:

259. \_\_\_\_\_
260. \_\_\_\_\_
261. \_\_\_\_\_
262. \_\_\_\_\_
263. \_\_\_\_\_
264. \_\_\_\_\_
265. \_\_\_\_\_
266. \_\_\_\_\_
267. \_\_\_\_\_
268. \_\_\_\_\_

## **B. BASIC ON SENTENCE STRUCTURE**

### **1. RUN-ON SENTENCES**

This type of error consists of two independent clauses incorrectly connected.

Wrong : Budi work hard, he was bound to succeed.

Correct : Budi work hard. He was bound to succeed. (A semicolon may also be used instead of a period)

### **2. SENTENCE FRAGMENTS**

This error consists of using part of a sentence (a phrase or a clause), which does not express a complete thought, to stand for a sentence.

Wrong : Budi got a good mark in English. Although he doesn't like the subject.

Correct : Budi got a good mark in English although he doesn't like the subject.

### **3. PARALLEL STRUCTURE**

This part of a sentence that are parallel in meaning should be parallel in structure.

Wrong : Budi likes swimming, fishing, and to take a long walk.

Correct : Budi likes swimming, fishing, and talking a long walk.

Wrong : The artist not only was popular but also modest.

Correct : The artist was not only popular but also modest.

#### 4. MUDDLED MODIFIERS

Modifiers (adjectives, adverbs, adjective or adverb phrases or clauses) should be placed near the word they modify.

##### **Misplaced Modifier**

Wrong : He cut himself while shaving badly.

Correct : He cut himself badly while shaving.

##### **Dangling Modifier**

Wrong : Sitting on the stool, the scorpion stung me.

Correct : Sitting on the stool, I was stung by the scorpion. OR

While I was sitting on the stool, I was stung by the  
scorpion. OR

While I was sitting on the stool, the scorpion stung me.

## UNIT V

### COHERENT PARTICLES

Before you go to organize and develop your paragraph, you should consider the Coherence between Sentences. The coherence particles of sentences are Coordinators and Subordinators. Study these following Coordinators and Subordinators.

#### A. COORDINATORS

Coordinators are used to joint two or more parallel words or sentences.

##### 1. Coordinate Conjunction

- |     |   |
|-----|---|
| and | : a. He plays squash and rugby<br>b. I make the payment and keep the account.                                   |
| but | : a. He works quickly but accurately.<br>b. I would like to go but I can't.                                     |
| or  | : a. He can't speak or hear.<br>b. Did you look the meaning of this word in the dictionary or the encyclopedia? |
| nor | : a. I don't write Arabic, nor speak it very well.<br>b. He has never been there, nor here.                     |

- else : a. You must walk quickly, else you will not overtake him.  
b. Who else is coming tonight?

## 2. Correlative Conjunctions

- both... and : a. Both Amir and Toni are in love with my sister.  
b. I have both met his father and have talked to his mother.

- either... or : a. I will take either chemistry or biology next year.  
b. You can either bring this chocolate home or eat it here.

- neither... nor : a. Neither my sister is here nor parents is.  
b. That book is neither interesting nor boring.

- not only... but also : a. I am studying not only structure but also poetry.  
b. Indonesia not only has different races, but also has hundreds of traditional culture.

- not only... but : a. Not only he is dependable, but he is trustworthy.  
b. He likes not only coffee but tea.

### 3. Conjunctive Adverb

#### a. Join Relation

and : a. My sister plays badminton and volley.  
b. She likes reading and watching.

also : a. Mary borrows my pen also his book.  
b. The teacher gives us some books also explains their contents.

in addition : a. Maria likes his handsome look in addition to his health.  
b. The doctor gave me a medicine; in addition, he gave therapy.

furthermore : a. Mr. Andi taught in composition furthermore he explained it clearly.  
b. He studies hard; furthermore, he gets high mark.

moreover : a. Success depends upon a number of factors; moreover, it depends upon the individual desire to succeed.  
b. My parents give me much money moreover; I must pay my school payment.

in other words : a. The lecturer gave us a lesson; in other words, he explained it slowly.

b. He is a handsome man in other words he is like a prince.

in fact : a. Abortion, in fact, has been made as a way out to child's birth.

b. He has a heart to hit me; in fact, he is my old friend.

as matter of fact : a. The 1984 tax on foreign cars was excessively high; as a matter of fact, it is done to safeguard.

b. As a matter of fact, governments do not really decrease the price.

#### **b. Cause and Effect Relations**

therefore : a. The weather was cold, therefore she wore a coat.

b. My friend didn't study well, therefore he failed the test.



- consequently : a. I do not have my umbrella, consequently I got wet.  
b. Government tries to make improvements in economy, consequently many people are employed.
- so : a. The shops were closed so I couldn't buy anything.  
b. She asked me to go so I went.
- thus : a. I cannot do the work properly, thus I ask my friend for help.  
b. He is intended to release, thus it needs a lot efforts to do that.
- accordingly : a. I told them the changes I wanted and they acted accordingly.  
b. The budget for health care has been cut by 10%, accordingly some hospitals may be forced to close.
- as a result : a. He didn't answer the questions, as a result, he was driven away from the class.  
b. He drove the car too fast; as a result he had an accident.

for this reason : a. He was sick for this reason he didn't come.  
 b. They were absent for this reason they had to work.

**c. Join Similarities**

similarly : a. Men must wear jacket and tie; similarly, women must wear shirt or dress.  
 b. Woman should have long hair; similarly man should have short hair.

in the same way : a. The first day at work was very busy; in the same way, the second day was no better.  
 b. She works hard lately. In the same way, today was no different.

in a like manner : a. He did the job recklessly. In a like manner, John did the same way.  
 b. She wears a red ribbon; in a like manner, her little sister does the same way.

likewise : a. Bank gives good interest to their customers; likewise the customers should save their money well.  
 b. He helps me sincerely. Likewise I should thank him with all my hearts.

**d. Join Differences**

however : a. I always come late to my office;  
however, I should change this bad habit.  
b. I would like to go to the zoo; however, I  
do not have time.

nevertheless : a. They were losing the game;  
nevertheless, they kept on trying.  
b. The police found difficulties to catch the  
murderer of the woman; nevertheless,  
they never gave up.

on the contrary : a. You have nothing to do now, I suppose,  
on the contrary I have piles of work.  
b. She is very rich girl, on the contrary, he  
is poor.

or : a. Which one do you like? The red one or  
the blue one.  
b. Are you coming or not?

not : a. Have you got a work permit? I'm afraid  
not.  
b. The plane didn't land in Polonia, did it? I  
believe not.

on the other hand : a. She writes good on the other hand she spells badly.

b. The boys are naughty on the other hand they are clever.

still : a. In spite of his faults, she still loves him.

b. He is busy, still he can help me.

yet : a. Feeling hungry, yet not wanting to wake his wife, he tiptoed down to the kitchen.

b. The violinist played brilliantly, yet dispassionately.

rather : a. This hat is rather more expensive than that.

b. This book is rather too difficult for the juniors and easy for senior.

#### **e. Join Time Relation**

afterwards : a. They bathed and afterwards played games.

b. Don't have a meal and bathe immediately afterwards.

- subsequently : a. If I'm chosen, I will subsequently participate this event.  
b. Do believe, the police subsequently take his true statements about the case.
- soon : a. Doctor has given him medicines; soon he will recover from his disease.  
b. The government has censored that film; soon it will be shown in the cinema.
- beforehand : a. Please let me know beforehand you ought to have told me.  
b. When you go on journey, it is good thing to be beforehand you're your packing.
- then : a. We were living in Indonesia then he was still unmarried.  
b. She told me about the story then she went to the movie.

## B. SUBORDINATORS

A subordinate conjunction introduces a clause that depends on a main or independent clause. The subordinate conjunction is grammatically part of the clause it introduces; it is never separated from its clause by a comma. But if you reverse a clause, you have to put comma after the subordinate clause.

Broadly speaking, all the introductory words subordinate clause, even pronouns or adverbs, may be classified as subordinate conjunctions. In a more limited sense, the term is restricted to (1) the words introducing adverbial clause; when, until, if, although, etc., and (2) that, whether, introducing noun clauses, and who, whom, when, where, etc., introducing adjective clause.

Subordinate conjunctions range in meaning from those having strong semantic content: time, place, cause, etc., to those having purely structural meaning: that, than, as, whether, etc.

Some subordinate conjunctions have the same form as prepositions, especially the conjunctions of time: before, until, since, and as. some of these forms may also be used alone with verbs as adverbs.

Subordinate conjunctions may have -ing or -ed participle form: provided or providing that, notwithstanding (that), and supposing (that). Actually, in some cases, it is hard to draw the line between an -ing or an -ed form used as a participle or as a conjunction. In this text, with a few exceptions, we are guided by dictionary classification of such forms.

Some subordinate conjunctions are phrasal: as soon as, so that, and in order that. Other conjunctions of prepositions that have been turned

into conjunctions by the addition *of the fact that*: on account of the fact that, and in spite of the fact that.

Subordinate conjunctions may be preceded by intensifiers: just because, only when, and right after or negatives: not because and never because.

These subordinate conjunction are listed below:

- |           |  |
|-----------|--|
| because   | : a. He was fined because he was speeding.<br>b. I did it because they asked me to do it.  |
| if        | : a. If the temperature drops tonight, the lake will freeze over.<br>b. If you have finished with that book, take it back to the library.                |
| although  | : a. Although he had never liked mathematics, he decided to take a course in stylistics.<br>b. Although it was so cold, he went out without an overcoat. |
| as though | : a. They're spending money as though there's no tomorrow.<br>b. We will probably agree, as though you never know, and get one can never be certain.     |
| as if     | : a. He looks as if he's very tired.<br>b. It isn't as if he doesn't know the rules.   |

- after : a. She never saw him again after he left down.  
b. My father arrived from Australia after my boyfriend left.
- before : a. She always has a chat with her neighbor before she begins her morning chores.  
b. It will be five years before we need it again.
- lest/for fear that : a. Lest their young son get into further trouble with the police, they decided to send him to strict military academy.  
b. He studied night and day for fear that he might not pass the bar examination.
- since : a. He has been very ill since he had his accident.  
b. It just a week since we arrived here.
- while : a. Please watch my baggage while I purchase my train ticket.  
b. He fell asleep while (he was) doing his English exercise.
- except : a. I will go to the concert except he wants to pick me up.  
b. She likes the food except he throws her the desert.



- unless : a. He never goes to any social function unless his wife  
can come with him.  
b. You will fail unless you work harder.
- until : a. We'll wait inside until the rain stops.  
b. Let's sit out here till the sun sets.
- whenever : a. We can leave whenever you are ready.  
b. The roof leaks whenever it rains.
- wherever : a. You will find property wherever that you go.  
b. He comes from Malaysia wherever that may be.
- provided : a. We should be able to do the job for you quickly,  
provided you give us all the necessary information.  
b. You can go swimming on provided you don't go too  
far from the river bank.
- provided that : a. We should be able to do the job for you quickly,  
provided you give us all the necessary information.  
b. You can go swimming on provided you don't go too  
far from the river bank.

- in as much as : a. In as much as no offer has been made to pay for the damage, our company will have to take this case to court.  
b. In as much as the decision has been decided, his attorney will continue the case.
- then : a. My friend made a party then she invited me to come.  
b. She went to the shop then she had dinner at that restaurant.
- whence : a. I don't whence he comes.  
b. I recognized his face whence the Newsweek appeared.
- as soon as : a. I will go as soon as I can.  
b. They will pay the rent as soon as they get the money.
- that : a. It so happens that I know the man.  
b. I will see to it that everything is ready.
- in order that : a. They left very early in order that they might arrive before dark.  
b. I choose the case in order that I can expose the truth.
- so that : a. Give the food to her so that she can eat it.  
b. Bring it nearer so that I may see it better.

- so... that : a. He was injured so badly that he had to go to the hospital.  
b. He eats so much that he cannot walk fast.
- whether : a. He asked me whether I am married.  
b. I don't know whether she will be able to come.
- why : a. Tell me why you did this.  
b. Why he did, I am not sure.
- when : a. I do not know when I shall return.  
b. When she will come back is not certain.
- where : a. Tell me where you live.  
b. The house where the accident occurred is nearby.
- who : a. Whoever will accompany me doesn't make any problem.  
b. We love those who love us.
- which : a. He gave me a massage which is very important.  
b. He released the bird which at once flew away.
- what : a. What you've just mentioned makes my heart tremble.  
b. I cannot tell what has become of him.

whom : a. He is the man whom we all respect.  
b. Do you know the boy whom she loves?

whose : a. This is the boy whose father is a policeman.  
b. Do you know the boy whose hair is long?

whither : a. The wind bloweth whither it listeth.  
b. Whither thou goes I will go.

ere : a. We will die ere we surrender.  
b. I will win ere I don't slip the marble.

### Exercise

**Make your own sentences by using these following coordinators.**

**and**

269. \_\_\_\_\_

270. \_\_\_\_\_

**but**

271. \_\_\_\_\_

272. \_\_\_\_\_

**or**

273. \_\_\_\_\_

274. \_\_\_\_\_

**nor**

275. \_\_\_\_\_

276. \_\_\_\_\_

**else**

277. \_\_\_\_\_

278. \_\_\_\_\_

**both... and**

279. \_\_\_\_\_

280. \_\_\_\_\_

**either... or**

281. \_\_\_\_\_

282. \_\_\_\_\_

**neither... nor**

283. \_\_\_\_\_

284. \_\_\_\_\_

**not only... but also**

285. \_\_\_\_\_

286. \_\_\_\_\_

**also**

287. \_\_\_\_\_

288. \_\_\_\_\_

**in addition**

289. \_\_\_\_\_

290. \_\_\_\_\_

**furthermore**

291. \_\_\_\_\_

292. \_\_\_\_\_

**moreover**

293. \_\_\_\_\_

294. \_\_\_\_\_

**in other words**

295. \_\_\_\_\_

296. \_\_\_\_\_

**in fact**

297. \_\_\_\_\_

298. \_\_\_\_\_

**as a matter of fact**

299. \_\_\_\_\_

300. \_\_\_\_\_

**therefore**

301. \_\_\_\_\_

302. \_\_\_\_\_

**consequently**

303. \_\_\_\_\_

304. \_\_\_\_\_

**so**

305. \_\_\_\_\_

306. \_\_\_\_\_

**thus**

307. \_\_\_\_\_

308. \_\_\_\_\_

**accordingly**

309. \_\_\_\_\_

310. \_\_\_\_\_

**as a result**

311. \_\_\_\_\_

312. \_\_\_\_\_

**for this reason**

313. \_\_\_\_\_

314. \_\_\_\_\_

**similarly**

315. \_\_\_\_\_

316. \_\_\_\_\_

**in the same way**

317. \_\_\_\_\_

318. \_\_\_\_\_

**in a like manner**

319. \_\_\_\_\_

320. \_\_\_\_\_



**likewise**

321. \_\_\_\_\_

322. \_\_\_\_\_

**however**

323. \_\_\_\_\_

324. \_\_\_\_\_

**nevertheless**

325. \_\_\_\_\_

326. \_\_\_\_\_

**on the contrary**

327. \_\_\_\_\_

328. \_\_\_\_\_

**on the other hand**

329. \_\_\_\_\_

330. \_\_\_\_\_

**still**

331. \_\_\_\_\_

332. \_\_\_\_\_

**yet**

333. \_\_\_\_\_

334. \_\_\_\_\_

**rather**

335. \_\_\_\_\_

336. \_\_\_\_\_

**afterwards**

337. \_\_\_\_\_

338. \_\_\_\_\_

**subsequently**

339. \_\_\_\_\_

340. \_\_\_\_\_

**soon**

341. \_\_\_\_\_

342. \_\_\_\_\_

**beforehand**

343. \_\_\_\_\_

344. \_\_\_\_\_

**then**

345. \_\_\_\_\_

346. \_\_\_\_\_

**Exercise**

**Make your own sentences by using these following subordinators.**

**because**

347. \_\_\_\_\_

348. \_\_\_\_\_

**if**

349. \_\_\_\_\_

350. \_\_\_\_\_

**although**

351. \_\_\_\_\_

352. \_\_\_\_\_

**as though**

353. \_\_\_\_\_

354. \_\_\_\_\_

**as if**

355. \_\_\_\_\_

356. \_\_\_\_\_

**after**

357. \_\_\_\_\_

358. \_\_\_\_\_

**before**

359. \_\_\_\_\_

360. \_\_\_\_\_

**for fear that**

361. \_\_\_\_\_

362. \_\_\_\_\_

**since**

363. \_\_\_\_\_

364. \_\_\_\_\_

**while**

365. \_\_\_\_\_

366. \_\_\_\_\_

**except**

367. \_\_\_\_\_

368. \_\_\_\_\_

**unless**

369. \_\_\_\_\_

370. \_\_\_\_\_

**until**

371. \_\_\_\_\_

372. \_\_\_\_\_

**whenever**

373. \_\_\_\_\_

374. \_\_\_\_\_

**wherever**

375. \_\_\_\_\_

376. \_\_\_\_\_

**provided that**

377. \_\_\_\_\_

378. \_\_\_\_\_

**in as much as**

379. \_\_\_\_\_

380. \_\_\_\_\_

**then**

381. \_\_\_\_\_

382. \_\_\_\_\_

**whence**

383. \_\_\_\_\_

384. \_\_\_\_\_

**as soon as**

385. \_\_\_\_\_

386. \_\_\_\_\_

**that**

387. \_\_\_\_\_

388. \_\_\_\_\_

**in order that**

389. \_\_\_\_\_

390. \_\_\_\_\_

**so that**

391. \_\_\_\_\_

392. \_\_\_\_\_

**so... that**

393. \_\_\_\_\_

394. \_\_\_\_\_

**whether**

395. \_\_\_\_\_

396. \_\_\_\_\_

**why**

397. \_\_\_\_\_

398. \_\_\_\_\_

**when**

399. \_\_\_\_\_

400. \_\_\_\_\_

**where**

401. \_\_\_\_\_

402. \_\_\_\_\_

**who**

403. \_\_\_\_\_

404. \_\_\_\_\_

**which**

405. \_\_\_\_\_

406. \_\_\_\_\_

**what**

407. \_\_\_\_\_

408. \_\_\_\_\_

**whom**

409. \_\_\_\_\_

410. \_\_\_\_\_

**whose**

411. \_\_\_\_\_

412. \_\_\_\_\_

**as soon as**

413. \_\_\_\_\_

414. \_\_\_\_\_



## UNIT VI

### START WRITING

After learning the steps or some rules of writing above, you are now requested to cover your writing in some depth. This includes developing your writing style and ability to use good English.

As a matter of fact, writing is one of man's most complex activities. Its purposes and varieties are manifold. It may be designed to amuse, to inspire, to persuade, to inform, do deceive, to guide, to enlighten, etc.

Writing, as it is so called, is that which express facts, opinion, and ideas. The term includes narrative, descriptive, and impressionistic writing. It also includes persuasive and argumentative writing which are based on emotional appeal. On the other hand, writing which is based an orderly, sound, and open-minded examination of facts and supposition is called expository writing. Expository writing is analytical, critical, logical; not imaginative, bombastic, cunning, intimate, or freewheeling. The word, exposition, comes from the same root as *expose*, which means to uncover or make clear. Thus basically, expository writing is used to explain, analyze, reason out, or make clear.

For the first step you are not asked to write the expository writing or whatever it is called. You are just asked to be brave to start writing your own words. You are going to try to express anything in your mind to your paper based on the knowledge you had before. Remember, before starting writing you are suggested to consider the following advice.

### **A. Plan Your Writing**

The starting point for all writing is to plan carefully what you are going to express. This may seem to be stating the obvious, but it is surprising how few people do it with enough care. The lack of planning is a major reason why so many writings are written in unclear presentation.

Therefore, plan your writing carefully, and write down on paper each point you wish to make. When it comes to writing very long or detailed explanation, you should go one step further in your planning and draft out the words or sentences on spare paper. You can then study it carefully erasing or altering any parts you do not like, until you are totally satisfied with it.

### **B. Purpose**

When writing something, the first thing you should decide is the purpose of your writing. Writing has many possible purposes. Some are written simply to provide information. Others are sent soliciting information. Some writings are written to provide action (such as an accounts reminder) while others are written to persuade somebody to do something.

These are just few examples of the different purposes you can have in your writing. When you have the purpose of writing clearly fixed in your mind before you start, you will find your writing easier to write.

### **C. Tone**

The next thing to decide, after purpose, is the tone of writing. Tone means the attitude with which you express your views. There are many

attitudes that you might wish to convey in your writing. These include friendliness, firmness, annoyance, politeness, concern for the readers, or even inquisitiveness. You have to decide the most appropriate one for the circumstances of writing you write.

You might feel that a strong or firm tone is required if you are writing to your friend asking him or her to come to your party. Yet you would adopt an entirely different tone if you are giving them a quotation and expecting them some advice. You could justifiably adopt a tone of annoyance if your friends let you down badly with an offer. On the other hand, you would be much more polite if they were good friends of yours.

So, try to adapt your tone to the circumstances. If there is nothing specific in the circumstances to indicate the tone to use, then the best policy is to be friendly and sincere.

Now, it is for a word of warning. Never be abrupt or rude in any of your writing. You may feel like it sometimes especially if something is being awkward and difficult with you. However, do resist the temptation. It is not worth giving in to it.

Unfortunately, many people write rude. If you write something that has poor spelling in it, it is badly written; if poorly punctuated and abrupt, what will the reader think? He or she will think that you do not care about your writing.

Therefore, think carefully about the tone of your writing. Politeness costs nothing and when you inject a little politeness into your writing, it is like putting oil into a machine. Everything seems to work smoothly.

#### **D. Start Your Writing**

After jotting down some necessary preparations and determining the purpose and tone of your writing, all you have to do now is to start writing it.

Unfortunately, this is where many people have problems. When they are faced with a blank sheet of paper, their minds seem to go equally blank. The longer they stare at the paper, the harder it is to start.

If you face this problem, there is only one answer. You simply have to start writing. Do not worry at this stage about the quality of what you write, just write down something on paper. Nobody else is going to see it but yourself, and you have plenty of chance to alter it later on. This is one of the big advantages of drafting your writing. Once you start writing it is surprising how the ideas seem to flow more easily.

As you start writing, do not waste time, effort, and space on unnecessary explanation, but be careful not to omit any essential information, and then try to cover each topic in separate paragraph each time you introduce a new idea or point into your writing.

The easiest way to start is to expand the notes you have made into complex sentences. Then add any further sentences you consider necessary until you have written a full paragraph about each of your original notes. When you have completed this, you will have the first draft of your writing. If you are happy with this, have it typed. If you are not happy with it, then rewrite it and continue rewriting it, until you are completely satisfied that it is the best you can do.

## **E. Develop Your Writing Style**

Style of your writing is the way in which you express your thoughts. To put it another way, it is the manner in which you arrange your words. It is how you can state something, rather than what you state. To improve your writing style you should:

### **a. Write Grammatically**

Your writing must be grammatically correct. In this respect, the most important point to be watched are word order, verb tenses, and complete sentence. Write in a mixture of simple, compound, and complex sentences. If your writing is all in simple sentences, it will be jerky and appear awkward and childish. If it is all complex sentences, there is a great danger that it will become too complex and thus difficult to understand. A careful mixture of the three is ideal.

Finally, use correct punctuation, spell accurately, and make sure you use the right words to convey your meaning.

### **b. Write Direct to Your Reader**

You should try to imagine that the person you are writing is sitting in front of you. You must then write something as though you are speaking directly to him or her, but give the exact words you would use in speech. You can come very close to it. You must, however, be a little careful here. If you make your writing as direct as when you speak, there is a danger that it will be too blunt. This, in turn, will make your writing seem rude. When you speak to people, the tone of what you say is conducted by your voice. When you write

to people, your tone is determined by a combination of the words you use, the order of those words and how many of them you use.

**c. Give Plenty of Detail**

You must remember that your reader does not know what is going on in your mind. The only way he or she can know this by reading your writing statements. Therefore, include everything that is essential. Do not leave your reader trying to guess at what you really mean. Your writing should not be puzzle, but clear explanatory document.

**d. Use Familiar Words**

In your writing, you must always use the familiar words available to you to make your readers instinctively give your writing more attention.

If you use difficult and unfamiliar words, your readers may not understand them and will need to look them up in a dictionary. Many people will not do this, and will just guess at your meaning.

**e. Avoid Repetition**

There seem to be two types of people who are guilty of too many repetitions. The first is the person who is sure of his writing and who over repeats to be certain nothing has been left out. The second type is just the opposite of this. He is the show-off who is so conceited about his ability that he wants the entire world to know

about it. He tries to make every writing an advertisement for his own cleverness.

No matter how confident you might be in your ability, please do not be show-off. Clear and concise writing will give the world the best impression of your writing.

There are, however, certain times when it is both legitimate and desirable to use some repetitions. One time in particular is when you wish to emphasize an important point. You can do this by making the point early in the writing and then repeating it lower down. It is not good style, nor good idea, to have the repetition in the same paragraph.

#### **f. Avoid Slang**

Slang is words and phrases that are used in everyday, informal speech but which are not regarded as Standard English. They should be used in any written statement.

Slang words are usually used in place out of a Standard English and they have a totally different meaning from their normal one.

Examples:

Tranny	for	transistor radio
Guy or chap	for	man
Chich or doll	for	girl
Snacker	for	merchandise
Wheels	for	motor cars

You can easily denote how slang words, in a place of standard one, can mislead your reader. Take the word *wheel* for instance. If you write "Can you provide some wheels when our dean visits you?" it would be regarded as good English. If it was not understood, what embarrassing your dean might find him in! Actually you should write "Can you provide some wheels when our dean visits you?"

### **g. Avoid Idioms**

An idiom is a group of words where the group as a whole that has its own meaning.

Examples:

<b>IDIOM</b>	<b>MEANING</b>
In her element	Her circumstances (especially to a job) are ideal
On the shelf	Abandoned-often used in reference to unmarried ladies
In the dog house	Somebody is displeased with you
Out of question	It cannot possibly be done
Up to the mark	The performance is satisfied especially when referring to the quality of somebody's work
Sell like hot cakes	The sales of an article are very good indeed

### **h. Ambiguity**

Ambiguity is writing or speech that is unclear because it may have more than one meaning. There can be many reasons for



ambiguity but two of the commonest ones are connected with Pronouns and Participles.

### **1. Ambiguity in Pronoun**

As you see, pronouns can replace nouns in a sentence to prevent repetition and to make it shorter and easier to write. However, here is warning: BEWARE OF USING TOO MANY PRONOUNS! This can make your meaning unclear.

For instance, the meaning of the following sentence is quite clear: "Budi told Badu that Ali was a good student." However, if you replace Badu and Ali with pronouns, you get a sentence which is much less clear. It becomes: "Budi told him that he was a good student."

This is perfectly correct English, but it is not good English, because Him and He could be either the same person or different person. The sentence itself does not make it clear. This is a common error many people make when using pronoun. One way to avoid, it is to limit pronouns to *men* per sentence. This restricts you slightly, but it is far better than writing English which is not understood.

### **2. Ambiguity in Participle**

The main problem is when you start a sentence with a participle, but omits a subject or a main verb. This is very easy to do and many writers make this error. The result is a sentence can have more than one meaning, and make no sense at all.

The best way to avoid this error is to keep the usual order of subject, verb, and object. If you do not start a sentence with a participle then be extra careful to see what you have included a subject and a main verb.

To illustrate the point, here is an example:

"Having entered the office, the windows were immediately opened." Incorrect (the window do not enter the office)

"Having entered the office, he immediately opened the windows."

There is now a subject He and it was He who entered the office. The participle relates directly to the subject.

Finally to get an over-all view of the plan of your writing, you should very carefully study even memorize the above requirements to achieve a better writing. I wish.

## UNIT VII

### BASIC ON LOGIC AND ORGANISATION

#### A. The Construction of the Paragraph

Each paragraph usually contains a topic sentence which states the main idea or unifying thought. It may be found in the beginning, or at the end of the paragraph.

Depending upon the type of writings, the techniques of locating the main idea may vary. It could be in the beginning, in the middle, at the end of paragraph.

The topic sentence, expressing the main idea, may introduce the paragraph and be followed by sentences containing details that explain, exemplify, prove, support the idea, or add interest. This kind of writing is called "**Deductive Writing**".

Example:

*Football has become a dangerous sport.* Several students were seriously injured in football games last Saturday. The week before, several more were hospitalized. The piling up players in a scrimmage often leads to serious injury. Perhaps some rule changes would lessen the numbers who are hurt.

The topic sentence may be put at the end of the paragraph, with a series details leading to the main idea. This kind of writing is called "**Inductive Writing**".

Example:

Several students were seriously injured in football games last Saturday. The week before, several more were hospitalized. The pilling up players in a scrimmage often leads to serious injury. Perhaps some rule changes would lessen the numbers who are hurt. *Football has become a dangerous sport.*

The topic sentence may be put in the middle of a paragraph. If it happens to the paragraph, we call this as "**In-deductive Writing**".

Example:

Several students were seriously injured in football games last Saturday. The week before, several more were hospitalized. *Football has become a dangerous sport.* The pilling up players in a scrimmage often leads to serious injury. Perhaps some rule changes would lessen the numbers who are hurt.

To make you familiar with the rules you are going to follow, the following illustration will lead you to be better to construct your paragraph.

## 1. Deductive

Main Ideas	: <i>Football has become a dangerous sport.</i>
Additional details	: Several students were seriously <i>injured</i> in football games last Saturday. A week before, several more were <i>hospitalized</i> .
Illustrations and example	: <i>Our team</i> is one of the teams which follow the games. <i>Three of our friends</i> were also injured at the moment.

Events in a time sequence	: Before <i>the first game</i> started, the situation was very conducive. The chaos begun to happen when the Red team lost two scores 5 minutes before the game <i>finished</i> .
Placing an object/s in tackled by space sequence	: When <i>the captain</i> of the Red team was the sticker of the White, the Red's <i>supporters</i> were mad.
Defining something	: They <i>screamed out</i> and threw something to the White. space sequence The White was <i>fished up</i> . They <i>did the same</i> .
Classifying persons or objects	: The White and the Red were actually <i>separated</i> . The White was in the <i>right</i> side of the goal and the Red was in the <i>left</i> .
Comparing and contrast	: Since the Red has <i>more supporters</i> , they dared to do such a thing.
Offering reasons and proof	: The <i>pilling up players</i> and supporters in a scrimmage often leads to serious injury. Perhaps some rule changes would <i>lessen</i> the number who are hurt.

*Football has become a dangerous sport.* Several students were seriously *injured* in football games last Saturday. A week before, several more were *hospitalized*. *Our team* is one of the teams which follow the games. *Three of our friends* were also injured at the moment. Before *the*

*first game* started, the situation was very conducive. The chaos begun to happen when the Red team lost two scores 5 minutes before the game *finished*. When *the captain* of the Red team was tackled by the sticker of the White, the Red's *supporters* were mad. They *screamed out* and threw something to the White. The White was *fished up*. They *did the same*. The White and the Red were actually *separated*. The White was in the *right* side of the goal and the Red was in the *left*. Since the Red has *more supporters*, they dared to do such a thing. The *pilling up players* and supporters in a scrimmage often leads to serious injury. Perhaps some rule changes would *lessen* the numbers who are hurt.

### **Eight ways to Develop Paragraph**

1. By using additional details
2. By using illustration and example
3. By presenting events in time sequence
4. By placing objects in space sequence
5. By defining or stating something or some ideas
6. By classifying persons or objects
7. By using comparison and contrast
8. By offering reasons and proof

### **Seven Frequent Violations of Logic**

1. The introduction of irrelevant ideas
2. The incorrect subordination or lack of subordination ideas
3. Incorrect relationships between ideas in a sentence or sentences (by use of incorrect connective words)

4. An incomplete statement about the subject of the sentence
5. Omission of word needed to complete the meaning of the sentence
6. Unnecessary shifts in sentence construction
7. The use of incorrect figures of speech, such as mixed metaphors

### Exercise

**Construct your own sentences by using the following details in a paragraph.**

Mr. Boogy is 70 years old.

: - likes dog

- hates cats

- doesn't work

- walks to the lake

- plays cards

- friendly

- talks a lot

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Mr. Booby is 25 years old.

: - law student

- studies until 2 a.m.

- unfriendly

- afraid of dogs

- Mr. Doody's brother in-law

- hates smoke

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Mr. Boogy's dog is small.

: - chases cats

- hates children

- bites mailmen

- digs holes

- is brown

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Mr. Doody is 30 years old.

: - a mail man

- plays in a jazz band

- plays the trumpet

- practices every morning

- smokes a pipe

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Mrs. Doody is a housewife. : - likes plants and flowers  
- her garden  
- 25 years old  
- has a pet cat  
- Mr. Toody's sister

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Jim Doody is 3 years old.

: - likes animals

- very friendly

- goes to nursery school

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Mrs. Doody's cat is black and white. : - very old

- lazy

- fat

- eats a lot

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## UNIT VIII

### SPECIAL VOCABULARIES

#### A. ADJECTIVE WITH PREPOSITIONS

ADJECTIVE	PREP	EXAMPLES
abhorrent	to	Slavery is abhorrent to a humane man.
abounding	in	English is a language abounding in idiomatic expressions.
	with	That rumor is information abounding with untrue story.
abreast	of	It is important to keep abreast of the progress of technology.
absorb	in	She was absorbed in an exciting novel.
acceptable	to	Is this arrangement acceptable to you?
accessory	to	This man was accessory to the crime.
accompanied	by	Lady Armstrong was accompanied by her son.
according	to	The house was built according to the owner's plan.
accountable	to	It is not pleasant to be accountable to one's boss for everything one says and does.
accruing	to	The profits accruing to him from the business will be greatly reduced this year.
accurate	in	John is never accurate in his calculations.
accused	of	He was accused of theft by his own brother.
accustomed	to	Marry is accustomed to making long journeys abroad alone.
acquainted	with	We are not well acquainted with our neighbors yet.
acquitted	of	He was acquitted of murder after a trial lasting four months.
adapted	for	The book has been well adapted for its present purpose.
	to	The book has been adapted to the needs of foreign students.
addicted	to	Never become addicted to alcohol.

ADJECTIVE	PREP	EXAMPLES
adequate	to	The supply of material is not adequate to the needs of the industry.
adjacent	to	The two house stand adjacent to each other.
adorned	with	The drawing-room was adorned with old masterpieces.
affixed	to	The syllable -en affixed to an adjective often forms a verb.
afflicted	by with	He was greatly afflicted by the sad news. George has been afflicted with rheumatism for as long as I can remember.
afraid	of	Peter is not afraid of ghost.
aghast	at	We were aghast at the terrible sight.
agreeable	to	Bill is always agreeable to our plans.
akin	to	His uncle treats him in a manner akin to hostility.
alarmed	at by	We were alarmed at the sight of the accident. The country was alarmed by rumors of war.
alive	to	He is not yet alive to the danger he is in.
allotted	to	He enjoys the task allotted to him.
ambitious	for	Jack is very ambitious for his children.
amenable	to	Joan won't mind; she is always amenable to our suggestion.
angry	at with	The teacher was angry at the pupil's conduct. The teacher was angry with the pupil's for talking in class.
animated	by	He was animated by the beauty of the countryside.
annoyed	at with	I was annoyed at my mistake. He was annoyed with you for being impertinent.
anxious	about for	John is anxious about his exam results. Most fathers are anxious for their children's advancement.
apart	from	He sat apart from the other man.
applicable	to	Your criticisms are not applicable to the subject.
apprehensive	of	He is very apprehensive of the future.
appropriate	to	He gave a speech appropriate to the occasion.
ashamed	of	He looked quite ashamed of his shabby appearance.
associated	with	I do not wish to have any name associated with his.

ADJECTIVE	PREP	EXAMPLES
astonished	at	I was quite astonished at his quick reaction.
attentive	to	Now please be attentive to what I have to say.
averse	to	He's averse to all manner of work.
awake	to	Bill is not awake to his opportunities.
aware	of	I was not aware of your information.
away	from	Don't stay away from home too long.
bare	of	Some parts of the country are almost bare of vegetation.
based	(up) on	The play is based upon a novel by Grama Greene.
belonging	to	He stole a horse belonging to the farmer.
beloved	of	He was greatly beloved of his fellow countrymen.
bent	on	The two boys were bent on mischief.
beneficial	to	Regular exercise is beneficial to health.
bereaved	of	During the war she was bereaved of her husband and all her children.
bereft	of	He is a lonely man, bereft of all comforts.
beset	with	It's an undertaking beset with difficulties.
blended	with	The color is green, blended with grey.
blessed	with	My grandfather has been blessed with good health all his life.
blind	in to	Jim has gone blind in his right eye. Most of us are blind to our own faults.
boastful	of	Jack has always been boastful of his own accomplishment.
born	of in	Mary was born of intelligent parents. A child born in poverty will always be disadvantaged.
bound	for	The ship is bound for the Far East.
burdened	with	He is burdened with a bed-ridden wife.
busy	at with	They are all busy at work. John is busy with his boat.
capable	of	Jack is capable of violence when he's angry.
careful	of	It is wise to be careful of one's health.
careless	about of	Sally is careless about the risks she run in the business. Jack has taken on too much responsibility, but he is quite careless of the consequences.
cautious	of	Be cautious of giving offence.

ADJECTIVE	PREP	EXAMPLES
celebrated	for	Racine is celebrated for his contribution to the drama.
certain	of	He felt quite certain of success.
characteristic	of	It is characteristic of Molly to want to have the last word.
clear	of	He is now clear of all business difficulties.
close	to	His house is close to mine.
clothed	in	The widow was clothed in black.
clumsy	at	She is rather clumsy at needlework.
cognizant	of	For a time he was not cognizant of my presence.
commensurate	with	You will receive a salary commensurate with your abilities.
common	to	Love of freedom is common to man and beast.
comparable	with to	From the point of view of health, the town is not comparable with the country. The caste system in Hindu society is in some ways comparable to the class system of European society.
compatible	with	It could not be compatible with the public interest to reduce the strength of the police force.
complained	of	The goods complained of were immediately exchanged by the manager.
composed	of	Water is composed of oxygen and hydrogen.
concerned	about for in with	We are very concerned about our father's illness. He is greatly concerned for the safety of his family. These two men were also concerned in the affair. Congressmen seem to be concerned with getting elected rather than with passing legislation.
conductive	to	Long walks in the fresh air are conducive to good health.
confident	of	Tom is confident of good exam results.
congenial	to	His new surroundings proved congenial to his composing music.
conscious	of	He was conscious of being watched.
consecrated	to	We visited a monument consecrated to the memory of the dead.
consistent	with	His conduct in the affair was not consistent with his usual politeness and gentleness.
conspicuous	for	General Peel was conspicuous for his bravery.
content	with	Are you content with the quality of the teaching?

ADJECTIVE	PREP	EXAMPLES
contiguous	to	Iran is contiguous to Afghanistan.
contrary	to	This has turned out contrary to my expectations.
convenient	to for	It is not convenient to me to receive visitors tomorrow. The bus-stop on the corner is very convenient for
conversant	with	He is conversant with all the modern authors.
convulsed	with	Jack was convulsed with laughter when I told him what you had said.
corresponding	to	Your exam results are corresponding to your true abilities.
covered	with	Next morning the ground was covered with snow.
covetous	of	You should not be covetous of other people's possessions.
cross	with	You know I always get cross with you when you criticize my family.
crowned	with	His efforts have been crowned with success.
crushed	to	People were crushed to death in the rush to escape.
cured	of	John has been cured of his bad habits.
deaf	to	Susan is deaf to advice, to reason, and to all entreaties.
deficient	in	This diet cannot be recommended as it is deficient in vitamins.
delighted	with	Uncle Jim was delighted with his Christmas present.
dependent	on	I am not dependent on my parents for money.
deprived	of	The prisoner was deprived of the right to defend himself.
derogatory	to	It is derogatory to my reputation to call me a tyrant.
descriptive	of	The book was accurately descriptive of life in village communities.
deserted	by	Jim was more or less deserted by his friends after the war.
desirous	of	He is desirous of obtaining a position in the management.
destitute	of	He found himself destitute of all means of subsistence.
detrimental	to	His criticism could prove detrimental to your
devoid	of	He is a man devoid of all fine feeling.



ADJECTIVE	PREP	EXAMPLES
different	from	His views are not very different from my own.
diligent	in	He has always been very diligent in business.
disagreeable	to	The news of your failure was disagreeable to him.
disappointed	with at	James was disappointed with his exam results. We were disappointed in our expectations.
disgusted	with at	We become disgusted with the bribery and corruption. We were disgusted at the sight of the dirty, disorderly rooms.
displeased	with	Bob's boss is becoming more and more displeased with his laziness.
displeasing	to	His vulgar manner was most displeasing to us.
distasteful	to	Travelling in public has become distasteful to the old man.
distinct	from	The two sorts of whisky are clearly distinct from one another.
due	to	What could you say inflation is mainly due to?
eligible	for	Are you eligible for free medical treatment?
endowed	with	Jane is endowed with many talents.
enraged	at with	The teacher was enraged at the boy's impudence. The teacher was so enraged with the boy that he beat him.
envious	of	John is envious of Tom's success.
equal	to	This angle is equal to that.
essential	to	Hard work and perseverance are essential to
exclusive	of	The book costs two pound, exclusive postage.
exempt	from	Old age pensioners should be exempt from taxation.
exhausted	with	Bill's health is bad; he's exhausted with hard work and worry.
expert	at in	Bill is expert at accounts. Tom is expert in writing up reports.
expressive	of	His look was expressive of gratitude.
faithful	to	Jim is always faithful to his promise.
false	to	He has proved false to his professed principles.
familiar	to with	The name is familiar to me. I'm not familiar with the works of Thornton Wilder.
famous	for	Thailand is famous for its hand-woven silk.
fatal	to	The wound proved fatal to him.

ADJECTIVE	PREP	EXAMPLES
favorable	to	He is favorable to our plan.
fearful	of	He is fearful of the consequences of his rash behavior.
fit	for	His old car is really not fit for sale.
foiled	in	The enemy were foiled in their attempt to destroy the harbor.
fond	of	Most children are fond of sweets.
forgetful	of	Marry is sometimes forgetful of her promises.
fraught	with	The enterprise was fraught with danger.
free	from	Jack is happy now that he's free from debt.
friendly	with	James and Peter have been friendly with each other for years.
	to	Bill is friendly to our cause but won't support it actively.
full	of	Life is full of surprise.
gifted	with	Marry is gifted with great musical talent.
glad	of	I'm glad of the opportunity to repay you for your kindness.
good	at	Tom is good at languages.
	for	That medicine is good for coughs.
grateful	to	I'm most grateful to you for looking after the children.
guilty	of	He was found guilty of manslaughter.
heedless	of	He continued with his plans, heedless of the consequences.
hidden	by	The house hidden by the trees.
	from	The house hidden from view by the trees.
hopeful	of	He's still hopeful of success, although he's had many disappointments.
hostile	to	He is hostile to my plans.
hurtful	to	If this becomes public, it could be hurtful to your good name.
ignorant	of	I was completely ignorant of his intentions.
ill	with	Jack is ill with flu at the moment.
illustrative	of	This case is illustrative of the way he conducts all his affairs.
imbued	with	The manager imbued with a sense of his own importance.

ADJECTIVE	PREP	EXAMPLES
impatient	at for	We were impatient at the unexpected delay. I was impatient for the arrival of my friend.
important	to	This document is important to our case for
impressed	on	His final words are strongly impressed on my memory.
incapable	of	He is incapable of committing such a crime.
incident	to	Bear in mind the risks incident to the profession of a racing driver.
inclusive	of	The sum covers the cost inclusive of postage.
inconsistent	with	Your story is inconsistent with the policeman's report.
incumbent	(up) on	It is incumbent upon all citizens to obey the law.
indebted	to	I'm greatly indebted to you for your help.
independent	of	It is very pleasant to be independent of public transport in winter.
indifferent	to	He seems to be totally indifferent to my advice.
indignant	at with	He was indignant at my suggestion. He was indignant with me for making the suggestion.
indispensable	to	My secretary is indispensable to me.
inferior	to	This material is inferior in quality to that.
infested	with	The cellar is infested with rats.
informed	of	Please keep me informed of your movements.
inhabited	by	This part of the country is inhabited by only very few people.
injurious	to	Large quantities of alcohol are injurious to
innocent	of	He is innocent of the crime.
intent	on	He was so intent on his book that he didn't hear me come in.
interested	in	Jim is very interested in antique.
intimate	with	Are you intimate with the Forsythias?
inundated	with	The department has been inundated with applications for the new post.
inured	to	These men are well inured to hardship.
involved	in with	How did you come to be involved in this lawsuit? Who else was involved with you in the crime?
irrespective	of	John does just he pleases, quite irrespective of my wishes.
irritated	by with	He was irritated by the unexpected change of I was irritated with him for taking such a long time over the job.

ADJECTIVE	PREP	EXAMPLES
jealous	of	Jim was jealous of Peter's success.
kind	to	I tried to be kind of them.
lavish	of in	He is never lavish of praise. We've decided to be lavish in decorating our
liable	for to	I'm not liable for my son's debts. He is liable to imprisonment for a month.
lost	to	He is lost to all sense of shame.
loyal	to	He has remained loyal to his principles.
made	from of	Most people don't realize made that toilet soap is made from coal and its by-products. This table is made of good, solid oak.
married	to	He was married to an English girl.
mindful	of	Always be mindful of your promises.
moist	with	The air was still moist with the morning dew.
natural	to	Crying for attention is natural to babies.
notorious	for	He is notorious for coming late.
obedient	to	A well-trained dog is always obedient to its master.
obnoxious	to	The sight of purposeful cruelty is obnoxious to me.
observant	of	He's always careful to be observant of the rules.
occupied	with in	He is occupied with the latest report at the moment. Yesterday he was occupied in translating last week's report.
odious	to	The sight of those ugly men is odious to me.
opposite	to	Whose house is opposite to yours?
overcome	by with	The soldiers were finally overcome by the enemy. He was overcome with fatigue.
overrun	with	The garden is overrun with weeds.
overwhelmed	by with	He was overwhelmed by two thieves. She was overwhelmed with grief at the sad news.
painful	to	The news was very painful to me.
parallel	to	This line is parallel to the other.
partial	to	Jack has always been partial to a good wine.
peculiar	to	This style of architecture is peculiar to the

ADJECTIVE	PREP	EXAMPLES
pernicious	to	The competitive ethic is pernicious to one's moral development.
pertinent	to	These remarks are not pertinent to the subject.
pleasant	to	Soft rhythmic music is pleasant to the ear.
popular	with	Astrology has become popular with teenagers lately.
possessed	of	He is possessed of great wealth.
praised	for	Alexander Pope is praised for the subtlety of his wit.
precious	to	The memories are precious to me.
preferable	to	A week's holiday is preferable to a week's work.
prefixed	to	The syllable un- prefixed to a word often reverses the meaning of that word.
prejudicial	to	Their decision may turn out to be prejudicial to our interest.
preparatory	to	He attended night-school preparatory to entering college.
previous	to	He left previous to your arrival.
prior	to	This happened prior to my receiving your letter.
productive	of	Is self-denial productive of happiness?
proficient	in	A good secretary must be proficient in a short hand and book-keeping.
profitable	to	The new partnership should be profitable to business.
prompt	in	Peter is always prompt in paying bills.
prone	to	I'm prone to falling asleep after a big meal in the middle of the day.
proper	to	Are those the books proper to the course of study?
proportionate	to	Rewards should be proportionate to merit.
proud	of	Paul is proud of his accomplishments.
quick	at	He is very quick at mathematics.
radiant	with	The two young men looked radiant with happiness.
ready	for	We should always ready for our duty.
regardless	of	Tom is strong-willed and regardless of the consequences of his actions.
regretted	by	Your departure will be regretted by us all.
relative	to	Relative to wages in the United States, my salary is miserably small.

ADJECTIVE	PREP	EXAMPLES
relevant	to	One's state of mind is very relevant to one's state of health.
remarkable	for	The boy is remarkable for his skill at chess.
renowned	for	He was renowned for his knowledge of Greek philosophy.
replete	with	His speech was replete with humor and amusing quotations.
reposed	in	He betrayed the confidence reposed in him.
repugnant	to	The idea of marrying Tom is repugnant to Jane.
responsible	for	I'm not responsible for everything to my wife.
rid	of	I'm glad to be rid of the responsibility.
sacred	to	This temple is sacred to the Greek goddess Artemis.
satisfied	with	We are quite satisfied with the results of the survey so far.
secure	against from	They try to be secure against the attack. Put the medicine in a place secure from the children.
seized	with	The man was seized with panic at the sight of the gun.
sensible	of	He is sensible of his privilege position.
sick	of	I'm sick of waiting in the rain.
significant	of	The company one keeps is usually significant of the sort of person one is.
similar	to	I'm very similar to my brother in character.
skilful	in	Jack is skilful in arguing and debating.
sorry	for	I feel sorry for Jim's wife and children.
startled	at	She was startled at the sudden crash in the room next door.
strange	to	The customs of the English are very strange to me.
studded	with	The belt was studded with jewels.
subject	to	The plan is subject to approval from the management.
subsequent	to	This even occurred subsequent to the king's death.
successful	in	The millionaire had been successful in all his business dealings.
sufficient	for	The money should be sufficient for the purpose.

ADJECTIVE	PREP	EXAMPLES
suitable	for	Is the material suitable for wearing in the tropics?
suited	to	He is not suited to the post.
superior	to	Jame's new job is superior to Paul's.
sure	of	He felt sure of being elected to parliament.
surprised	at	We were very surprised at the news of Jane's engagement.
surrounded	by	He is surrounded by faithful supporters.
susceptible	of	He is susceptible of deep feeling.
suspicious	of	Men in high positions are often suspicious of one another.
sympathetic	to	He was very sympathetic to the old lady when she told him her troubles.
thankful	to	I'm very thankful to you for telling me what really happened.
tired	of	I'm so tired of your constant grumbling.
troublesome	to	The foxes are troublesome to the farmers.
true	to	Always be true to yourself when dealing with others.
uncared	for	Children who are left uncared for will become troublesome when they grow older.
unfit	for	This meat is unfit for human consumption.
unheard	of	Explores in South America have discovered tribes which were unheard of before now.
unknown	to	The language of Etruscans is unknown to modern man.
useful	to	This little book will prove very useful to you.
versed	in	Jack is well versed in the working of a motor-car engine.
vexed	with	I'm vexed with her for ringing me up when I was asleep.
void	of	Sometimes he seems to be void of all feeling.
weary	of	The old man was weary of wandering and his donkey was weary of its burden.
worthy	of	Her courage is worthy of the highest praise.
zealous	for	In past centuries most young soldiers were zealous for fame and honor.

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