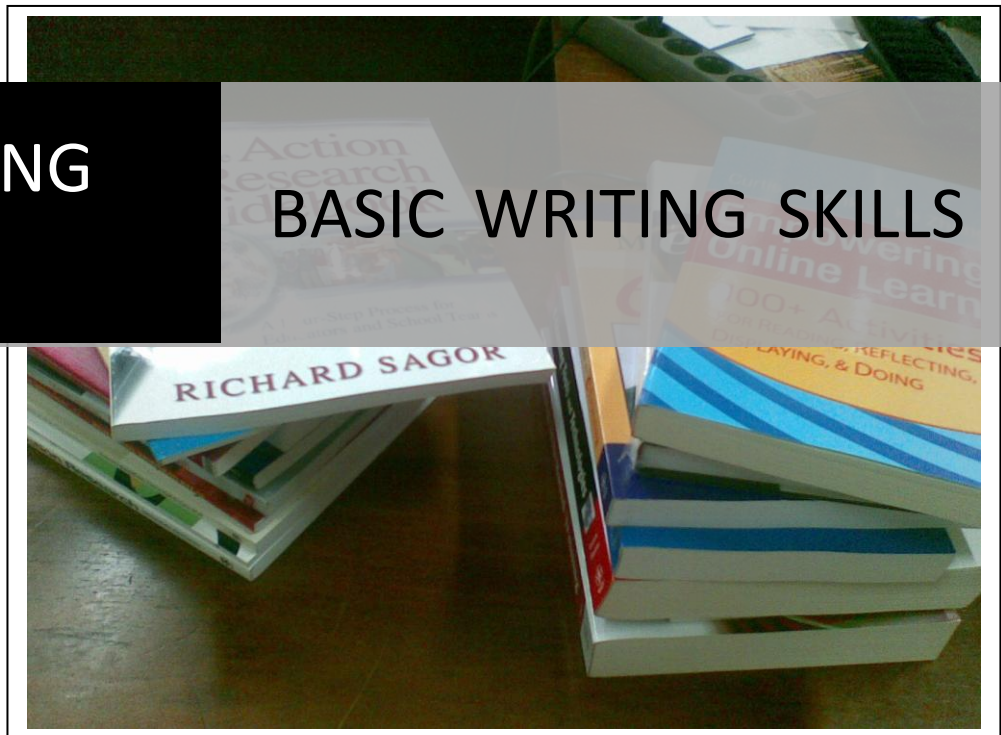


Christina Kristiyani

DEVELOPING

BASIC WRITING SKILLS



Basic Writing | 2013

# **Developing Basic Writing Skills**

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2013**

## Inspiring quotations for writing class

"Good writing is supposed to evoke sensation in the reader—not the fact that it is raining, but the feeling of being rained upon."

*E.L. Doctorow*

"Becoming the reader is the essence of becoming a writer."

*John O'Hara*

"Read a lot, finding out what kind of writing turns you on, in order to develop a criterion for your own writing. And then trust it—and yourself."

*Rosemary Daniell*

"If you would be a writer, first be a reader. Only through the assimilation of ideas, thoughts and philosophies can one begin to focus his own ideas, thoughts and philosophies."

*Allan W. Eckert*

"Start early and work hard. A writer's apprenticeship usually involves writing a million words (which are then discarded) before he's almost ready to begin. That takes a while."

*David Eddings*

"Never save anything for your next book, because that possible creation may not be properly shaped to hold the thoughts you're working with today. In fiction especially, anything that could happen, should happen."

*Tam Mossman*

"Good writers are those who keep the language efficient. That is to say, keep it accurate, keep it clear."

*Ezra Pound*

"Beginning writers must appreciate the prerequisites if they hope to become writers. You pay your dues—which takes years."

*Alex Haley*

"No tears in the writer, no tears in the reader. No surprise in the writer, no surprise in the reader."

*Robert Frost*

# Preface

*T*his handbook is meant for assisting semester 1 students of the English Education Study Program of Sanata Dharma University. The general objective of the materials in this handbook is to facilitate students so that they are able to write good English sentences and write good short paragraphs. In order to achieve the objective, students are given opportunities to practice analyzing sentences or constructing sentences. Therefore, the materials deal with practicing the minimum requirements in writing English sentences, constructing grammatical and meaningful sentences, in order to compose simple but correct paragraphs in a logical way that those sentences are contextually appropriate and structurally sound. This set of materials highlights the Ignatian Pedagogy Paradigm in which the focus of the learning is set to achieve competence, conscience and compassion areas. The steps cover context in *Get Inspired*, experience in *Get Focused* and the beginning of *Get Practiced*, reflection and action in *Get Practiced*. The evaluation stage is done by the facilitator. Hope the materials can assist students in writing. Keep writing and have a nice writing.

Yogyakarta, July 2013

Christina Kristiyani

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# UNIT 1

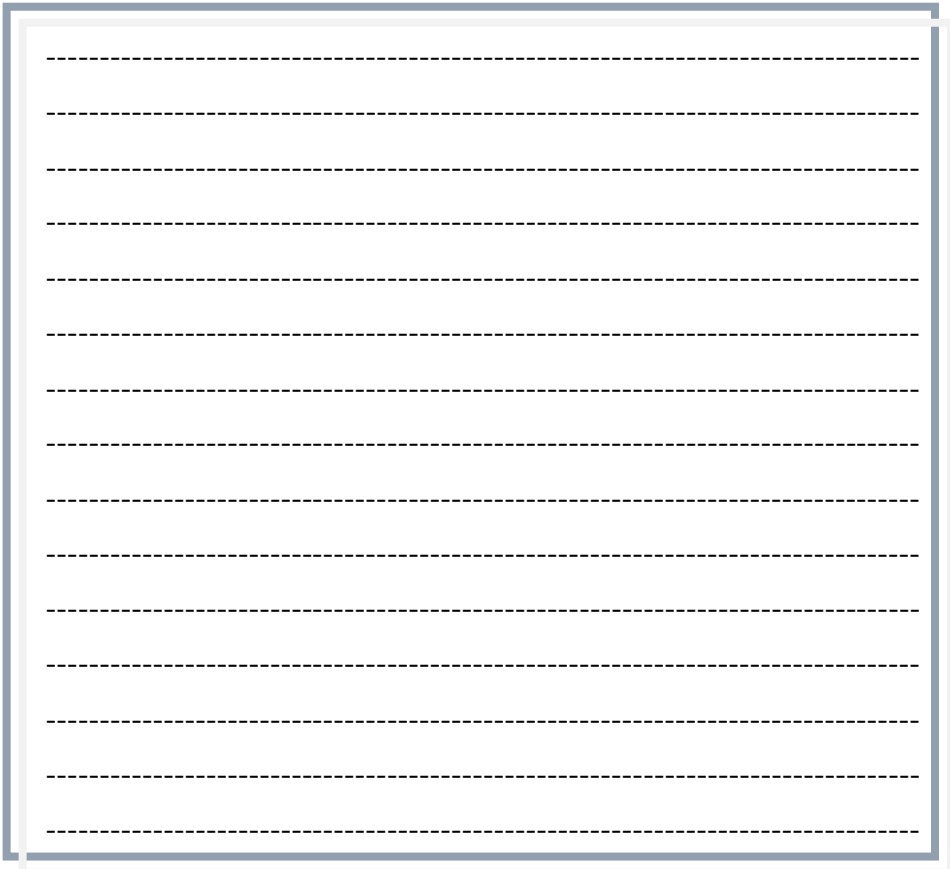
## *Orientation*

To get started, don't worry about your subject—start writing. Let the process get messy and complicated. Allow yourself freedom to make mistakes.  
(Chuck Guilford)

This quote motivate us, the beginning writer to explore our ideas in writing. Besides, we should not be afraid of making mistakes

### Get Inspired

*Write a short paragraph on "Why You Chose the English Language Education Study Program." Write minimum five (5) sentences.*



# Get Focused

Read the following discussion on Minimum Requirements needed to develop your basic writing skills in the English Language Education Study Program (ELESP).

## MINIMUM REQUIREMENTS

Responsible writers should express their written ideas semantically and grammatically correct to avoid ambiguous meaning. Beginning writers need a great deal of practice. Look at the following examples.

- a. The first sentence does not *reads* well (semantically correct)
- b. Daniel and Nathanael *fry books and pencils* for breakfast. (grammatically correct)
- c. They *was* not like coffee bitter no sugar. (neither semantically nor grammatically correct)
- d. I said “yes’ to compromise. (semantically and grammatically correct)

In formal writing, a good sentence should have at least a subject (noun) and a predicate (verb).

e.g. After a long wait, the gleaming glass doors of the new department store finally opened to the public.

The doors opened.

The subject of a sentence may be very short or very long. The first sentence has a longer subject than the second one.

In addition to having semantically and grammatically correct form and having a subject and a predicate, a good sentence should follow some requirements. The following is discussion on minimum requirements in writing good and correct English sentences. \*)

- A. Concord/Agreement
  1. You should make sure that you use the masculine and feminine pronouns correctly.  
“My sister goes to campus. \***He** is in the third semester.”
  2. You should make sure that you use correct singular and plural forms of the verbs and pronouns.  
“\*A teacher **want**....”

3. You should make sure that you use the correct forms of the nouns after the articles such as one, a, an, each, another, every, two, three, both, many, this, that, much.

“\*a **books** is on this **tables**.”

#### B. Finite Verbs

You should make sure that every simple sentence and the principle (main) clause in every complex sentence each contains a finite verb.

“\*He **happy**.”

#### C. Tenses

You should make sure that you do not change the tense from present to past or from past to present unless you have a good reason.

“The students are ready. \*The tutor **taught** the next step.”

The changes of tenses are acceptable for a certain reason, for example a different time referent as in the following: “I always **enjoy** holidays. I **remember** my impressive holiday when I **went** to Raja Ampat for a week last month.”

#### D. Verb Groups

You should make sure that the verbs in questions and negative constructions have the correct form.

“\*He **does** not **likes**.....”

#### E. Articles

1. If you use a singular countable noun, you should make sure that you put **a** or **the** or a similar word before the noun.

“\*He put **book** on **chair**.”

2. If you use an uncountable noun or a plural countable noun, you should make sure that you do not put **a** before the noun.

“\*He gave me **an** information.”

3. If you use the name of a person, town or country, you should make sure that you do not use **a** or **the** in front of it.

“\*He goes to **the** Jakarta.”

#### F. Punctuation



1. You should use a capital letter at the beginning of every sentence, a full stop at the end of every statement and a question mark at the end of every question.  
“\*he loves you ”
2. You should use a capital letter to begin the name of a person, town or country.  
“\*I love yogyakarta.”
3. You should make sure that you use the possessive apostrophe correctly.  
“\***Thank’s** to you.”

G. Spelling

1. You should make sure that you use the words **there** and **their**, and **then** and **than** correctly.
2. When a word ends in **p, t, d, m, n,** and **l** and has a short vowel in its final syllable, the consonant should be doubled when the suffixes **-able, ed,** and **-ing** are added. When the final syllable contains a long vowel, the consonant should not be doubled.
3. If you use a word which spells the sound /i:/ with the letters **i** and **e**, you should use this rule for their order: **i** before (not after) **e**.

\*) source: adapted from *An English Language Course for First Year Students of English at IKIP* by R.L. Fountain

**Task 1**

we

b. Individually, find the mistakes and improve the following sentences.

1. Because I always happy to study English, I chose the ELESF.
2. Because my teacher in high school, he choose this study for me and he say “I waiting you in Jogja for come in English league education.”
3. Somebody else was chose it for me.
4. I did not have any idea before if I will be study in the English Language Education.

5. With English I can talking with other people.
6. I chose this program exactly especially in the Education because I will be more able than in the English Literature.
7. I must can be using English language fluently.
8. It is also has well known in Asia and than there are many opportunities to get the job.
9. I usually got the better score than another lessons.
10. It is my dream chose it.

## Task 2

Discuss the answers with your partner sitting next to you.

## Get Practiced

### Assignment 1 (Homework)

Write a short paragraph about you yourself. Write at least 10 sentences.

Reference:

Bram, Barli. 1995. *Write Well: Improving Writing Skills*. Yogyakarta: Kanisius. pp. 99 - 105

# UNIT 2

## *Self Description*

"All students can learn and succeed, but not all on the same day in the same way."  
- William G. Spady

### Get Inspired

When you are asked to describe yourself, what information do you usually write?

### Get Focused

A. Read the model of a paragraph on describing self and answer the following questions.

My name is Linda and I am 18<sup>th</sup> years old. I was born on February 3<sup>rd</sup> 1992 in Gunung Kidul. I am from Wonosari Gunung Kidul, Central Java and I live there. I am 1,54 m tall and my weight is 43 kg. I have long dark hair and dark brown eyes. I like wearing jeans and blouses. I wear glasses and I usually wear bracelets. I am a friendly, fun and happy person. I have a big family; I have two brothers and three sisters. I like eating sweets, playing computer games. I live near the beach so I also love water sports. My other interests are movies, and music. I have a karaoke machine. I love hip hop. Jay-Z is my favorite singer. I love cooking. I always cook my own meal. Now I am studying in university, majoring English Education.

**Adapted from:** [www.xtec.cat/ses-stllorenc/pagines/projectes/orator/dm2nd.pdf](http://www.xtec.cat/ses-stllorenc/pagines/projectes/orator/dm2nd.pdf) and Hemispheres 1

1. What information do you get from the above paragraph?
2. What tenses are mostly used in the description?
3. Pay attention to the use of punctuations. Circle phrases or parts of the paragraph when a capital letter, a comma, a full stop, and other punctuations are used.

B. Discussions

When describing ourselves, we usually write about our identity including name, place and date of birth, address. We also write about some of our physical (or personal) characteristics, our study or job, and also our interest.

Our sentences are mainly using simple present tense since we write about facts about our condition, and our routines. We can use the following constructions:

Subject	Linking verb	Subject Complement
My name	is	Linda (N)
I	am	friendly (adj)
I	am	from Wonosari (adv.)

Subject	Verb	(Object)	(Adv)
I	live		near the beach.
I	have	long dark hair.	

In addition, when we write, we need to notice the punctuation used. Study the following discussion on punctuation and do the exercises.

### PUNCTUATION

Look at the following incorrect sentence.

\*Her friend who came here two weeks ago wanted to see Roni, my cousin Roni, however, was out of town with his friends for several days.

The example is a 'confusing' sentence due to the missing full stop (.) somewhere in the middle. This sentence is called as a **run-on** or **fused sentence**. Writers, therefore, need to make sure to use every type of punctuation correctly. Below is a brief description on the uses of punctuation.

#### Full stop or period (.)

1. To mark the end of a positive or negative statement, the end of a complete thought.  
E.g. Linda is a kind girl because she often helps other people in need.
2. To mark the end of initials or abbreviations. Sometimes it is optional. E.g. p.m. or P.M. or PM

#### Question mark (?)

To signal that a message or an utterance is in a direct question form.  
E.g. What do you think about the term 'love at first sight'?

#### Comma (,)

1. To separate a series of items from the same category, such as nouns, phrases, and clauses.  
E.g. Swimming, cooking, sewing, and dancing are Jenny's hobbies. To live, to die, to win, and to lose seem to be inevitable for every human being.
2. To separate a transactional expression in a sentence.  
E.g. Surprisingly, Michael won the final match.
3. Used after a subordinate or dependent clause that precedes a superordinate or independent clause.  
E.g. When the music stopped, the room became quiet.
4. To introduce a verb phrase beginning with 'to', a reduced clause or verbless clause.

E.g. To succeed in studies, we have to be studious. When day-dreaming, most of us at times fail to notice others approaching.

5. To add a non-defining phrase or clause or a comment clause to a sentence.  
E.g. Prof. Soepomo, who used to be the English Department Chairman of Sanata Dharma University, teaches at Gadjah Mada University now. You should, I suggest, talk to her personally.
6. To introduce adverbs of frequency, place, and time at the beginning of a sentence.  
E.g. Frequently, my friends and I go to the cinema together. Before ten o'clock tomorrow morning, every applicant must submit the completed form to Miss Christine.

Note that some writers tend to omit the commas in the first example in number 6 since the adverb of frequency is short. Without the commas, the sentence will not cause ambiguity.

### **Exclamation Mark or Exclamation Point (!)**

To show strong emphasis. E.g. How delicious the soup is!

### **Quotation Marks or Inverted Commas (" " or ")**

1. To mark quotation or others' speech. The single mark pair ( ' ') is more common in British English. The combination of the two pairs is also possible.  
E.g. (a) "I don't care," he shouted angrily. (b) "Take it easy," my friend whispered. (c) 'If necessary,' the editors stated, 'we will edit your article.'
2. To give more attention to a certain word or term. They can also be used to show that a word in a certain context has a particular meaning, a meaning that is different from the common one. Look at the following. (The single-quotation mark pair is the more common.)  
The word 'ambitious' usually carries a negative meaning to Indonesians. How 'clever' you are to trust her!

### **Semi Colon (;)**

1. To bridge sentences which convey 'closely connected' messages.  
E.g. The children are not tired; they are, in fact, bored. I admire Celine Dion very much; I like all of her songs.
2. To replace a comma if the comma is already used in a list of items.  
E.g. Swans can fly, swim, and dive; ducks can also swim and dive though they cannot fly as well as swans do; but chickens are good at none of these three skills'.

### **Colon (:)**

1. To introduce a long list or a series of things. The colon is often preceded by the phrase **in the following, as follows, or as in**, to mention three examples.  
E.g. The prefix *in-* meaning *not* can be found in the following: inexpensive, intolerable and incurable.
2. Although rarely, the colon may function to join closely related sentences. It can then be substituted by a semi colon or full stop.  
E.g. He failed in the test: didn't he prepare for it well or did the committee evaluate unfairly?

### **Dash (-)**

1. To make a certain piece of information more stressful or more dramatic.  
E.g. Do not forget - once again do not forget - to post the letter today. We - the students of the English Department - practise speaking the target language intensively.
2. To introduce additional details in order to make a previous piece of information clearer or more vivid. In this case, a dash is similar to **that is, viz or namely**.

E.g. Do you like 'gudeg' - the special food of Yogyakarta? Monalisa - the painting by Michael Angelo - might be the painter's self-portrait.

Note that the use of the dash in all the examples above is considered **informal**, or rather colloquial. A dash (-) is about two times longer than a hyphen (-).

### Hyphen (-)

1. To connect words in order to create or form new words or new phrases. Sometimes the hyphen is not mandatory. To find out more, we need to consult a comprehensive dictionary.  
E.g. They try to write every article using easy-to-understand language.
2. To cut words based on syllables. Consequently, we must not separate words consisting of one syllable. In addition, Hornby (1986: xx) states that we do not separate a word having fewer than five letters. For further details, consult the comprehensive dictionary. It would also be wise for us not to cut words into syllables if we write by hand; it is difficult to make sure that we have divided the syllables correctly without the help of a dictionary.

### Apostrophe (')

1. In informal writing and in written dialogue, the apostrophe functions to indicate that one, or more than one, letter has been deleted. Quite often, the apostrophe represents the omitted letter. Since most auxiliary verbs can be shortened, we use the apostrophe to realize the contracted auxiliaries which are usually combined with personal pronouns.  
E.g. "I've prepared everything needed for the trip," Mike said. How's life?
2. The hyphen can replace the letter **o** in **not** to form a contraction.  
E.g. Don't stand so close to me!  
Note that we have one **n** in **can't**, but two in **cannot**.
3. To mark possession. In this case, it is usually immediately followed by the letter **s**.  
E.g. Nathan's cousins
4. We can also use the apostrophe plus the letter **s** to form plural abbreviations or other 'special, uncommon' plural nouns.  
E.g. There are too many if's in his speech. Mind your P's and Q's! Approximately 100 VIP's will attend the ceremony next week.  
Note that instead of writing **VIP's**, we can also write **VIPs**, omitting the apostrophe (').

### Stroke (/)

To show alternatives. It is often replaced by the word **or**. E.g. To begin a formal letter, we may write *Dear Sir/Madam* if we do not know who the receiver is.

### Omission Marks (...)

The three dots may imply that some omission occurs there and then. This punctuation is especially useful when we intend to quote certain parts or words that somebody else has said or written. In this case, the three dots might represent something irrelevant or unnecessary. The dots can take place at the beginning, somewhere in the middle, or at the end of a quotation.

E.g. "Language ... a set of rules ... for communication," the definition read.

### Brackets ( )

1. To indicate something **optional**.  
E.g. Could you help me (to) remove the box?

2. To show an after-thought or comment.

E.g. The book said that when she was nineteen (in fact she was twenty one), she married the writer.

### **Task 1**

Do the following exercise on punctuation.

The sentences below are punctuated incorrectly. Read them through carefully and replace or omit the wrong punctuation.

- a. What a terrible day it is.
- b. "How is your friend who can type using her ten fingers," Chris questioned me attentively.
- c. The angry woman replied rudely. "I don't care?"
- d. If I were you. I would reconsider the decision!
- e. He has just written a book, it's title is *Better Writing*.
- f. There are seventy - eight desks and seventy - nine chairs in most of our classrooms.
- g. After Maria completed her time, consuming assignments: she went out for relaxation.
- h. We continued to plant: another twenty-six trees, as soon as the rain stopped.

(summarized from: *Write Well*, 1995: 92-105)

### **Task 2**

Exchange your Assignment 1 on describing self with a partner. Read your partner's composition and give comments on the writing. Focus on agreement, finite verb, tenses, verb group, articles, punctuation, and spelling. Do it in 20 minutes. Then, discuss the comments in the group.

### **Task 3**

Revise your writing based on the comments given by your classmates.

### **Homework: Assignment 2**

Write a short paragraph describing a person that you admire most. The person can be one of the members of your family. Submit it in the following meeting.

### **References:**

Bram, Barli. 1995. *Write Well: Improving Writing Skills*. Yogyakarta: Kanisius. pp. 92 – 105

Cameron, Scott., Mari Vargo, Susan Iannuzzi. 2008. *Hemisphere 1*. New York: McGraw-Hill Companies, Inc.

[www.xtec.cat/ses-stllorenc/pagines/projectes/orator/dm2nd.pdf](http://www.xtec.cat/ses-stllorenc/pagines/projectes/orator/dm2nd.pdf) and Hemispheres 1

<http://www.perfectpeople.net/?p=1>

# UNIT 3

## *Description (2)*

"Beginning writers must appreciate the prerequisites if they hope to become writers.  
You pay your dues—which takes years."

*Alex Haley*

### Get Inspired

Look at the following pictures and describe the people orally.



What kinds of information do you give when you describe people?

### Get Focused

**A. Read the following examples.**

Example 1

The Dairy Queen from Mongolia

Suren Nadmid is my classmates this semester in ESL 53A. She is from Mongolia. She always gives sweet smile when she meets people. In addition to a really cute smile, Suren has beautiful, shiny hair and lovely, dark brown eyes. Even though she is only sixteen years old, there is a strong light and determination in her eyes.

Suren came to study in the United States because she thinks the educational system is better here than it is in her country. When her English is better, she is going to study economics at a university.

When I asked Suren if she missed her family, she answered, "I make a phone call to my family every week." She went on to say that she was determined to study economics in the United States despite her loneliness.

However, she knows how to relieve her loneliness. She is crazy about movies. Last weekend she went to three movies. When she told me about the movies, her face became happy again, and I could see the innocent youth in her face return.

Eventually, she wants to go back to Mongolia to manager her father's dairy food company. She said that dairy products are very important in Mongolia. As she spoke about this, she looked proud. She is not an only child, however. She has two brothers. One of them is ten years old, and the other is studying lat a Mongolian university. In a few years, her father is going to give his company to one of his three children. At this point in our interview, her shy smile widened and showed her confidence and ambition. She reminded me of a queen.

Although Suren is charming and delicate looking, she is strong in her beliefs. From our conversation, I felt sure that such a powerful girl will make the future of Mongolia better. I certainly hope she is successful.



## Example 2:

### Robert Zimmerman

Robert Zimmerman was born in North Hibbing, a small mining town in the USA, in 1941. At school he dreamed of becoming a rock and roll singer, and taught himself to play the guitar. He changed his mind, however, when he heard the music of Woody Guthrie, a well-known folk singer. He then started writing his own songs and took them to the CBS record company in New York, telling them his name was Bob Dylan. His first record was produced in 1962, and made him famous almost overnight.

What was it that made this pale thin young man into a world famous star at the age of 21? It certainly wasn't his voice, which even his fans found hard and aggressive. The answer lay in the songs he sang – songs which he had written himself. Unlike most pop songs of the time, Dylan's songs had something to say about the world, and about people. Songs like *Blowin' in the Wind* and *The Times they are a-Changin* criticised the ideas of the older generation, especially the wars which they had been involved in. With his long, untidy hair and scruffy clothes, Dylan was a symbol of rebellion for the younger generation. He symbolized their rejection of the ideas and morality of their parents.

Dylan made a series of successful records until 1966, when the famous *Blonde on Blonde* was produced. Soon after, though, he had a serious motorcycle accident, and 'disappeared' for two years, living a quiet life with his wife and children. When he finally produced a new LP in 1968, his fans were shocked by the change in style – the music was much softer, and the songs were not so critical.

Many fans of Dylan were disappointed by this LP (*John Wesley Harding*) and also by the records that followed over the next few years – *Nashville Skyline*, *Self-portrait*, *New Morning* and *Planet Waves*. There were some good songs on all of these, but many people felt that he had lost the power to write songs with a message, songs that you could think about. It was only with the production of *Blood on the Tracks* in 1975 that Dylan seemed to return to the creativity of *Blonde on Blonde*, almost ten years before. In the same year he produced the LP *Desire*, which was his first really successful record in a long time, and also started to give concerts again, supported by a large electric band. It was in the same year that Dylan's wife left him, and this might have influenced him to work harder. In fact, some people believe that it was his unhappiness at this time that helped him to write better songs. This unhappiness can also be seen in Dylan's first film, *Renaldo and Clara*, which was produced in 1978, and which describes both his life as a singer and also his relationship with his wife. It is typical of Dylan's rejection of 'normal' ideas that the film was 4 ½ hours long!

Fans of Dylan have got used to his changes of style, from folk singer to rock group leader to film producer. But the biggest surprise came in 1979, when he announced that he had been 'born again' and was now a serious Christian. There is no doubt that he will continue to change and surprise his audiences.

#### Exercise 1:

Read the text and write down the words and phrases to describe Suren and Dylan. Analyse them into two groups:

- a. What she or he is like (appearance, personality)
- b. What she or he has done

#### B. Discussion

It is not interesting to describe people with only one word, such as "He is clever."

To make our meaning clearer, and more interesting, we use qualifying words which make the first word stronger or weaker. For examples:

He is very clever (stronger).

He is quite clever (weaker).

Here is a scale of qualifying words, from strong to weak:

1. She's extremely intelligent.
2. She's very intelligent.
3. She's rather intelligent.
4. She's intelligent.
5. She's quite intelligent.
6. She's not stupid.

**Exercise 2:**

Now complete these sentences, choosing one of the qualifying words, or deciding not to use one, depending on the sense of the sentence. Remember, if you want to use type 6, you will change the word given into its opposite – e.g. (clever) could become 'not stupid'.

1. That was an (interesting) film – the best I've seen this year.
2. The new British Leyland car is good value for money, but it's certainly (expensive).
3. Despite criticism from the newspapers, the Prime Minister's speech was (popular) with businessmen.

**Order of adjectives**

Opinion adjectives (good, bad, ...) go before "descriptive" or "fact" adjectives

She bought a beautiful red dress

When there are two or more "descriptive" adjectives, they go in the following order

		Others			Descriptive				
Amount	Opinion	Size	Age	Shape	Colour	Origin/Place	Material	Purpose	Name
Two	beautiful	Long			blue			evening	dress
A pair of	old				red	Spanish	leather	riding	boots
	Funny				brown	German		beer	mug
	Terrible			little					boy
	Beautiful			Little		Belgium			city
		large	old	rectangular	brown	French	wooden		bed
	smart		new		red		woollen		hat
Three	elegant	long			blue		silk		dresses
		small				English	stone		church
		Little			blue		plastic	tea	spoon
	fantastic	large			green	Japanese			motorbike
						swiss		Drawing	ink
					black		nylon	swimming	trunks
			modern					industrial	buildings

**Order of adjectives before nouns**

This is a complicated point of grammar and the rules below have got exceptions.

**Adjective Placement**

When using more than one adjective to describe a noun place the adjectives in the following order before the noun.

NOTE: We usually use no more than three adjectives preceding a noun.

Opinion

Example: an interesting book, a boring lecture

Dimension

Example: a big apple, a thin wallet

Age

Example: a new car, a modern building, an ancient ruin

Shape

Example: a square box, an oval mask, a round ball

Color

Example: a pink hat, a blue book, a black coat

Origin

Example: some Italian shoes, a Canadian town, an American car

Material

Example: a wooden box, a woolen sweater, a plastic toy

Here are some examples of nouns modified with three adjectives in the correct order based on the list above. Notice that the adjectives are not separated by commas.

A wonderful old Italian clock. (opinion - age - origin)

A big square blue box. (dimension - shape - color)

A disgusting pink plastic ornament. (opinion - color - material)

Some slim new French trousers. (dimension - age - origin)

**Exercise 3:**

Arrange the following words into good sentences!

1. Look for-that-I –Javanese-an-batik-old-awesome-boutique-at
2. Mango- ripe-large-a-green-the-garden-picking-boy-little-was-the-in
3. We-to-by-a-large-new-black and blue-APV-went-city-yesterday-the
4. Amazing-stone-wall-marmer-amazed-the-with-I
5. The-Cullen-bought-just-has-expensive-an-modern-large-house
6. Frightening-seeing-Dayak-mask-red-a-screamed-she
7. Small-a-white-riding-a-boy-cool-is-motor-black-metallic-racing
8. Beautiful-it-a-old-building-large-is-Europe-historical
9. Amazed-with-we-the-last-awesome-classic-pop-music-concert-modern-night
10. Met-last-a-small-yellow-hatted-was-little-old-we-Sunday-that-we

**Describing words**

There are different sorts of words for different sorts of description. Find out what this list of words means, and try to fit the words into the groups in this table. You must decide if each word is positive or negative, and if it describes physical or personality details. Word-list: successful, sensitive, smart, tall, ugly, famous, scruffy, unoriginal, arrogant, generous, inefficient, aggressive

	Positive	Negative
Physical description		
Personality description		
Description of work done		

**Describing physical characteristics**

Read the following examples.

1. Her name is Ashley, and she is gorgeous. She is very tall. She has beautiful red hair.
2. He has curly bold hair and a beard. He is young and good-looking.

**General appearance**

1. She is tall, with red hair. She is gorgeous.
2. He wears glasses, and he has a beard.

Face: She has an oval face with some freckles on it.

**Age**

1. She is about 32. She is in her thirties.
2. He is in his twenties.

**Height**

1. She is 1 meter 88.
2. She is 6 feet 2.
3. He is quite short.

**Hair**

1. Her hair is medium length.
2. It is dark brown. It is light brown. He has brown hair.

<b>Height</b>	<b>Build</b>	<b>Age</b>	
tall, tallish, short, shortish, medium height	frail, stocky, slim, thin, plump, fat, skinny, well-built	young, elderly, middle-aged, teenager, in 20s, 30s, 40s	
<b>Face</b>	<b>Eyes</b>	<b>Hair</b>	<b>Clothes</b>
round, oval, square, with scars, wrinkles, freckles, sun-tanned, pale	big round blue eyes, large, small, bright, narrow	bald, straight, curly, spiky, wavy	casual, scruffy, shabby, smart, tidy, messy

**Describing Character - What's he like? Is she nice?**

careful, hard-working, worried, cheerful, broadminded, active, curious, secretive	aggressive, tough, careless, practical, sensible, independent, strong-minded, stupid	dull, boring, imaginative, ambitious, crafty, sensitive, gentle, naive	generous, loyal, self-controlled, moody, trusting, modest, tolerant, friendly	energetic, confident, selfish, shy, stubborn, reliable, clumsy, intelligent
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## Get Practiced

**Task 1**

Exchange your assignment on describing people. Read your partner's composition and give comments on the writing. Focus on agreement, finite verb, tenses, verb group, articles, punctuation, and spelling. Focus also on the format of the letter. Do it in 20 minutes. Then, discuss the comments with your partner.

## Task 2

Revise your writing based on the comments given by your classmates and submit it to the lecturer.

**Homework:** Read any references on articles you have and summarize the use of articles.

### References:

*Interchange*

<http://www.talkeasy.co.uk/link/materials/esl11.html>, September 2007

Carrier, Michael. 1981. *Intermediate Language Skills: Writing*. Hong Kong: Hodder and Stoughton Ltd.

Strauch, Ann O. 2006. *Writers at Work: The Short Composition*. New York: Cambridge University Press.

[http://www.freedigitalphotos.net/images/People\\_g40.html](http://www.freedigitalphotos.net/images/People_g40.html)

<http://www.perfectpeople.net/?p=1>

[http://www.freedigitalphotos.net/images/Younger\\_Men\\_g118.html](http://www.freedigitalphotos.net/images/Younger_Men_g118.html)

<https://sites.google.com/site/selfacesstips/Home/english-grammar/order-in-the-noun-phrase>

[englishtips4u.com/2012/06/03/engclass-order-of-adjectives-osascomp/](http://englishtips4u.com/2012/06/03/engclass-order-of-adjectives-osascomp/)

# UNIT 4

## *Personal Story*

"Good writing is supposed to evoke sensation in the reader—not the fact that it is raining, but the feeling of being rained upon."

*E.L. Doctorow*

### Get Inspired

Have you ever experienced an unforgettable moment in your life? What is it?

In 15 minutes, write your most unforgettable moment.

### Get Focused

**A. Read the following example and do the exercise.**

844 Panorama Way  
Aurora, Illinois  
60504  
July 22, 2012

Dear Andria,

How is your new life in Indonesia? Hope everything is OK. Andria, you know that I really enjoy travelling. So, I want to share my journey back home last weekend.

I had a very exciting journey. Last week I went to my hometown by bus. It was a pleasant trip. I was traveling for my own enjoyment. I woke up early. I went to the bus station at 9:30. The bus was late. It arrived about 10:00 and we left. We travelled to the beautiful countryside. The sun was shining brightly at first. After a while, dark clouds appeared in the sky. By the time we arrived at my hometown, it was raining heavily. I had gone out without a raincoat or an umbrella. Fortunately, an old friend was waiting at the station. I went to my parents' home in my friend's car. I stayed all day. We talked for a long time. At 05:00 I returned to the city. This time I traveled on an express train. I left on time. I arrived in the city on schedule. The day had passed pleasantly and eventually. Next weekend, I am going there again.

Andria, I am waiting for your letters. I am also looking forward to taking you to my hometown in the next holiday. Write soon.

Yours,

*Daniel*

Daniel

### Exercise

*Answer the following questions.*

- Who was the writer?
- What did he do?
- What happened in his journey?
- Whom was he writing the letter for?
- Mention the components of a personal letter.
- Based on the content of the letter, what type of writing is it?
- What tense is used? Why?

## B. Discussion

The letter in the above model is a personal letter. The following is a discussion on the form of a personal letter.

### 1. Using correct form in a personal letter

Most people enjoy receiving letters, but few seem to be very fond of writing them. Sometimes the only way to continue a friendship is through letters. Therefore, friendly letters require the same attention that should be given to a conversation. People would certainly not talk about themselves all the time in a conversation and they should not do so in letters. Here are some points to remember in writing letters to friends.

Write as if you were having a conversation with your friend.

Tell news interest to your friend.

Talk about mutual friends.

Ask about the person you are addressing.

Talk about yourself as little as possible.

Keep the tone cheerful and sincere.

Be sure your English usage is correct.

### Correct Form

The form of a letter, that is, the physical relation among its parts, is very important. Correct form makes a letter appealing to the eyes and easy to read. A universally accepted form for personal letters is shown and explained in the following figure.

Heading	_____
	_____
	_____
Salutation	_____
	_____
Body	_____
	_____
	_____
Closing	_____
Signature	_____

### Heading

The heading of a letter gives the writer's address: street, city, state, and country (if necessary), and the date. The heading goes in the upper right-hand corner of the first page. The heading may be blocked or indented. The punctuation used in the following examples is accepted everywhere and is recommended.

Blocked:       7819 Woodland Ave  
                  Puyallup, Washington 98371  
                  May 15, 2012

Indented:     7819 Woodland Ave  
                  Puyallup, Washington 98371  
                  May 15, 2012

The order of the date is month, date, year. Capitalize the name of the month, and put a comma after the date and before the year. Do not use a comma in the year.

Ex: April 4, 2007

### Salutation

The salutation is the greeting. Most letters begin with Dear. Use the name that you usually call the person. In an informal letter, a comma goes after the name.

Ex: Dear Professor White,      Dear Mother,      Dear Sirs,

### Body

The body is really the composition of the letter. A good letter should have the same organization within the body as any composition: introduction, development, and conclusion. Indent each paragraph. In letters, paragraphs may have only one or two sentences. It is important to write each paragraph about a different topic.

### Closing

The closing of a letter begins either at the left or in the center of the page. There are many different closing. The closing that you choose depends on your relationship with the person you are writing to. Only the first word of the closing is capitalized. The closing is followed by a comma.

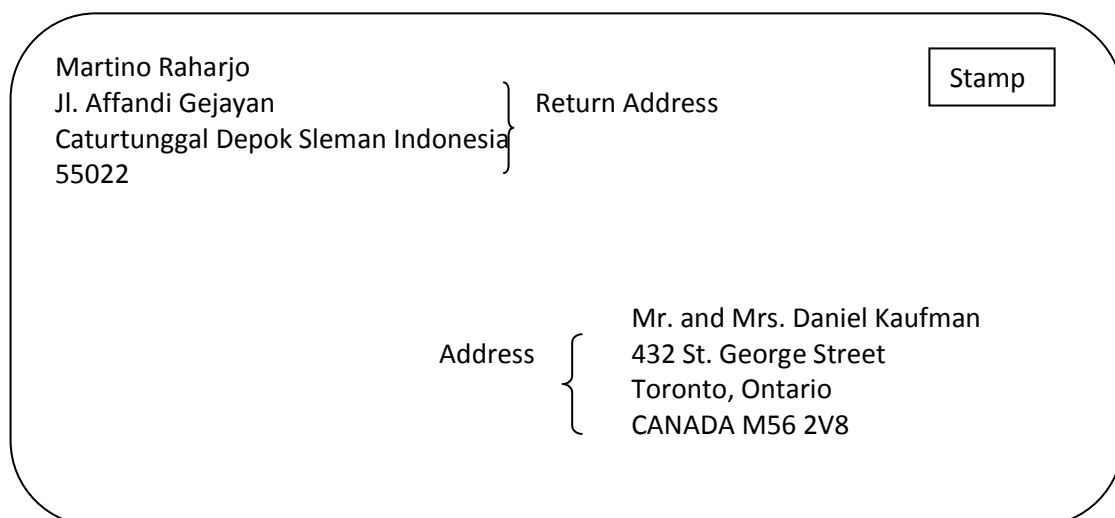
Ex:      Regards,      for informal letters  
         Best wishes,      }  
         Fondly,      } for letters to close friends or relatives  
         Love,      }  
         Sincerely,      Your son,  
         Sincerely yours,      Affectionately,  
         Yours,      Fondly,  
         Yours truly,      Warmly,  
         Your friend,      With love,

### Signature

Sign the name that the person being addressed is familiar with. Do not put any punctuation after the signature.

### Addressing an envelope

The following illustrates the correct way to address an envelope.





### **Return Address**

Write your return address in the top left-hand corner of the envelope.

### **Address**

Write the address clearly. You may want to print it. Make sure the address is complete. If there is an apartment number, be sure to include it. It is also important to use the zip code or the postal code.

## **2. Personal Recount**

The letter in the example of this Unit is describing the writer's personal experience. It is in a recount genre. A recount uses past tense since it is about someone's past experience. When we describe past experience we use past forms of verbs.

The structure of a recount writing is as follows.

- orientation: where we give introduction of who the person is, when, where and what happened.
- sequence of events
- reorientation or any comment given by the writer.

## **Get Practiced**

### **Task 1**

Exchange your assignment on the most unforgettable moment your lifetime. Read your partner's composition and give comments on the writing. Focus on agreement, finite verb, tenses, verb group, articles, punctuation, and spelling. Focus also on the format of the letter. Do it in 20 minutes. Then, discuss the comments with your partner.

### **Task 2**

Do a reflection on your writing which is already given the feedback. Use the guided questions given by the lecturer. Based on your reflection, revise your writing.

**Homework:** Write a composition of what you usually do on your weekends.

### **References:**

Wishon, George E. and Julia M. Burks. 1980. *Let's Write English*. New York: American Book Company

Zwier & Baki. *Interactions 1: Writing*

# UNIT 5

## *My Daily Activities*

"Good writers are those who keep the language efficient. That is to say, keep it accurate, keep it clear."

*Ezra Pound*

### Get Inspired

a. Look at the following pictures and answer the questions.



- a. When does Maggie wake up?
- b. What does she do after that?
- c. How does she go to work?
- d. When does she have her lunch?
- e. What time does she go to bed?

b. Now ask and answer questions based on the following schedule on Wednesday with your partner. After finishing the interview, write your friend's answer in a form of paragraph.

Time	Activities

# Get Focused

## A. Read the following example and do the exercise.

Prof. Ober lives in Chicago. He lives on a street near his university. He has lived there for many years. Every day he teaches and he works in his office. His classes meet on Mondays, Wednesdays, and Fridays. On Tuesdays and Thursdays, he studies in his office and in the library. He talks with his students. He reads every day for pleasure and relaxation. He reads about life in the sea.



### Exercise:

Answer the following questions.

- What is the above writing model about?
- How far does he live from his office?
- When does Prof. Ober work?
- What does he do in his spare time?
- What tense is used? Why?

## B. Discussion

The model is related to someone's daily activities. When we write this topic, we need to consider tense and time sequence.

### 1. Tense

The simple present tense is used in this kind of writing since it presents facts about someone's life. Simple present tense follows these patterns.

S	Vi/Vt (+-es/-s)	Adv/dO
Prof. Ober	lives (Vi)	in Chicago. (Adv)
He	reads (Vt)	books on psychology. (dO)
I	wake up (Vi)	at 4 a.m. (Adv)

S	Does/do not + V1	Adv/dO
Prof. Ober	doesn't teach	on Tuesdays.
I	don't study	Math on Mondays.

### 2. Time Sequence

A composition on daily activities is also presented and developed in chronological order. It is simply a matter of stating the first thing first, the second thing next, and so on, in a logical development. The phrases representing chronological order are among others **"first, then, next, after that, finally."**

The presence of adverbial of time is also significant since writing on daily activities is related to presenting activities in relation to time. For instances; showing the exact time is represented by the phrase "at 7 a.m.", showing other adverb of time is given by the phrase "on Tuesdays."

## Get Practiced

### Task 1

Exchange your writing on your friend's daily activities. Read your partner's composition and give comments on the writing. Focus on agreement, finite verb, tenses, verb group, articles, punctuation, and spelling. Focus also on the format of the letter. Do it in 20 minutes. Then, discuss the comments with your partner.

### Task 2

Do a reflection on your writing which is already given the feedback. Use the guided questions given by the lecturer. Based on your reflection, revise your writing and submit it to the lecturer.

### References:

Wishon, George E. and Julia M. Burks. 1980. *Let's Write English*. New York: American Book Company

Richard, Jack C. Jonathan Hull and Susan Proctor. 2008. *Interchange 1*. New York: Cambridge University Press

# UNIT 6

## *Describing Places and Objects*

"I'm not a very good writer, but I'm an excellent rewriter."  
*James Michener*

### Get Inspired

a. Look at the following pictures and answer the questions.



- What building you think is it?
- Where is it located?
- Describe the condition of the building.
- Imagine what rooms are in the building and describe the rooms.

### Get Focused

**A. Read the following example and do the exercise.**

#### **For Sale**

A beautiful four bedroom house, built in 1979, on St Andrews Avenue. The house stands on its own in the middle of trees and open space, away from the road. There is a large garden with a beautiful lawn and flower-beds. The house is only about 1 mile from the centre of the town, which has a large shopping centre, cinemas, a theatre and so on. The railway station is also very close.

The house is heated by gas central heating. There are four bedrooms, and a bathroom. The biggest bedroom also has a second bathroom en suite. Downstairs there is a dining room and a very large living room. The kitchen is next to the dining room, and there are cupboards and equipment already fitted. From the front door, the visitor comes into a lobby, with a cloakroom to the right. Then, on the right of the stairs is the boiler room. The hall leads into the kitchen. The house is very well-decorated and painted. There is also a garage.

Cost: £35000

Further information from Hazletts Estate Agents.

## Vocabulary

On its own	: alone
En suite	: it is connected directly to the bedroom with a door
Equipment	: machines which do a particular job; e.g. washing machine
Boiler	: a machine which heats water for a central heating system
Cloakroom	: a room to put coats in, especially visitors' coats

### Task 1: Answer the following comprehension questions:

1. What is the house surrounded by?
2. How far is it from the town?
3. Where is the cloakroom?
4. Which bedroom has its own bathroom?
5. What is used to heat the house?
6. Draw the plan of the house with the rooms and the names of the rooms.

### Task 2: Making inferences

The information in the text is for people who want to buy the house. Why is information about the railway station included? Surely the people in the town know where it is.

## Language Practice

### Describing

When we are describing, we can say either:

The house has four bedrooms. Or

There are four bedrooms in the house.

It is a four-bedroom house.

The second sentence is a little more formal, and is useful if you are describing a list of things.

### Task 3: Now make sentences like the second and the third one from these:

- a. The house has two bathrooms, both upstairs.
- b. The garden has a very large lawn.
- c. The town has a good shopping centre and two cinemas.
- d. The hall has a cloakroom to the right.
- e. The kitchen has a lot of fitted cupboards.

### Writing Practice

#### 1. Expanding descriptions

The text is a long description of a house. The estate agent wrote this after making notes – he expanded the notes into a description:

Notes	Description
Big garden / lawn / flowers	There is a large garden with a beautiful lawn and flowerbeds

**Task 4: In the same way, use these notes to write a description of a flat you want to sell:**

Notes	Description
2 bedroom/3 <sup>rd</sup> floor/balcony/south/central heating	
Bathroom/shower/kitchen/washing machine	
Living room/thick carpet	

## 2. Exaggerating

Sometimes people exaggerate in the descriptions – they say something is better than it really is. For example:

Normal	Exaggerated
A nice house	A wonderful house
A pleasant garden	A delightful garden
A good value of money	Outstanding value of money
A comfortable chair	A superbly comfortable chair
This is a fast car	This is a very powerful car

There are some tips to have effective sentences to describe a place. They are as follows.

- be effective in the use of words/sentences.  
e.g. Thee house is beautiful. There are four bedrooms in the house. It is built in 1979. It is on St. Andrews Avenue.  
It may be simpler to say: It is a beautiful-four-bedroom house, built in 1979, on St. Andrews Avenue.
- use different diction to avoid repetition of words/phrases  
e.g. There are many trees around the house. The house is located in the open space.  
It may be rewritten as: It stands on its own in the middle of the trees and open space.
- the use of transition is acceptable, but you need to be very smart in choosing the transition.

# Get Practiced

## Task 1: Writing Assignment

In group of three, go to a certain place in Sanata Dharma University (e.g. **Dialogue office**, the library, administration building, cafeteria, students center, SAC, etc.). Compose a piece of writing on describing the place. Submit it today or the following day.

## Task 2

Exchange your writing on your friend's description of places and objects. Read your partner's composition and give comments on the writing. Focus on agreement, finite verb, tenses, verb group, articles, punctuation, and spelling. Focus also on the format of the letter. Do it in 20 minutes. Then, discuss the comments with your partner.

## Task 2

Do a reflection on your writing which is already given the feedback. Use the guided questions given by the lecturer. Based on your reflection, revise your writing and submit it to the lecturer.

## References:

Carrier, Michael. 1981. *Intermediate Language Skills: Writing*, Hong Kong: Hodder and Stoughton, Ltd.

Photo: personal collection



# UNIT 7

## *How to do it?*

"Proofread carefully to see if you have any words out."  
*Unknown author*

### Get Inspired

Look at the following pictures and answer the questions.



- What things do you find in the picture?
- What kind of food is made of those ingredients?
- Please write the steps of cooking the food you can make from the picture.

### Get Focused

A. Read the following example and do the exercise.

#### Fried Rice

##### Ingredients

- 2 green onions, finely chopped
- 2 large eggs
- 1 teaspoon salt
- Pepper to taste
- 3 tablespoons oil for stir-frying, or as needed
- 4 cups previously cooked rice, at least 1 day old
- 1 – 2 tablespoons light soy sauce or oyster sauce as desired

##### Equipment

Bowl, fork or chopsticks, a frying pan or wok, tablespoon

##### Steps:

1. Gently rub the rice between your finger to break up any clumps (this will help the rice cook more evenly).

2. In a small bowl, lightly beat the eggs with a fork or chopsticks until they are frothy.
3. Heat a frying pan or wok on medium-high heat and add 2 tablespoons oil, swirling so that the bottom of the pan is coated. When the oil is hot, reduce the heat to medium and add the eggs.
4. Cook the eggs, stirring, until they are lightly scrambled but not too dry. Remove the eggs and clean out the pan.
5. Add 1 tablespoon oil, swirling so that the bottom of the pan is coated. Add the rice. Stir-fry for 2 - 3 minutes, until the rice is heated through. Add some pepper as desired.
6. Stir in the soy sauce or oyster sauce as desired.
7. When the rice is heated through, add the scrambled egg back into the pan. Add the green onion. Stir-fry to heat everything through.
8. The fried rice is ready to serve

**Task 1: Answer the following comprehension questions:**

1. What is the goal of the above text?
2. How many ingredients do we need to cook the food?
3. How many steps do we need to make the food?
4. What do we need to do with the rice before it is cooked?
5. How much time do we need to cook the food?
6. What type of text is the above text?

**Language Focus**

Procedures are easy to write. They are also handy for showing people how to accomplish various tasks. **Procedures tell people how to do things.** A procedure may also be called a method or instruction.

**Examples of a procedure text might be:**

- how to make a cake;
- how to do an experiment in science;
- how to vote;
- how to change a tyre on a car;
- how to play a computer game;

A procedure consists of the following elements.

1) The **goal** of the activity.

This is where you tell your reader what he/she is going to achieve.

- Make biscuits;
- play a computer game;
- change a tyre;
- do an experiment.

2) Any **materials** needed

These could be: for the procedure.

- ingredients for the biscuits;
- how to install the computer game;
- tools to change the tyre;
- equipment for the experiment.

3) **Steps** to achieve the goal

This is the main part of the procedure. It is where you tell your reader what to do. No important step should be left out. You should write the steps clearly and briefly. The reader should have confidence in your instructions.

**Language features:** The verbs used are in imperative forms. There are also many adjectives used to complete the elaboration of the procedure, e.g. frothy, not too dry.

Can you mention the goal, materials and steps of the above example? Mention also examples of the verbs used.

## Get Practiced

### Task 1: Writing Assignment

Write a procedure text on your own topic. Please write on every other line. Don't forget to include all important elements of a procedure text.

### Task 2

Exchange your writing on a procedure text. Read your partner's composition and give comments on the writing. Focus on agreement, finite verb, tenses, verb group, articles, punctuation, and spelling. Focus also on the format of the letter. Do it in 15-20 minutes. Then, discuss the comments with your partner.

### Task 3

Do a reflection on your writing which is already given the feedback. Use the guided questions given by the lecturer. Based on your reflection, revise your writing and submit it to the lecturer.

### References:

Knowledge Books and Software.

Parkinson, Rhonda. Fried Rice with a Beef Stir-fry. [http://chinesefood.about.com/od/ricefried/ss/fried\\_rice.htm](http://chinesefood.about.com/od/ricefried/ss/fried_rice.htm), accessed on 22 November 2010

Photo:

[http://chinesefood.about.com/od/ricefried/ss/fried\\_rice.htm](http://chinesefood.about.com/od/ricefried/ss/fried_rice.htm)

# UNIT 8

## My Future Intention

"Becoming the reader is the essence of becoming a writer"  
John O'Hara

### Get Inspired

Look at the following pictures and answer the questions.



- What picture is it?
- Have you ever visited a place like the place in the picture?
- What will you do if you have the opportunity to go there?

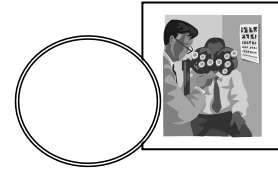
### Get Focused

A. Read the post card on page 30 and do the exercise.

The image shows a wooden postcard with the words "POST CARD" printed at the top. The card is partially covered by another wooden card that says "ME UP FOREVER". The handwritten text on the postcard reads: "Hey Honey Bunch, Just wanted to say I can't wait to see you on the 14th. We have a table booked for 8, see you there! Love Maria". There is a small stamp on the card that says "SUCK UP". To the right of the postcard is a blank address box with the text "PLACE STAMP HERE" and several horizontal lines for an address. Below the address box, there is a small text block: "Address Here • City, State Zip Here (1.23) 456-7890 • Fax: (234) 567-8901".

Dear Teresa,

*I'm so excited about my vacation at Sunset Beach! There is so much you can do, and I'm going to do ALL of it. I'm going to spend my whole day at the beach. I'm going to sunbathe and swim with dolphins and turtles! And I'm going to eat breakfast and lunch right on the beach, too! They have all of the beach gear you need - chairs, towels, umbrellas, and sunscreen. I'm also going to exercise in the gym and take yoga classes.*



*Teresa Jupa  
1472 Lynn Lane  
Austin, TX 73301*

**Exercise: Answer the following comprehension questions.**

1. What is the post card about?
2. What will the writer do at the beach?
3. What does the writer need?
4. What tense is used in the post card? Why is it used?

### Language Focus

The text is dealing with expressing future plans. There are different ways of expressing your plans or intentions, depending on how definite you think they are. When you have definite intention, you can say "I am going to be rich." To say a not quite so definite intention you can say "I am planning to go away next week." If you want to say a less definite intention, you may say "I am hoping to visit the Netherlands/I hope to visit the Netherlands."

## Get Practiced

### Task 1: Writing Assignment

Write your plan for your future. Please write on every other line. Don't forget to use correct tense, grammar, diction, punctuation, and spelling.

### Task 2

Exchange your writing on your future plan. Read your partner's composition and give comments on the writing. Focus on agreement, finite verb, tenses, verb group, articles, punctuation, and spelling. Focus also on the format of the letter. Do it in 15-20 minutes. Then, discuss the comments with your partner.

### Task 3

Do a reflection on your writing which is already given the feedback. Use the guided questions given by the lecturer. Based on your reflection, revise your writing and submit it to the lecturer.

### References:

- Cameron, Scott, Mari Vargo and Susan Iannuzzi. 2008. *Hemispheres 1*. Singapore: McGraw-Hill.
- Carrier, Michael. 1981. *Intermediate Language Skills: Writing*, Hong Kong: Hodder and Stoughton, Ltd.

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- Zwier & Baki. *Interactions 1: Writing*
- <http://www.talkeasy.co.uk/link/materials/esl11.html>, September 2007
- <http://www.xtec.cat/ses-stllorenc/pagines/projectes/orator/dm2nd.pdf> and Hemispheres 1
- <http://amberdine.googlepages.com/beginning>

Photo:

- [http://chinesefood.about.com/od/ricefried/ss/fried\\_rice.htm](http://chinesefood.about.com/od/ricefried/ss/fried_rice.htm)
- [http://www.freedigitalphotos.net/images/People\\_g40.html](http://www.freedigitalphotos.net/images/People_g40.html)
- <http://www.perfectpeople.net/?p=1>
- [http://www.freedigitalphotos.net/images/Younger\\_Men\\_g118.html](http://www.freedigitalphotos.net/images/Younger_Men_g118.html)