

BUKU AJAR

WRITING I



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KIND OF SENTENCES

CLAUSES

Clauses are the building blocks of sentences. A clause is a group of words that contains (at least) a subject and a verb. These are clauses:

ecology is a science

because pollution causes cancer

These are not clauses:

to protect the environment

after working all day in the language laboratory

There are two kinds of clauses: independent and dependent.

Independent Clauses

An independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. It is just like an adult person: it is independent and can “live” by itself.

Subject + Verb + (complement)

Examples:

Students normally spend four years in college.

I will declare my major now, but I may change it later.

Dependent Clauses

A dependent clause begins with a subordinator such as *when, while, if, that, because, or who*, followed by a subject, verb, and complement. It doesn't express a complete thought and can't stand by itself as a sentence. It is just like a child, it can't stand by itself.

Subordinator + Subject + Verb + (complement)

These are dependent clauses:

...when the semester was over...

...who was accepted by the university...

...because I am sick...

Practice

Among these clauses determine which ones are the independent clauses and which ones are the dependent clauses.

1. Jetlag affects most long distance travelers
2. Which is simply the urge to sleep at inappropriate times
3. During long journeys through several time zones, the body's inner clock is disrupted
4. For some reasons, travel from west to east causes greater jetlag than travel from east to west
5. Also, changes in works schedules can cause jetlag
6. When hospital nurses change from a day shift to a night shift, for example
7. Although there is no sure way to prevent jetlag
8. There are some ways to minimize it
9. Because jetlag is caused at least partially by loss of sleep, not just a change in the time of sleep.
10. The traveler should plan to arrive at his destination as late as possible

KINDS OF SENTENCES

Every sentence is composed of one or more clauses and expresses a complete thought. There are basically four kinds of sentences in English: simple, compound, complex, and compound-complex. The kind of sentence is determined by the kind of clauses used to form it.

SIMPLE SENTENCE

A simple sentence is one independent clause. It can stand and live alone.

For example:

- a. I enjoy playing tennis with my friends every weekend.
- b. I enjoy playing tennis and look forward to it every weekend.
- c. My friends and I play tennis and go bowling every weekend.

Notice that the second sentence has two verbs, enjoy and look forward to. This is called as compound verb. The third sentence has a compound subject as well as a compound verb. All of them belong to simple sentence because they have only one clause.

Practice

1. Write two simple sentences with one subject and two verb.
2. Write two simple sentences with two subjects and two verbs.

COMPOUND SENTENCE

A compound sentence is two or more independent clauses joined together, like two adults joined together in marriage. Each clause is of equal importance and could stand alone. There are three ways to join independent clauses to form a compound sentence.

With a coordinator:

I enjoy playing tennis, but I hate playing golf.

With a conjunctive adverb:

I enjoy playing tennis; however, I hate playing golf.

With a semicolon:

I enjoy playing tennis; I hate playing golf.

Compound Sentence with Coordinators

A compound sentence can be formed with:

Independent clause, + Coordinator + Independent clause

Notice that there **is comma after the first independent clause**. Remember that there are only seven coordinators: *for, and, nor, but, or, yet, and so*, which you can remember by the phrase FAN BOYS. The following sentences illustrate their meanings.

1. The Japanese have the longest life expectancy of any other people, *for* their diet is extremely healthful. (The second clause gives the reason for the first clause.)
2. The Japanese consume a lot of rice, *and* they eat more fish than red meat. (Both clauses express equal related ideas.)
3. Many Americans, on the other hand, do not eat healthy diet, *nor* do they get enough exercise. (Nor means “and not. “ It is used to join two equal negative independent clauses. Notice that the “nor” clause **use question word order**.)
4. In the last twenty years, Americans have reduced their smoking, *but* Europeans seem to be smoking more than ever. (The two clauses express contrasting ideas.)
5. Europeans should change their smoking habits, *or* they will risk developing lung cancer. (The two clauses express alternatives or possibilities.)

PRACTICE

Add another independent clause to the following independent clauses to form compound sentences.

Example :

The college campus is located in the center of the city, so it is very easy to do my shopping.

1. Students can attend day classes and
2. Students can live in dormitories or
3. I have finished my math homework but
4. I have studied English for six years yet
5. My advisor suggested a typing class for
6. Some students do not like to write term papers nor
7. The instructor gave us eight weeks to write our term papers yet
8. Most students had not even chosen a topic nor
9. The instructor was very upset for
10. My roommate scored very high on the English placement test so

Compound Sentences with Conjunctive Adverbs

The independent clauses of a compound sentence can also be joined by a conjunctive adverb such as the *furthermore*, *however*, *otherwise*, and *therefore*. The punctuation of conjunctive adverbs is special: use of semicolon after the first clause and a comma after the conjunctive adverbs.

A compound sentence can be formed with:

Independent Clause, + Conjunctive Adverbs, + Independent Clause

Just like the FAN BOYS coordinators, conjunctive adverbs express the relationship of the second clause to the first clause. The chart below shows the coordinators and conjunctive adverbs which express similar relationships.

Coordinating Conjunctions	Conjunctive Adverbs	Meanings
And	furthermore, besides moreover, also	additional idea
but, yet	however, nevertheless, still nonetheless	opposite idea
Or	otherwise	choice; “ or else “
So	consequently, therefore, thus, accordingly, hence	result

Example:

Native and non-native English speakers have different need; therefore, schools provide separate English classes for each group. (Result)

PRACTICE.

Add another independent clause to the following independent clauses to form compound sentences.

1. Students can attend day classes moreover
2. Students can live in dormitories otherwise

3. I have finished my math homework however
.....
4. I have studied English for six years however
.....
5. The instructor gave us eight weeks to write our term papers however
.....

Compound Sentences with Semicolons

The independent clauses in a compound sentence may also be joined by a semicolon only. This kind of sentence occurs when the two independent clauses are closely related. If they weren't closely related, they would be written as two simple sentences, separated by a period.

My older brother studies law; my younger brother studies medicine.

The Berlin Wall's construction in 1961 surprised the world; its destruction in 1989 stunned * it

Poland was the first Eastern block country to turn away from communism; others soon followed.

Complex Sentences

A **complex sentence** contains one independent clause and one (or more) dependent clause. It is like a mother with one more children depending on her. In a complex sentence, one idea is generally more important than the other one. The more important idea is placed in the independent clause, and the less important idea is placed in the dependent clause.

In the following complex sentences, the independent clause is underlined with a solid line, and the dependent clause is underlined with a broken line.

Example :

1. Although women could own property, they could not vote
2. Women could not vote although they could own property

A **dependent adverb clause** begins with an adverbial subordinator such as *when, while, because, even though, so that, if, etc.* There are two possible positions of a dependent adverb clause: before or after the independent clause. If it comes before independent clause, it is followed by a comma. If the dependent adverb clause comes after the independent clause, no comma is used (sentences).

A **dependent adjective (relative) clause** begins with a relative pronoun such as *who*, *whom*, *which*, *whose* or the relative adverbs *where*, *when*, and A dependent adjective clause functions as an adjective; that is, it modifies a noun.

A **dependent noun clause** begins with *that*, a wh-question word, when and sometimes *if*. A noun clause functions as a noun; that is, it can be a subject or an object of the independent clause.

PRACTICE

Add a logical independent clause to each of the following dependent clauses, and punctuate the sentences correctly.

1. until I pay tuition.
2. unless I take twelve unit.
3. It is a fact that
.....
4.
who is chair of the Communications Departement.
5. Because I had to look for a part-time job
.....
6. if
I want to get to school on time.
7.
whether I should take international relations.
8.
whom I met at social club meeting last month.
9.
when I left my country.
10.
that my college advisor recommends.

Compound-Complex Sentences

A compound-complex sentence is a combination of two or more independent clauses and one or more dependent clauses. It is like a family of two adult and one or more children.

After I graduated from high school, I wanted to travel, but I had to work ... family's business.

The word root *multi*, which means *many*, comes from Latin, and the word *poly*, which also means *many*, comes from Greek.

Although women could own property, they could not vote, nor could the elected to public office.

PRACTICE.

Write five compound-complex sentences of your own.

SENTENCE PROBLEMS

In this section, you will learn to recognize some common errors in sentence structure and to correct them.

SENTENCE FRAGMENTS

Sentence fragments are incomplete sentences or parts of sentences. Remember that a complete sentence must contain at least one main or independent clause.

Study the following four examples of sentence fragments and the suggested ... for correcting them.

1. Because some students have part-time jobs in addition to going to school.
Problem: This is a subordinate clause.
To correct: Attach it to an independent clause.
Complete: Because some students have part-time jobs in addition to
Sentence: full-time class work, they have very little free time.
2. For example, the increase in the cost of renting an apartment.
Problem: No main verb.
To correct: Rewrite the sentence so that it has a subject and a verb.
Complete: For example, the cost of renting an apartment has increased.
Sentence:
3. Having no money and being lonely in the big city.
Problem: This is a participial phrase. It has no subject or verb.
To correct: (a) Rewrite the phrase to include a subject and a verb.
(b) Attach the phrase to an independent clause.
Complete: She had no money and was lonely in the big city.
Sentence: Having no money and being lonely in the big city, the woman committed suicide.
4. Many people who get married before they are mature enough.
Problem: This is a noun followed by a dependent (adjective) clause.
Solution: Rewrite the clause by eliminating the adjective clause aspect.
Complete: Many people get married before they are mature enough.
Sentence:

Always check your own writing for sentence fragments! Pay particular attention to your sentences beginning with subordinating conjunction (*although, since, because, if,*

before, etc.). These are DANGER WORDS! Make sure that every subordinate clause beginning with these words is attached to an independent clause.

PRACTICE

Read the following sentences. Mark them FRAG if they are sentence fragments, or SENT if they are complete sentences. On a separate piece of paper, rewrite each fragment to make a complete sentence.

1. The desire of all mankind to live in peace and freedom, for example.
2. Second, the fact that men are physically stronger than women.
3. The best movie that I saw last year.
4. *Born on the Fourth of July* was the best movie that I saw last year.
5. For example, many students have part-time jobs.
6. Although people want to believe that all men are created equal.
7. Finding a suitable marriage partner is a challenging task.
8. Many of friends who didn't have the opportunity to go to college.
9. Working during the morning and attending classes during the afternoon.
10. Because I don't feel that grades in collage have any value.

CHOPPY SENTENCES

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

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

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

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

1. If the simple sentences are equal, make a compound sentence, using a coordinating conjunction (*and*, *or*, *but*, *so*, *yet*, *nor*, *for*) or a conjunctive adverb (*moreover*, *otherwise*, *however*, *therefore*, etc.)

2. If one sentence depends on the other, make a complex sentence, using a subordinating conjunction (*who, which, when, although, because, since, if*, etc.).

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

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

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

PRACTICE.

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

.....
.....

RUN-ON SENTENCE AND COMMA SPLICES

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

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

Comma: San Francisco is a very cosmopolitan city, there are people from

Splice: many cultures and ethnic groups living there.

A comma alone cannot join two independent clauses.

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

1. a period:

Getting married is easy. Staying married is a different matter.

2. a semicolon:

Getting married is easy; staying married is a different matter.

3. a subordinating conjunction:

Although getting married is easy, staying married is a different matter.

PRACTICE

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

1. A foreign student faces many problems, for example, he has to cope with a new culture.

a. (add a period).....
.....

b. (add a semicolon).....
.....

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

a. (add a period).....
.....

b. (add a semicolon).....
.....

- c. (add a subordinating conjunction).....
.....
- d. (add a coordinating conjunction).....
.....
3. Learning a new language is like learning to swim it takes a lot of practice.
(add a coordinating conjunction).....
.....

STRINGY SENTENCE

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

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

There are several ways to correct a stringy sentence:

Stringy Sentence: Many students attend classes all morning and they work all afternoon and then they have to study at night so they are usually exhausted by the weekend.

Divide: Many students attend classes all morning and work all afternoon. Then, they have to study at night. As a result, they are usually exhausted by the weekend.

Subordinate: Many students, after they attend classes all morning, also work in the afternoon. Because they also have to study at night, they are usually exhausted by the weekend.

Subordinate and

Combine:	Many students, who attend classes all morning, work all afternoon, and study all night, are exhausted by the weekend.
Participial Phrases:	After attending classes all morning, working all afternoon, and studying at night, many students are exhausted by the weekend.

PRACTICE

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

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

.....

.....

.....

NOUN CLAUSES

A **noun clause** is a dependent clause that functions as a noun. It can be a subject, object, or subject complement. However, you will study the noun clause only as it is used as an object.

Because a noun clause is dependent, it must be connected to an independent clause to form a complex sentence. A noun clause used as an object is preceded by an independent clause called an introductory clause. The noun clause is the object of the introductory clause verb.

INTRUCDUCTORY CLAUSE		DEPENDENT NOUN CLAUSE
Subject	Verb	object
	know	That people have different opinions about capital punishment

Types of Noun Clauses

There are three types of dependent noun clauses:

- **That-clauses** are made from statements.
- **Wh-question clauses** are made from wh-question.
- **Yes /no question clauses** are made from yes / no question.

The chart on the following page shows the three types of noun clause noun clause is composed of:

Subordinator + Subject + Verb + Complement

The word order of most noun clauses is normal statement word order indicated in the following examples:

- (that) science courses require a laboratory period
- Where the student union is
- Whether our projects are due next week
- If lunch is being served

Note: one kind of noun clause has a slightly different pattern. In an included wh-question clause when the subordinator and the subject are the same word, the pattern is:

Subject Subordinator + Verb + Complement

- Who made the error
- What happened at the US USSR summit

Noun Clauses

Introductory Clause		That-Clause
The bulletin stated	that	Science courses require a laboratory period
The credit department noted	that	Unusual Gift Shop's account was thirty days overdue
Wh- Question Clause		
Can you remember	Who	Made the error
Do you know	Where	The student union is
The professor explained	how	Shock waves are formed
Yes/ no Question Clause		
I don't know	Whether	our project are due next week.
The engineer must determine	if	The given dimensions* and tolerances* are correct

Here is a list of subordinators which introduce noun clauses

Noun Clause Subordinators

	Subordinator	Meanings
Included Statement	that	
Included Wh-Question	Who	Whatever person
	Whoever	
	What	
	Whatever	Anything or everything
	Where	
	Wherever	
	When	
Included Yes/No Question	How much, many, often, etc.	anyplace
	Whether (or not)	
	if	

Punctuating noun clauses is fairly simple. No comma is used to separate the introductory clause from the noun clause. The introductory clause, which may be statement or a question, determines the end-of-sentence punctuation. If the introductory clause is question, a question mark is used.

I don't know when he called.

Do you know when he called?

THAT-CLAUSES

That-clauses are dependent noun clauses often introduced by the subordinator that. Since the subordinator that has no grammatical function, it may be omitted.

A that-clause is composed by:

(That) + Subject + Verb + Complement:

- (that) the study of the brain is fascinating.
- (that) the brain is the master control for both mind and body.
- (that) it controls sensations, moods, thoughts, and actions.

A complex sentence with an included that-clause is composed of an introductory (independent) clause and a dependent included that-clause:

I think (that) the study of the brain is fascinating.

The professor stated (that) the brain is the master control for both mind and body.

He further explained (that) it controls sensation, moods, thoughts, and action.

The following is a list of some introductory clause verbs that are used to introduce that-clauses

Introductory Clause Verbs

Group I	Group II	Group III	Group IV
Agree	Admit	assure	Promise
Answer	Explain	Convince	Show
Conclude	Mention	Inform	Teach
Notice	Point out	Notify	Warn
Realize	reply	Remind	Write (to)
think		Tell	

The verbs in Group I do not take an indirect object.

The president concluded that he would veto* the bill

The Senate thought that he wasn't serious

The verbs in Group II may or may not take an indirect object. However, if an indirect object follows one of these verbs, to must precede it.

The president explained (to the nation) that the country faced a deficit.*

He mentioned (to the press) that he might raise taxes.

The verbs in Group III must be followed by an indirect object.

The governor told the public that the state faced a serious water shortage.

He informed the press that water rationing was necessary

The verbs in Group IV may or may not take an indirect object.

The mayor promised (city employees) that they wouldn't lose their jobs.

He warned (them), however, that there would be no raises.

PRACTICE

1. Industrycoal
was regarded as energy's black gold.
2. The federal governmentthe
country should double its coal use in ten years.
3. The speakerthe
United States had the largest coal reserves in the world.
4. Environmentalistsnew
ways to burn coal cleanly must be found.
5. The Federal Energy Administrationonly
about 20 percent of energy used in the United States was from coal.
6. The Federal Energy Administration
technological advances would make converting coal into a synthetic natural gas
more economical.

WH-QUESTION CLAUSES

A wh-question clause is a dependent noun clause formed from a direct wh-question that is first changed into a statement and then joined to an introductory clause to form a complex sentence.

A wh-question clause can follow two patterns the *subject pattern* or the *object pattern*. In the subject pattern, the wh-word is the subject of its own clause. In the object the wh-word is only subordinator, it is not the subject.

Subject Pattern

In the subject pattern, a direct wh-question becomes a dependent noun clause without any change in word order. The following is a short list of direct wh-questions.

Who started the space race?

What happened in 1965?

How many astronauts have walked on the moon?

Which achievement was the most significant?

How much money was spent to put a man on the moon?

In the following table, these questions have been transformed into dependent noun clauses. Notice that there is no change in word order.

Wh-Question Clause Word Order-Subject Pattern

Introductory Clause	Wh-Question Clause		
	Wh-question word	Verb	Complement
Do you know	Who	Started	The space race?
Can you tell us	What	Happened	In 1965?
Does he remember	How many astronauts	Have walked	On the moon?
The professor asked us	Which achievement	Was	The most significant
Some people complain about	How much money	Was report	To put a man on the moon

PRACTICE

1. Who is responsible for creating pollution and wasting resources?
The ecologist* will explain
.....
2. How many big cities have antipollution laws?
The Environmental Protection Agency will tell you.....
.....
3. Who is charge of the Environmental Protection Agency?
Does anyone know.....
.....
4. Who is required to solve the problem of air pollution?
I would like to know.....
.....
5. Which stare has the most stringent* antipollution laws for automobiles?
The E.P.A. has statistics showing
.....

OBJECT PATTERN

In the object pattern, the word order changes when you transform a direct wh-question into a wh-question clause. This pattern occurs when the wh-word is not the subject of the noun clause, and when you have questions containing the verb to be plus a subject complement. Study the following direct wh-questions.

Wh-Question Clause Word Order-Object Pattern

Introductory Clause	Included Wh-Question Clause			
	Wh-word	Subject	Verb	Complement
No one knows	who	The hijackers	Are	
It's difficult to determine	how	we	Can end	Airplane hijackings
The police won't reveal	Where	they	Have taken	The hostages

The government	what	The hijackers
wouldn't say		wanted

PRACTICE

1. When did polluters start infesting* the seas?
 U.S News & World Report clearly states

2. Why is plastic pollution hazardous* to bird and sea mammals?
 It is obvious

3. What are the major kinds of plastic pollutants dumped into the seas?
 Does anyone know.....

4. How do drifting plastic nets endanger diving sea birds?
 The writer clearly explains

YES/NO QUESTION CLAUSES

Yes/no question clauses are dependent noun clauses that are formed from yes/no questions. A yes/no question is changed into a statement by adding the subordinator *whether*, *whether or not*, or *if*.

Here are some direct yes/no questions:

Do final examinations begin next month?

Will the university accept late registration?

Was the notice posted on the bulletin board?

Has the quiz been postponed?

Notice how the word order of these direct yes/no questions changes when they are transformed into yes/no question clauses:

Yes/No Question Clause Word Order

Introductory Clause	Yes/No Questions Clause
---------------------	-------------------------

	Subordinator	Subject + Verb + Complement
Do you know	if	Final examinations begin next month?
We would like to inquire	Whether	The university will accept late registration
The professor didn't know	if	The notice had been posted on the bulletin board
Ask the teacher	whether	The exam has been postponed

A yes/no question clause is formed by:

1. Changing the word order to statement form;
2. Changing the auxiliaries *do*, *does*, and *did*;
3. Adding *if*, *whether*, (*or not*) or *whether ... or not*.

Whether is formal; *if* is formal. *Whether* and *if* may both occur alone.

Whether and *if* may both occur alone.

I don't know whether he is coming.

I didn't know if he is coming.

Whether or not may be written together at the beginning of the clause or may be separated.

I don't know whether or not he is coming. ("If or not" is not possible)

I don't know whether he is coming or not.

PRACTICE

Change the following direct yes/no questions into yes/no questions clauses, and connect them to the introductory clause given to form a complex sentence.

Example: Are food additives safe?

- Does the public know whether food additives are safe?
- Does the public know whether or not food additives are safe?
- Does the public know whether food additives are safe or not?
- Does the public know if food additives are safe?

1. Is the food industry concerned about the health of the people?
The American public would like to know.....
2. Do food additives present health hazards?
Will the National Drug Administration reveal.....
3. Has the safety of MSG, which is frequently used in Chinese cooking, been thoroughly tested?
Have you read.....
4. Does MSG cause cancer in humans?
Will they determine.....
5. Can food additives approved by the FDA be considered safe to eat?
We need to ascertain.....

ADVERBIAL CLAUSE

An adverbial clause is a dependent clause introduced by an adverbial subordinator. It is used to modify the verb of the independent clause and tells when (time), where (place), why (reason), for what purpose, how, how long, and how far. It is also used to show contrast and concession. The adverbial clause pattern is formed with:

Subordinator + subject + verb + complement

TYPES OF ADVERBIAL CLAUSE

There are several different kinds of adverbial clauses.

Adverbial Subordinators

	Subordinators	Meaning	Note
Time	When	A point in time / short duration	It tells when the action described by the independent clause verb took place. The action or situation in a time clause can occur at the same time, or it can happen in a sequence of events.
	Whenever	At anytime	
	While	Longer duration of time	
	As soon as	Immediately at or instantly after the time that	
	After	Following the time that	
	Since	From that time/ moment	
	As	While when	
	Before	Earlier than the time when	
	Until	Up to the time of	
Place	Where	A definite place	It tells where the action described by the main verb took place.
	Anywhere	Anyplace	
	Wherever		
	Everywhere		
Distance/frequency	As + adverb + as	Make a comparison	Adverbial clauses of distance answer question “how far”.

			Adverbial clauses of frequency answer the question 'how often'
Manner	As	In the way or manner that/like	Adverbial clauses of manner answer the question "How"
	As if / though		
Reason	Because	For the reason that	It answers the question "why?"
	As		
	since		
Result	So + adj.+that	With the result that	It expresses the result of result of the independent clause statement
	So +adv.+that		
	Such a(n)+noun phrase+that		
Purpose	So that	For the good of	It states the purpose of the action in the independent clause. <i>In order that</i> is formal and is usually used with "may or might"
	In order that		
	In order to + Verb		
Concession / contrast	although	In spite of the fact that	It is used to express ideas or actions that is not expected. The information in the independent clause indicates a concession or unexpected result of information in the dependent clause
	Eventhough		
	Though		
Strong contrast	While	Direct opposition	The information in the first clause of the sentence is in strong contrast to or is the direct opposite of the information in the second clause of the sentence.
	whereas		

The following are the examples:

1. When people had to hunt for food, they had continuous moderate exercise. (time)
2. People were eating a lot of protein while they were living on farms.

3. Most people prefer to shop where they can be sure of quality. (place)
4. I usually stop for lunch anywhere that is handy.
5. The demonstrator left as the police had ordered. (manner)
6. Pat jogs on the beach as far as he can. (distance)
7. As a tremendous quantity of coal deposits is deep underground, miners must bring it up. (reason)
8. New textbooks are so expensive that many students buy used ones. (result)
9. The library is such a big place that I could not find the book I needed. (result)
10. Farmers use chemical pesticides so that they can grow bigger harvests. (purpose)
11. Andre is going to sail his boat in the race although a storm is due. (concession)
12. While Jakarta is extremely hot, Batu is very cool at day and night. (strong contrast)

Practice. Complete the following sentences by adding adverbial clauses as indicated in the parentheses and punctuate the sentence if necessary.

1. I bought all of my textbooks..... (time)
2. the company hired me. (reason)
3. I study in the library.....(purpose)
4. Hanni wanted to become a doctor.....(concession)
5. Pollution becomes a problem.....(place)
6. City living is stressful.....(strong contrast)
7. The students completed the assignment(manner)
8. Many Americans want to move.....from crowded city. (distance)
9. The cost of education is rising.....(result)
10. I will study for a master's degree. (time)

PARAGRAPH STRUCTURE

In academic writing, every paragraph consists of three parts: topic sentence, supporting sentences, and concluding sentence. Topic sentence is a sentence that has a main idea and a controlling idea. The controlling idea limits the topic that is going to be discussed in the paragraph.

Meanwhile, supporting sentences give examples, details or, explanation of the controlling idea. These supporting sentences must be adequate so that the reader get a complete understanding on the topic. Last, the concluding sentence summarizes the paragraph content. Below is the example:

Part of sentence	Waste Money For Car
Topic sentence	<u>Owning a car can be expensive.</u> [First, you have the
Supporting sentences	purchase of the car itself. If you get the cheapest new car in the showroom, you will end up paying about \$10,000. Before you can drive the car home, you have to finance the car. Unless you have \$10,000 in cash, you will have to get loan with the high interest rates and pay a monthly note of around \$250. Buying the car, however, is just the beginning of your expenses. Next, you have to buy gasoline at over a dollar a gallon. If you drive an average of 100 miles a week and get 35 miles per gallon, you will end up spending \$6 to \$10 a week on gas. That is about \$40 a month. Add to that the expenses you have for maintenance, such as tune-ups and lubrications, and you have another \$35 per month.] <u>All of these add up to about \$350 a month – a big chunk of anyone’s paycheck!</u>
Concluding sentence	

Narrative Paragraph

Narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use **time order** to organize your sentences. As you read the model paragraph, look for words and phrases that tell when something happened

MODEL

Earthquake

Narrative

Paragraph

An unforgettable experience in my life was a magnitude 6.9 earthquake. I was at home with my older sister and younger brother. Suddenly, our apartment started shaking. At first, none of us realized what was happening. Then my sister yelled “earthquake! Get under something!” I half rolled and half crawled across the room to get under the dining table. My sister also yelled at my little brother to get under his desk. Meanwhile, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. The earthquake lasted less than a minute, but it seemed like a year to us. At last, the shaking stopped. For a minute or two, we were too scared to move. Then we tried to call our parents at work, but even our cell phone did not work. Next, we checked the apartment for damage. We felt very lucky, for nothing was broken except a few dishes. However, our first earthquake was an experience that none of us will ever forget.

Time Order

In the model narrative paragraph, the writer used time order to tell what happened first, next, after that, and so on. Notice the kinds of words and phrases used to show time order. These are called time

order signals because they signal the order in which the events happen.

Time order signals

Words

First (second, third, etc),
Later,
Finally,
Meanwhile,
Next,
Soon
Now

Phrases

At last,
At 10.00,
After a while,
After that,
Before the beginning the lesson,
In the night,
The next day,

Practice

1. Time Order

Complete the paragraph with time order signals from the list provided, and capitalizes and punctuates them correctly. Use each word or phrase once.

First	after dinner
On the night before Thanksgiving	in the morning
About 3:00 in the afternoon	soon
Then	before taking the first bite
After that	finally

Thanksgiving

Thanksgiving in the United States is a day for families to be together and enjoy a traditional meal. (a) On the night before thanksgiving, our mother bakes a pumpkin pie, the traditional Thanksgiving desert. (b) _____ she gets up early to prepare the other traditional dishes. (c) _____

She makes dressing. (d) _____ she stuffs the turkey with the dressing and puts the turkey into the oven to roast. (e) _____ she prepares the rest of the meal. She cooks all day long. (f) _____ the family sits down at the table. (g) _____ everyone around the table says one thing that they are thankful for. (h) _____ We can begin to eat. We stuff ourselves just as Mother stuffed the turkey earlier in the day! (i) _____ we are all groaning because we have eaten too much. (j) _____ we collapse on the living room sofa and watch football games on TV. No one moves for at least two hours.

2. Writing Your Narrative Text!

Now, write your own narration under this theme: my childhood memory. Use time order signals to make your narration flow smoothly.

Descriptive Paragraph

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his/her mind.

A description usually follows a pattern of organization that we call **spatial order**. Spatial order is the arrangement of things in space. As you read the model paragraph, notice how the description moves from the bottom of the stairway to the top. Also notice how the description of the woman moves from far away to near.

Model 1

The Stairway

**Descriptive
Paragraph:
Place**

When I was two or three years old, I lived in a house that had a strange atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top, there was an elegant, middle-aged lady leaning against the wall. I had to pass her everytime I went to my room, for my room was the first room beyond the stairs on the second floor. The lady wore a beautiful dress with a quiet pattern a tinge of blue, and her peaceful eyes stared at me everytime I went up the stairs. As I carefully climb up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her glittering eyes. Later, we moved out the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her

dressmaking class. I did not know my mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. The stairway with the strange atmosphere has an important place in my earliest memory.

Spatial order

Just an artist plans where to place each object in a painting, a writer plans where to put each object in a word picture. In a description, writer often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. The model paragraph “The Stairway” uses spatial organization. In describing the stairway, the writer shows that as a little boy, his first view was from the bottom looking up at the mannequin. Then he climbs up the stairway. The spatial organization is from bottom to top. When he describes the mannequin, he first gives an overall impression (the way she was leaning against the wall and what her dress looked like). Then he focuses on her face and finally on her unblinking eyes. The spatial organization is from far to near. Thus, the spatial organization can be from left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description.

Here are some of spatial order signals:

at the top of, in the center, on the left, in front of, in the front of, inside, next to, between, behind, in back of, in the back of, across.

Practice

A. Read the following text and answer the questions.

My Banana Garden

Behind my childhood home, there is a large piece of land that is surrounded by banana trees growing in wild disorder. Crowds of banana tree grow freely everywhere. Their green leaves are so thick that sunlight cannot pass through. Underneath the trees, the ground is so moist that wild mushrooms and plants grow there all year around. In the center

is a wild field where the children of my village often fly kites. Every evening, just before sunset, some birds arrive to look for a place to rest their tired wings. They want to land in the dark banana garden, but the banana leaves are too wide to be made into nests. The birds cry out and then fly away, seeking a better place to nest. During the rainy season, it rains for day and days, and the banana leaves become glossy and slick. The rain also makes the banana garden produce a very strange melody. On rainy days, I used to sit near my window and listen to this wonderful song. Now, whenever I hear the plop-plop-plop of raindrops on the roof of my small, tidy apartment in the city, I remember the beautiful, wild banana garden of my childhood.

Questions

1. What is the topic sentence? What is the main idea? What is the controlling idea?
2. Does the paragraph have a concluding sentence?
3. Circle any spatial order expression you can find. Which of the senses does the writer of this paragraph appeal to in his description: sight, smell, sound, touch, or taste?
 - a. Sight: wild disorder,
 - b. Smell:
 - c. Sound:
 - d. Touch:
 - e. Taste:

B. Writing Your Descriptive Text!

Now, write your own description of a place: room/place in my campus, room/place in my boarding house, or room/place in my house. Use spatial order signals to make your description flow smoothly.