

Planning

Dra. Emalia Iragiliati, M.Pd.



INTRODUCTION

Students are hoped to be able to possess the skills to write ‘academic writing’ after following this course.

The Writing 2 course is a continuation of Writing 1 course that consists of procedures and the process of writing an academic discourse. It consists of planning, writing the drafts revising the draft till it become the final draft and ways to paraphrase, using quotations, making a summary, writing the bibliography, and abstract. This course also deals with the writing of business letters and essay writing in the form of critical essay and the final examination essay. Computer Assisted Instruction (CAI) is provided and evaluation will be in the form of written test.

Students are able to write an outline of an academic written paper.

By the end of the lesson, with 80% accuracy you are expected to be able to:

1. choosing a topic for an academic writing assignment/prewriting;
2. determining the audience;
3. determine the aim of the academic writing focusing on the subject;
4. choosing and writing the topic sentence chosen;
5. making an outline of the academic writing assignment;
6. choosing and narrowing a topic;
7. outlining.

Academic Writing 2 consists of ‘Planning 1’:

1. choosing and narrowing topic;
2. outlining.

Description of main topics in this course is about the planning of making an academic writing text which consists of two subtopics. Subtopic I discusses about:

1. description and examples on how to choose the topic or subject in writing an academic text. The procedure consists of brainstorming, freewriting, clustering, observation, etc;
2. description and examples on how to determine the audience and the aim of the academic text.

Subtopic 2 consists of the explanation and examples on:

1. how to make an outline by using scratch outline, descriptive outline and clustering, etc;
2. to write a topic sentence.

The Writing Process

Very few people pick up a pen or sit down at a computer and produce a perfect piece; writing on the first try. Most writers spend a lot of time thinking before they write and then work through a series of steps while they are composing. The final product is often the result of several careful revisions. It takes patience as well as skill to write well. You should think of writing as a process involving the following steps:

Step One: Prewriting
thinking about your topic



Step Two: Planning
organizing your material



Step Three: Drafting
using your ideas and plans to write a first draft



Step Four: Revising
improving the focus, content, and organization



Step Five: Editing
Checking grammar, spelling, capitalization, punctuation, and word choices

Specific Instructional Purpose

By the end of the lesson, with 80% accuracy you are expected to be able to:

1. choosing a topic for an academic writing assignment/prewriting,
2. determining the audience,
3. determine the aim of the academic writing focusing on the subject,
4. choosing and writing the topic sentence chosen,
5. making an outline of the academic writing assignment,
6. choosing and narrowing a topic,
7. outlining.

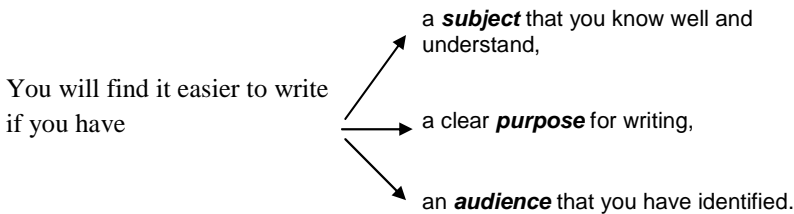
UNIT 1

Choosing a Topic for an Academic Writing Assignment

Choosing a topic for an academic written text has to consider important elements of good writing.

Elements of Good Writing: SPA

SPA is an acronym that stands for subject, purpose, and audience—three of the most important elements of good writing.



Keeping these three elements in mind will help your writing stay focused. Let us now begin to discuss what is meant about pre writing: thinking about your topic on a) a **subject** that you know well and understand, b) a clear **purpose** for writing, and c) an **audience** that you have identified.

Prewriting

Whether you enjoy writing or not, you will find it easier to write if you do some prewriting exercises to get started. For many people, the hardest part of writing is *getting started*. One of the prewriting techniques that writers use to generate ideas is brainstorming.

Brainstorming

Brainstorming is a method used to generate a variety of ideas on a subject rapidly and spontaneously. It can be done alone or in a group. The purpose is to get down on paper as many ideas as possible without worrying about how you will use them. To brainstorm, you simply make a list of as

many ideas as you can about a topic. Your list can include words, phrases, sentences, or even questions.

To brainstorm, follow these steps:

1. Begin with a broad topic.
2. Write down as many associations as you can in 10 minutes.
3. Add more items to your list by answering the questions what, how, when, where, why, and who.
4. Group the items on the list that go together.
5. Cross out items that do not belong.

Your list may seem much unfocused as you are working on it. But you will later go back and organize the items on your list and decide which ones you want to include in your essay and which you want to discard.

The following is an example of brainstorming on a general subject of *superstitions*.

Topic: Superstitions

- | | |
|---|---|
| 1. Friday 13 th | 1. eat scrambled egg for breakfast on day of a game |
| 2. breaking a mirror | 2. don't walk under ladders |
| 3. always wear pearl necklace for tests | 3. don't step on cracks |
| 4. look for four-leaf clovers | 4. wear green when I fly |
| 5. sit on a left side of plane | 5. use lucky shoelaces in tennis shoes |
| 6. sit in center of room for tests | 6. switch watch to right wrist for tests |
| 7. wear lucky T-shirt for games | 7. never start a trip on Friday |
| 8. finding a penny | |

In this example, after the author made her list, she read it over and decided to write an essay that focused on her personal superstitions. She grouped together similar ideas and eliminated items that did not fit in. In the end, she grouped her list into three categories: *superstitions about school travel* and *sport*.

School:

1. always wear pearl necklace for tests
2. sit in center of room for tests
3. switch watch to right wrist for tests

Sport:

1. wear lucky T-shirt for games
2. use lucky shoelaces in tennis shoes
3. eat scrambled egg for breakfast on day of a game

Travel:

1. sit on a left side of plane
2. never start a trip on Friday
3. wear green when I fly

Subject

In order to write well, it is helpful to choose a topic that interests you and that you know and understand. If you are assigned a subject, try to find an angle of that subject you find interesting and want to explore. You will usually have to go through a process of narrowing down the general subject until you find an appropriate topic.

In the following example, the general subject *entertainment* has been narrowed down to *The 1993 Rolling Stones I World Tour*.

ENTERTAINMENT
Concerts
Avril Lavigne
2004 World Tour



EXERCISES

Find similar ideas and grouped our list into three categories: environmental awareness programs in school, travel and sport

School:

- 1) use bicycles not cars for transportation
- 2)
- 3)

Sport:

- 1)
- 2)

Travel:

- 1)
- 2)

In the next example, the same general subject, *entertainment*, has been narrowed down to the *silent film era*.

ENTERTAINMENT
The Movies
MOVIE HISTORY
Early History
Silent film Era: Clark Gable

Finding a subject

Go through the process of narrowing down each of the following general *subjects* until you find a specific angle that you would be interested in writing about!

TELEVISION PROGRAMS

INNER-CITY CRIME

Write a few narrowed topics on your own book. Choose one that suits you well.

Key to Exercises

Find similar ideas and grouped our list into three categories: environmental awareness programs in school, travel and sport.

School:

- 1) use bicycles not cars for transportation
- 2) use both side of a paper to write
- 3) use scratch paper when possible

Sport:

- 1) use recycled goods
- 2) Pack a lunch, so YOU can help control the amount of trash around the stadium/gym.

Travel:

- 1) Use a thermos for your soft drinks and reusable containers for your food.
- 2) Buy jumbo size, and pack your snacks in a plastic container.

Finding a subject

Go through the process of narrowing down each of the following general *subjects* until you find a specific angle that you would be interested in writing about!

TELEVISION PROGRAMS
 Entertainment
ENTERTAINMENT FOR CHILDREN
 Cartoon *Movies*
JAPANESE MANGA MOVIE
 Inuyasha

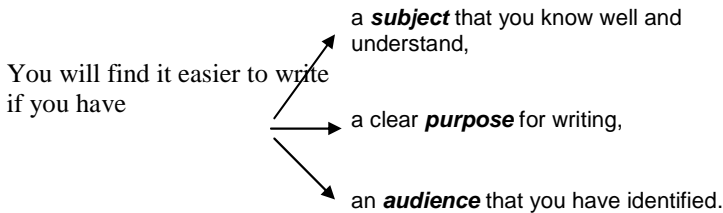
INNER-CITY CRIME
ROBBERY
 Supermarket robbery
 Killing crime



SUMMARY

Elements of Good Writing: SPA

SPA is an acronym that stands for subject, purpose, and audience—three of the most important elements of good writing.



Prewriting

Following are several prewriting techniques that writers use to generate ideas.

Brainstorming is a method used to generate a variety of ideas on a subject rapidly and spontaneously. It can be done alone or in a group. The purpose is to get down on paper as many ideas as possible without worrying about how you will use them. To brainstorm, you simply make a list of as many ideas as you can about a topic. Your list can include words, phrases, sentences, or even questions.

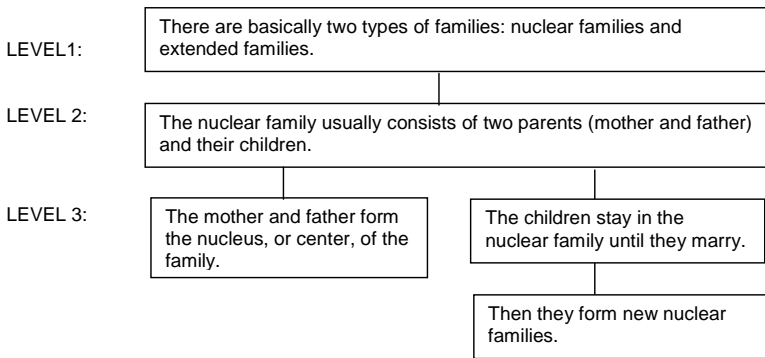
Subject. In order to write well, it is helpful to choose a topic that interests you and that you know and understand. If you are assigned a subject, try to find an angle of that subject you find interesting and want to explore. You will usually have to go through a process of narrowing down the general subject until you find an appropriate topic.



FORMATIVE TEST 1

Read the following paragraph about families. Then look at the following diagram.

There are basically two types of families: nuclear families and extended families. The nuclear family usually consists of two parents (mother and father) and their children. The mother and father form the nucleus, or center, of the nuclear family. The children stay in the nuclear family until they marry. Then they form new nuclear families. Read the following diagram and see whether you understand the content.



The writer organizes the information in this paragraph according to the level of generality. The diagram shows three levels of generality in the paragraph. We find the most general information at:

- level 1: a general statement about families.
- level 2, we find a more specific statement about one type of family, the nuclear family.
- level 3 is the most specific information at. Here we find specific statements about the parents and the children in the nuclear family.

After reading the diagram, decide which pattern of organization does the above text belong to? Cross out the wrong pattern of organization.

___	<input type="checkbox"/>	topical	___	<input type="checkbox"/>	cause-effect
___	<input type="checkbox"/>	chronological	___	<input type="checkbox"/>	reason for & against
___	<input type="checkbox"/>	spatial	___	<input type="checkbox"/>	comparison contrast
___	<input type="checkbox"/>	problem-solution			

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Totalscore}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good
 80 - 89% = good
 70 - 79% = average
 < 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 2

Determining the Audience

A. AUDIENCE: WHO IS GOING TO READ YOUR WRITING?

Audience

What you write about (subject) and your reason for writing (purpose) are greatly affected by whom you expect will read the final product (audience). Because you will almost always be writing for an audience, you will communicate your ideas more effectively if you keep that audience in mind. Remember that all audiences have expectations, but those expectations vary from one audience to another.

As you work through this book, your audience will usually be your teacher or classmates. However, you will occasionally be asked to write with another audience in mind. This will give you practice in choosing the appropriate words and varying the tone of your writing.

In academic writing, the audiences are people of the same field of specialties or other people who are interested in the topic you have chosen. The text in academic writing uses formal language that consists of:

1. technical words are words only in one specialty field and not used in other areas, e.g. kidney;
2. sub-technical words are words used in more than one specialty field such as vein in blood-vein or vein of plants;
3. common words are words that are not technical or sub-technical words.

Read the following two letters and notice the difference in tone.

Dear Maggy,

Just a short note to let you know I'll be in New York on the 11th for a business meeting. I'll have some free time that afternoon. Let's have lunch together. Let me know if this works for you. Mom mentioned that you are probably free for lunch. By the way, I bumped into your old friend Donna last week. She asked me how you were doing. I guess she hasn't heard from you in a while. Why don't you give her a call? See you soon.

Love,

Tom

Sunshine Industries
27 Laredo Drive
Santa Fe, New Mexico 78250

June 21st, 1998

Craig L Dicker, President
Indigo, Inc.
3140 East 39th Street
New York

Dear Mr. Dicker,

I am writing to let you know that I will be in New York on August 11th and would like very much to meet with you and show you our new product line. If this is agreeable to you, I can meet you at your office at 4:00 p.m. I would be pleased if you would join me for dinner after our meeting. I look forward to hearing from you.

Sincerely,
Tom Cruise
Vice President of Sales

B. WRITING FOR DIFFERENT AUDIENCES

A letter you would write to your best friend asking him or her to lend you some money would be quite different from a letter to a bank loan officer. The two letters would probably include different expressions and have a different tone.

1. On a separate piece of paper, write a letter to your best friend asking to borrow money.
2. Then write a letter to the loan officer at a bank asking to borrow money.
3. Compare your two letters and answer the following questions:
 - a. Which letter was easier for you to write? Why?

- b. In which letter did you use a more formal style?

Determining Subject, Purpose, and Audience

If you have that same kind of awareness of your audience when you write, you will be better able to decide what would be convincing or informative. Thus, if you are writing for your compatriots, you do not have to explain anything you assume they already know. On the other hand, if you are writing for someone not from your country, you will have to give explanations that your compatriots would not need. In the same way, if you wrote an article on the advantages of having a vertical 90 degree 16 valve combustion engine on a Honda Interceptor motorbike for readers with no particular knowledge of or having no interest in this subject, those readers would probably feel you were wasting their time. They would not be able to understand all the technical terms or concepts you would be using. Yet the same article might be quite interesting to readers of a motorcycle magazine.



Concept of Audience



The concept of audience is extremely helpful. If you identify clearly in your own mind who the members of your audience are you will be better able to make assumptions about what they know, what they do not know, and what they want to know. This knowledge will help you make decisions about all aspects of your paper:

- a. what explanations you must give to make your ideas clear to your reader;
- b. what types of explanations would be most helpful how to organize your explanations;
- c. whether to write informally or formally;
- d. how careful to be of correct grammar, spelling, and punctuation.

One special writing situation is writing for your teacher. Discuss these questions in class:

- a. How is writing for teachers different from writing for other audiences?
- b. What does your English teacher expect when she or he reads your writing?
- c. What do other teachers expect from your writing?

- 4) In this part of discussion, we will discuss about writing for academic purposes.

Still, no matter where you are in the writing process, keep in mind that eventually your writing will be read by some specific readers. Read the format below on Analyzing the Audience.

Example of the format for Analyzing the Audience

Name: _____

1. Who are your audience?

Common occupation:

Position in company:

General level of education:

Area of specialization:

Special interests in common:

Other important factors:

2. What is the general level of English of your audience?

Most of the audience are:

- A. native speakers
- B. native and non-native speakers-mixed
- C. non-native speakers-generally advanced level
- D. non-native speakers-generally intermediate level
- E. non-native speakers at different levels

3. How much technical background do the audiences have?

Most of the audience are:

- A. experts in the field
- B. technically informed
- C. non technical
- D. mixed technical backgrounds
- E. don't know

4. How much do the audiences already know about the subject?

5. What do the audiences expect from your presentation?

A. What do the audience want or need to know?

B. When is the presentation due?

- C. How long should the presentation be?

- D. Are there any special guidelines? If so, what are they?

Example of Analyzing the Audience for an oral written presentation

6. What other details of the speaking situation might affect your presentation?
- A. How many people will be in the audience?

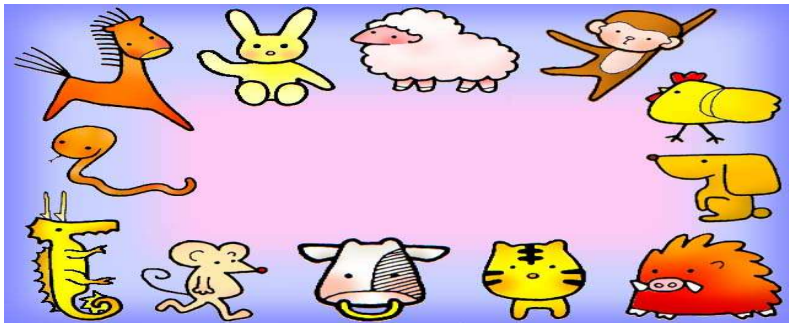
- B. How will the audience be seated-in rows, in a circle, around a table, or in another way?

- C. Will you be expected to stand in front of the audience, sit in front of them, sit at a large table with them, or what?

- D. Will the situation be formal or informal?

- E. Where will the presentation be given? How large will the room be?

- F. What facilities will be available that you need to use?



As you can see, English-speaking writers are very conscious of their readers. If the communication between writer and reader breaks down, it is generally considered the writer's fault. It is up to the writer to accommodate the reader by explaining the ideas as fully and as clearly as necessary.

Now read the following example of a format of Analyzing the Audience that has been filled. You can imagine who your audience is.

1. Who are your audience?

Common occupation: professionals in science/English students

Position in company: high level

General level of education: university graduate

Area of specialization: many different areas

Special interests in common: scientific/technical issues

Other important factors: many different nationalities

2. What is the general level of English of your audience?

Most of the audience are:

- A. native speakers
- B. native and non-native speakers-mixed
- C. non-native speakers-generally advanced level
- D. non-native speakers-generally intermediate level
- E. non-native speakers at different levels**

3. How much technical background do the audience have?

Most of the audience are:

- A. experts in the field**
- B. technically informed
- C. non technical
- D. mixed technical backgrounds
- E. don't know

4. How much do the audiences already know about the subject? Not much about my specialty—health

5. What do the audiences expect from your presentation?

- A. What do the audience want or need to know? They want to know about current health issues
- B. When is the presentation due? In a week, on March 1

- C. How long should the presentation be? 5-7 minutes
- D. Are there any special guidelines? If so, what are they?
Follow guidelines in text-DO NOT READ NOTES!

Example of Analyzing the Audience for a written presentation

- 6. What other details of the speaking situation might affect your presentation?
 - A. How many people will be in the audience? About 20
 - B. How will the audience be seated-in rows, in a circle, around a table, or in another way? In rows
 - C. Will you be expected to stand in front of the audience, sit in front of them, sit at a large table with them, or what? stand in front of them
 - D. Will the situation be formal or informal? informal
 - E. Where will the presentation be given? How large will the room be? In the classroom
 - F. What facilities will be available that you need to use?
Overhead projector and power points

Writing for Different Audiences

How to determine the different audiences for different texts written is very important. Look at the following selections or the subject of friendships in the United States. Both were written by the same student, but each was aimed at a different audience. Each therefore has a slightly different emphasis, depending on the author's relationship with the particular audience and what she has decided that audience needs and wants to hear. The first example was written to a friend back home.



EXERCISES

Text 1

You asked me if I have made any American friends since I've been here. To tell you the truth, I don't know. Americans seem to have an idea about friendship different from ours. First, everyone is very friendly. People smile and even sometimes say hello to me in the street-people I don't even know! Both boys and girls! And at the dorm everyone seems kind, friendly, smiling too. They say things like "We'll have to get together some time" or "Stop by some time." But they never have time just then to chat a little longer. They're always in a hurry, on their way somewhere. Another thing is they'll ask about Egypt but they don't really seem to care about the answer, besides just noticing that our customs are different. And they really know nothing about Egypt or much of the rest of the world.

I think of you and Karima and the long discussions we had about our lives and about the world. That's what friendship means to me. I think of the many times I needed your help and even if you had your own problems, you always helped me. I haven't found that here even after one year of living here. I don't mean to complain, but you did ask. I guess I can say it's very easy here to make acquaintances but I'm not sure what friendship means in American terms.

(235 words)

The format for Analyzing the Audience

Name: _____

1. Who are your audience?

Common occupation:

Position in company:

General level of education:

Area of specialization:

Special interests in common:

Other important factors:

2. What is the general level of English of your audience?
Most of the audience are:
- A. native speakers
 - B. native and non-native speakers-mixed
 - C. non-native speakers-generally advanced level
 - D. non-native speakers-generally intermediate level
 - E. non-native speakers at different levels
3. How much technical background do the audience have?
Most of the audience are:
- A. experts in the field
 - B. technically informed
 - C. non technical
 - D. mixed technical backgrounds
 - E. don't know
4. How much do the audiences already know about the subject?
-
5. What do the audiences expect from your presentation?
- A. What do the audience want or need to know?

 - B. When is the presentation due?

 - C. How long should the presentation be?

 - D. Are there any special guidelines? If so, what are they?

The following was written for a class on social relations. Read the text and fill in the format below.

Text 2

Polite social relations appear to be on one hand quite important in American society and on the other hand somewhat superficial. The cordiality may be seen in the typical American's behavior toward strangers on the street. A person will quite readily nod, smile, or even say hello to a stranger passing in the street. Americans smile easily and extend invitations to people they hardly know. On the other hand, there is a certain superficiality to this friendliness since Americans also tend to value the individual over the community. They drive to work in separate cars, each encased in his/her own private box. When they arrive at a crowded beach, they will head for solitude, isolation, a spot on the beach away from other people.

Furthermore, although friendships everywhere are necessarily based on a certain amount of trust, that trust is apparently conditional in American society. Thus, for example, an American would not find it strange to be asked to sign an IOU if he or she borrowed money from a friend. For an outsider, therefore, it is often difficult to see at what point an American considers another to be a friend and exactly what being a friend entails.

(199 words)

The format for Analyzing the Audience

Name: _____

1. Who are your audience?

Common occupation:

Position in company:

General level of education:

Area of specialization:

Special interests in common:

Other important factors:

2. What is the general level of English of your audience?

Most of the audience are:

- A. native speakers
- B. native and non-native speakers-mixed
- C. non-native speakers-generally advanced level
- D. non-native speakers-generally intermediate level
- E. non-native speakers at different levels

3. How much technical background do the audience have?

Most of the audience are:

- A. experts in the field
- B. technically informed
- C. non technical
- D. mixed technical backgrounds
- E. don't know

4. How much do the audience already know about the subject?

The format for Analyzing the Audience for a presentation

6. What other details of the speaking situation might affect your presentation?

- A. How many people will be in the audience?

- B. How will the audience be seated-in rows, in a circle, around a table, or in another way?

- C. Will you be expected to stand in front of the audience, sit in front of them, sit at a large table with them, or what?

- D. Will the situation be formal or informal?

- E. Where will the presentation be given? How large will the room be?

- F. What facilities will be available that you need to use?

Key to Exercises

Read the text below and fill in the format of Analyzing the Audience.

Text 1

You asked me if I have made any American friends since I've been here. To tell you the truth, I don't know. Americans seem to have an idea about friendship different from ours. First, everyone is very friendly. People smile and even sometimes say hello to me in the street-people I don't even know! Both boys and girls! And at the dorm everyone seems kind, friendly, smiling too. They say things like "We'll have to get together some time" or "Stop by some time." But they never have time just then to chat a little longer. They're always in a hurry, on their way somewhere. Another thing is they'll ask about Egypt but they don't really seem to care about the answer, besides just noticing that our customs are different. And they really know nothing about Egypt or much of the rest of the world.

I think of you and Karima and the long discussions we had about our lives and about the world. That's what friendship means to me. I think of the many times I needed your help and even if you had your own problems, you always helped me. I haven't found that here even after one year of living

here. I don't mean to complain, but you did ask. I guess I can say it's very easy here to make acquaintances but I'm not sure what friendship means in American terms.

(235 words)

The format for Analyzing the Audience

1. Who are your audience?
 - Common occupation: *students*
 - Position in company:
 - General level of education: *university level*
 - Area of specialization: *social students*
 - Special interests in common: *activities on students' life*
 - Other important factors:
2. What is the general level of English of your audience?
 - Most of the audience are:
 - A. native speakers
 - B. native and non-native speakers-mixed
 - C. non-native speakers-generally advanced level
 - D. non-native speakers-generally intermediate level
 - E. non-native speakers at different levels
3. How much technical background do the audiences have?
 - Most of the audience are:
 - A. experts in the field
 - B. technically informed
 - C. non technical
 - D. mixed technical backgrounds
 - E. don't know
4. How much do the audiences already know about the subject? *They know it well*
5. What do the audiences expect from your written text?
 - A. What do the audience want or need to know? *The results of a good relationship*
 - B. When is the written text due? *At the end of the semester*
 - C. How long should the presentation be? *About one or two pages*
 - D. Are there any special guidelines? If so, what are they?

The following was written for a class on social relations. Read the text and fill in the format below.

Text 2

Polite social relations appear to be on one hand quite important in American society and on the other hand somewhat superficial. The cordiality may be seen in the typical American's behavior toward strangers on the street. A person will quite readily nod, smile, or even say hello to a stranger passing in the street. Americans smile easily and extend invitations to people they hardly know. On the other hand, there is a certain superficiality to this friendliness since Americans also tend to value the individual over the community. They drive to work in separate cars, each encased in his/her own private box. When they arrive at a crowded beach, they will head for solitude, isolation, a spot on the beach away from other people.

Furthermore, although friendships everywhere are necessarily based on a certain amount of trust, that trust is apparently conditional in American society. Thus, for example, an American would not find it strange to be asked to sign an IOU if he or she borrowed money from a friend. For an outsider, therefore, it is often difficult to see at what point an American considers another to be a friend and exactly what being a friend entails.

(199 words)

The format for Analyzing the Audience

1. Who are your audience?

Common occupation: *students*

Position in company:

General level of education: *university level students*

Area of specialization:

Special interests in common:

Other important factors:

2. What is the general level of English of your audience?

Most of the audience are:

- A. native speakers
- B. native and non-native speakers-mixed
- C. non-native speakers-generally advanced level
- D. non-native speakers-generally intermediate level
- E. non-native speakers at different levels

3. How much technical background do the audiences have?
Most of the audience are:
- experts in the field
 - technically informed
 - non technical
 - mixed technical backgrounds
 - don't know
4. How much do the audience already know about the subject? *At least they know about cross cultural understanding issues*
5. What do the audiences expect from your written text?
- What do the audience want or need to know? *The effect of appropriate friendship*
 - When is the written text due? *At the end of the semester*
 - How long should the presentation be? *Not more than 200 words*
 - Are there any special guidelines? If so, what are they?

The format for Analyzing the Audience for a presentation

6. What other details of the speaking situation might affect your presentation?
- How many people will be in the audience? *Twenty-five*
 - How will the audience be seated—in rows, in a circle, around a table, or in another way? *In a circle*
 - Will you be expected to stand in front of the audience, sit in front of them, sit at a large table with them, or what? sit in front of them
 - Will the situation be formal or informal? *formal*
 - Where will the presentation be given? How large will the room be? *Twenty five square meters*
 - What facilities will be available that you need to use? *OHP, power point*



SUMMARY

Determining the audience Audience

What you write about (subject) and your reason for writing (purpose) are greatly affected by whom you expect will read the final product (audience). Because you will almost always be writing for an audience, you will communicate your ideas more effectively if you keep

that audience in mind. All audiences have expectations, but those expectations that vary from one audience to another.

Concept of Audience If you identify clearly in your own mind who the members of your audience are you will be better able to make assumptions about what they know, what they do not know, and what they want to know. This knowledge will help you make decisions about all aspects of your paper:

1. what explanations you must give to make your ideas clear to your reader
2. what types of explanations would be most helpful how to organize your explanations
3. whether to write informally or formally
4. how careful to be of correct grammar, spelling, and punctuation

Keep in mind that your writing will be read by some specific readers. If the communication between writer and reader breaks down, it is generally considered the writer's fault. It is up to the writer to accommodate the reader by explaining the ideas as fully and as clearly as necessary.



FORMATIVE TEST 2

Read the following text and fill in the format for Analyzing the Audience that follows.

Text 3

Visiting American football games at the University of Tennessee is an exciting adventure because there are so many interesting things to watch besides the game itself, especially the spectators. First of all there are thousands of people in the stadium wearing orange clothes and shouting, "Go Big Orange." Orange is the color of U.T., and this is the reason Tennessee got the name "Big Orange Country." Compared to German soccer games, you find a lot more young people among the spectators, nearly as many girls as boys. But people seem to have quite different interests in coming to the game; while some of the spectators are really interested in watching the game itself, many of them seem to use this kind of meeting more as a social event and a chance to party. Some of the girls, for example, dress up very well, put on fresh makeup, and climb up all the rows of the stadium in their high heels! After a while some of these boys and girls just get tired and leave the game

without waiting to find out who won. Isn't that strange? And also, during the game, nobody has to worry about food and drink; everything you need will be served directly to your seat: Coca Cola, popcorn, and hot dogs. Even though it is forbidden to drink alcohol on campus, you can smell the whiskey in the air. Watching the audience and their behavior, I feel more as if I were attending a public festival than a sports attraction. Because there are so many interesting things going on in the stadium, it's not that easy to keep concentrated on the game itself.

(276 words)

The format for Analyzing the Audience

Name: _____

1. Who are your audience?

Common occupation:

Position in company:

General level of education:

Area of specialization:

Special interests in common:

Other important factors:

2. What is the general level of English of your audience?

Most of the audience are:

- A. native speakers
- B. native and non-native speakers-mixed
- C. non-native speakers-generally advanced level
- D. non-native speakers-generally intermediate level
- E. non-native speakers at different levels

3. How much technical background do the audiences have?

Most of the audience are:

- A. experts in the field
- B. technically informed
- C. non technical
- D. mixed technical backgrounds
- E. don't know

4. How much do the audiences already know about the subject?

5. What do the audiences expect from your presentation?
- What do the audience want or need to know?

 - When is the presentation due?

 - How long should the presentation be?

 - Are there any special guidelines? If so, what are they?

The format for Analyzing the Audience for a presentation

6. What other details of the speaking situation might affect your presentation?
- How many people will be in the audience?

 - How will the audience be seated-in rows, in a circle, around a table, or in another way?

 - Will you be expected to stand in front of the audience, sit in front of them, sit at a large table with them, or what?

 - Will the situation be formal or informal?

 - Where will the presentation be given? How large will the room be?

 - What facilities will be available that you need to use?

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Totalscore}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good
 80 - 89% = good
 70 - 79% = average
 < 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 3

Determining the Aim in the Academic Writing

A writer's purpose in writing is closely connected to the audience for which the writer is writing. When you write a letter to your parents describing a typical day here or how your studies are going, your purpose is to inform because you know that your parents are interested in what you do. If you wrote the same letter for your English class, however, your purpose would not be clear. It would not be obvious that your readers have any reason for wanting to read about your typical day.

Deciding on a tentative purpose before you write will help you decide what to write and how to write it, just as deciding on a tentative audience will. Once again, however, you may find as you are writing that your original purpose is no longer what you want to convey. In that case, change your purpose and reorient your discussion. Reread what you have written to make sure that everything you have said fits your new purpose.

Purpose: Why Are You Writing This

Whenever you write something, it is important to think about your purpose. To determine your purpose, you should ask yourself the question "Why am I writing?" The three most common purposes for writing are to entertain, to inform, and to persuade. However, these three purposes are not always mutually exclusive. It is possible for a piece of writing to accomplish several purposes at the same time. An article, for example may be amusing but also educational and/or persuasive.



EXERCISES

Exercise 1

Identifying Purpose

Read each of the following selections and decide whether the author's purpose is to entertain, to inform, or to persuade, or if it is a combination.

Write your answer on the line. The answer for selection 1 has been done for you: to inform.

Selection 1: to entertain, **to inform**, to persuade, a combination of entertaining, informing and persuading.

El Nino is the name given to an unusual warming of the Pacific Ocean that can cause weather changes all over the world. El Nino has plagued much of the world with disruptive weather for several years now, but researchers at the National Oceanic and Atmospheric Administration announced yesterday that El Nino's strength has dissipated. Long-range climate forecasts on events like El Nino can help farmers successfully choose which crops to plant. Forecasts in Peru, for example, have helped increase the nation's overall economic product by preventing millions of dollars' worth of crop losses.

Selection 2: to entertain, to inform, to persuade, a combination of entertaining, informing and persuading.

William Bennett, the former U.S. Secretary of Education, is focusing his attention and that of the nation on daytime TV talk shows. The objects of his scorn are those shows that bring on an endless parade of perverts, prostitutes, promiscuous spouses, and pornography stars, who contribute to our nation's cultural pollution. The shows are disgusting to watch and they are not what our young people should be tuning in to. These depraved shows have no socially redeeming qualities, except that they draw high ratings for their advertisers.

Selection 3: to entertain, to inform, to persuade, a combination of entertaining, informing and persuading.

There was a faith healer named Deal
Who said, "Although pain isn't real,
If I sit on a pin, and I puncture my skin
I dislike what I think that I feel!"

(author unknown)

Selection 4: to entertain, to inform, to persuade, a combination of entertaining, informing and persuading.

The president is due in Boston on February 13 for a campaign fund-raising, dinner, the White House said yesterday. The president is expected to arrive in Boston aboard his private plane, *Air Force One*, after giving a speech at the Department of Health and Human Services in Washington, D. C. He will return to the White House later that night.

Selection 5: to entertain, to inform, to persuade, a combination of entertaining, informing and persuading.

It has been said that there is no love more sincere than the love of good food.

You will surely agree when you join us for dinner at

**The
Atelier**
in the heart of Soho.

Our highly acclaimed chef will attend to your every whim and fancy as you choose from our impressive menu of fine French cuisine, artfully prepared, presented, and served in our tastefully decorated restaurant.

Whether you're in New York for a special occasion or not, we'll make this occasion special. You'll fall in love.

**Entertain, Inform, Persuade****Types of Purposes for Writing**

Decide what your purpose is and what you want this piece of writing to accomplish. Will it inform? Persuade? Entertain? Will it help you discover your own ideas?

Besides your audience, another important idea to keep in mind was your compose and revise a draft is your reason for writing, your reason for wanting to tell your audience about your subject, There are two basic reasons for writing (although one does not necessarily exclude the other: a) to express yourself and b) to communicate with someone else. When you keep a journal, your reason for writing is to express yourself; it doesn't matter whether anyone reads, understands, or likes what you have written. When you are writing to communicate, on the other hand, it is helpful to know not just with whom you want to communicate, but also what you are trying to accomplish by writing your text.

Asking yourself questions like the following ones may help you to discover your purpose:

- 1) Am I trying to inform my audience about a subject they do not know much about but would be interested in knowing?
- 2) Am I trying to show my audience anew way to look at this subject, away they may not have thought of before?
- 3) Am I trying to persuade my audience to agree with my point of view on this subject?
- 4) Am I trying to demonstrate to my audience (to a professor, for example) that I know about this subject?
- 5) Am I trying to entertain by writing something funny or beautiful or dramatic?
- 6) Am I writing a full abstract for my dissertation?

For each of the following, write down what you think the author's purpose might have been in writing on this subject.

Exercise 3

- 1) An essay in which the author discusses reasons against having only one child. Possible purpose: _____
- 2) A short story. Possible purpose: _____
- 3) An essay exam. Possible purpose: _____
- 4) An essay about marriage customs in Tunisia. Possible purpose: _____
- 5) An essay in which the author discusses attitudes in the United States toward individuality versus community. Possible purpose: _____
- 6) An essay about how people in the United States mispronounce the author's Arabic name. Possible purpose: _____
- 7) An article praising a new and unpopular state law requiring people to wear seat belts. Possible purpose: _____
- 8) An abstract for a dissertation. Possible purpose: _____
- 9) An abstract for an oral presentation in an international seminar. Possible purpose: _____
- 10) An abstract for medical product information from several research reports. Possible purpose: _____
- 11) An abstract for product information for hotel and tourism. Possible purpose: _____
- 12) An abstract for cultural product info. Possible purpose: _____

Read the following list of topics being discussed between two people or a writer and his audience on general interests, science, engineering, and health sciences.

General Interest

1. (*colleague to colleague*) The Science Institute is offering a weekend workshop in your field. You are both interested in attending it.
2. (*consultant to consultant*) Work is behind schedule. The project will not be completed on the required date.
3. (*friend to friend*) Your friend is having trouble sleeping at night.
4. (*supervisor to supervisor*) Production levels are low.
5. (*researcher to research assistant*) Several animals used in experiments have died.

6. (*colleague to colleague*) Your colleague's car won't start.
7. (*employee to supervisor*) The response time on your terminal is too slow.
8. (*administrator to administrator*) Technicians have asked for in-service training.
9. (*friend to friend*) Your friend is trying to stop smoking.
10. (*employee to director*) A piece of equipment is not working properly.

Science

11. (*manager to secretary*) The leaves on the plants in the office are turning yellow.
12. (*consultant to director*) Mildew has begun to attack many books in the library.
13. (*consultant to consultant*) Oil from a nearby oil spill is being washed onto the beaches.
14. (*colleague to colleague*) The company you work for has violated a safety requirement.
15. (*friend to friend*) You are swimming and see lightning in the distance.

Engineering

16. (*employee to executive*) The water supply is contaminated due to the improper disposal of sewage.
17. (*supervisor to supervisor*) Several construction crew accidents have occurred recently.
18. (*colleague to colleague*) A proposed highway will have to go through a residential area.
19. (*colleague to colleague*) A metal is needed that will conduct electricity.
20. (*colleague to colleague*) A cold, icy winter has badly damaged the city's roads.

Health

21. (*colleague to colleague*) A patient is not responding to antibiotic treatment.
22. (*supervisor to employee*) There is a flu epidemic.
23. (*consultant to consultant*) A couple wants a child. They are afraid of passing on an inherited disease.
24. (*colleague to colleague*) A patient is asking for a drug to relieve his pain.
25. (*supervisor to supervisor*) The number of cases of food poisoning has increased in the past two months.

Exercise 4

Although an author may have one main purpose in writing, the text may sometimes fulfill other purposes as well. Read the following texts written by students and try to determine each student's main purpose and any secondary purposes.

Cooking: A Rewarding Experience

Did you every try to cook something impressive and new? I'm not talking about toast and coffee. I'm talking about the real McCoy, like, let's say, filet mignon or venison in butter with mushrooms. You never tried it? Let me tell you then how cooking things like that becomes a "rewarding" experience.

First, you can become the envy of all your friends, but it's very important that you announce your meals to your guests properly. Don't tell your friends they'll be able to enjoy a "Cordon Bleu" when it might turn out to be a "Cordon Noir." No one will be really delighted; no one enjoys a piece of crispy charcoal. But if you announce something special or exotic without exactly saying what it is, your friends will enjoy their tasty black meat balls and probably they'll tell you that you're a very fine cook. You can even use your leftovers to heat your kitchen. So, even if nobody wants to eat the specialties, you can help to save energy.

Another very important advantage of cooking is the fact that you really learn something. It is like reading the book "How to get to know your kitchen in two hours." You'll discover this reward if you search for all the stuff you need to prepare your delicious meal. You have to open every single drawer and door and remove everything. You'll find things you never dreamed of—ancient ketchups and dressings, lots of sticky stuff, and...little animals. You

may come to love this private kitchen life and finally recognize that the kitchen is not simply a place to cook in. There's really something happening; your kitchen is rockin' 'n' rollin'. It's alive!

After the discovery that your cooking impresses others and is really fun, you may get your final "reward." This happens when your meal is in the oven too long and starts smoking and steaming. A mushroom cloud immediately fills your kitchen with smoke. You're not able to see anything. While you're trying to find your stove, you burn your fingers on the hot pan and stumble to the sink to get some relief from cold water. But instead of reaching your goal, there's a chair in your way. You fall down, not without banging your head on the corner of the cupboard, while the butter in the pan on the stove catches fire and destroys the nearby microwave, which causes an incredible explosion, and you are sent to heaven.

All this shows that cooking can not only make you feel like you are sitting on a cloud but it can actually put you on one. It is one of the last real adventures in our hectic times. Just open your kitchen door. You'll find the place where dreams are made.

(465 words)

- 1) Main purpose: _____
- 2) What makes you think so? _____
- 3) Secondary purpose(s): _____
- 4) What makes you think so? _____

Exercise 5

Read the following text and answer the questions on the main purpose and secondary purposes of the text.

One Day on the Battlefield

The worst thing that happens in our world is war. War is a disaster that humans can avoid. We cannot avoid a tornado or an earthquake, but we can avoid a war. War is not like what we see in the movies. War is the biggest crime against human nature conceivable. The only obvious result of war is death and misery.

My country has been at war for six years. The war is spread over a 600 mile border between two countries, and I have seen how terrible the

battlefield is. Most of the year the weather on the battlefield is so hot that you cannot touch your rifle or your helmet. In that high temperature, the water of your body vaporizes very fast. Your body needs more water, but usually there is no sign of the water truck when you need it.

If you are on the front line, you usually live in a reinforced concrete fortress with two or three other soldiers. The fortress is usually so small that you cannot lie down to rest. Early in the morning your alarm clock is the roar of the enemy's jet fighters. You start to shoot at them, but they are so fast that you usually miss them. If there is not a major attack from the enemy, the jet fighters' aim is to scare you. Suddenly, you are aware that your own army's jet fighters are chasing the enemy's jet fighters. First, you feel excited and hope that they can hit the enemy's jets, but the battlefield is not like a movie where good always defeats evil. You can see a 40 million dollar aircraft vaporize in the air. You cannot put any price on the pilot's life. Before noon, the cannons start shooting at each other. They remind you of a dragon with flame breath. The difference is the cannon is real and deadly, but dragons only live in fairy tales.

Your food is usually bread, cheese, and potatoes. In fact, in that high temperature you cannot eat anything else. At lunch time, everybody complains about the quality of the food, but there is no other choice. When you realize that this food might be your last meal, you lose your appetite anyway.

In the afternoon, it is the army's turn to move its units and attack the enemy's units to discover new details about the enemy's situation. These attacks are really dangerous because the air force never supports the army in small attacks. In these attacks you learn to act like a wild animal. You have to kill to stay alive. If you look at the battlefield from a long distance at night, it looks like sparkling fireworks, but the difference is that each bright light you see in the sky is meant to kill you or your friend. Suddenly you realize that the nice fireworks look more like the entrance doors to hell.

There are always different points of view between the governments of different countries. For the country that wins a war, maybe there is glory. But for the individual soldier there is only misery and horror.

(522 words)

- 1) Main purpose: _____
- 2) What makes you think so? _____

3) Secondary purpose(s): _____

4) What makes you think so? _____

Key to Exercises

Exercise 1

Read each of the following selections and decide whether the author's purpose is to entertain, to inform, or to persuade, or if it is a combination. Underline your answer on the line. The answer for selection 1 has been done for you: to inform.

Selection 2: to entertain, to inform, to persuade, a combination of entertaining, informing and persuading.

William Bennett, the former U .S. Secretary of Education, is focusing his attention and that of the nation on daytime TV talk shows. The objects of his scorn are those shows that bring on an endless parade of perverts, prostitutes, promiscuous spouses, and pornography stars, who contribute to our nation's cultural pollution. The shows are disgusting to watch and they are not what our young people should be tuning in to. These depraved shows have no socially redeeming qualities, except that they draw high ratings for their advertisers.

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You will surely agree when
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for dinner at

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Atelier**
in the heart of
Soho.

Our highly acclaimed chef will attend to your every whim and fancy as you choose from our impressive menu of fine French cuisine, artfully prepared, presented, and served in our tastefully decorated restaurant.

Whether you're in New York for a special occasion or not, we'll make this occasion special. You'll fall in love.

Selection 6: to entertain, to inform, to persuade, a combination of entertaining, informing and persuading.

Renting a car offers many attractive advantages to the traveler: independence, convenience, dependability, and a sudden, massive lowering of the IQ. I know what I'm talking about here. I live in Miami, and every winter we have a huge infestation of rental-car drivers, who come down here seeking warm weather and the opportunity to make sudden left turns without signaling, across six lanes of traffic, into convenience stores. My wife and I have affectionately nicknamed these people "Alamos," because so many of them seem to get their cars from Alamo, which evidently requires that every driver leave several major brain lobes as a

deposit. .. We're tempted to stay off the highways altogether during tourist season, just stock- pile food and spend the entire winter huddled in our bedrooms, but we're not sure we'd be safe *there.* "

Exercise 2

Complete the table below by putting each type of writing in the appropriate box. Some types of writing may go in more than one box.

Plays	jokes	newspaper articles
Memos	stories	novels
Songs	comparisons	letters
Essays	editorials	textbooks
Poetry	analyses	instructions

to entertain	to inform	to persuade	a combination of entertaining, informing and persuading
	memo		plays
	jokes		songs
	comparison		essays
	editorials		poetry
	analyses		stories
	newspaper articles		novels
	instruction		letters
			textbooks

Exercise 3

- 1) An essay in which the author discusses reasons against having only one child. Possible purpose: *to inform*
- 2) A short story. Possible purpose: *a combination: to entertain, inform and persuade.*
- 3) An essay exam. Possible purpose: *to inform*

- 4) An essay about marriage customs in Tunisia. Possible purpose: *a combination of information and entertainment*
- 5) An essay in which the author discusses attitudes in the United States toward individuality versus community. Possible purpose: *to inform*
- 6) An essay about how people in the United States mispronounce the author's Arabic name. Possible purpose: *to entertain*
- 7) An article praising a new and unpopular state law requiring people to wear seat belts. Possible purpose: *to inform*
- 8) An abstract for a dissertation. Possible purpose: *to inform*
- 9) An abstract for an oral presentation in an international seminar. Possible purpose: *to inform*
- 10) An abstract for medical product information from several research reports. Possible purpose: *to inform*
- 11) An abstract for product information for hotel and tourism. Possible purpose: *to inform and persuade*
- 12) An abstract for cultural product info. Possible purpose: *to inform and persuade*

Exercise 4

Although an author may have one main purpose in writing, the text may sometimes fulfill other purposes as well. Read the following texts written by students and try to determine each student's main purpose and any secondary purposes.

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Did you every try to cook something impressive and new? I'm not talking about toast and coffee. I'm talking about the real McCoy, like, let's say, filet mignon or venison in butter with mushrooms. You never tried it? Let me tell you then how cooking things like that becomes a "rewarding" experience.

First, you can become the envy of all your friends, but it's very important that you announce your meals to your guests properly. Don't tell your friends they'll be able to enjoy a "Cordon Bleu" when it might turn out to be a "Cordon Noir." No one will be really delighted; no one enjoys a piece of crispy charcoal. But if you announce something special or exotic without

exactly saying what it is, your friends will enjoy their tasty black meat balls and probably they'll tell you that you're a very fine cook. You can even use your leftovers to heat your kitchen. So, even if nobody wants to eat the specialties, you can help to save energy.

Another very important advantage of cooking is the fact that you really learn something. It is like reading the book "How to get to know your kitchen in two hours." You'll discover this reward if you search for all the stuff you need to prepare your delicious meal. You have to open every single drawer and door and remove everything. You'll find things you never dreamed of—ancient ketchups and dressings, lots of sticky stuff, and...little animals. You may come to love this private kitchen life and finally recognize that the kitchen is not simply a place to cook in. There's really something happening; your kitchen is rockin' 'n' rollin'. It's alive!

After the discovery that your cooking impresses others and is really fun, you may get your final "reward." This happens when your meal is in the oven too long and starts smoking and steaming. A mushroom cloud immediately fills your kitchen with smoke. You're not able to see anything. While you're trying to find your stove, you burn your fingers on the hot pan and stumble to the sink to get some relief from cold water. But instead of reaching your goal, there's a chair in your way. You fall down, not without banging your head on the corner of the cupboard, while the butter in the pan on the stove catches fire and destroys the nearby microwave, which causes an incredible explosion, and you are sent to heaven.

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(465 words)

- 1) Main purpose: the importance of cooking
- 2) What makes you think so? You can make yourself happy and others as well
- 3) Secondary purpose(s): the influence of 'good' cooking
- 4) What makes you think so? You know how to cook, clean your kitchen and also how to organize your kitchen well.

Exercise 5

Read the following text and answer the questions on the main purpose and secondary purposes of the text.

One Day on the Battlefield

The worst thing that happens in our world is war. War is a disaster that humans can avoid. We cannot avoid a tornado or an earthquake, but we can avoid a war. War is not like what we see in the movies. War is the biggest crime against human nature conceivable. The only obvious result of war is death and misery.

My country has been at war for six years. The war is spread over a 600 mile border between two countries, and I have seen how terrible the battlefield is. Most of the year the weather on the battlefield is so hot that you cannot touch your rifle or your helmet. In that high temperature, the water of your body vaporizes very fast. Your body needs more water, but usually there is no sign of the water truck when you need it.

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Your food is usually bread, cheese, and potatoes. In fact, in that high temperature you cannot eat anything else. At lunch time, everybody complains about the quality of the food, but there is no other choice. When you realize that this food might be your last meal, you lose your appetite anyway.

In the afternoon, it is the army's turn to move its units and attack the enemy's units to discover new details about the enemy's situation. These

attacks are really dangerous because the air force never supports the army in small attacks. In these attacks you learn to act like a wild animal. You have to kill to stay alive. If you look at the battlefield from a long distance at night, it looks like sparkling fireworks, but the difference is that each bright light you see in the sky is meant to kill you or your friend. Suddenly you realize that the nice fireworks look more like the entrance doors to hell.

There are always different points of view between the governments of different countries. For the country that wins a war, maybe there is glory. But for the individual soldier there is only misery and horror.

(522 words)

- 1) Main purpose: to know about the hard life in a battlefield.
- 2) What makes you think so? It is different with everyday life. In a battlefield death is found everywhere and it can happen at any time.
- 3) Secondary purpose(s): to be prepared with the situation.
- 4) What makes you think so? In a war, people have to rely on themselves to survive.



SUMMARY

Determining the aim in the academic writing

A writer's purpose in writing is closely connected to the audience for which the writer is writing. Deciding on a tentative purpose before you write will help you decide what to write and how to write it, just as deciding on a tentative audience will. Once again, however, you may find as you are writing that your original purpose is no longer what you want to convey. In that case, change your purpose and reorient your discussion. Reread what you have written to make sure that everything you have said fits your new purpose.

Purpose: Why Are You Writing This

Whenever you write something, it is important to think about your purpose. To determine your purpose, you should ask yourself the question "Why am I writing?" The three most common purposes for writing are to entertain, to inform, and to persuade. However, these three purposes are not always mutually exclusive. It is possible for a piece of writing to accomplish several purposes at the same time. An article, for example, may be amusing but also educational and/or persuasive.

Types of Purposes for Writing

Decide what your purpose is and what you want this piece of writing to accomplish. Will it inform? Persuade? Entertain? Will it help you discover your own ideas?

Asking yourself questions like the following ones may help you to discover your purpose:

1. Am I trying to inform my audience about a subject they do not know much about but would be interested in knowing?
2. Am I trying to show my audience a new way to look at this subject, away they may not have thought of before?
3. Am I trying to persuade my audience to agree with my point of view on this subject?
4. Am I trying to demonstrate to my audience (to a professor, for example) that I know about this subject?
5. Am I trying to entertain by writing something funny or beautiful or dramatic?



FORMATIVE TEST 3

Read the following text 6 and answer the questions that follow

It stays connected all over the world so you can, too.

THE BEST INTERNATIONAL WIRELESS CARRIER JUST GOT BETTER

Now you can use your AT&T Wireless phone to travel the world and still stay close to those who matter most—all with your same wireless phone and number. Whether you call back home or others call you, you'll stay connected from over 140 countries worldwide. Find out how to take advantage of our lowest summer roaming rates ever from select European countries. To sign up, visit a store or call today

USE YOUR SAME PHONE AND NUMBER OVERSEAS.

- 1) Main purpose:

- 2) What makes you think so?

- 3) Secondary purpose(s):

- 4) What makes you think so?

- 5) Did you have trouble determining the purpose of this advertisement?

- 6) Who do you think was the intended audience for this advertisement?

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Total score}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good

80 - 89% = good

70 - 79% = average

< 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 4

Choosing and Writing the Topic Sentence Chosen

WRITING PREPARATION: ORGANIZING THE INFORMATION

1. Determining the Central Idea

When planning an informative writing, you need to develop a clear statement of your central idea. This central idea is the main point you are trying to make in your writing. It explains exactly what aspect of your topic you intend to cover. For example, you might want to choose robots as your subject. The topic of robots can be developed in a variety of ways. Your central idea might be (a) to explain the five types of arm robots, (b) to discuss the problems of using robots in a factory, (c) to analyze the advantages of using robots in a factory, (d) to describe the electric motor that drives a robot, (e) to explain how a robot recognizes things, or (f) to compare assembly lines using humans and those using robots. As you can see, the central idea states exactly what you intend to present in your writing. Thus, it controls what you include in your writing and also helps determine the arrangement of the main points.

2. Arranging the Main Points

Once you have a clear statement of your central idea, you can start developing the body, or main section, of your presentation. The body consists of main points that develop your central idea in detail. These main points need to be arranged in a way that is clear both to you and to your audience. The organization of your presentation should make it easy for the audience to understand and to remember the information you present. You need to select a pattern of organization that will work best with your particular topic. Here are some of the most commonly used patterns of organization along with skeleton outlines of sample topics:

 **Topical Order** 

This common pattern divides the topic into smaller subtopics. Your central idea often determines the natural subtopics of your subject: benefits, disadvantages, uses, types, categories, ways, or reasons. Other topics may fall into standardized subtopics or classifications such as the division of animals into vertebrates and invertebrates or matter into organic and inorganic. At other times you have to choose the logical divisions of a topic. For example, pollution is often divided into different types: air, water, noise. In addition, you might discuss the resources needed for a project by categorizing them into areas of personnel, equipment, and facilities. These subtopics are then presented in a logical order:

- a. from the least important to the most important,
- b. from the most important to the least important,
- c. from the simple to the complex,
- d. from the general to the specific,
- e. from the specific to the general,
- f. from the known to the unknown.

- a. Central idea: to classify something into categories

Body: 1) First category
 2) Second category
 3) Third category
 4) Fourth category

- b. Central idea: to explain the reasons for a certain decision

Body: 1) Most important reason
 2) Next most important reason
 3) Least important reason

 **Chronological order** 

This organization pattern arranges points as they occur in time. You put events in the order that they occur. This pattern is commonly used in explaining processes or giving instructions.

- a. Central idea: to discuss the progress of a project

Body: 1) Past
2) Present
3) Future

- b. Central idea: to explain the steps of a procedure

Body: 1) First step
2) Second step
3) Third step
4) Fourth step
5) Fifth step



Spatial order

In this pattern the points are arranged according to some logical arrangement in space, such as from east to west, from far to near, from left to right, from top to bottom, or from inside to outside. This pattern is often used in physical descriptions of objects and places.

- a. Central idea: to describe a building

Body: 1) First floor
2) Second floor
3) Third floor
4) Fourth floor

- b. Central idea: to give a physical description of an object

Body: 1) Top
2) Middle
3) Bottom



Problem-solution

You may follow several patterns in a problem- solution organization. First, you might analyze the problem in detail and then offer one or two possible solutions in the conclusion. Second, you can briefly state the problem and then give a detailed explanation of the solution(s). Third, you can explain the problem and then recommend the best solution.

- a. Central idea: to explain a certain problem in detail
Body: 1) Definition of the problem
 2) Background of the problem
 3) Causes of the problem
 4) Effects of the problem
 5) Solutions to the problem
- b. Central idea: to discuss several possible solutions to a problem
Body: 1) Definition of the problem (causes and effects)
 2) Solution 1
 3) Solution 2
 4) Solution 3
 5) Solution 4
- c. Central idea: to recommend a specific solution to a problem
Body: 1) Definition of the problem (causes and effects)
 2) Explanation of the recommended solution
 3) Reasons that this is the best solution

 **Cause and effect** 

This pattern can be organized in two ways. In one pattern you give a detailed explanation of the causes of an event, mentioning the effects only briefly. In the other plan you emphasize the effects or results of the event.

- a. Central idea: to explain the main causes of a situation
Body: 1) Explanation of the situation (and its effects)
 2) First cause
 3) Second cause
 4) Third cause
 5) Fourth cause
- b. Central idea: to explain the main effects of a situation
Body: 1) Explanation of the situation (and its causes)
 2) First effect
 3) Second effect
 4) Third effect



Reasons for and against



In this pattern you present both sides of an issue, first discussing all of the details on one side of the question and then all of the details on the other side.

- a. Central idea: to explain reasons both for and against a position

Body: 1) Reasons against
2) Reasons for



Comparison/contrast



There are two basic patterns to follow when you compare or contrast two things: one-other and point-by-point. In the one-other pattern you use the things to be compared as the basis of organization. You first discuss one of the things to be compared in detail and then you discuss the other thing in detail. To make the comparison clear using this pattern, you need to discuss the same details in the same order. While the one-other pattern gives a general picture of the comparison, the point-by-point pattern emphasizes specific details. In the point-by-point pattern you use the points of comparison (or criteria) as the basis of organization. You then compare the two things point by point.

- a. Central idea: to compare two solutions to a problem

Body (one-other pattern):

- 1) Solution 1
 - a) Cost
 - b) Practicality
 - c) Side effects
 - d) Disadvantages
 - e) Advantages
- 2) Solution 2
 - a) Cost
 - b) Practicality
 - c) Side effects
 - d) Disadvantages
 - e) Advantages

b. Central idea: to compare two solutions to a problem

Body (point-by-point pattern): 1) Cost

a) Solution 1

b) Solution 2

2) Practicality

a) Solution 1

b) Solution 2

3) Side effects

a) Solution 1

b) Solution 2

4) Disadvantages

a) Solution 1

b) Solution 2

5) Advantages

a) Solution 1

b) Solution 2



EXERCISES

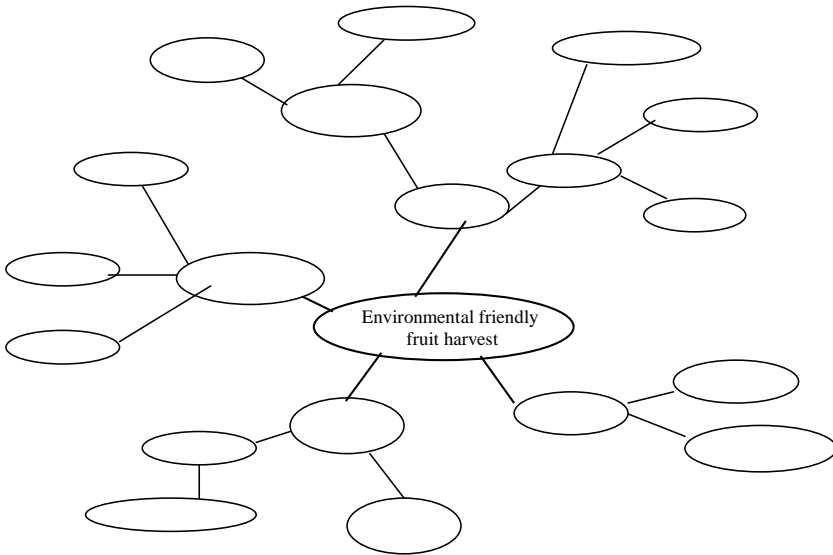
Exercise 1

Decide which pattern of organization would work best with the following topics: (a) topical, (b) chronological, (c) spatial, (d) problem-solution, (e) cause and effect, (f) reasons for and against, or (g) comparison/contrast:

- _____ A. a progress report on installing anew computer system in the country
- _____ B. the benefits of anew company policy
- _____ C. how sewage water is treated
- _____ D. the types of rocks in the earth's crust
- _____ E. a description of a blast furnace
- _____ F. describing how a force pump operates
- _____ G. how an eye and a camera are similar
- _____ H. several solutions to the problem of drug abuse

Exercise 2**CLUSTERING ACTIVITY**

On a separate piece of paper, practice clustering for an essay on the topic of *environmental friendly fruit harvest*.

*Key to Exercises***Exercise 1**

Decide which pattern of organization would work best with the following topics: (a) topical, (b) chronological, (c) spatial, (d) problem-solution, (e) cause and effect, (f) reasons for and against, or (g) comparison/contrast:

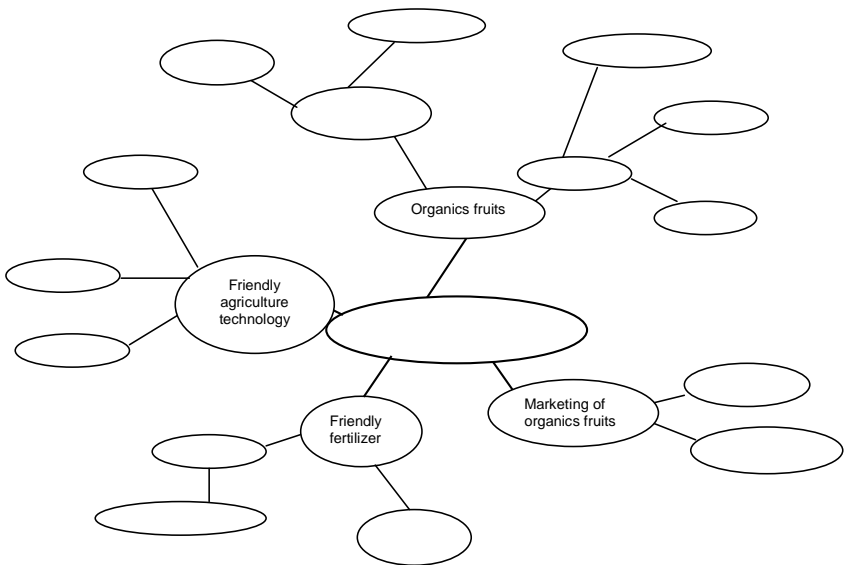
- b, d A. a progress report on installing a new computer system in the country
- f, g B. the benefits of a new company policy
- d, f C. how sewage water is treated
- b, g D. the types of rocks in the earth's crust
- b, e E. a description of a blast furnace

- b, e F. describing how a force pump operates
- c, g G. how an eye and a camera are similar
- d, f H. several solutions to the problem of drug abuse

Exercise 2

CLUSTERING ACTIVITY

On a separate piece of paper, practice clustering for an essay on the topic of *environmental friendly fruit harvest*.



SUMMARY

Choosing and writing the topic sentence chosen

Determining the Central Idea

When planning an informative writing, you need to develop a clear statement of your central idea. This central idea is the main point you are trying to make in your writing. It explains exactly what aspect of your topic you intend to cover. Thus, it controls what you include in your writing and also helps determine the arrangement of the main points.

Arranging the Main Points

The body consists of main points that develop your central idea in detail. These main points need to be arranged in a way that is clear both to you and to your audience. You need to select a pattern of organization that will work best with your particular topic.

Here are some of the most commonly used patterns of organization along with skeleton outlines of sample topics:

Topical Order. This common pattern divides the topic into smaller subtopics. Your central idea often determines the natural subtopics of your subject: benefits, disadvantages, uses, types, categories, ways, or reasons. At other times you have to choose the logical divisions of a topic. These subtopics are then presented in a logical order:

1. from the least important to the most important
2. from the most important to the least important
3. from the simple to the complex
4. from the general to the specific
5. from the specific to the general
6. from the known to the unknown

Chronological order. This organization pattern arranges points as they occur in time. You put events in the order that they occur. This pattern is commonly used in explaining processes or giving instructions.

Spatial order. In this pattern the points are arranged according to some logical arrangement in space, such as from east to west, from far to near, from left to right, from top to bottom, or from inside to outside. This pattern is often used in physical descriptions of objects and places.

Problem-solution. You may follow several patterns in a problem-solution organization. First, you might analyze the problem in detail and then offer one or two possible solutions in the conclusion. Second, you can briefly state the problem and then give a detailed explanation of the solution(s). Third, you can explain the problem and then recommend the best solution.

Cause and effect. This pattern can be organized in two ways. In one pattern you give a detailed explanation of the causes of an event, mentioning the effects only briefly. In the other plan you emphasize the effects or results of the event.

Reasons for and against. In this pattern you present both sides of an issue, first discussing all of the details on one side of the question and then all of the details on the other side.

Comparison/contrast. There are two basic patterns to follow when you compare or contrast two things: one-other and point-by-point. In the

one-other pattern you use the things to be compared as the basis of organization. You first discuss one of the things to be compared in detail and then you discuss the other thing in detail. To make the comparison clear using this pattern, you need to discuss the same details in the same order. While the one-other pattern gives a general picture of the comparison, the point-by-point pattern emphasizes specific details. In the point-by-point pattern you use the points of comparison (or criteria) as the basis of organization. You then compare the two things point by point.

Clustering

Clustering is a visual way of generating ideas by showing the connections among your ideas using circles and lines. To cluster, follow these steps:

Write your topic in the center of a blank page and draw a circle around it.

Think about your topic and write any ideas that come to mind in circles around the main circle.

Connect these ideas to the center word with a line.

Think about each of your new ideas and write more related ideas in circles around them.

Connect your new circles to their corresponding ideas.

When you are finished, your most promising topic will probably be the one with the most circles connected to it.

Freewriting

To freewrite, follow these steps:

1. Write your topic at the top of your page.
2. Start writing.
3. Write as much as you can and as fast as you can for 10 minutes.
4. Don't stop for any reason. Don't worry if your mind wanders away from your original ideas; let your ideas flow.
5. If you can't think of anything, write "my mind is blank, my mind is blank," or something similar, over and over again until a new thought comes into your mind.
6. Don't worry about mistakes. Just keep writing. You can go back later and edit.
7. Read your freewriting and see if there are any ideas you can develop into a paragraph.

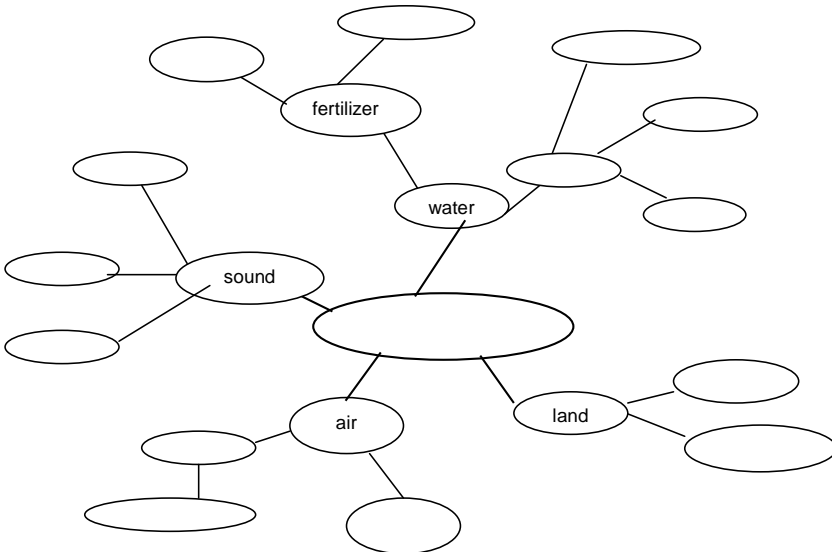


FORMATIVE TEST 4

1) Read the topics below in text 7 and write other possible topic sentences based on your own experience.

Topic	Experience	Your own topic sentence
Financial aid for international students.	This student was having financial problems.	
Making American friends.	The student had no American friends and wanted some.	
The Iranian and American criminal justice systems.	This student's father had been imprisoned for political activity and she was taking a course in criminal justice.	
The question of Puerto Rico's becoming one of the United States.	This student was from Puerto Rico and was going to have to decide on how to vote on this question.	
Day care in the United States and China.	This student was sending his four-year-old son to day care while he and his wife attended classes.	

2) Prepare an informal outline based on your clustering diagram on environmental friendly farm products in text 8. Before filling the cluster diagram, list the farm products and its related clusters below.



Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Total score}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good

80 - 89% = good

70 - 79% = average

< 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 5

Making an Outline of the Academic Writing Assignment

STARTING THE WRITING SESSION

After you have chosen or been assigned a role in the writing session, spend a few minutes preparing your ideas. Read the following articles below on how a topic on ‘Threatened historical site’ is supported by possible ‘actions’ regarding to the situation.

Threatened historical site

Situation

Two thousand-year-old treasures will soon be destroyed if a city builds a planned highway thorough an ancient cite. The Traffic department of this city says that this highway is necessary to relieve congested city streets. However, the proposed highway will run within a few feet of the world-famous historical site. In fact, according to the Traffic Department’s plans, the highway will run through the middle of unexcavated temple. Archeologists oppose the plan. They say that the treasures of the temple will be lost forever if the highway is built. They also argue that vibration and pollution caused by traffic will weaken all of the ancient ruins. Business people in town fear that the loss of the ruins will result in a loss of tourism and thus a loss of income for the town. Traffic department engineers claim that the project will not cause any damage to the ancient site and that alternative routes will disrupt residential areas. A meeting has been called to discuss the situation.

Brainstorming

What are the different ways to solve the problem? Work to brainstorm as may as ideas as possible. You can use the following list to help you think of possible people or organizations (“agents”) that might be able to take some action regarding the situation. In addition, the information under “actions” includes useful verbs and other vocabulary to guide you in developing a number of possible ideas. Since the information provided is not complete,

you will have to add more details to develop these ideas into specific points. Of course, you can also add your own ideas. Write the ideas from the brainstorming session on a separate sheet of paper.

<i>Agents</i>	<i>Actions</i>
Traffic Department	improve public transportation
engineer	expand
archeologists	promote
businesses	
residents	move ruins
the local government	relocate
the national government	enclose
	restrict use of cars
	limit
	abandon ban building of highway
	prohibit
	build bridge over ruins
	plan alternative routes
	decrease size of highway

The following are examples of outlining.

General interest

1. how to limit residents' use of electricity during peak periods
2. how to improve English class
3. how to encourage the use of public transportation
4. how to motivate workers
5. how to keep up to date in a particular field of specialization

Science

6. how to improve crop yields
7. how to prevent the loss of wildlife
8. how to reduce water consumption
9. how to prevent computer crime
10. how to increase student enrollment in astrophysics

Engineering

11. how to build a fuel-efficient house
12. how to increase the speed of ships in the water
13. how to reduce the noise of jet engines
14. how to lengthen the life of a battery
15. how to make cheaper cars

Health

16. how to get children to take medicine
17. how to reduce the risk of getting a cold
18. how to encourage men to become nurses
19. how to reduce cholesterol levels in your blood
20. how to improve the handling of patients' records

Guidelines

1. Give clear instruction so that the audience will be able to follow and repeat the steps you are explaining.
2. Put the steps in the correct order.
3. Be sure not to leave out any necessary steps.
4. Include any necessary precautions that the audience should be aware of.
5. A visual aid, if practical, will help audience follow your instructions.
6. Demonstrate to the class how to conduct a simple experiment.

Guidelines:

1. Choose a short experiment that is possible to do in front of the class.
2. Be sure to bring all the necessary equipment with you to class.
3. The presentation should include:
 - a. the purpose of the experiment;
 - b. necessary background information;
 - c. warnings of possible dangers;
 - d. a clear explanation of each step;
 - e. an explanation of the result;
 - f. an analysis of the result.

Examples of advertisement for outlining a written text regarding agents and action. The slanted words are ‘agents’ and the rest are ‘actions’.

On homemade sweets industry

SWEET MEMORIES

Delight your inner child at The Old Lolly Shop, Adelaide, with a multicoloured display boiled sweets and old-fashioned candy. Stall 33, Central Market, Adelaide, (08) 8212 4122.

(27 words)

Examples of topic narrowed:

1. Sign of photocopier: MACHINE OUT OF ORDER.
2. Problem: Students have complaints about the class.
3. Rumor: Two people were fired from the company.
4. Sign on a classroom blackboard: CLASS CANCELLED.
5. Problem: Many trees in a park are dying.
6. Advice: The company should buy a new computer system.
7. Problem: The patient’s temperature is above normal.
8. Newspaper headline: 150 PEOPLE DIE IN AIR DISASTER.
9. Problem: Much lab equipment has been disappearing lately.
10. Rumor: The company might be opening a new factory in another country.
11. Newspaper headline: BRIDGE COLLAPSES!
12. Advice: The company should manufacture a new product.
13. Problem: Parents are not having their children vaccinated.
14. Rumor: All high school students in the nation will be required to study physics.
15. Newspaper headline: LOCAL SCIENTIST WINS NOBEL PRIZE.
16. Problem: Many outstanding scientists are leaving universities to work in industry.
17. Advice: the city should build a new zoo.
18. Newspaper headline: NEW TREATMENT FOR CANCER.
19. Problem: Road accidents are increasing.
20. Advertisement in newspaper: COMPUTER SALE!

**EXERCISES**

Underline the agents in the two texts below for making an outline for your paper.

on small French gateaux cooking class**French treats**

They look sweet and taste great, but beware of les canelous. The small caramelized gateaux from Provence are notoriously difficult to make. But thanks to Miriam Mcpherson and Martine Baboin from frenchclass, a Sydney-based company which provides tuition in all things Gallic, you can buy them each Wednesday at Fox Studios Farmers Market. The addition of orange blossom water lends a fragrant touch to this classic fluted cake. Phone (02) 9380 2672, www.frenchclass.com.au.

(73 words)

on fragrant soap home industry**Pure and simple**

With such delicious mix of ingredients, what's not to love about date, fig & olive soaps? All natural, they have an earthy, seductive aroma. Great for giving or hoarding. \$17, from Pacifica Skin Care, (02) 9955 8140.

(37 words)

Key to Exercises

Underline the agents in the two texts below for making an outline for your paper.

on small French gateaux cooking class

French treats

They look sweet and taste great, but beware of les canelous. The small caramelized gateaux from Provence are notoriously difficult to make. But thanks to Miriam Mcpherson and Martine Baboin from frenchclass, a Sydney-based company which provides tuition in all things Gallic, you can buy them each Wednesday at Fox Studios Farmers Market. The addition of orange blossom water lends a fragrant touch to this classic fluted cake. Phone (02) 9380 2672, www.frenchclass.com.au.

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(02) 9955 8140.

(37 words)



SUMMARY

Making an outline of the academic writing assignment

Since the information provided is not complete, you will have to add more details to develop these ideas into specific points.

Guidelines

1. Give clear instruction so that the audience will be able to follow and repeat the steps you are explaining.
2. Put the steps in the correct order.
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 - a) the purpose of the experiment;
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 - f) an analysis of the result.

Examples of topic narrowed:

1. Problem: Students have complaints about the class.
2. Rumor: Two people were fired from the company.
3. Sign on a classroom blackboard: CLASS CANCELLED.
4. Advice: The company should buy a new computer system.
5. Newspaper headline: 150 PEOPLE DIE IN AIR DISASTER.
6. Advertisement in newspaper: COMPUTER SALE!



FORMATIVE TEST 5

Read the table below in text 9.

<i>Agents</i>	<i>Actions</i>	
the government	limit	smoking areas
smokers	restrict	
nonsmokers		
business	provide	separate smoking areas
companies		
schools	sponsor	public lectures
the local media	promote	media campaigns
	support	school programs
	subsidize	
	reward	nonsmokers
	penalize	smokers
	ban	smoking in all public places
	prohibit	
	forbid	
	encourage	voluntary ban

Write down the topics below and make an outline on what your audience can understand, but one that they probably do not already know.

Sample topics:

- 1) how the media ban smoking in all public areas
- 2) how sedimentary rock is formed
- 3) how glass is made
- 4) how a star is formed
- 5) how petroleum is refined
- 6) how a volcano is formed
- 7) how paper is manufactured
- 8) how food is turned into energy
- 9) how satellite television functions
- 10) how plants are grafted
- 11) how clouds are seeded

Guidelines

The written text should include:

- 1) An explanation of exactly what the process is,
- 2) A description of the basic apparatus,
- 3) An explanation of the theory or principle involved,
- 4) A step-by-step description of the process,

Read the following text and answer the questions that follow.

- 1) What is the topic of the text?
- 2) Who are the audience?
- 3) What is the topic sentence?
- 4) What is the outline of the text?

Text 10

Preston's parties

Bedecked in orchids and Asian-inspired motifs, a couple's Hampton estate plays host to their summer nuptials

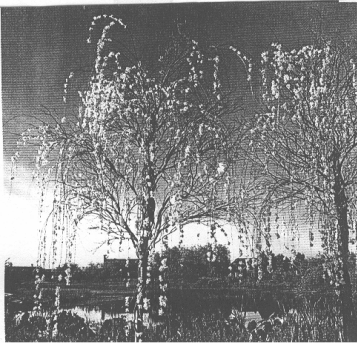
There are two things that make what I do specially fulfilling: when I'm able to turn my clients' vision of their celebration into reality, and when the guests are amazed by the visual serenade we've created.

Nowhere was this truer than at the summer wedding of Kelly Posner and David Gerstenhaber on their estate in Sagaponack, New York. The couple—he is a world famous economist and hedge-fund manager; she is a research scientist and philanthropist—wanted an Asian-infused environment that has both elegant and transporting.

The 200 guests entered through a canopy of celery-green silk held aloft by bamboo poles and lined with pots of water lilies. At the end of this ethereal walkway were a pond, rolling hills, and two weeping willows enhanced with handmade garlands of orchids that served as a chuppah. After the vows, everyone continued along a stone path that led to a Balinese-inspired tent, where the reception was held. There, they marveled at the tall manzanilla-branch centerpieces adorned with cymbidium orchids. At the tables a yellow orchid was tucked into each napkin, complemented by gardenias floating in shallow bowls.

The biggest crowd pleaser, however, was the band set up on an island surrounded by a moat filled with water lilies. Delighted at the sight, the newlyweds and their guests took full advantage of the dance floor around the moat to waltz throughout what was truly a joyous evening.

(234 words)



Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

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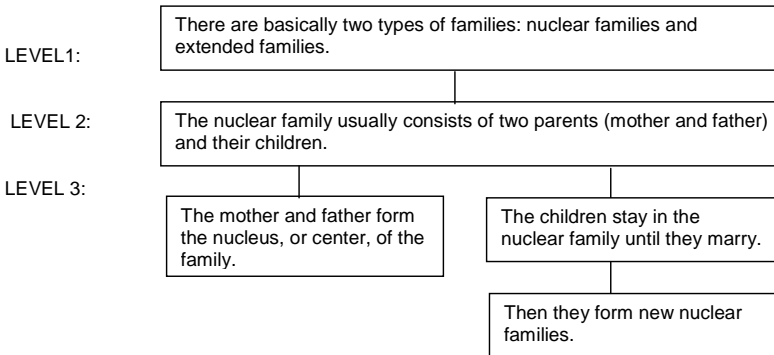
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If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

Key to Formative Test

Formative Test 1

Read the following paragraph about families. Then look at the following diagram. There are basically two types of families: nuclear families and extended families. The nuclear family usually consists of two parents (mother and father) and their children. The mother and father form the nucleus, or center, of the nuclear family. The children stay in the nuclear family until they marry. Then they form new nuclear families. Read the following diagram and see whether you understand the content.



The writer organizes the information in this paragraph according to the level of generality. The diagram shows three levels of generality in the paragraph. We find the most general information at:

- level 1 : a general statement about families.
- level 2 : we find a more specific statement about one type of family, the nuclear family.
- level 3 : is the most specific information at. Here we find specific statements about the parents and the children in the nuclear family.

After reading the diagram, decide which pattern of organization does the above text belong to? Cross out the wrong pattern organization.

✓	topical	✓	cause-effect
✓	chronological	___	reason for & against
___	spatial	___	comparison contrast
___	problem-solution		

Formative Test 2

Text 3

Visiting American football games at the University of Tennessee is an exciting adventure because there are so many interesting things to watch besides the game itself, especially the spectators. First of all there are thousands of people in the stadium wearing orange clothes and shouting, “Go Big Orange.” Orange is the color of U.T., and this is the reason Tennessee got the name “Big Orange Country.” Compared to German soccer games, you find a lot more young people among the spectators, nearly as many girls as boys. But people seem to have quite different interests in coming to the game; while some of the spectators are really interested in watching the game itself, many of them seem to use this kind of meeting more as a social event and a chance to party. Some of the girls, for example, dress up very well, put on fresh makeup, and climb up all the rows of the stadium in their high heels! After a while some of these boys and girls just get tired and leave the game without waiting to find out who won. Isn’t that strange? And also, during the game, nobody has to worry about food and drink; everything you need will be served directly to your seat: Coca Cola, popcorn, and hot dogs. Even though it is forbidden to drink alcohol on campus, you can smell the whiskey in the air. Watching the audience and their behavior, I feel more as if I were attending a public festival than a sports attraction. Because there are so many interesting things going on in the stadium, it’s not that easy to keep concentrated on the game itself.

(276 words)

The format for Analyzing the Audience

Name: _____

1. Who are your audience?
 Common occupation: *students or common people*
 Position in company:
 General level of education: *academic level*
 Area of specialization: *mixed*
 Special interests in common: *sport: football*
 Other important factors:
2. What is the general level of English of your audience?
 Most of the audience are:
 - A. native speakers
 - B. native and non-native speakers-mixed
 - C. non-native speakers-generally advanced level
 - D. non-native speakers-generally intermediate level
 - E. non-native speakers at different levels
3. How much technical background do the audiences have?
 Most of the audience are:
 - A. experts in the field
 - B. technically informed
 - C. non technical
 - D. mixed technical backgrounds
 - E. don't know
4. How much do the audiences already know about the subject?
Quite a lot on American football.
5. What do the audiences expect from your presentation?
 - A. What do the audience want or need to know? *The specialty of the American football fans.*
 - B. When is the presentation due? *Anytime*
 - C. How long should the presentation be? *Ten minutes presentation and ten minutes for questions and answers.*
 - D. Are there any special guidelines? If so, what are they? *No*

The format for Analyzing the Audience for a presentation

6. What other details of the speaking situation might affect your presentation?
 - A. How many people will be in the audience? *10-20 people*
 - B. How will the audience be seated-in rows, in a circle, around a table, or in another way? *In a circle*
 - C. Will you be expected to stand in front of the audience, sit in front of them, sit at a large table with them, or what? *Stand in front of them.*
 - D. Will the situation be formal or informal? *informal*
 - E. Where will the presentation be given? How large will the

room be? *In a classroom or in an informal meeting or American culture.*

F. What facilities will be available that you need to use? *Pictures of the football match and maps of the event.*

Text 4

Probably most of your classmates have seen or eaten at a McDonald’s restaurant either in the United States or at home. Discuss with the rest of the class what you would emphasize if you were an advertiser trying to persuade the following types of people to eat at McDonald’s instead of another restaurant. Don’t invent qualities for McDonald’s; try to remember what you know.

Audience	Presentation Emphasis on
a) a child under ten years old	<u><i>kid’s menu (Happy Meal) and play ground</i></u>
b) a high school student	<u><i>Choices of separate menu for Rp. 5000,- each: hamburger, spaghetti or ice cream.</i></u>
c) a graduate student	<u><i>‘paket hemat’ meal</i></u>
d) a couple with three children	<u><i>“paket hemat’ for the parents and 3 kid’s meal</i></u>
e) a retired couple	<u><i>‘paket hemat’ discount of 20% and free coffee or tea.</i></u>

The format for Analyzing the Audience

Name: _____

1. Who are your audience?
 Common occupation: _____
 Position in company: _____
 General level of education: _____
 Area of specialization: _____
 Special interests in common: _____
 Other important factors: _____

2. What is the general level of English of your audience?
 Most of the audience are:
 A. native speakers

- B. native and non-native speakers-mixed
 - C. non-native speakers-generally advanced level
 - D. non-native speakers-generally intermediate level
 - E. non-native speakers at different levels
3. How much technical background do the audiences have?
Most of the audience are:
- A. experts in the field
 - B. technically informed
 - C. non technical
 - D. mixed technical backgrounds
 - E. don't know
4. How much do the audiences already know about the subject?
They know a lot about their subject.
5. What do the audiences expect from your presentation?
- A. What do the audiences want or need to know? *The difference approaches used to satisfy the customers' needs.*
 - B. When is the presentation due? *Anytime*
 - C. How long should the presentation be? *15 minutes*
 - D. Are there any special guidelines? If so, what are they? *Use authentic materials for the presentation.*

The format for Analyzing the Audience for a presentation

6. What other details of the speaking situation might affect your presentation?
- A. How many people will be in the audience? *In a class of twenty.*
 - B. How will the audience be seated-in rows, in a circle, around a table, or in another way? *Two round tables with ten chairs each.*
 - C. Will you be expected to stand in front of the audience, sit in front of them, sit at a large table with them, or what? *Sit at a large table with them.*
 - D. Will the situation be formal or informal? *informal*
 - E. Where will the presentation be given? How large will the room be? *In a restaurant or in class quite large enough for 20 people.*
 - F. What facilities will be available that you need to use? *Power point and McDonalds gift for presentation*

Formative Test 3

Read the following text 6 and answer the questions that follow

It stays connected all over the world so you can, too.

THE BEST INTERNATIONAL WIRELESS CARRIER JUST GOT BETTER

Now you can use your AT&T Wireless phone to travel the world and still stay close to those who matter most—all with your same wireless phone and number. Whether you call back home or others call you, you'll stay connected from over 140 countries worldwide. Find out how to take advantage of our lowest summer roaming rates ever from select European countries. To sign up, visit a store or call today

USE YOUR SAME PHONE AND NUMBER OVERSEAS.

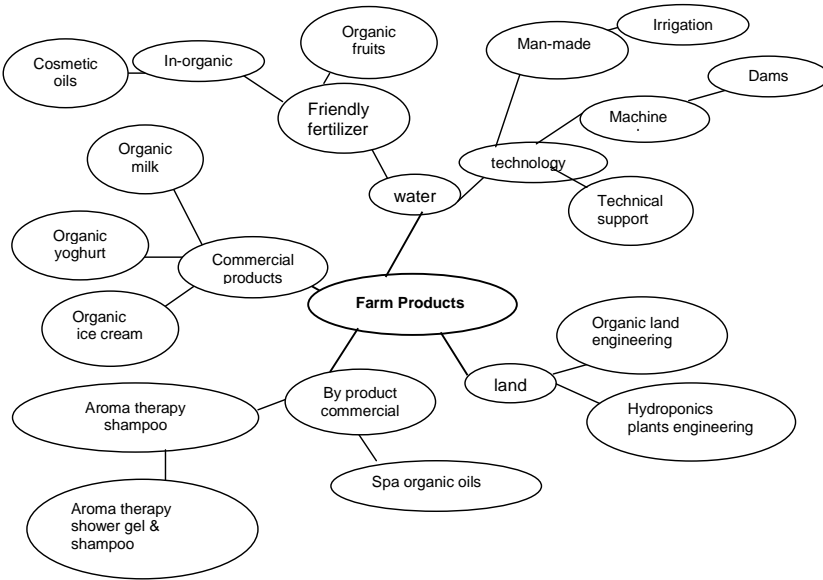
- 1) Main purpose: *to attract people's attracted to the phone company.*
- 2) What makes you think so? *'Stays connected' is technical words in the communication business.*
- 3) Secondary purpose(s): *makes people feel that they belong to the 'group' of people that could easily connect with each other.*
- 4) What makes you think so? *From the word 'connected all over the world so you can, too'.*
- 5) Did you have trouble determining the purpose of this advertisement? *No.*
- 6) Who do you think was the intended audience for this advertisement? *People who are using the phone and travel a lot. No matter what their age are.*

Formative Test 4

- 1) Read the topics below in text 7 and write other possible topic sentences based on your own experience.

Topic	Experience
Financial aid for international students.	This student was having financial problems.
Making American friends.	The student had no American friends and wanted some.
The Iranian and American criminal justice systems.	This student's father had been imprisoned for political activity and she was taking a course in criminal justice.
The question of Puerto Rico's becoming one of the United States.	This student was from Puerto Rico and was going to have to decide on how to vote on this question.
Day care in the United States and China.	This student was sending his four-year-old son to day care while he and his wife attended classes.

2) Prepare an informal outline based on your clustering diagram on environmental friendly farm products in text 8. Before filling the cluster diagram, list the farm products and its related clusters below.



Formative Test 5

Read the table below.

<i>Agents</i>	<i>Actions</i>	
the government	limit	smoking areas
smokers	restrict	
nonsmokers		
business	provide	separate smoking areas
companies		
schools	sponsor	public lectures
the local media	promote	media campaigns
	support	school programs
	subsidize	
	reward	nonsmokers
	penalize	smokers

<i>Agents</i>	<i>Actions</i>
	ban smoking in all public places
	prohibit
	forbid
	encourage voluntary ban

Write down the topics below and make an outline on what your audience can understand, but one that they probably do not already know.

Sample topics:

- 1) how sedimentary rock is formed
- 2) how glass is made
- 3) how a star is formed
- 4) how petroleum is refined
- 5) how a volcano is formed
- 6) how paper is manufactured
- 7) how food is turned into energy
- 8) how satellite television functions
- 9) how plants are grafted
- 10) how clouds are seeded

Guidelines

- 1) The presentation should include:
 - a) An explanation of exactly what the process is
 - b) A description of the basic apparatus
 - c) No explanation of the theory or principle involved
 - d) A step-by-step description of the process
- 2) Do not go into so much detail that the audience are confused.
- 3) A visual aid such as a drawing or diagram may you're your audience understand the process more easily

<i>Agents</i>	<i>Actions</i>
Sedimentary rock	is formed by the fossilization process
glass	is made by blowing the melted glass
Star	is formed by providing education and talent

Petroleum	is refined	by filtering process
A volcano	is formed	by eruption of magma from the center of magma to surface
Paper	is manufactured	by boiling the paper porridge and drying it into sheets of paper
Food	is turned into energy	by burning it in the body and formed to energy
Satellite television	functions	by connecting the waves from the satellite earth station into audio visual transform it to magnetic waves for the television
Plants	are grafted	by scratching fine lines on the plants' bark
Clouds	are seeded	by spraying the chemical rain from an airplane

Read the following text and answer the questions that follow.

Preston's parties

Bedecked in orchids and Asian-inspired motifs, a couple's Hampton estate plays host to their summer nuptials

There are two things that make what I do specially fulfilling: when I'm able to turn my clients' vision of their celebration into reality, and when the guests are amazed by the visual serenade we've created. Nowhere was this truer than at the summer wedding of Kelly Posner and David Gerstenhaber on their estate in Sagaponack, New York. The couple—he is a world famous economist and hedge-fund manager; she is a research scientist and philanthropist—wanted an Asian-infused environment that has both elegant and transporting.

The 200 guests entered through a canopy of celery-green silk held aloft by bamboo poles and lined with pots of water lilies. At the end of this ethereal walkway were a pond, rolling hills, and two weeping willows enhanced with handmade garlands of orchids that served as a chuppah. After the vows, everyone continued along a stone path that led to a Balinese-inspired tent, where the reception was held. There, they

marveled at the tall manzanilla-branch centerpieces adorned with cymbidium orchids. At the tables a yellow orchid was tucked into each napkin, complemented by gardenias floating in shallow bowls.

The biggest crowd pleaser, however, was the band set up on an island surrounded by a moat filled with water lilies. Delighted at the sight, the newlyweds and their guests took full advantage of the dance floor around the moat to waltz throughout what was truly a joyous evening.

(234 words)

- 1) What is the topic of the text? Unique wedding parties
- 2) Who are the audience? Readers interested in travel, entertaining, fashion, and wedding organizer.
- 3) What is the topic sentence? There are two things that make what I do specially fulfilling: when I'm able to turn my clients' vision of their celebration into reality, and when the guests are amazed by the visual serenade we've created
- 4) What is the outline of the text?

Intro	<i>There are two things that make what I do specially fulfilling: when I'm able to turn my clients' vision of their celebration into reality, and when the guests are amazed by the visual serenade we've created. Nowhere was this truer than at the summer wedding of Kelly Posner and David Gerstenhaber on their estate in Sagaponack, New York. The couple—he is a world famous economist and hedge-fund manager; she is a research scientist and philanthropist—wanted an Asian-infused environment that has both elegant and transporting.</i>
Content	<i>The 200 guests entered through a canopy of celery-green silk held aloft by bamboo poles and lined with pots of water lilies. At the end of this ethereal walkway were a pond, rolling hills, and two weeping willows enhanced with handmade garlands of orchids that served as a chuppah. After the vows, everyone continued along a stone path that led to a Balinese-inspired tent, where the reception was held. There, they marveled at the tall manzanilla-branch centerpieces adorned with cymbidium orchids. At the tables a yellow orchid was tucked into each napkin, complemented by gardenias floating in shallow bowls.</i>

Conclusion	<i>The biggest crowd pleaser, however, was the band set up on an island surrounded by a moat filled with water lilies. Delighted at the sight, the newlyweds and their guests took full advantage of the dance floor around the moat to waltz throughout what was truly a joyous evening.</i>
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