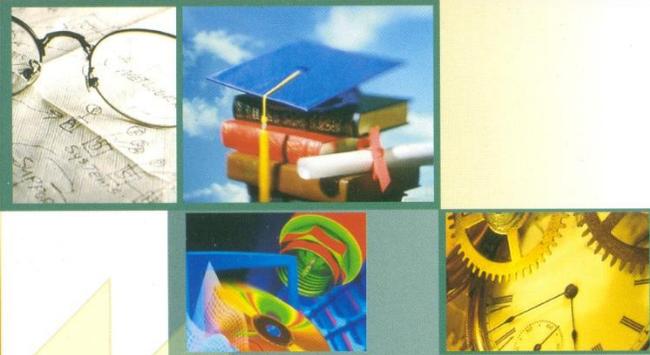


 GRAHA ILMU



Success in Academic English:

English for General Academic Purposes

FLORA DEBORA FLORIS
MARIA NATALIA D. MAER
MEEDY NUGRAHA



GRAHA ILMU

Acknowledgements

Success in Academic English:

English for General Academic Purposes

FLORA DEBORA FLORIS
MARIA NATALIA D. MAER
MEEDY NUGRAHA

Edited by:
FLORA DEBORA FLORIS

Reviewed by:
SETYADI SETYAPRANATA
LUBNA ALGADRIE
ESTHER H. KUNTJARA

**Success In Academic English:
English For General Academic Purposes**

Developed by : Flora Debora Floris
Maria Natalia D. Maer
Meedy Nugraha

Copyright @ 2007

ALL RIGHT RESERVED

The text of this publication, or any part the thereof, may not be reproduced or transmitted in any form or by means, electronic or the mechanical, including photocopying , recording, storage in an information retrieval system, or otherwise, without the prior written permission of the publisher.



GRAHA ILMU

Candi Gebang Permai Blok R/6
Yogyakarta 55511
Telp. : 0274-882262; 0274-4462135
Fax. : 0274-4462136
E-mail : info@grahailmu.co.id

Floris, Flora Debora; Maer, Maria Natalia D.; Nugraha, Meedy

Success In Academic English: English For General Academic Purposes/Flora
Debora Floris, Maria Natalia D. Maer, Meedy Nugraha

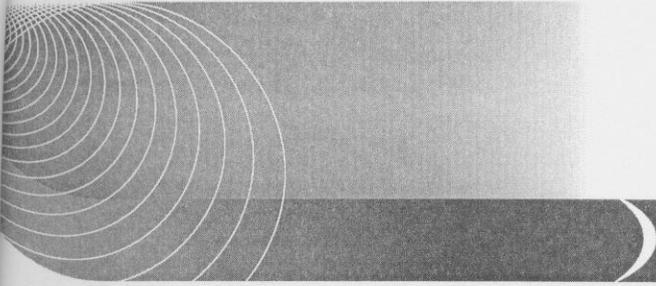
Edisi Pertama - Yogyakarta; Graha Ilmu, 2007

x + 72 hlm, 1 Jil. : 26 cm.

ISBN: 978-979-756-268-7

1. Bahasa

I. Judul



Acknowledgements

We would like to express our gratitude to all those who have helped to shape and develop the ideas that have gone into this book.

First and foremost, we would like to thank Asian Development Bank for their contributions. They had provided financial assistance to Petra Christian University (PCU) through the Technological and Professional Skills Development Sector (TPSDP) project. The support has enabled us to organize preliminary studies and develop the lessons in this book.

We are indebted to the instructors of English at PCU: Dra. Ita Pranoto, Dra. Ilonia L. Kosasih, Aulia Reza, S.S., Dwi Setiawan, MA, Leniwati Slamet, MA, Henny Putri Saking Wijaya, MA, and Herwindy Maria, MA, who have tried out the materials and given us their valuable suggestions.

We also owe a special debt to our reviewers: Drs. Setyadi Setyapranata, M.Pd., Dra. Lubna Algadrie, M.A., and Dra. Ester H. Kuntjara, M.A., Ph.D whose guidance and constant feedback helped us in writing all chapters of this book.

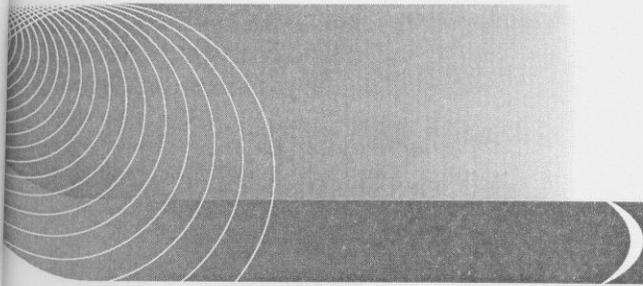
An enormous thanks, too, to our administrative partners at English Language Teaching Center of PCU: Vera Sepmita, Arlene Maria Yostanto, Shirley Angeline Yanis, Timotius Ilham Wahyudi and Rendy Pangaldus. Their ongoing practical supports are constantly appreciated.

In these acknowledgments, we must, of course, also mention our students at General Education Department of PCU. It was these people who provided constant inspiration to us.

We must also thank all faculty members and administrative staff of General Education Department, Faculty of Civil Engineering and Design, Faculty of Industrial Technology, Sub Project Management Unit and Research Center of PCU for their wonderful academic and administrative assistances during the writing and publication of this book.

The authors are grateful to the authors, publishers, and others who have shared wonderful source of ideas. A list of resource materials that we consulted is provided at the end of each chapter.

Last, but not least, we wish to extend our deepest appreciation and love to our families for their unending support and encouragement. We dedicate this book to them.



Course Book

English for General Academic Purposes

Objectives

This book serves as a foundation which aims to enable the students attending subject matter courses in English. It also aims to improve their English skills and knowledge while providing them with essential study skills needed in their academic life in a fun and constructive atmosphere.

Targets

The materials in the course book are relevant for students from various disciplines at college level. It is assumed that the students have elementary proficiency of English and are not thoroughly familiar with efficient study skills in English content courses.

Methodology

The topics discussed in class, which are based on the results of the needs analysis survey, are mostly relevant to the students' need and interests.

Since the emphasis of this course book is on the communication process rather than on the mastery of language forms, it is especially relevant to use communicative language teaching approach. Thus, grammar and vocabulary knowledge are given particularly to support the communication process among the students.

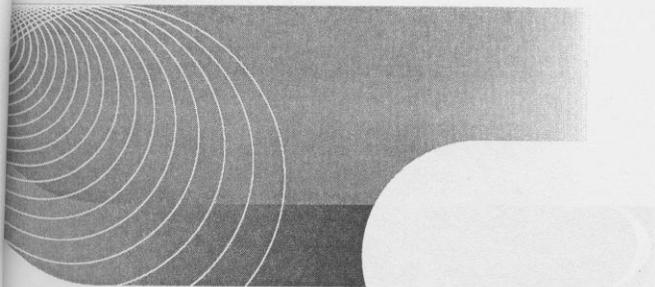
To further assist the students in their communication process, several chapters of this book are designed as CALL, or Computer Assisted Language Learning. Computers are considered to be efficient in facilitating the students' learning process since they allow the users to carry out tasks which are impossible to carry out using other media. Students are, for example, able to use multimedia equipments and word processor during the lesson. Moreover, the computers have internet connection which will provide them with up-to-date information.

Organization

The course book consists of fifteen units, all of which are reading based. Each unit is divided into five main parts:

Before you read

This section triggers the students' previous knowledge on the topic to prepare them for the reading text in particular and the whole unit in general.



Let's Read

The reading text presents interesting topics based on real life and students' interests. Post reading activities are provided at the end of each reading text to enhance the students' comprehension.

Language Focus

This part focuses on the basic grammar skills that the students need to properly express ideas and communicate.

Let's Speak

This part of the unit provides the students with the opportunity to express ideas relating to various topics in spoken language.

Let's Write

The activities in this section are designed to stimulate the students' interest and ability to write especially in the academic setting.

Study Skill

This section introduces study skills needed in any academic classes. The students will learn how to summarize a reading text, create a writing outline, etc. Study-Skill section is the feature of the course book.

Chart of the Lesson

Unit	Study Skill Focus	Language Focus	Page
1	Speaking	Present Progressive Tense	1-3
2	Writing	Comparatives and Superlatives	4-7
3	Reading	Future Tense	8-11
4	Speaking	Conditionals	12-15
5	Writing	Future Tense	16-19
6	Reading	Conditionals	20-23
7	Speaking	Future Tense	24-27
8	Writing	Conditionals	28-31
9	Reading	Future Tense	32-35
10	Speaking	Conditionals	36-39
11	Writing	Future Tense	40-43
12	Reading	Conditionals	44-47
13	Speaking	Future Tense	48-51
14	Writing	Conditionals	52-55
15	Reading	Future Tense	56-59
16	Speaking	Conditionals	60-63
17	Writing	Future Tense	64-67
18	Reading	Conditionals	68-71
19	Speaking	Future Tense	72-75
20	Writing	Conditionals	76-79
21	Reading	Future Tense	80-83
22	Speaking	Conditionals	84-87
23	Writing	Future Tense	88-91
24	Reading	Conditionals	92-95
25	Speaking	Future Tense	96-99
26	Writing	Conditionals	100-103
27	Reading	Future Tense	104-107
28	Speaking	Conditionals	108-111
29	Writing	Future Tense	112-115
30	Reading	Conditionals	116-119
31	Speaking	Future Tense	120-123
32	Writing	Conditionals	124-127
33	Reading	Future Tense	128-131
34	Speaking	Conditionals	132-135
35	Writing	Future Tense	136-139
36	Reading	Conditionals	140-143
37	Speaking	Future Tense	144-147
38	Writing	Conditionals	148-151
39	Reading	Future Tense	152-155
40	Speaking	Conditionals	156-159
41	Writing	Future Tense	160-163
42	Reading	Conditionals	164-167
43	Speaking	Future Tense	168-171
44	Writing	Conditionals	172-175
45	Reading	Future Tense	176-179
46	Speaking	Conditionals	180-183
47	Writing	Future Tense	184-187
48	Reading	Conditionals	188-191
49	Speaking	Future Tense	192-195
50	Writing	Conditionals	196-199
51	Reading	Future Tense	200-203
52	Speaking	Conditionals	204-207
53	Writing	Future Tense	208-211
54	Reading	Conditionals	212-215
55	Speaking	Future Tense	216-219
56	Writing	Conditionals	220-223
57	Reading	Future Tense	224-227
58	Speaking	Conditionals	228-231
59	Writing	Future Tense	232-235
60	Reading	Conditionals	236-239
61	Speaking	Future Tense	240-243
62	Writing	Conditionals	244-247
63	Reading	Future Tense	248-251
64	Speaking	Conditionals	252-255
65	Writing	Future Tense	256-259
66	Reading	Conditionals	260-263
67	Speaking	Future Tense	264-267
68	Writing	Conditionals	268-271
69	Reading	Future Tense	272-275
70	Speaking	Conditionals	276-279
71	Writing	Future Tense	280-283
72	Reading	Conditionals	284-287
73	Speaking	Future Tense	288-291
74	Writing	Conditionals	292-295
75	Reading	Future Tense	296-299
76	Speaking	Conditionals	300-303
77	Writing	Future Tense	304-307
78	Reading	Conditionals	308-311
79	Speaking	Future Tense	312-315
80	Writing	Conditionals	316-319
81	Reading	Future Tense	320-323
82	Speaking	Conditionals	324-327
83	Writing	Future Tense	328-331
84	Reading	Conditionals	332-335
85	Speaking	Future Tense	336-339
86	Writing	Conditionals	340-343
87	Reading	Future Tense	344-347
88	Speaking	Conditionals	348-351
89	Writing	Future Tense	352-355
90	Reading	Conditionals	356-359
91	Speaking	Future Tense	360-363
92	Writing	Conditionals	364-367
93	Reading	Future Tense	368-371
94	Speaking	Conditionals	372-375
95	Writing	Future Tense	376-379
96	Reading	Conditionals	380-383
97	Speaking	Future Tense	384-387
98	Writing	Conditionals	388-391
99	Reading	Future Tense	392-395
100	Speaking	Conditionals	396-399
101	Writing	Future Tense	400-403
102	Reading	Conditionals	404-407
103	Speaking	Future Tense	408-411
104	Writing	Conditionals	412-415
105	Reading	Future Tense	416-419
106	Speaking	Conditionals	420-423
107	Writing	Future Tense	424-427
108	Reading	Conditionals	428-431
109	Speaking	Future Tense	432-435
110	Writing	Conditionals	436-439
111	Reading	Future Tense	440-443
112	Speaking	Conditionals	444-447
113	Writing	Future Tense	448-451
114	Reading	Conditionals	452-455
115	Speaking	Future Tense	456-459
116	Writing	Conditionals	460-463
117	Reading	Future Tense	464-467
118	Speaking	Conditionals	468-471
119	Writing	Future Tense	472-475
120	Reading	Conditionals	476-479
121	Speaking	Future Tense	480-483
122	Writing	Conditionals	484-487
123	Reading	Future Tense	488-491
124	Speaking	Conditionals	492-495
125	Writing	Future Tense	496-499
126	Reading	Conditionals	500-503
127	Speaking	Future Tense	504-507
128	Writing	Conditionals	508-511
129	Reading	Future Tense	512-515
130	Speaking	Conditionals	516-519
131	Writing	Future Tense	520-523
132	Reading	Conditionals	524-527
133	Speaking	Future Tense	528-531
134	Writing	Conditionals	532-535
135	Reading	Future Tense	536-539
136	Speaking	Conditionals	540-543
137	Writing	Future Tense	544-547
138	Reading	Conditionals	548-551
139	Speaking	Future Tense	552-555
140	Writing	Conditionals	556-559
141	Reading	Future Tense	560-563
142	Speaking	Conditionals	564-567
143	Writing	Future Tense	568-571
144	Reading	Conditionals	572-575
145	Speaking	Future Tense	576-579
146	Writing	Conditionals	580-583
147	Reading	Future Tense	584-587
148	Speaking	Conditionals	588-591
149	Writing	Future Tense	592-595
150	Reading	Conditionals	596-599
151	Speaking	Future Tense	600-603
152	Writing	Conditionals	604-607
153	Reading	Future Tense	608-611
154	Speaking	Conditionals	612-615
155	Writing	Future Tense	616-619
156	Reading	Conditionals	620-623
157	Speaking	Future Tense	624-627
158	Writing	Conditionals	628-631
159	Reading	Future Tense	632-635
160	Speaking	Conditionals	636-639
161	Writing	Future Tense	640-643
162	Reading	Conditionals	644-647
163	Speaking	Future Tense	648-651
164	Writing	Conditionals	652-655
165	Reading	Future Tense	656-659
166	Speaking	Conditionals	660-663
167	Writing	Future Tense	664-667
168	Reading	Conditionals	668-671
169	Speaking	Future Tense	672-675
170	Writing	Conditionals	676-679
171	Reading	Future Tense	680-683
172	Speaking	Conditionals	684-687
173	Writing	Future Tense	688-691
174	Reading	Conditionals	692-695
175	Speaking	Future Tense	696-699
176	Writing	Conditionals	700-703
177	Reading	Future Tense	704-707
178	Speaking	Conditionals	708-711
179	Writing	Future Tense	712-715
180	Reading	Conditionals	716-719
181	Speaking	Future Tense	720-723
182	Writing	Conditionals	724-727
183	Reading	Future Tense	728-731
184	Speaking	Conditionals	732-735
185	Writing	Future Tense	736-739
186	Reading	Conditionals	740-743
187	Speaking	Future Tense	744-747
188	Writing	Conditionals	748-751
189	Reading	Future Tense	752-755
190	Speaking	Conditionals	756-759
191	Writing	Future Tense	760-763
192	Reading	Conditionals	764-767
193	Speaking	Future Tense	768-771
194	Writing	Conditionals	772-775
195	Reading	Future Tense	776-779
196	Speaking	Conditionals	780-783
197	Writing	Future Tense	784-787
198	Reading	Conditionals	788-791
199	Speaking	Future Tense	792-795
200	Writing	Conditionals	796-799

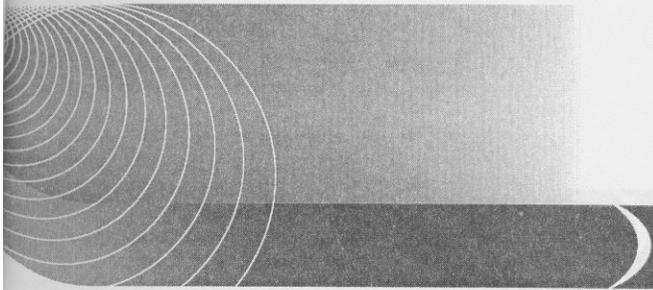
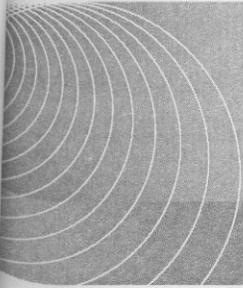


Chart of the Lesson

Unit	Title	Study Skill Focus	Language Focus	Page
1.	Learning to Learn	Reading: Scanning and Understanding Details	Simple Present Tense	1 - 4
2.	Education Abroad	Speaking: Describing Diagrams and Tables	Present Progressive Tense	5 - 9
3.	Baby Girl	Writing: Brainstorming and Clustering	Simple Past and Past Progressive Tense	10 - 14
4.	Entertainment Today	Reading: Skimming and Understanding Main Ideas	Present Perfect and Present Perfect Progressive Tense	15 - 18
5.	Religious Architecture	Speaking: Discussion	Future Tense	19 - 21
6.	Tourism	Writing: Outline	Passive Voice	22 - 27
7.	Wedding Custom	Reading: Tackling Difficult Vocabulary	Adjectives	28 - 32
8.	Youth Culture	Speaking: Individual Presentation (part 1)	Gerunds	33 - 38
9.	Careers	Writing: Thesis Statement, Topic Sentence and Supporting Details	Reciprocal Pronouns	39 - 43
10.	Gender Equality	Reading: Paraphrasing Complex Ideas	Relative Pronouns	44 - 48
11.	Football	Speaking: Individual Presentation (part 2)	Modals	49 - 52
12.	Drug Education	Writing: Editing and Revising a Writing Draft	Adverbs of Manner	53 - 56
13.	Lifestyle	Reading: Interpreting Discourse Markers	Conditional Sentences	57 - 62
14.	Multi Level Marketing	Speaking: Debate	Direct and Reported Speech	63 - 66
15.	Robot Contest	Reading: Making Inferences	Phrasal Verbs	67-72



UNIT ONE

Learning to Learn

Study Skill Focus:

- Reading: Scanning and Understanding Details

Language Focus:

- Simple Present Tense

Before You Read

Think about ONE of your biggest problems in studying. Write down three possible ways to solve this problem on the space provided.

My biggest problem in studying is _____

The possible solutions to solve my problem:

- _____
- _____
- _____

Let's Read

Work with a partner. Here are the rules:

- Look at Reading Text 1 on the next page as many times as you like to find the answers.
- Do not answer in full sentences.
- Compete with your partner. Time your activity.

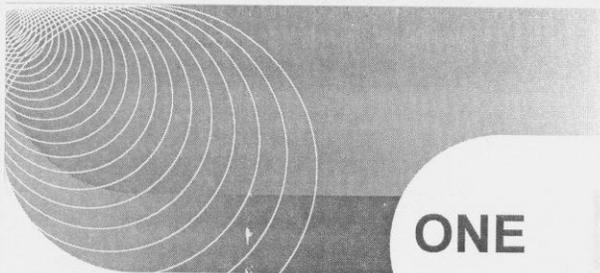
Exercise 1

- "M.U.R.D.E.R" is the shorter form of
- What kind of 'Mood' do you have to set before studying?
- In the 'Understand' stage, how many unit(s) do you have to focus on?
- What 'external expert sources' are mentioned in the text?
- How many questions do you have to ask in 'Expand'?

STOP! Now, discuss the answers with your partner.

Ask these questions to your partner. Take turns answering them.

- Do you think that competing for exercise 1 was difficult? Why?
- What strategies did you use to answer the questions as fast as possible?



ONE

Reading Text 1

“M.U.R.D.E.R” A Study System

Mood. Set a positive mood for yourself to study in. Select the appropriate time, environment, and attitude.

Understand. Mark any information that you do not understand in a particular unit. Keep a focus on one unit or a manageable group of exercises.

Recall. After studying the unit, stop and put what you have learned into your own words.

Digest. Go back to what you did not understand and reconsider the information. Contact external expert sources (e.g., other books or an instructor) if you still cannot understand it.

Expand. In this step, ask three kinds of questions concerning the studied material:

- If I could speak to the author, what questions would I ask or what criticism would I offer?
- How could I apply this material to what I am interested in?
- How could I make this information interesting and understandable to other students?

Review. Go over the material you have covered. Review what strategies helped you understand and/or retain information in the past and apply these to your current studies.

(170 words)

Study Skill Focus: Scanning and Understanding Details

Scanning is a reading technique to be used when you want to find specific information quickly. Scanning helps you to find specific facts or pieces of information without reading the whole passage.

When you scan you should:

- Determine how the material is organized, this will help you locate specific information (for example, a telephone book is organized by area and by following the alphabetical order);
- Use key words, headings, and subheadings to help you find the section of the text that contains the information you are looking for.
- Use clues to help you find the information, for example:
 - When looking for the names of people or cities, scan for capital letters;
 - When looking for dates, heights, weights, scan for numbers.
- Force your eyes to move faster by moving your finger quickly back and forth while moving down the page.

Example:

M.U.R.D.E.R is the shorter form of...

To answer this question, move your eyes quickly through the reading text to determine how it is organized. You should know by now, that the material is divided into six paragraphs, each containing different subject. The question asks you to find WORDS that form M.U.R.D.E.R, so with your eyes scanning the six paragraphs, find the words whose initials form M.U.R.D.E.R.

Now, after you know how to scan effectively read Reading Text 2 and answer the questions. Do not forget to time your activity.

Exercise 2

- What should you do if you are not sure about when to study?
- Mention one reason why libraries are perfect for studying!
- What is the first step to handle the rest of the world?

So, how did you do? Do you think knowing the scanning tips helps you to read faster?

Reading Text 2

Ways to Get the Most Out of Now

The following time management techniques are about when to study, where to study, and ways to handle the rest of the world.

When to Study

Be aware of your best time of the day. Many people learn best in daylight hours. Some people experience the same benefits by staying up late. If you aren't sure what's best for you, be aware and find out.

Where to Study

Use a regular study area. When you arrive at that particular place, you can focus your attention more quickly. Bed, easy chairs and sofas are dangerous places to study. Use a library. Libraries are designed for learning.

Ways to Handle the Rest of the World

Get off the phone. Get an answering machine or study at the library. Learn to say no. Avoid noise distractions. Avoid studying in front of the television and turn off the stereo. Schedule

your study sessions for times when your living environment is usually quiet.

(165 words)

Language Focus:
Simple Present Tense

We use Simple Present Tense to state:

- General truth (something that was true in the past, is true in the present, and will be true in the future) e.g. The sun rises in the east.
- Habits or everyday activities.

Example:

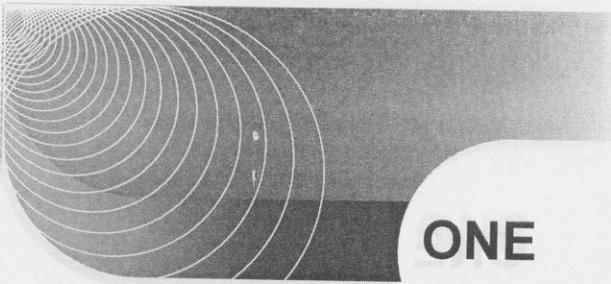
- I *always study* in the library after school.
- Our teachers *usually give* us assignments at the end of the meeting.
- John *never joins* a study group.

To keep it simple:

- Pay attention to the subject. If the subjects are:
 1. I / we / you / they → use the verbs in their infinitive form (without -s/-es)
 2. He / she / it → add -s/-es to the verbs.
- You can use adverbs of frequency in Simple Present Tense, such as *always, usually, often, sometimes, rarely, seldom, and never*.

Exercise

Make a list of studying habits that you have in your university years. Use the adverbs of frequency if necessary. Exchange your finished works with a friend. Correct each other's mistakes and check whether you use the adverbs correctly.



ONE

- _____
- _____
- _____
- _____

Let's Speak

Work with a partner. Tell your partner about your ways of studying. Do you have special strategies in getting good marks? Compare your answers with your partner's, and make notes.

Let's Write

Imagine that you are studying away from your home, and you want to send a postcard to your best friend. Tell him/her briefly about the studying problems that you face and the way you handle them. Your composition must be 60 words at the most.

References

Azar, Betty Schramper. (1989) *Understanding and Using English Grammar*. 2nd edition. New Jersey: Prentice Hall Regents.

Landsberger, Joe. (n.d.) *Study Guides and Strategies*. Adapted from Hayes, John R. (1989), *The Complete Problem Solver*. <<http://www.studygs.net/murder.htm>> (Last accessed 10 May 2004)

Wholey, Mary Lee. (1999) *Reading Matters 2*. Boston: Houghton Mifflin.