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1+2



Essay

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Essay 2.1+2

AYDI 2022/ T1

LECTURE NO. 1

13.05.2022

HELLO EVERYONE!

Subject or topic is a key term in writing.

What is the meaning of **brainstorming**?

It is to come up with a lot of ideas for my writing. عصف ذهني

We may come up with ideas that don't make sense. Then we can arrange them during the writing process. Throughout the writing process, we can add and delete things according to the rules.

What is the smallest unit that makes language? Letters make words. Words make sentences. Sentences make paragraphs.

A paragraph is basically a group of coherently related sentences.

What does that mean?

I have to think of ideas that are well fitted together and logical for the reader. This is what we call the **logicality of ideas**.

What does the paragraph consist of?

Always remember that the paragraph or the essay has the form of a burger. We have cheese, tomatoes, meat, and bread.

The paragraph consists of:

1. An introductory sentence which is the topic sentence
2. The body sentence
3. The concluding sentence

The same plan applies to an essay. The essay is an extended paragraph.

The essay consists of:

1. An introduction
2. Three different paragraphs
3. The conclusion

These are the main differences between the essay and the paragraph but they have the same structure.

Your view about the topic of the paragraph is very important. My attitude about smoking for example can be positive or negative.

If we are talking about religion, everyone has his own opinion. We call this the **controlling idea**. This is what I'm aiming at; to convince my reader of my attitude or opinion.

1. The topic sentence (It must be only one sentence):

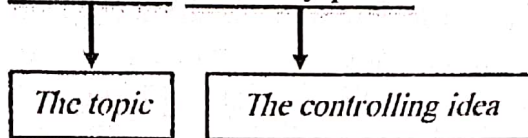
It includes the main idea of the paragraph. I can detect the idea of the paragraph by reading its topic sentence.

The topic sentence is the most important sentence in the paragraph. It's

also the most general sentence. It consists of two parts: *the topic* and *the controlling idea*. The controlling idea is used to specify one aspect to talk about.

Example of a topic sentence:

- My mother is a busy person.



I use the **controlling idea** in order to explain my topic.

When I write the sentences that constitutes the body of the paragraph, I have to keep in mind the controlling idea. I need to write major ideas.

2. The body sentences (also called supporting sentences):

They support the topic sentence. They add information and details to the topic sentence. There are two kinds of supporting sentences: *major supporting sentences and minor supporting sentences*.

Example of a major supporting sentence:

- She works nine hours a day.

The minor supporting sentences support the major supporting sentence by explaining it or adding information to it. This is done by giving examples, statistics, personal experiences...etc.

Examples of minor supporting sentences:

- She is a doctor at a hospital.
- She goes out at 7 o'clock and comes back at 4 o'clock.

Another major supporting sentence:

- Also, she does all the house work by herself.

Minor supporting sentences to this major supporting sentence:

- She cleans the house and washes the dishes.
- She does the shopping every day.

The minor supporting sentences are details for the major ones. In the major and minor sentences, we can include **personal experience**.

What determines the major and minor supporting sentences in the paragraph is the writer.

3. The concluding sentence:

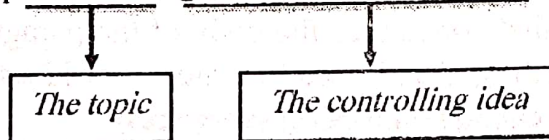
In the concluding sentence, we restate the topic sentence. We repeat the topic sentence using different words. Another option is to summarize the whole paragraph in the concluding sentence. (Notice that we don't add any new information in the concluding sentence). إعادة صياغة

Open your books on page 16.

A. The topic sentence:

It is the most important sentence in a paragraph because it introduces *the main idea* of the paragraph. It is therefore the *most general* statement of the paragraph. The topic sentence is a *complete sentence*. It consists of two parts: the topic and the controlling idea. The topic is the *subject*. The controlling idea is *the main point, opinion, feeling or view*. It limits or controls the subject and narrows it down to the aspect explored in the paragraph.

Example: Smoking is harmful to your health.



B. The body (support):

In order to support and develop the topic sentence, a writer may resort to using : (*This is a very important idea for the exam*)

a) Statistics or facts. b) Examples. c) Personal experience.

There are two types of supporting sentences: major supporting sentences and minor supporting sentences. The major supporting sentences are the *main details* that directly *develop the topic sentence*. The minor supporting sentences offer *further details*, or perhaps examples, of the major supporting sentences.

C. The concluding sentence:

This is the *final* sentence in a paragraph. It usually *restates* the topic sentence; it expresses it in other words or summarizes the paragraph. Not all paragraphs end with concluding sentences. The concluding sentence *reinforces* the ideas in the reader's mind.

موضوع:

The effect of social media on mental health

Social media has bad effect on mental health for many reasons.
(Argument)

(Then I want to write major and minor supporting sentences)

(I will start with the first reason) Perhaps you start comparing yourself to other people. This comparison creates psychological problems.

It prevents you from being focused on your work. (This is a major sentence. We can add many other minor sentences) (Idea No.2)

(Now the conclusion): Consequently, one can see that social media platforms can distract you from your daily life and can change one's life.

Thank You

LECTURE NO.2

20.05.2022

HELLO EVERYONE!

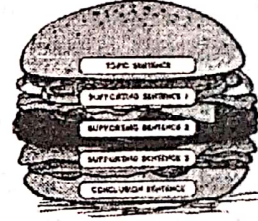
Last time, we talked about the burger. It is like the paragraph. We said that the paragraph has the form of burger.

1. The topic sentence:

We said that the topic sentence is the most general sentence in the paragraph. هي الجملة الأشمل

It gives me the whole idea of my essay. It consists of two parts.

It might come at the beginning of the paragraph or it might not.



ممکن تكون الجملة الأولى أو الثانية أو الثالثة

Example of a topic sentence:

- Social media has three bad effects on mental health.

The controlling idea: my attitude toward the subject.

2. The body sentences (also called supporting sentences):

The major supporting sentences:

They explain the topic sentence. They might be:

- a) Statistics or facts.
- b) Examples.
- c) Personal experience.

The minor supporting sentences:

They are details for the major supporting sentences. They are the most precise part in the paragraph.

We don't have a specific number for major and minor supporting sentences.

C. The concluding sentence:

-Smoking causes major diseases and minor diseases.

I need to be concise. مختصر

This is the skeleton of any paragraph. Even the essay has the same skeleton but it is extended. Next time we are going to start with essay.

Now, we are going to talk about cohesive devices.

Cohesive devices

أدوات الربط

The main reason why I use the cohesive devices is because I have a break in meaning. خلل بالمعنى.

Notes:

- The first letter in the sentence should be capitalized

- "I" pronoun should always be capitalized
- Names of people, cities, places, countries, and titles should be capitalized.

Linking words are the means of establishing cohesion in a piece of writing. They make the piece stand as a text by connecting the sentences in it. There are several types of linking devices: *coordinating conjunctions*, *subordination conjunctions* and *transitions*.

1. Coordinating conjunctions:

Before studying the coordinating conjunctions, it's important to know the types of sentences. We have different kinds of sentences and different kinds of clauses.

Clauses:

There are independent clauses and dependent clauses.

An independent clause has a subject and a verb; it has a full meaning and it's a complete sentence. It can stand alone.

We use the coordinating conjunctions to link two independent clauses and the resulting sentence is called *a compound sentence*. The coordinating conjunction would therefore be preceded by a comma. It is easy to remember coordinating conjunctions by remembering the words: FANBOYS.

F = for, A = and, N = nor, B = but, O = or, Y = yet, S = so.

Examples: It was raining, so I couldn't go out.

We can't go out, nor can we stay home.

When the coordinating conjunction is not followed by an independent clause, no comma follows, and the sentence is considered a simple sentence.

Example: she rushed to the airport but couldn't catch her flight.

2. Subordinating conjunctions:

Complex sentences = dependent sentence + independent sentence

I don't use FANBOYS here. We use subordinating conjunction.

They link dependent clauses with independent clauses. These are conjunctions that precede dependent clauses and link them with independent clauses to form *complex sentences*. The clauses determine what type of subordinating conjunction to use. There are mainly two types of dependent clauses: *adverbial clauses* and *adjective clauses*.

Adverbial clauses:

An adverbial clause is a dependent clause preceded by a subordinating conjunction, and functions as an adverb. Adverbs typically answer the questions: when? Where? Or why? In a sentence.

Examples: (answering the question when).

- When I woke up, it was raining.
- When I arrived at the railway station, the train had already left.
- When the dependent clause comes first, we need to use a comma.
- When the dependent clause comes next, we don't need a comma.

Examples: (answering the question why)

- Because I was tired, I couldn't attend the lecture.
- I couldn't attend the first lecture because I was tired.

Examples: (answering the question where)

- Where there's money, there's love.
- There's love where there's money.

Example: (contrast)

- Although it was raining, I went out.

FUNCTION	SUBORDINATOR
Time	<i>after, as, before, since, when, ...</i>
Causation	<i>because, since, ...</i>
Place	<i>where, wherever, ...</i>
Contrast	<i>although, even though, whereas, ...</i>
Condition	<i>if, unless, ...</i>

Relative (adjective) clauses:

The relative clause functions as an adjective. An adjective is used to modify a noun by supplying details about it.

Relative clauses begin with a relative pronoun. Relative pronouns are *that* and *which* (for things) and *who*, *that*, *whom* (for people).

In order to punctuate relative clauses correctly, the importance of the meaning given should be established first. Look at the following two sentences:

- My mother, who has been teaching Arabic for 30 years, has finally retired.

- My English teacher who taught me in my first schooling years is the reason why I like English.

In the first sentence, the information is *not essential* to identify the noun. If the relative clause is omitted, the noun would be still identified since one has one mother only.

Whereas in the second sentence, omitting the relative clause would confuse the reader as it is not known which English teacher the speaker is referring to her.

Exercises:

-she rushed to the airport **but** couldn't her flight.

What is the type of this sentence?

We have a coordinating conjunction (but). This is a simple sentence because I have only one subject (she) and two verbs.

-Khadija likes reading novels but Hosam likes reading sport magazines because they are shorter

This is a compound complex sentence. We used two independent clauses. We have also a dependent sentence (because they are shorter).

3. Transitions:

Transitions are linking words that serve to connect *independent clauses*.

Transitions can appear at the beginning of a sentence, in the middle or at the end. Whenever they appear, they are set off from the rest of the sentence by commas.

Examples:

A tourist coming to visit Damascus would find so many attractions. For example, the Umayyad Mosque is a masterpiece of Islamic architecture.

Or: The Umayyad Mosque, for example, is a masterpiece of Islamic architecture.

Or: The Umayyad Mosque is a masterpiece of Islamic architecture, for example.

* Wherever the transitional word comes, it is punctuated and separated from the rest of the sentence.

* Transitions like "therefore" and "however" can link two independent clauses as the following examples:

- It's an ideal day for picnics. However, I'm too overworked to go out.

It's an ideal day for picnics. I'm too overworked, however, to go out.

It's an ideal day for picnics. I'm too overworked to go out, however.

- I have no choice but to stay indoors; the weather is terrible.

The weather is terrible; therefore, I have no choice but to stay indoors.

* At the beginning of every paragraph, we need a space of half an inch from the left.

* منكتب سطر اي سطر لا.

* Page 23-24-25-26-34-35-36-37-38: homework for the next time.

* I want you to write a paragraph about the effect of travelling on people.

Thank You

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Essay 2.1+2