

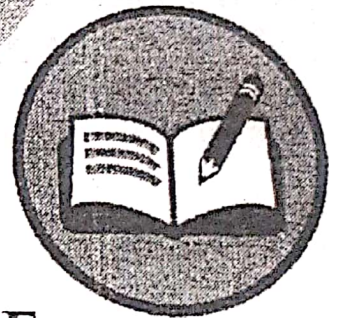
AYDI EST.

Open Learning & Translation

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First Term



2.7
THE LAST LECTURE

Essay

15.07.2022

أ. مايا عايد



HELLO EVERYONE!

Unit 3

The Comparison and Contrast Essay

Comparison means *similarities*. Contrast means *differences*.

The purpose of a comparison is to show how people, places, animals, ideas, concepts, or any other things are similar, and the purpose of a contrast is to show how these are different.

When I intend to write a compare and contrast essay, the first thing I have to keep in mind is the brainstorming process.

- **Method and patterns of organization:**

In the introduction, we mention the two things that we want to compare and contrast.

In the body paragraphs, there are three basic patterns for organizing a comparison and contrast essay:

1. Basic Block Style

In this style, you list all the similarities between the two objects of your essay in one body paragraph, and in the second body paragraph you list all the differences between them, or vice versa.

Here, we have TWO body paragraphs; in the first we talk about the similarities while in the other we talk about the differences.

The Internet and Print

Introductory paragraph

Thesis Statement

Body paragraph 1: Differences between the Internet and Print

Expenses

Speed in finding the sought for information

Body paragraph 2: Similarities between the Internet and Print

Good sources of information

Entertainment tools

Concluding paragraph

2. Block Comparison Style

In this style, you also have two body paragraphs with exactly the same ideas on both objects of comparison. They should be discussed in exactly the same order in both paragraphs.

Let's have a look at this example on page 113:

Introductory Paragraph

Thesis Statement

Body Paragraph 1: The internet

Expenses

Speed in finding information

A good source of information
 An entertainment tool
Body Paragraph 2: Print compared with Internet
 Expenses: print more costly
 Speed in finding information: internet speedier
 A good source of information: both of them
 An entertainment tool: both, though internet is more entertaining.
Concluding Paragraph

3. Point-by-Point Comparison Style

In this last style, you have several body paragraphs. This has to do with the number of points of comparison you have in this essay.

Introductory Paragraph
 Thesis Statement
Body Paragraph 1: First point of comparison
 Expenses of internet and print
Body Paragraph 2: Second point of comparison
 Speed in finding information
Body paragraph 3: Third point of comparison
 A good source of information
Body Paragraph 4: Fourth point of comparison
 Entertainment tool
Concluding Paragraph

Transitional Signals

1. Comparison

Conjunctions				
Transitions	Coordinating	Subordinating	Others	Paired conjunctions
<i>Similarly</i> <i>Likewise</i> <i>Also</i> <i>Too</i> <i>In the same way</i>	<i>And...too</i>	<i>As</i> <i>Just as</i>	<i>Just like</i> <i>The same</i> <i>Alike</i> <i>Similar to</i> <i>The same as</i> <i>Equal</i> <i>Equally</i>	<i>Both...and</i> <i>Not only... but also</i> <i>Neither...nor</i>

2. contrast

Conjunctions			
Transitions	Coordinating	Subordinating	Others
<i>On the other hand</i> <i>In contrast</i> <i>however</i>	<i>But</i> <i>Yet</i>	<i>Although</i> <i>Even though</i> <i>While</i>	<i>Different from</i> <i>Unlike</i>

Let's take an example on page: 123

Mohandas Gandhi and Martin Luther King

Two twentieth-century leaders who have continued to influence non-violent social protest movements internationally are Mohandas Gandhi and Martin Luther King, Jr.* Of different races and cultures, born on opposite sides of the world in nations vastly different in wealth and technology, these two men shared the philosophy of non-violent, but direct, action and expended their lives in pursuit of peaceful solutions to social inequities*. An examination of their lives, consequently, reveals both similarities and differences in their family backgrounds, and ideology.

Gandhi's and King's family backgrounds show similarities and differences. Gandhi was a Hindi of the Baniyu (Trading) Caste; his father, nevertheless, was chief minister of the small state of Kathiawad. Gandhi broke with the traditions of his family and went to study law in England at the age of 19, where he had his first contact with western culture. While he read and studied the Bible with interest, he became more deeply convinced of the logicity and profundity of the Hindi religion. King was an Afro-American born into a family of Christian ministers. His father was the pastor of a church which his father-in-law had founded many years before. Unlike Gandhi, King decided to follow in the footsteps of his father and grandfather and study for the ministry. It was only after studying the philosophic word of Plato, Aristotle, Hobbes, Marx, Nietzsche, and finally Gandhi, that he began to formulate his own philosophy, which was similar in many respects to Gandhi's. Early environment, family tradition, and study of both Gandhi and King, at some points similar but at most points different, shaped their characters and formed their expectations for their societies and their people.

Both Gandhi and King believed that their aims could be achieved through non-violent means*. They held a common ideology of non-violence. This common ideology of non-violence was not to be understood as a failure to act. It should be understood as direct resistance which is grounded in love, force or agraha*. Gandhi said Men must resist the evil that men do by refusing to obey man-made law which contradicted a higher moral. He often reminded them that blood would have to flow before the Indians attained their ends, but he said the blood must be their blood, not the oppressors. King cried out, 'I hope no one has to die as a result of our struggle...but if anyone has to die, let it be me'. King reminded Afro-Americans that they must love their enemies even if it means suffering and death. Similarities in the ideologies of the two men are most apparent since Gandhi was one of the major influences in the development of King's philosophy.

Both Gandhi and King were highly respected leaders, whose philosophies:

were articulated so clearly that they continue to influence contemporary thought and social movement. Their family backgrounds and their belief in the dignity and worth of the individual led them to lives of non-violent resistance and final martyrdom*. But even a superficial examination of their lives reveals differences as well as similarities in their backgrounds and in the development of their influential ideologies.

1. Does the introduction list any elements not discussed in the essay?

No.

2. Locate the thesis statement. Does it state the main topic clearly?

Yes

Is there a predictor? And what does it help?

Yes, it gives me the order of the ideas that are going to be discussed in the body paragraphs.

3. Do the body paragraphs develop the thesis statement? How?

Yes, point by point.

4. Does the essay state mostly similarities, differences, or both?

Both

5. Examine the language of the essay. Does the writer use linking devices, comparative forms, or none?

He uses linking words and transitions.

6. What the organization style does the essay follow? Point by point.

7. What kind of conclusion is the last paragraph? What effect does it have on the reader?

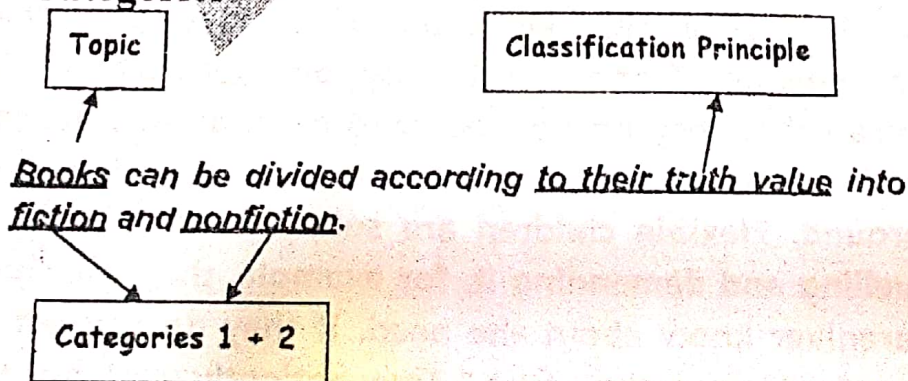
It is a restatement.

Unit 4

The Classification Essay

In the classification essay, we usually have a subject that we classify into different categories according to a classification principle. Therefore, in the classification essay, we must have three main elements:

- the subject of the classification, i.e. the topic of the essay.
- a classification principle
- Categories



- The principle of classification can be changed for the same topic; you can change the principle of classification and write a different essay.
- We usually have the classification principle **included** in the thesis statement. And, in the thesis statement we adopt only **ONE** classification principle, or the essay would lose **coherence** and **unity** if you use more than one principle of classification.
- The **topic** and the **categories** are two obligatory elements in the thesis statement. Each category should be defined, discussed and developed in a body paragraph.
- At the beginning of the **body paragraph**, we usually identify and define the category that is discussed in that paragraph.
- There is an example of a body paragraph in a classification essay on page 141; try to see it.

We have also three types of linking words and transitions in the classification essay:

© Linking Words of Classification Essay (page 143)

Function	Linking Words
Sequence	first, second, third, next, finally, last
Illustration	in other words, that means, namely, that is, this is, this means/does not mean
Example	as an example, for example, for instance, to illustrate, such as
Comparison/Contrast	unlike, contrary to, like, similar to

Model Essay

Shades of Character

Anyone who has spent time with or around children will notice that each one has a special personality all of their own. Children, like adults, have different traits that make up their personalities. Experts have researched this phenomenon in detail and classified children into different categories. Three categories are agreed upon by most experts; these have been named "flexible," "fearful," and "feisty".

The first personality type is called *flexible*. This is the most common of the three types, with about 40% of all children falling in this category. These children usually handle feelings of anger and disappointment by reacting mildly. This does not mean that they do not feel mad or disappointed; they just choose to react mildly. These actions mean the flexible child is easy to take care of and be around. Flexible children are subtle in their need for attention. Rather than yelling and demanding it, for example, they will slowly and politely let their caregiver know about the need. If they do not get the attention right away, they "seldom make a fuss." They patiently wait, but they

still make it known that they need the attention. Since these are well-behaved children, the caregiver needs to make sure the child is getting the attention they need.

The next temperament is the fearful type. These are the more quiet and shy children. This makes up about 15 percent of children. They adapt slowly to new environments and take longer than flexible children when warming up to things. When presented with a new environment, fearful children often cling to something or someone familiar. Whether it be the main caregiver or a material object such as a blanket, the fearful child will cling to it until they feel comfortable with the new situation. This can result in a deep attachment of the child to a particular caregiver or object. Fearful children may also withdraw when pushed into a new situation too quickly, for instance, or when other children are jumping into a new project or situation they are not comfortable with. These children may tend to play alone rather than with a group, in dealing with fearful children, caregivers find they need more attention than flexible-children. One of the most effective techniques is just taking it slow and helping the child become more comfortable with the surroundings.

The third temperament type is called feisty. About "10 percent" of children fit into this category. A feisty child expresses their opinions in a very intense way. Whether they are happy or mad, everyone around them will know how they feel. These children remain active most of the time, and this causes them to be very aggressive. Unlike flexible children, feisty children are irregular in their napping and feeding times, but they do not adapt well to changes in their routines. Anything out of the ordinary could send them into some type of fit. Feisty children also tend to be very sensitive to their surrounding environment. As a result, they may have strong reactions to their surroundings. When dealing with feisty children, the caregiver should know strategies that receive positive results when different situations arise. The caretaker could begin by recognizing and empathizing with the feelings of the feisty child and placing firm limits on any unacceptable behavior. This response lets the child know that both his/her desire for the toy and feelings of anger when denied the toy are acceptable to the caregiver. At the same time, the caregiver should clearly communicate to the child that expressing anger through hurtful or disruptive behavior is not acceptable. The child will probably need time to experience his or her emotions and settle down. Then offer an alternative toy or activity that may interest the child, who is then given time to consider the new choice and to accept or reject it.

Generally speaking, children can be divided into three groups, but caregivers must not forget that each child is an individual. Children may have the traits of all three of the personality groups, but they are categorized into

the one they are most like. Whatever their temperament, children need to be treated according to their individual needs. When these needs are met appropriately, the child will be happier, and those around the child will feel better also. Knowing the general personality types and how to react to them will help to make the caregiver's job much easier and aid in the relief of unnecessary stress.

What type of conclusion do we have here?

The conclusion in our essay is a summary and a final comment.

1- Examine the introduction to the above essay. Does it appeal to you?

Justify your answer.

We have located the thesis statement. Do you think it is clear enough? Yes, it is very clear. Do you think the rest of the body paragraphs developed the thesis statement? Make a comparison between the thesis statement and the rest of the body paragraphs. **The thesis statement makes the classification principle very clear.** What is our classification principle here? It is **children behavior**. Then, we have the categories of this behavior, and we have three types of behavior: *flexible*, *fearful* and *feisty*.

Do you think the rest of body paragraphs develop the thesis statement? I think it is very logical.

2- Find the thesis statement, analyze it to show whether it is effective. Does it fit the requirements of a thesis statement for a classification essay?

It does because by definition we have a topic and one classification principle and some categories to discuss in a certain order. So, by definition, it is a good thesis statement.

3- What is the subject of classification?

Children.

4- How many categories is the subject of classification divided into?

Three.

5- How many classification principles can you find?

One.

6- How does the writer organize the essay? Give evidence by examining the body paragraphs and what each tackles.

He started dealing with categories in order. The first one was "flexible children". He dealt with each body paragraph by identifying, then defining, and then supporting with examples.

7- Look at the first body paragraph. What is the structure of this paragraph? In other words, how does the writer explain the first category? Discuss with a colleague.

We have done that.

8- What type of a conclusion is the last paragraph? Is this the best type for this kind of essay? If not, what alternative do you have?

We said that like any other essay, we would expect a restatement, a summary, or a personal comment or probably a combination of two types.

By definition, the restatement is to have same ideas of the thesis statement but in different words. But here, we have a summary of the three categories with a solution suggested by the writer about how to deal with each type of these children. So, it is a summary with a personal thought. Do you think that it was effective for this type of essay?

9- Examine the linking words used in this essay and underline them. Do you find many? What does the writer rely on to link the sentences?

We have many transitional words, and we have coordinating conjunctions. Just go back and underline them. This would be a very useful exercise for you.

Unit 5 The Narrative Essay

- The narrative essay simply tells a narrative (or a *story*) which focuses on an event or a series of events.

- The first element in the narrative essay is the chronological order, i.e. narrating events from past to present and mentioning them in their time order.

We have several kinds of adverbs; the basic ones are:

- Adverbs of time: They define the time of an action or an event like *at 8 o'clock, in the morning, yesterday*, etc.

- Adverbs of sequence: They specify the sequence of events like *first, second, next, then*, etc.

- Adverbs of frequency: They are used to show you how frequent an action is or how often this action takes place like *usually, Sometimes, always, never*, etc.

We also have adverbs of place, adverbs of manner and adverbs of degree.

Now, adverbs of frequency usually come before the main verb, and after an auxiliary verb, as in:

Before the main verb	After an auxiliary verb
- Sarah <u>always</u> <u>writes</u> to her mother.	- You <u>must</u> <u>always</u> listen to your teacher.

- They never miss a lecture.

- Ahmad is never late to class.

- A narrative essay can be either fictional or factual.

'factual' means 'real'.

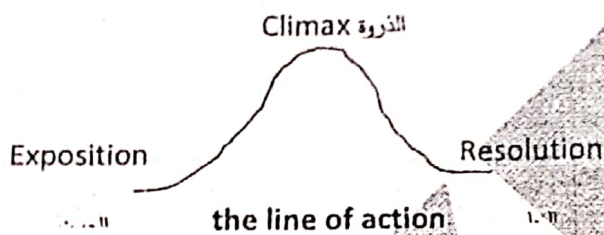
'fictional' means 'invented' or 'unreal'.

- In a narrative essay, we should have characters: (main characters, secondary characters, different viewpoints, etc.).

- Most of the time, we have what we call a dialogue in the narrative essay; it is the direct speech of the characters.

- In a narrative essay, we also have a climax. There is always a sequence of events because the events should be arranged in a chronological order.

What is a climax?



- In the exposition, we introduce the main and the secondary characters, the events and the setting (time and place).

- We have also the plot which is the way the events are gradually complicated until they reach the climax (the peak of the events). Then, the climax is usually followed by a resolution (solution).

- The climax technique helps building suspense in the story.

- After the reader is involved in the action, he or she will feel relieved once the resolution comes.

- Like any story, the narrative essay should have a theme, i.e. the main idea (topic) of the story.

- We also have the point of view and the narrator:

A narrative essay, therefore, could be told in the "I point of view", i.e. the writer telling a personal story, or in the "third-person point of view" using "he" and "she".

- The last note about the narrative essay is what we call flashback. A flashback is when the writer starts narrating the events with the last event, and then the writer or the narrator goes back in memory to the beginning of the events.

- The narrative essay is not only an interesting story; it should have a point or a thesis to develop. Notice that the thesis statement of a narrative essay could be the first sentence or the last sentence of the introduction.

The following table lists some of the linking words that we can use for narration, in order to maintain coherence in our essay:

© Linking Words of Narration (page 165)

Function	Linking Word
Consecutive time	after, after a while, afterwards, and then, an hour (a day, a week) later, finally, first (second, third), later (on), (week, year)
Same time	as soon as, at that moment, during, immediately, meanwhile, suddenly, when, while.
Specific time	in October, in 1983, on January 9, at noon, at 8.30

Model Essay

"Two Different Peas in a Pod"

My sister and I are so different. She is really loud and obnoxious everywhere she goes, but that does not make us so different because I can be obnoxious too.

My sister basically does not have any respect for other people. I am not that way. She really has no regard for others around her. She does what she wants, when she wants, and how she wants, and she doesn't really care who is affected by her actions. I tend to be more diplomatic. When it comes to dealing with my sister, that seems to always be my downfall; whenever she needs something, she calls me, and I am always there for her.

At the end of last term, she called me to come over to her apartment to help her with her finals. That doesn't sound so unreasonable, does it—my sister calling me to ask me for help with her finals? It wouldn't have been either, if I wouldn't have had my finals to study for, and if *she* wouldn't have waited until at nine o'clock in the evening the night before the exam. But that is how she operates, and I, being the diplomatic sap that I am, drove twenty miles to her house to help her study.

We studied until two o'clock in the morning, and I finally told her that I had to go. She thanked me, and when I got home about three, my husband asked me why I always leave to go help her whenever she calls. I told him that I felt bad for her, and I wanted her to pass her exam. I did. I wanted her to succeed. Last term I was taking 20 credit hours, I have a family, I have three small children, and I barely have time to study on my own, but I didn't want to see her fail. Besides, I thought that if I help her, then she may someday return the favor. I was wrong.

My sister passed her math exam, and I passed my classes. All was well. One afternoon, my husband and I had an emergency appointment that we had to attend, and I needed someone to baby-sit my five year old for about two hours. I called my sister and asked her if she was busy because we had a very important meeting to attend to with our attorney, and I wanted to know if she

could baby-sit for about two hours. She said, "no problem."

I told her that I would pay her, and we would be there at 3:30 because our appointment was at 3:45. I also told her that it was very important that we didn't miss the appointment, and if she didn't want to do it, then she needed to let me know. She said, "no problem."

I could have called someone else, but she lives in the same town that we had to go to. We arrived at 3:20. My sister was not at home. I was not worried because she lives just minutes away from a fast food restaurant, and I thought that maybe she went to pick up something to eat. We waited until 3:35; she did not arrive.

"I called her on her cell phone, but she would not answer it. By that time it was 3:43. I called my attorney to tell him that we would be a little late. He informed me that if we were more than ten minutes late, then the people that we were meeting with would have to reschedule three months later."

Luckily, my mom was home, and I was able to drop my daughter off with her. We made it to our appointment with two minutes to spare.

At ten minutes after four, my sister called and left a message on my cell phone. She said, "I went to McDonald's to get something to eat. I was really hungry."

"I was so mad. Her house is two blocks from McDonalds. It takes five minutes to get there if you are hobbling on crutches, and she was driving her car. She does not live in a large metropolis where the traffic is insane. There are a total of nine stoplights in her town, only one of which she had to drive through. She made a commitment to me, and she let me down, and she did it not because she was hungry, she did it because she felt like it. She simply changed her mind and didn't want to baby-sit. It was not the first time that she had made a commitment and backed out. The only difference between this time and all the other times was that this time, I've had enough.

Now my sister and I are not that much different from one another. She has no regard for my feelings, and I have no regard for hers. I have learned a lot from her. I have learned that sometimes it is okay to tell people no when they ask you to do something. There is still one thing that makes us different: I actually have respect for other people—other people that is, except for her.

Unit 6

The Cause-and-Effect Essay

- "cause" means 'reason' - "effect" means 'result'.

- Under the cause-and-effect essay, we can have a cause essay, an effect essay or a cause-and-effect essay.

- Of course, the thesis statement of the essay would normally indicate the

type of the essay.

- The cause-and-effect essay, is normally **factual**; i.e. we have to present some **facts** and we have to use **a clear language** so that the reader can understand everything.

- **In the introduction**, we have to present a definition of the phenomenon or the problem before we start analyzing any of its causes or effects. So, the type of introduction you choose is largely determined by your **audience** and your **purpose** behind writing the essay.

- **The thesis statement** has to be objective, reasonable, factual and logical. Also, the thesis statement *may* state the causes and/or effects briefly.

- We have **two methods** of organization for the cause-and-effect essay:

1. The Block Organization

Introductory Paragraph

Thesis Statement

Body Paragraph 1

Cause 1

Cause 2

Cause 3

Body Paragraph 2

Effect 1

Effect 2

Effect 3

Conclusion

If we are discussing only the **causes** of a certain problem, then we have the **block organization for a cause essay.**

Block Organization for a Cause Essay

Introductory Paragraph

Thesis Statement

Body Paragraph 1

Cause 1

Body Paragraph 2

Cause 2

Body Paragraph 3

Cause 3

Conclusion

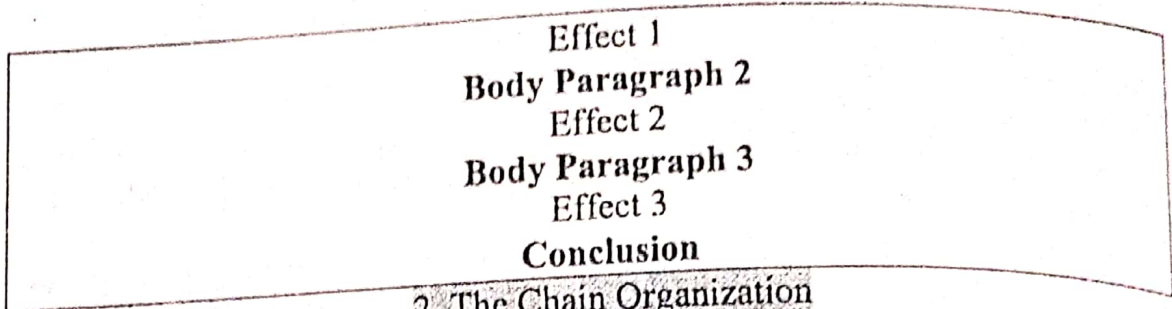
We have also the block organization for an effect essay.

Block Organization for an Effect Essay

Introductory Paragraph

Thesis Statement

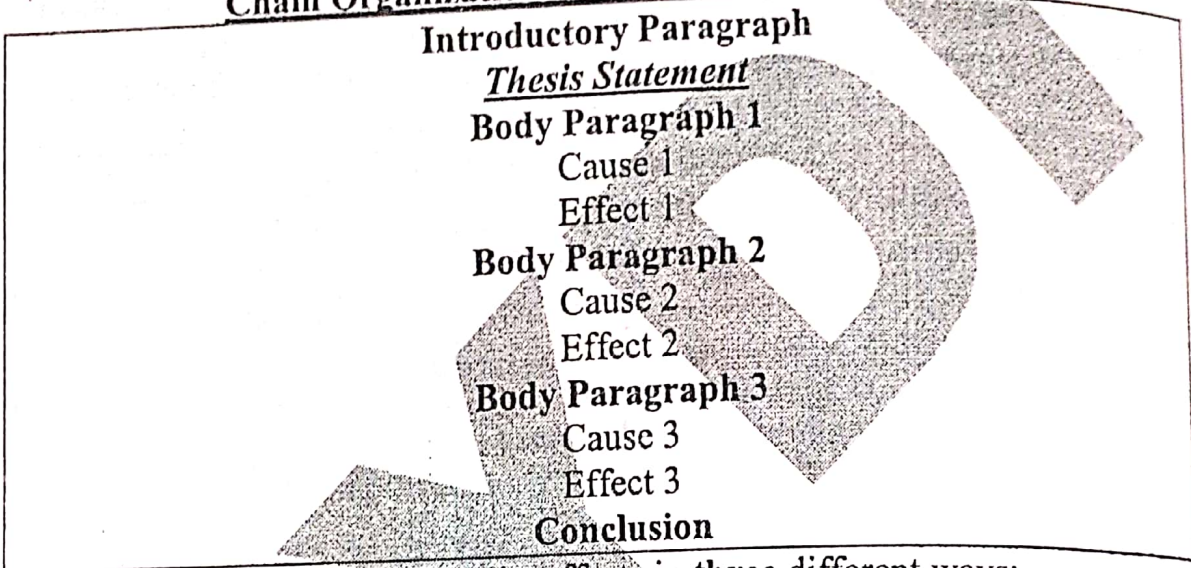
Body Paragraph 1



2. The Chain Organization

In this type of organization, you have the cause with its effect in the same body paragraph.

Chain Organization for a Cause-and-effect Essay



You can order the causes or the effects in three different ways:

➤ **The order of familiarity**: In the first body paragraph, we discuss the most familiar causes or effect to the reader, and then we move on to the least familiar.

➤ **The order of interest**: You start with the least interesting cause or effect and you move to the most interesting ones.

➤ **The order of importance** is the way in which the essay starts with the least important causes or effects and moves on to the most important and complicated ones. So, here we leave the most important cause or effect to the last body paragraph.

Now, you have to see the linking words

© Linking Words of Cause and effect (page 191)

Function	Transitions	Conjunctions		Prepositions
		Subordinating	Coordinating	
Cause		because since as now that	for	because of due to

Effect	as a result consequently therefore as a consequence hence thus for this reason		50	
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Model Essay

The Desired Look: Nothing but Bones

By Rebecca Patton

It seems like every little girl dreams of becoming a model. They want to be thin and pretty like the models they see on television and in magazines. Often the desire becomes an obsession and young girls see "thinness" as being a needed characteristic. For most girls, the teenage years are spent trying to acquire this look. Females are trying diets and are exercising like it is a competition to see who can lose the most weight the quickest. The obsession of many young girls over their appearance or weight has led to a growing number of people who have developed an eating disorder to try to deal with their lack of self-esteem or other related problems.

Eating disorders are a serious health problem. *Personal Counseling and Resources* says that eating disorders "are characterized by a focus on body shape, weight, fat, food, and perfectionism and by feelings of powerlessness and low self-esteem". Three of the most common eating disorders are anorexia nervosa, bulimia nervosa, and binge eating or compulsive eating disorder. According to *Anorexia Nervosa and Related Eating Disorders*, a person with anorexia "refuses to maintain normal body weight for age and height" and "weighs 85 percent or less than what is expected for age and height." A person diagnosed with bulimia has several ways of getting rid of the calories such as binge eating, vomiting, laxative misuse, exercising, or fasting. The person might have a normal weight for their age and height unless anorexia is present. The signs of a compulsive eater include eating meals frequently, rapidly, and secretly. This person might also snack and nibble all day long. The compulsive eater tends to have a history of diet failures and may be depressed or obese.

There are many reasons that can contribute to the cause of eating disorders. One of the main reasons seems to be the obsession over every little pound a person is wearing. Sometimes low self-esteem or depression from any number of causes can usher in the eating disorder. Other times compulsive

exercising can help shed the pounds but leave the enthused unhealthy looking.

There are other possible causes to this widely known health problem. The media bestows a great deal of beauty and thinness on television and magazines that are viewed by many people daily. Everyone has the desire to look like the actors and actresses do but, in reality, it just will not happen for most of us. Abuse, whether it be physical, emotional, or sexual, can also contribute to the development of an eating disorder. Such abuse to victims can leave them with a lack of trust and low self-esteem. An unfavorable relationship a person has with others is also a contributing factor to disordered eating habits. The world is so competitive that any mention from parents, siblings, peers, significant others, or co-workers about a person's weight or appearance can lead to the onset of an eating disorder.

There really is no single reason that a person acquires an eating disorder. Many factors are considered when making a diagnosis for a person with this problem. Causes like the ones mentioned above play such an important role in eating disorders. Is it really so important that in order to look like the super models people are willing to give up food and starve themselves to death for a little satisfaction on the outside? The look of a person on the inside is what really matters.

Unit 7

The Argumentative Essay

This is the **LAST** type of essays in your book.

- In the argumentative essay we present an **argument**.

To present an **'argument'** is to discuss something and have different viewpoints about it.

- Usually, in the **introduction** of the argumentative essay, we start with a **definition of the topic** or **a piece of statistics about it** in order to clarify things for the reader right from the very beginning.

- **Then**, the writer can present the two sides of the argument: **"the argument for"** and **"the argument against"**.

- So, we need to mention the other point of view in order to **refute** it properly in our essay.

To **'refute'** an argument is to reject it and to prove it to be wrong in a **logical manner** through the use of plausible evidence.

© **Linking Words of Argumentative Essay** (page 210)

Function	Linking word
to concede a certain point	of course, surely, naturally, to be sure, no

to predict results or consequences	doubt... therefore, consequently, as a consequence, thus, as a result.
to cite an authority	according to, as ... says (argues, demonstrates, shows.)

Model Essay

Killing for Sport

It wouldn't be quite true to say that "some of my best friends are hunters." Still, I do number among my respected acquaintances some who not only kill for the sake of killing but count it among their keenest pleasures. And I can think of no better illustration of the fact that men may be separated at some point by a fathomless abyss yet share elsewhere much common ground. To me, it is inconceivable that anyone can think an animal more interesting dead than alive. I can also easily prove, to my own satisfaction, that killing "for sport" is the perfect type of pure evil for which metaphysicians have sometimes fought.

Most wicked deeds are done because the doer proposes some good for himself. The liar lies to gain some end; the swindler and the thief want things which, if honestly got, might be good in themselves. Even the murderer is usually removing some impediment to normal desires. Though all of these are selfish or unscrupulous, their deeds are not gratuitously evil. But the killer for sport seems to have no such excusable motive. He seems merely to prefer death to life, darkness to light. He seems to get nothing other than the satisfaction of saying: "something which wanted to live is dead. Because I can bring terror and agony, I assure myself that I have power. Because of me, there is that much less vitality, consciousness and perhaps joy in the universe. I am the spirit that denies." When a man wantonly destroys one of the works of man, we call him "Vandal." When he wantonly destroys one of the works of God, we call him "Sportsman."

The hunter-for-food may be as wicked and as misguided as vegetarians sometimes say, but he does not kill for the sake of killing. The ranchers and the farmers who exterminate all living things not immediately profitable to them may sometimes be working against their own best interests; but whether they are or not, they hope to achieve some supposed good by the exterminations.

If to do evil, not in the hope of gain but for evil's sake, involves the deepest guilt by which man can be stained, then killing for killing's sake is a terrifying phenomenon and as strong a proof as we could have of the "reality of evil" with which present-day theologians are again concerned.

I can also easily prove, to my own satisfaction, that killing "for sport" is the

perfect type of pure evil for which metaphysicians have sometimes fought.

The introduction here is an anecdote because the writer uses a personal language and refers to some of his friends and acquaintances, etc.

The conclusion here is a final comment.

Discussion Questions

1. What is the thesis statement? Is it an argumentative one which declares the writer's stance clearly?

We have just discussed this question, so let us move to the next one.

2. The introduction is not statistical. Do you think the writer managed to introduce the topic in an inviting and interesting way? If yes, what evidence do you find in the introduction to prove this?

Actually, the writer managed to introduce the topic in an inviting and interesting way through an anecdote. He used a very strong language to criticize some of his acquaintances who practice hunting for sport. He says in the introduction:

"It wouldn't be quite true to say that 'some of my best friends are hunters.'"

This means *"none of my best friends are hunters"*. He is being sarcastic and ironic here.

Then, he says: *"Still, I do number among my respected acquaintances some who not only kill for the sake of killing but count it among their keenest pleasures."*

So, it is true that none of his best friends are hunters, but some of the people he knows practice hunting and consider it as their keenest pleasure. So, he is criticizing these people.

3. What is the function of paragraph two in the argument? In other words, what stage(s) of the argument does it provide?

In the second paragraph, which is the first body paragraph, the writer analyzes hunters' psychology. He tells us about how they feel when they kill animals for sport. Of course, he uses this kind of psychological analysis in order to support his argument; he is trying to show you that, psychologically speaking, there is something wrong with hunters because they enjoy killing. Hunters find a kind of pleasure in killing animals for sport, and the writer uses this fact to support his argument against hunting.

4. What is the function of paragraph three? Does the writer offer his reasons for arguing against this kind of hunting?

In the third paragraph (the second body paragraph), the writer shows us that what these hunters do is a practice of pure evil. Unlike farmers and people who kill animals for food, these hunters do not have any justification for killing animals.

5. Is the conclusion effective? Does it round up the topic elegantly and cleverly? Explain.

Actually, the whole essay is elegant and attractive because the writer did not use figures and statistics to prove his point of view; that is why the essay is not boring or dull. The essay is very close to our minds and our souls.

PUNCTUATION PROBLEMS

1. Fragments:

A fragment is a phrase or part of a sentence which is incomplete and cannot stand alone. For a certain part to stand alone, it has to contain at least a subject and a verb. Students sometimes make mistakes by putting a period at the end of the fragment, considering it a sentence. There are four kinds of fragments:

A. A dependent clause:

Examples: Because I am overworked.
Since the weather is bad.

B. A phrase without a verb with a tense:

Examples: He gone to work.
We going to a party.

C. A phrase without a subject:

Examples: Went to college yesterday.
Been States.

D. A noun phrase without a verb:

Examples: A long-haul flight.
A highly educated person.

The way to avoid these problems in punctuation could be either of the following ways:

1. Do not use a dependent clause alone. Attach it to an independent clause.

Examples:

- Because I am overworked, I cannot go out for a picnic.
- Since the weather is bad, we can play cards indoors.

3. Change the verb form to include a tense.

Examples:

- He has gone to work. We are going to a party.

4. Add a subject:

Examples:

- I went to college yesterday.
- He has been to the States.

5. Add a verb and decide if the noun phrase is a subject or an object.

Examples:

- A long-haul flight makes me sick.
- Our professor is a highly educated person.

2. Run-on Sentences

A run-on sentence occurs when two independent clauses follow each other without punctuation. Run-ons could be separated and punctuated properly.

Example:

- I was exhausted after the many lectures I had yesterday so I took a taxi and came home I had a light meal read the newspaper as usual but I was so sleepy so I couldn't finish reading the paper and I fell asleep. ☒

Correction:

- I was exhausted after the many lectures I had yesterday, so I took a taxi and came home. I had a light meal, read the newspaper, and listened to classical music. However, I was so sleepy, so I couldn't finish reading the paper, and I fell asleep. ☑

3. Comma Splices

A comma splice occurs when a comma is used between two independent clauses.

Example:

- I went to the airport at 4.00 pm to receive my brother, the plane was late.

In order to correct the above sentence, either of the following could be done:

1. *Use a full stop rather than the comma.*

- I went to the airport at 4.00 pm to receive my brother. The plane was late.

2. *Use a semicolon instead of the comma.*

I went to the airport at 4.00 pm to receive my brother; the plane was late.

3. *Join the independent clauses by a coordinating conjunction.*

- I went to the airport at 4.00 pm to receive my brother, but the plane was late.

4. *Use a subordinating conjunction to turn one of the clauses into a dependent one, and use proper punctuation.*

- Although I went to the airport at 4.00 pm to receive my brother, the plane was late.

Thank You

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Wish you all the best



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