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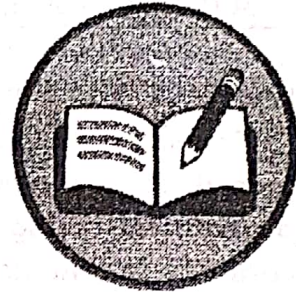
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3+4



Essay I

28.05.2022

04.06.2022

أ. هديل إنديو



Essay 4.3+4

AYDI 2022/ T1

# LECTURE NO. 3

28.05.2022

## HELLO EVERYONE!

Today, we'll finish **topic sentences**, and **transitions** and **subordinate conjunctions**. You need to know how to write them in order to be able to write smooth paragraphs later on. And then we're going to talk about paragraphs format and style, and we're going to try to write sentences, and connect them in one paragraph.

### Using Transitions Effectively

So what is the function of transitions?

**Student:** to move from one idea to another smoothly.

**Instructor:** so they link, but are they only linking words?

**Student:** no, they could also be phrases.

**Instructor:** what do we mean by phrases?

**A Phrase: A small group of words standing together as a unit.**

So transitions are linking words and phrases. They only connect sentences? Sometimes they function as a bridge between paragraphs.

**Transitional words and phrases are also called signal words. They are placed at key points to lead the reader through the *sentences* and *paragraphs*. Using transitional words will help you achieve clear and cohesive communication with your audience.**

**When writers connect sentences and paragraphs, they provide a sense of movement that allows their readers to follow the main and subordinate ideas easily and, as a result, understand the writer's purpose and message.**

So it's not just transitions between sentences, but also transitions between paragraphs. Let's now focus on transitions between paragraphs.

### Transitions Between Paragraphs:

**When linking two paragraphs, the writer must explain how the two paragraphs are connected logically. Transitional words or phrases sometimes will be precisely what you need to underscore for your readers the intellectual relationship between paragraphs- to help them navigate your essay.**

These transitions can be categorized into three categories in terms of their function:

**- Address an essential similarity or dissimilarity (likewise, in contrast, despite, etc.)**

- Suggest a meaningful ordering, often temporal (first, in addition) or causal (thus, therefore).
- In a longer paper, remind the reader of what has earlier been argued (in short, as has been said, on the whole).

### Common transitional words and phrases:

#### **Transitions that indicate Time Order:**

earlier, former, formerly, in retrospect, in the past, not long ago, of late, preceding, previously, prior to, recently, yesterday

at present, at the same time, at this moment, by now, currently, immediately, concurrently, now, presently, right away, simultaneously, until now

henceforth, hereafter, in the future

after a long time, after a short while, afterward, later on, not long after, right after, soon after, thereafter

We use these especially if there is a chronological order in the paragraph or the essay.

if you want to use these words at the beginning of the sentence, you need to use a comma after them. But we could also use them at the end of the sentence, in which case, a comma is not needed.

Let's write some examples using these transitions:

- **In the past**, we used chariots for transportation.

- I've studied English **recently**.

(*recently* is usually used with present perfect).

- I have studied this **previously**, but now, I remember nothing.

(*previously* is an adverb of time or sequence, and it can be used at the beginning of the sentence, or at the end, or in the middle of the sentence).

- She announced that **henceforth** she would be running the company.

So transitions can come at any part of the sentence, but you need to know how to use each one of them.

- **At this time**, my father is at home.

- **Presently**, however, it seems to be out of control.

- **After a long time**, she is once again accepted by her in-laws

- **Thereafter**, each show will be repeated three times a week.

When you link sentences or ideas together, you are showing the type of the relationship between them (sequential, causal, etc.) and you have to choose the transition accordingly.

#### **Transitions that indicate Contrast:**

A clear difference, a distinct difference, a strong distinction, although,

although this may be true, and yet, but, by contrast, contrarily, conversely, despite, despite the fact that, even though, however, in contrast, in opposition to, nevertheless, nonetheless, on the contrary, on the other hand, otherwise, regardless, to differentiate, to oppose, up against, whereas, while, yet.

We use these when we have to opposing ideas, and we want to show the relationship between them, which is that of contrast.

You can use these words and phrases at the beginning of the sentence if the previous sentence or paragraph was talking about an idea that you want to contrast. For example, in the previous paragraph, you said that raising boys is easier than raising girls, but you want to mention something that contradicts this, like you want to mention an advantage of raising girls, or a disadvantage of raising boys:

- Raising boys is easier than raising girls. **However**, the situation is not always the same.

- **Despite the fact that** she is short, she is an excellent basketball player.

(you can't use the transition "despite" on its own. You can't say [despite,...]. It has to be followed by something).

- Some people love fat meat, **whereas** others hate it.

- I want to go to the party, but **on the other hand** I ought to be studying.

- It doesn't seem ugly to me; **on the contrary**, I think it's rather beautiful.

- His face is serious but **nonetheless** very friendly.

- She was very tired, **nevertheless** she kept on working.

### Transitions that indicate Comparison:

After all, along the same lines, analogous to, as compared with, as well as, balanced against, by comparison, comparatively, compared to, consistent with, conversely, correspondingly, equally important, equivalent, however, in the same manner, in like manner, in the same way, like, likewise, meanwhile, nevertheless, parallel to, relative to, relatively, similarly, synonymously, to the same extent, too, where. Whereas.

- The soup, **however**, received mixed reviews from the students. (The word "however" uses two commas when it is used to show contrast in the middle of the sentence).

- The two terms are used **synonymously**.

(**synonymously**: alike in meaning or significance).

### Transitions that indicate Cause & Effect:

Accordingly, as a consequence, as a result, as a result of, , because, because of this, by reason of, caused by, consequently, due to, following that, for, for this purpose, for this reason, furthermore, hence, henceforth, in conclusion, in effect, in view of, it follows that, on account of, otherwise, owing to, so, subsequently, then, thereafter, therefore, thus, to this end, accordingly, as a result, consequently, hence, it follows, then, since, so.

“Accordingly” is an adverb, so you can put it in any place you want. It means: “as a result of that”.

- Math is Sara’s hardest subject, **accordingly**, she gave it more time than any other subject.
- **Subsequently**, the rules were issued to all employees.
- He was busy, **therefore** he could not come.
- His insensitive remarks hurt and she reacted **accordingly**.
- **As a result**, he had to leave.
- My car broke down, and **consequently** I was late.

### Transitions to indicate Addition:

After, afterward, again, also, and, and then, besides, concurrently, consequently, equally important, finally, following this, further, furthermore, hence, in addition, in fact, lastly, moreover, next, now, previously. Simultaneously, too, what’s more.

- There is **also** a soccer field five miles away.
- Let’s go to the theater first and eat **afterward**.
- The whole report was badly written. **Moreover**, it’s badly written.

### Transitions to provide an Example:

A case in point, after all, an analogy, analogous to that, as an example, as an illustration, for example, for instance, for one thing, in another case, in fact, in one example, in order to clarify, in other words, in particular, in the following manner, in the same manner, in this case, in this situation, in this specific instance, more exactly, namely, on this occasion, specifically, such as, suppose that, take the case of, that is, to be exact, to bring to light, to clarify, to demonstrate, to exemplify.

- You cannot rely on her; **for instance**, she arrived an hour late yesterday.
- The railroad connects two cities, **namely**, New York and Chicago.
- **To clarify** matters, let us go back a step and ask some basic questions.

- To exemplify what I mean, let us look at our annual input.

**Transitions to Summarize or Conclude:**

Accordingly, as a result, as has been noted, as I have said, as I have shown, consequently, hence, in brief, in conclusion, on the whole, summing up, therefore, thus, to conclude, as a result, consequently, hence, in short, in sum, to sum up, so, the upshot of all this is that, to summarize.

Some of you make mistakes in phrasing some of these transitions. For example, you would write "to sum" instead of "to sum up". You have to memorize them correctly.

- **As I have said**, we have expressed our grave concern.
- **In brief**, the meeting was a disaster.
- **In conclusion**, I hope the preceding arguments have convinced you of the need for action.
- **To sum up**, there are three main ways of tackling the problem.

**Transitions to Connect**

Coordinating Conjunctions	Subordinating Conjunctions
And, but, for, nor, or, so, yet.	After, although, as, as if, as though, because, before, even, even if, even though, if, in order that, once, rather than, since, so that, than, though, unless, until, when, whenever, while.

**Coordinating conjunction:** a conjunction placed between words, phrases, clauses, or sentences of equal rank.

**Subordinating conjunction:** a conjunction introducing a subordinate clause.

- Though the wound is healed **yet** a scar remains.
- Hope is a good breakfast **but** a sad supper.
- **Although** he was ill, he went to work.
- She hasn't phoned, **even though** she said she would.
- **In order that** every student might understand it, the teacher explained that passage again and again.
- Success has many fathers, **while** failure is an orphan.

As you can see, there is a lot of crossover between these categories. Many of these transitions can play more than one role.

**We use transitions with compound sentences.**

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I'm going to give a topic for you to write a paragraph about, and use transitions and coordinating conjunctions in this paragraph... compare

between the life of a university student, and a school student. Show three differences between the two (you can talk contrast them in terms of attendance, uniforms, etc.)

What type of transitions are you going to use mostly? The transitions that indicate **contrast**. But at the same time, you have to use **addition** transitions (if you want to move from one idea to another, you can use "in addition", or "besides"), and **example** transitions, and of course, coordinating conjunctions.

You need to write a title in the middle of the first line. And you need to indent the paragraph by leaving a space in the beginning of the first line of the paragraph, and you need to leave margins also.

One of your colleagues wrote "The students in school". That's a mistake. When you want to use a general noun, there is no need to use "the". So the phrase should be "students in school".

Try to use "but" and "and" in the middle of the sentences, and not at their beginning.

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Thank You

## LECTURE NO. 4

04.06.2022

**HELLO EVERYONE!**

### **Complex Sentences**

Today we're going to talk about complex sentences and how to structure them, and then we're going to discuss paragraph writing, and next time we will move to the essay... In each lecture, we will focus on a certain part of the essay.

**Compact sentences** consist of two independent clauses. These independent clauses can stand on their own, but we can connect them with a transition to show the relationship between them.

**Complex sentences** consist of an independent, and a dependent clause.

It's called a dependent clause because it doesn't provide a full meaning, so it doesn't stand on its own. It needs to be connected to an independent clause to complete the meaning.

**A complex sentence is a sentence containing a subordinate clause.**

A **subordinate clause** is a clause that depends on another clause to give a full meaning.

I'm going to write two sentences on the board, and then I'm going to connect them using coordinating conjunctions and transitions

Conan is skinny. He doesn't eat well.

- Johnny is skinny, *for* he doesn't eat.
- Johnny is skinny, *because* he doesn't eat.
- Johnny doesn't eat, *so* he is skinny.
- Johnny doesn't eat, *therefore* he is skinny (cause & effect transition).
- Johnny is skinny because he doesn't eat (we don't use a comma before "because").

Now let's move to the **subordinating conjunctions**.

#### **Subordinate Conjunctions:**

After, although, as, as if, as long as, as much as, as soon as, as though, because, before, even, even if, even though, if, if only, if when, if then, inasmuch, in order that, just as, lest, now, since, now that, once, provided, provided that, rather than, unless, until, when, whenever, where, whereas, wherever, whether, which, while, who, whoever, why.

**Only use commas if the subordinating conjunction is the first word of a sentence. Place the comma after the first clause.**

Subordinating conjunctions subordinate one clause to another.

**Subordinate:** make less in rank.

*Example:* They harvested tomatoes. They spoke a little.

- *After* they harvested tomatoes, they spoke a little. ("After" shows sequence).

So when we use a subordinating conjunction, we put a comma after the first clause.

- *Although* they spoke a little, they harvested tomatoes ("Although" shows contrast).

- *As* they harvested tomatoes, they spoke a little. ("As" here is similar in meaning to "when").

- *Whenever* they harvested tomatoes, they spoke a little.

- *Before* they harvested tomatoes, they spoke a little. ("Before" shows sequence).

- *Now that* they harvested tomatoes, they spoke a little. ("Now that" means "because").

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#### **Paragraph Format**

What is the format that you need to follow?

1- put your name and the date in the upper right hand corner (But of course, don't do that in the exam).



2- On the next line, write you're the title of the paragraph, centered.

3- Indent the first sentence by using the "tab" key, or by doing five spaces to the right. (some students do the opposite. They don't indent the first line, and instead, they indent the rest of the paragraph).

Ogle 1

Obadiah Ogle  
Professor Hugh Wrightwell  
Writing 300  
3 November 2021

The Lost Art of the Clerihew

You are likely familiar with the basic forms of poetry. There's the haiku, for poignant descriptions of frogs jumping in ponds. There's the sonnet, for those who labour under the impression that the longer the pick-up line the better. There's the acrostic for those who can spell but not rhyme.

4- Start each sentence with a capital letter.

5- Begin each sentence where the previous sentence ends. (don't move to the next line unless it's filled).

6- Each sentence needs to end with a period, or a question mark, or an exclamation mark.

7- Write on every other line. This is called **double-spacing**.

For me, when you're writing an essay in the exam, there is no need to use the double spacing. (Some students run out of papers in the exam).

So you write an essay in the exam, write the title in the middle. Then leave an empty line, then start the first paragraph on the line after it.

You have two options when it comes to the indent in the essay:

a) Indent the paragraphs, and don't leave a space between the paragraphs of the essay.

b) Leave a space between the paragraphs of the essay, and in this case, don't indent the paragraphs.

**So you use either indentation, or a space between the paragraphs of the essay. But you don't do both.**

And don't forget to pay attention to the punctuation. And in your writing of the paragraphs, there needs to be what we call a **justification** (Giving the text straight edges on both sides of the paragraph).

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## **Components of the paragraph**

A paragraph is a group of sentences that fledge out a single idea.

In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of the paragraph, and maintain a consistent flow.

**An effective paragraph 1) presents a single idea, 2) has a topic sentence that makes the single idea evident, 3) contains support sentences that convey the single idea, 4) is strategically organized.**

**Student:** Every paragraph has a topic sentence?

**Instructor:** Yes, both in single paragraphs, and in essays. It's an essential element of the paragraph.

### **Essential elements of the paragraph:**

**In order for the paragraph to maintain a sense of unity, the paragraph must focus solely on a single idea. All arguments that are being discussed. Therefore, should not stray and develop new ideas. If you begin to write a sentence that strays from the paragraph's main idea, then it's time to start a new paragraph.**

### **How can you ensure that your paragraph maintain a flow?**

After presenting your topic sentence, the sentences following must build upon each other in an organized manner.

After writing the paragraph, go back and read what you have written to make sure that your ideas are clearly presented.

### **The topic sentence:**

We're going to start with the topic ideas, and controlling ideas. They are the most important elements in the paragraph because they make it clear to the writer and the reader what's going to come in the paragraph.

The topic sentence is the most important part. It tells the general idea of your paragraph. The topic sentence helps to provide a general summary of the paragraph. A reader should encounter the topic sentence and have a general idea of what the paragraph will contain.

**The topic sentence: a sentence that expresses the main idea of the paragraph in which it occurs.**

If I give you a topic, and you want to develop a topic sentence, how are you going to do that? Let's say we want to talk about "online courses". How are you going to write the topic sentence and the controlling ideas?

The controlling idea could be should: "Online courses are useful for two reasons". Then after the period you can say "They are useful in terms of availability. You can have online courses in any place you wanted, at the café, at home". Then you can mention an example from your personal experience, or you can explain how to access those online courses. And the second reason could be: Regarding effort, it is so easy to stay at home, and do your online courses without being stuck in the traffic jam.

Finally, in the conclusion, you could say something like "I think online courses can solve a lot of our problems today".

**It's not recommended to use "I" in the essay, unless you're giving an example from your personal life.**

For the topic that we discussed in the last lecture, the topic sentence could be: "*Raising boys is easier than raising girls for two reasons...*"

So here "raising boys" is the topic, and the fact that it's easier than raising girls, and the reasons why that's the case is the controlling idea.

Let's read examples, and detect the topic and the controlling idea.

**Canada is one of the best countries in the world to live in.**

Canada is the topic, and "is the best country to live in" is the controlling idea. The topic sentence could also be: "*Canada as an educational destination is perfect for students for two reasons...*"

Now we move to the supporting details:

**... First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price.**

This was the first supporting detail "First, Canada has an excellent health care system", and "All Canadians have access to medical services at a reasonable price" was an example of the first supporting detail. Now we move to the second supporting detail:

**Second, Canada has a high-standard education. Students are taught by well-trained teachers, and are encouraged to continue studying at university.**

Then the third supporting detail:

**Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks, and lots of space for people to live.**

And then the conclusion:

**As a result, Canada is a desirable place to live.**

These are all the elements of the paragraph. First we had a topic sentence, which had a topic, and a controlling idea, then we had three supporting details, with their examples (The first one about the healthcare system, the second about the education system, and that third about the cities), and finally, the conclusion (which was few words). This could be a body paragraph in an essay.

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When you write a paragraph or an essay in the exam, you shouldn't focus on having a lengthy essay or paragraph. What you should focus on is making sure that your writing is coherent and organized in a logical manner. In fact, you should try to be brief, concise, and to the point. Writing essays is a very technical process.

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## Thank You

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