

AYDI EST.

Open Learning & Translation

2021-2022

Fourth Year

First Term



1+2



Essay I

14.05.2022

21.05.2022

أ. هديل إندوي



Essay 4.1+2

AYDI 2022/ T1

LECTURE NO. 1

14.05.2022

HELLO EVERYONE!

Our course is Essay Writing and we will talk about some of the types of essays.

In this course, we will choose only **three types of essays** and we will have some theoretical information.

In this course, you will practice on writing essays. You write some essays and I will correct them for you.

Before you learn to write an essay, you will learn how to form a proper sentence in English, a full and meaningful sentence. Then we will learn how to write a paragraph in which you will structure sentences together.

Basic Elements of a Sentence

What is a sentence?

Student: A sentence is a structure of words which contains at least one verb and one subject and has a meaning.

Instructor: very good.

A sentence must have a subject and a verb. Sometimes, the subject is implied in meaning so we can consider it a sentence.

- Look! (This is a sentence because the pronoun 'you' is implied)

A sentence starts with a capital letter.

A sentence starts with a subject (noun/pronoun). The doer: The one who is doing the action.

A sentence contains a verb. [Action/ a state of being]

Remember that clauses and phrases are smaller than sentences.

Subject:

- Ali studies at the university. [Subject: proper noun]
- He plays football. [pronoun]

Verb:

- Ali studies at the university.
- He plays football.
- He listens to music.

We have transitive verbs and intransitive verbs. (eat/give)

We have regular verbs and irregular verbs. (play/go)

We have main/lexical verbs and auxiliary/helping verbs. (play/can)

Object:

An object can be:

1. Direct
 - He plays football.
 - He gave his mother a present.
2. Indirect
 - He gave his mother a present.
3. Object of proposition:
 - He is near the White House.

Adjective:

Usually, an adjective modifies a noun.

Adjectives can be **attributive** and **predicative**.

Adjectives before the noun are called **ATTRIBUTIVE** adjectives.

Adjectives after the noun are called **PREDICATIVE** adjectives.

Predicative adjectives do not occur immediately after the noun. Instead, they follow a verb.

- She is beautiful.
- This guy is cool.
- He is a cool guy.
- This man is the coolest.
- This man is cooler than that man.
- It smells good.
- He smells well.
- He works hard.
- He is **hard-working**.
- He is a **hard-working** student.

Adverb:

Usually, an adverb modifies a verb. However, An adverb can describe a verb, an adverb, an adjective, and a whole sentence.

- She sings beautifully.

- She drives *slowly*.
 - *Usually*, she goes to the market on Thursdays.
- We usually, we add (-ly) for an adjective to form an adverb.

- slow **slowly**
- clever **cleverly**
- annual **annually**
- sensible **sensibly**
- extreme **extremely** (adverb of degree/intensity)
- happy **happily**

- He smiles warmly. (the adverb describes the verb)
- This woman is **really** pretty. (the adverb describes the adjective)
- He sings **too** loudly. (the adverb describes another adverb)
- *Fortunately*, we got there in time. (the adverb describes a whole sentence)

Basic Sentence Patterns

Pattern 1: S V

- *Babies cry.*
- *The sun rises.*
- *The fish swims.*

Pattern 2: S V O

Pattern 2 consists of a subject + a verb + a direct object.

- *I opened the door.*

Where is the object here?

- *I sent him a letter.*

Pattern 3: S V IO DO

In the third pattern, the verb is followed by **an indirect object** and a **direct object**.

Subject	Verb	Indirect Object	Direct Object
The old man	gave	the children	some money.
My uncle	sent	me	a present.
The detectives	asked	Amy	lots of questions.

Pattern 4: (A) S V O (A)

Pattern 4 is essentially a conflation of the other three, with adjuncts added. We have bracketed the adjuncts to show that they are optional.

- Fadi always sings. (S + adjunct + V)
- Fadi always sings a song at night. (S + adjunct + V + direct object + adjunct)
- Fadi always send me a letter. (S + adjunct + direct object + indirect object)
- Usually, Fadi gives me a flower in the evening. (Adjunct + S + V + indirect object + direct object + adjunct)

Pattern 5

Pattern 5 consists of Subject + be/linking verb + Subject Complement (adjective)

- *Food is good.*
- *Firas is clever.*
- *They are good.*
- *I am happy.*
- *He seems happy.*
- *He feels ill.*
- *He looks tired.*
- *He looks nervous.*

Pattern 6

Subject + be + Subject Complement (Noun/Pronoun)

- My brother is a doctor.
- Firas is an architect.
- This is him.

Pattern 7

Subject + be + Adjunct

- All the students are here.
- The children are upstairs.

Thank You

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LECTURE NO. 2

21.05.2022

HELLO EVERYONE!

Types of sentences

1. Simple Sentences

A simple sentence contains a single independent clause—that is, a subject and a predicate that form a complete thought:

- It is an ice cream cone.
- The girl bought an ice cream cone.

A simple sentence can contain more than one verb:

- The girl bought an ice cream cone and took it to the park.

A simple sentence is not necessarily simple. Take the following example:

- The girl—a freckle-faced brunette, about ten years old, in a striped dress and sandals—bought an ice cream cone and took it to the park.

The subject of the sentence is still *the girl*. The predicate is *bought an ice cream cone and took it to the park*. The part of the sentence between the dashes modifies *the girl*.

2. Compound Sentences

A compound sentence contains two or more independent clauses joined by a coordinating conjunction (*and, but, yet, for, or, nor, or so*), a conjunctive adverb (e.g., *however, furthermore, likewise, rather, therefore*), or a semicolon:

- The girl bought an ice cream cone, **but** she dropped it in the park.
- The girl bought an ice cream cone; **however**, she dropped it in the park.
- The girl bought an ice cream cone; she dropped it in the park.

3. Complex Sentences

A complex sentence contains one or more dependent clauses attached to an independent clause. The dependent clauses are connected to the independent clause through subordinating conjunctions (e.g., *because, after, when*) or relative pronouns (*who, which, that*).

- **After she bought an ice cream cone, the girl went to the park.**
- **The girl dropped her ice cream cone because a large dog knocked her over.**

- The girl, who had a freckled face and wore a striped shirt, was knocked over by a large dog, which ate her ice cream cone.

Note that in the last example, the dependent clause *who had a freckled face and wore a striped shirt*, interrupts the independent clause *The girl was knocked over by a large dog*.

4. Compound-Complex Sentences

A compound-complex sentence contains one or more dependent clauses attached to one or more independent clauses.

- After she bought an ice cream cone, the girl, who had a freckled face and wore a striped shirt, went to the park, but she was knocked over by a large dog, which ate her treat, so she ran home to her mother, who made her an ice cream sundae.

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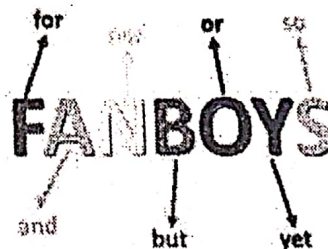
Conjunctions

How many types of Conjunctions do we have?

We have three types: *Coordinating, Subordinating, and Correlative conjunctions.*

1. Coordinating conjunctions.

They are (FANBOYS): For, And, Nor, But, Or, Yet, and So.



Coordinating conjunctions connect two independent clauses, and each one of them has its function or job.

(And) *What does it connect? What is its meaning?* We use it to add more information, or to connect similar structures together.

NB: be careful when you use Coordinating conjunctions, you need to connect between two or more similar grammatical structures (noun – noun, verb – verb, gerund - gerund). For example, *likes and plays*. Another example, *what you say and what you do* are two different things.

(But) *What the meaning of it? What does it connect?* It connects two opposing/ different ideas.

- *I tried out for the basketball team, but I did not make it.*

NB: be careful that before the Coordinating conjunction, the clause should have a subject and verb and after the Coordinating conjunction, the clause should also have a subject and verb. It is wrong to say, for example, *Salwa and Samira*; it is not a compound sentence.

(So) *What is its meaning? What does it show?* It shows results.

- *I was hungry, so I ate some food.*

(For) It has a similar meaning to because in a sentence.

- *She was tired when she arrived in class, for she had studied all night.*

(Yet) It is like the word but. However, it emphasizes the contrast even more, something unexpected to happen.

- *It is snowing outside, yet it is the middle of summer!*

Punctuate Coordinating Conjunctions correctly:

Commas are needed before the Coordinating Conjunctions when they connect two clauses or sentences, but they are not needed when only two words or two phrases are being connected.

- The children hopped and skipped to the park. [words]
- We can drive to the pool or walk to the park. [phrases]
- Most video games are fun, but Minecraft is the best one! [clauses]

Thank You

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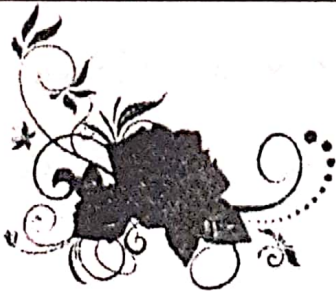


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