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The Lost Lecture

ESSAY I

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16/23/07/2022

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LECTURE NO. 5

24.06.2022

HELLO EVERYONE!

The Introductory Paragraph

Guidelines for introductory paragraphs:

The first paragraph in an essay is called the *introductory paragraph*. There are two purposes of the introductory paragraph: 1) to get the reader's attention 2) and to introduce them to the subject of your essay. In other words, you need to lead readers to the subject of the essay in an interesting way and convince them that reading your essay will be worth their time.

The introductory paragraph is the most important paragraph of your whole essay. You need to write it carefully. Here are some guidelines to write a good introductory paragraph:

- 1- It must be relevant to the topic, that is, it should introduce material not covered in the essay.
- 2- It should not give detailed information about the main ideas of the essay. Detailed information belongs in the body paragraphs.
- 3- There should be at least two sentences before the thesis statement.
- 4- The thesis statement should come at the end of the introductory paragraph.

in the introductory paragraph, you should try to be neither too general nor too detailed, and the thesis statement should always be preceded by at least two sentences.

There are several types of the introductory paragraph, and the most common one is "from general to specific", and you should try to develop the skill of writing different types of introduction ...

Types of introductory paragraph:

General to specific: This is perhaps the most common type of introduction. It begins with a general statement of the larger topic, and then each sentence narrows it down until you get to the specific thesis statement.

Anecdote: An anecdote is a brief story that illustrates your topic. In a personal anecdote, you tell a story about your own experience that is relevant to the thesis. In a third-person anecdote, you tell a story about someone else. You can base your story on a real person(s), or you can make up a story.

Historical: You may also choose to write a brief historical introduction to your essay. Since this is just the introduction to the essay, you don't have to give a detailed historical account, just an overview.

The introductory paragraph could consist of three to four sentences. Let's read some examples of introductory paragraphs:

Paragraph 1 (anecdote):

Throughout my childhood, I was always in trouble at school. The teachers said I was an "underachiever" and "lazy". I had a hard time learning to read. When I was fourteen years old, my parents finally realized what was wrong: I am dyslexic. They got me the extra help I needed, and now I am the owner of a chain of grocery stores, I have a loving family and two children, and I was recently elected president of our town. In my opinion, *success depends more on hard work than on innate ability.*

Paragraph 2 (historical):

With the exception of Native Americans, the United States is a country of immigrants. Each new group of immigrants arrived bringing their hopes, their dreams, and their work ethic, and they all had to start at the bottom. One by one, the immigrant groups, such as the Irish, the Italians, the Chinese, the Vietnamese, and the Latinos, struggled for acceptance and respect. Each group faced enormous obstacles from discrimination. In the end, however, each succeeded and now makes up an important part of this country. As immigrant's experience have shown, *success depends more on hard work than on innate ability.*

First, there was the historical background of the people of the United States who were immigrants, and how they struggled to gain acceptance, and then the last sentence of the introduction was the thesis statement (As immigrant's experience have shown, success depends more on hard work than on innate ability).

Why people are immigrating to the United States? To be more successful, so the topic of the essay is "success", and the controlling idea is that in order to succeed, you must be a hard worker, and not depend on your innate ability.

Now let's move to paragraph number 3, which is an anecdote.

Paragraph 3 (anecdote):

Some people seem to learn languages almost without effort. My cousin Liz, on the other hand, struggled with Italian all through high

school. She never gave up, however. After high school, she had a chance to become a flight attendant, but one job requirement was that she had to speak a foreign language. In her determination, she borrowed money from her parents and went to Italy for a year to study at a language school. She said it was the hardest thing she had ever done, but she did it. In fact, when I visited her in Rome last year, she had become completely fluent, had a great job with Alitalia, the Italian airline, and loved her life. Liz's story shows that *success depends more on hard work than on innate ability.*

All three introductory paragraphs had the same thesis statement, but it was reached differently in each paragraph.

Let's move to the last introductory paragraph, which type is "from general to specific":

Paragraph 4 (from general to specific):

All human beings want to feel successful, but we are not born with the same abilities. However, we all have the ability to learn. By working hard at learning something, all of us can master it to a certain extent. Even the most famous artists say that practice is more important than their native talent. *Success depends more on hard work than on innate ability.*

So even if we're born with certain abilities, we still need to work hard.

Here's an essay that doesn't have an introductory paragraph. It has three body paragraphs and a conclusion. After we read, we will write its introductory paragraph ourselves.

Violence: Nature or Nurture?

First of all, it's obvious that people become violent when they are trying to protect someone or something. A clear example of this is when gang members want to protect their neighborhoods from the "invasion" of members of other gangs. However, even people who have never shown any violent tendencies might also commit a violent crime if a loved one is in danger. It is not in their nature to commit violence, but the circumstances (or environment) cause the violence. In short, when a situation is threatening, not only gang members, but also average people can act violently.

It's clear too, that in an environment where guns are readily available, more violent crimes are committed. When you compare the United States to any country that doesn't allow its citizens to own guns, you will see that this is true. In a volatile situation, it's easier to reach for the gun than to continue

arguing. Again, this type of environment leads to violence in people not to prone to violence; that is, the tendency to violence doesn't come from the genes that a person has.

Most importantly, some people have been raised without a sense of respect for other people. They place little value on a human life. Indeed, you sometimes hear today that some children want to hurt someone just to know what it feels like. This is also environmental. Parents and schools can teach children to respect other people. How people perceive other people's rights depends on the type of situation in which they are raised.

In short, I believe that people are not born violent. They are not born with genes that make them violent. It's the environment that they are born into and the situation that they find themselves in that cause them to become violent.

What is the topic here?

The topic is violence... what makes a person violent. The first body paragraph says "it's obvious that people become violent when they are trying to protect someone or something". The second body paragraph says that the availability of guns makes violence more likely. And the third body paragraph says that the environment the child is raised in plays a big role in determining whether the child becomes violent or not. And finally, the conclusion says that people are not born violent, but are made violent because of the environment they were raised in.

The introductory paragraph of this essay could be:

It is well-known that violence today is on the rise due to various reasons in the society. Almost in every family, there is someone who went through some sort of physical force. Even though violence comes in various shapes and forms, no matter what causes a violent behavior, such deeds usually leave its victims in physical pain, mental issues, and even financial loss. In order to sort out this matter, it is vital to know the causes of this problem.

The Thesis Statement

The thesis statement is the most important sentence in your essay because it contains the main idea for the whole essay. Just as major supporting sentences need to directly support the topic sentence in a paragraph, the body paragraphs in an essay need to support the thesis statement in an essay.

The smell of Home

Last week a friend told me that she was reading a French novel in her

arguing. Again, this type of environment leads to violence in people not to prone to violence; that is, the tendency to violence doesn't come from the genes that a person has.

Most importantly, some people have been raised without a sense of respect for other people. They place little value on a human life. Indeed, you sometimes hear today that some children want to hurt someone just to know what it feels like. This is also environmental. Parents and schools can teach children to respect other people. How people perceive other people's rights depends on the type of situation in which they are raised.

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The smell of Home

Last week a friend told me that she was reading a French novel in her

university literature class. It was called *Remembrance of Things Past* and was written by Marcel Proust. She told me that in that book, a man bites into a little cookie called Madeleine and that the taste of the cookie makes him think about the past. For me, it is the sense of smell rather than the sense of taste that brings back happy memories.

The aroma of pipe tobacco always makes me smile. I know most people feel very differently about the smell of tobacco, but I like it for a simple reason: My grandfather used to smoke a pipe, and I adored my grandfather. After an especially good dinner, he used to settle into his favorite chair and go through a long ritual of filling his pipe with something that looked like dead leaves and smelled of apples. Then he would light the pipe, lean back, and smile. The grandchildren gathered around him while he smoked and told us stories about when he was young and travelled the world on sailing ships. I felt safe and loved sitting near my grandfather while he smoked his pipe.

Another wonderful smell is the scent of sweet rolls just coming out of the oven. When I was a child, my mother used to bake sweet rolls every Saturday. The children helped mix the dough with sugar and cinnamon and shape it into little balls. Then we eagerly watched the timer as it counted down the minutes until the rolls were done. After my mother took out the hot rolls and placed them on the counter, the children mixed water and sugar into a paste. When the rolls were cool, we spread the paste over the rolls. What a wonderful aroma! My mother let us eat one right away. We were very happy and secure there in my family kitchen with the smell of sweet, hot rolls.

My favorite aunt always wore a perfume that smelled like roses. My aunt was a tall and large woman who had lots of blond hair and wore flowered dresses. Her perfume was just like her: soft, friendly, warm, and cheerful. She had a lovely singing voice, and when I spent the night at my cousins' house, she would sit in the bedroom as we fell asleep singing old lullabies* in her rich, low voice. I fell asleep under the blankets to the smell of her rose perfume and her soft songs, feeling cared for and content.

These are just three examples of smells that I associate with happiness and safety. I don't know anyone who smokes pipes these days, so I rarely smell pipe tobacco. However, I have my mother's recipe for sweet rolls, and I sometimes bake them for my friends. I like to wear more than one kind of perfume, but whenever I wear my rose perfume, I think of my aunt. Smells bring back wonderful memories.

- lullabies: traditional songs that mothers sing to their babies

Parts of the Thesis Statement:

Being able to write a clear thesis statement is essential for good essay writing in English. Like a topic sentence, a thesis statement has two main

parts:

- 1) A topic,
- 2) A controlling idea.

The topic is the subject of the essay, or what the essay is about. The controlling idea is what you are going to say about the topic.

As with topic sentences, it is not enough to just state the topic of the essay in the thesis statement. You must also tell the reader what your essay will say about the topic, which means that you need to have a controlling idea. Naturally, for any one topic there are many possibilities for controlling ideas. For example, with the topic *the sense of smell*, the thesis statement in the essay has the underlined controlling idea:

For me, it is [the sense of smell] rather than the sense of taste that brings back happy memories.

However there could be other controlling ideas with the topic *the sense of smell* as shown in this example:

[The sense of smell] is much stronger in dogs than it is in humans.

In an essay with this thesis statement, you would support the controlling idea by giving examples of how dogs can smell better than people can.

The predictor:

Some thesis statements may also have a third component called a *predictor*. The predictor of a thesis statement can tell the reader how many body paragraphs there will be in the essay and/or what their content will be. For example: (the predictors are boxed)

[Blindness] requires a heightened development of the other senses, especially touch and hearing.

[The movie] was a joy to watch because of the visual effects, surround sounds, and actors.

The deafening noise, the strong smells, and the ugly sights are the three main advantages to [living in a large city].

Characteristics of the thesis statement:

1- A thesis statement must be a *statement*, not a question:

Not a thesis statement: Is kimchi an acquired taste?

A thesis statement: Kimchi is an acquired taste.

2- A thesis statement must be a *complete sentence*. This means that it must have a subject and a verb with a tense.

Not a thesis statement: Music: the food of love.

Thesis statement: Music is the food of love.

3- A thesis statement is an *opinion* or shows *intent*; it cannot be a simple statement of fact. A fact does not need any support, and therefore you cannot write an essay about it.

Not a thesis statement: Dogs have a sense of smell.

A thesis statement: Dogs use their keen sense of smell in many ways.

4- A thesis statement must *state the controlling idea*. This means that you must state your position on the topic; you cannot simply announce the topic of your essay.

Not a thesis statement: This essay is about Helen Keller.

A thesis statement: Both blind and deaf, Helen Keller learned to communicate through touch alone.

5- A thesis statement should have *only one controlling idea*.

Not a thesis statement: My cousin has an excellent sense of pitch, and she is also a famous dancer.

A thesis statement: My cousin's excellent sense of pitch has made her an accomplished musician.

Thank You

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LECTURE NO. 6

16.07.2022

HELLO EVERYONE!

Last time, we talked about the introductory paragraph and the thesis statement. Today we're going to talk about the concluding paragraph and the body paragraphs.

The Concluding Paragraph

Let's move to page 88 of the book (*Writing to Communicate*).

Parts of a Concluding paragraph:

The last paragraph of your essay is, of course, the concluding paragraph. This paragraph has a very important function. Since it is the last paragraph to be read, you want your reader to leave with a clear understanding of your essay's point.

A concluding paragraph consists of a summary of the points made in your body paragraphs, a restatement of the thesis statement, and/or a final comment on your topic. You may choose one of these ways to end your essay, or you may choose two or three.

Finally, do not introduce new information about the topic of the essay. New information should go in another body paragraph, not in the concluding paragraph.

I've noticed that most of you give new information in the concluding paragraph, which is a mistake. You shouldn't write anything that you can't prove, so just use the concluding paragraph to summarize and restate.

Summary Concluding Paragraphs:

One way to end your essay is to summarize its main points. When you write these types of concluding paragraphs, you need to be sure that you include the main point of each body paragraph. Your conclusion won't be complete if you leave one point out.

This is very important. If you are summarizing in the concluding paragraph, and you have three points in three body paragraphs, you have to include these three points in the concluding paragraph; you can't ignore any one of them.

Let's take a look at the model essay, and see how the introductory paragraph and the concluding paragraph were written.

Stormy Weather

Most of us prefer sunshine and calm weather. We like sunbathing on a warm beach or hiking in the mountains on a clear, cloudless day. However, some people actually prefer intense storms. These people are ocean racers, storm spotters, and storm chasers, and they love the challenge of fighting nature and winning.

Ocean racers are people who prefer strong winds to a soft breeze. They need the strong winds to win a sailboat race. The crew on an ocean racing sailboat uses all the latest technology to predict the wind direction and strength, and then they seek the location where the wind is the strongest. They are happiest when the mast on the boat is almost horizontal.

The second group, storm spotters, consists of people who volunteer to help predict the weather for those who need accurate information, such as boat captains. Their job is to report the weather conditions they see and hear in their area. This is more accurate than radar or satellite information. Storm spotters can actually save lives by reporting dangerous weather to the weather service and local emergency agencies. These people in turn send the news out by radio. Storm spotters want to help out during severe weather so that people will be safe.

Storm chasers make up the last group, and they are the real weather fanatics. They follow storms in their cars or trucks. They do not get paid for this; in fact, they do it for fun. Chasers are usually looking for tornados, but they chase other severe weather as well. Their goal is to get a perfect

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photograph of a storm. You can say that storm chasers are the ultimate weather lovers.

In conclusion, there are three kinds of bad-weather lovers. One is the captain of an ocean racing sailboat, who chases stronger winds to win a race. Another is the volunteer storm spotter who provides invaluable information. The last is the fun-loving storm chaser who travels hundreds of miles to get the perfect photograph.

How was the introductory paragraph started? "Most of us prefer sunshine and calm weather." So it started with a general idea, and after this sentence, he gives an example "We like sunbathing on a warm beach..." and then he makes a point that contrasts with the previous idea "Some people actually prefer intense storms." Then he gives examples "These people are ocean racers, storm spotters..."

The thesis statement is: "These people are ocean racers, storm spotters, and storm chasers, and they love the challenge of fighting nature and winning." The body paragraphs are going to talk about three points: ocean racers, storm spotters, and storm chasers.

Write a concluding paragraph, not a concluding sentence: Sometimes students end the essay with a concluding a sentence, but they should end it with a concluding paragraph, which has more than one sentence.

If you're writing the introductory paragraph and you end up writing too many sentences, you can save some of them and use them in the conclusion.

In the beginning of the concluding paragraph of this essay, the writer used "In conclusion". It's advisable to use such phrases. Other examples are "In brief", "to conclude", "at the end", "in summary", "to summarize".

Restatement Concluding Paragraphs

An alternative to a summary is a restatement of the idea of your thesis statement. Here is another concluding paragraph for the essay on weather:

[In conclusion, when people say that they love the weather, they usually mean that they love sunny weather. Only people like the ocean racer, the storm spotter, and the storm chaser can say that they love the weather because they live to battle nature at it wildest].

Final Comment Concluding Paragraph:

Often, a concluding paragraph is most effective when you add a final

comment to a summary or a restatement. A final comment can make a concluding paragraph *more personal*. It can also invite readers to think about how the essay is related to their lives. Here's another alternative to the original concluding paragraph for the essay on weather:

In conclusion, the next time you walk outside and think that the weather is great, think about the people who prefer intense storms. Think about the ocean racing captain who tries to find the strongest winds, the storm spotter who gathers information in wet and windy conditions, and the storm chaser who is crazy for storms. You might be glad that you can just sit back and enjoy the sunny weather.

Student: Which pages are required from the book?

Instructor: Only the things that I mention in the lectures.

Body Paragraphs

Topic Sentences in the Body Paragraphs of Essays:

A good thesis statement consists of a topic and a controlling idea. The topic sentence of the body paragraphs in your essay support this controlling idea. For example, notice how these topic sentences support the thesis statement:

Thesis statement:

Pollution, waste, and climate change are threatening fresh water supplies.

Topic Sentence 1:

Fresh water is being polluted by dirty water from different sources.

Topic Sentence 2:

People are wasting fresh water.

Topic Sentence 3:

Changes in global weather patterns have affected supplies of fresh water.

In this essay:

The first body paragraph would explain how some businesses and factories are polluting lakes and rivers. The second body paragraph would explain some different ways people waste water. The third body paragraph would describe how global warming is causing some water supplies to disappear.

All of these support the thesis statement that pollution, waste, and climate change are threatening fresh water supplies.

Classification

When you classify, you divide objects, people or ideas into groups or categories. It is something we do constantly. You might organize movies into those you like and those you don't like; you might divide people you know into those who are outgoing and those who are quiet; you might classify music into classical, rock and roll, country, rap, and so on.

So classification is something we do naturally all the time.

You always classify according to a *principle* even though you may not be aware of it. For example, consider the topic of *boats*. If you want to write an essay classifying boats, you will state the subject you are classifying (boats), the classification principle (for example, how they move), and the categories (in this case, *sailboats, powerboats, rowboats*).

Graphic Organizer

Organizing a classification essay is not difficult because each of the categories you've established becomes a body paragraph. The number of categories determines the number of body paragraphs.

Introduction

Thesis statement

Body paragraph 1

Description and illustration of category 1

Body paragraph 2

Description and illustration of category 2

Body paragraph 3

Description and illustration of category 3

Concluding paragraph

Let's look at an example of a classification essay:

No Man is an Island

"No man is an island, entire of itself." John Donne, 1572-1631

Sometimes I wish that I were adopted and that I didn't know who my parents were. Then no one could say, "Your cousin Thomas gets all A's in school, so why can't you?" or "That hair of yours is just like your grandmother's; there's nothing you can do about it." The truth is that I'm not adopted, and even though I try to fight against it, I see family traits in myself all the time. The three main personality types in my family are athletic, studious, and materialistic.

My father and his brother (my uncle Jonas) are athletic. They're both tall and strong. My father gets up at 5 A.M every Sunday to drive two hours to a golf course. On Wednesdays, he parks his car three miles away from his office just so he can walk to work. My uncle Jonas is a terror at the basketball court. Even when he's playing with his seven-year old son, he plays to win. I know that some of that athleticism has come down to me because even though I don't play sports seriously, I love working up a sweat in the gym.

The studious types of my family are the ones everybody talks about. My cousin Anna Louise, for example, is a goody-goody high school student who wins many school prizes. All she knows about life is what she has read in a textbook. My brother Alfred is also studious, but he's also different from Anna Louise. He's great with computers. He can fix anything electronic and read all the latest electronics and science magazines. Naturally, he gets top honors in his science and math classes. I used to think that I was completely different from Anna Louise and Alfred, but now I have discovered an academic subject that I really love: history. I'm so interested in history that I carry books about history that I carry with me around everywhere I go.

My mother's two sisters and their children are the materialistic ones in our family. These two aunts have brought their kids up to believe that the only things that are valuable in the world can be counted in money. Every time I'm with these cousins, they talk about how much their new watch cost or how much money they'll make when they go into business like their dads. After two hours of that, I just have to go away. Still, I have to admit that there is a little materialist inside me as well. A friend asked to borrow my new leather coat the other day, but I said no. I had saved my money a long time to buy that coat, and I didn't want to share.

Like most people, I like to think that I am unique. However, as I get older, I can see some of the family traits in my personality. I'm not much of an athlete, but when I play tennis I'll drive myself to exhaustion rather than lose a game. Even though I never got good grades at school, my new love of history definitely shows that I have some studious characteristics. Also, now that I am finally earning some money and I have bought a few nice things, I realize that I have more in common with my irritating cousins than I used to think. Whether I like it or not, I see a little of my relatives in myself.

Materialistic: believing that money and possessions are the most important things

Goody-goody: *n.* someone who likes to seem good when others are watching

Let's take a look at the thesis statement...

"The three main personality types in my family are athletic, studious, and materialistic."

What does it talk about? It talks about the personality types in the

family. How many ideas can we talk about in the body paragraphs?

Student: Three.

Instructor: Yes. The three personality types that will be talked about are *athletic*, *studious* and *materialistic*. So we have three categories.

What is the **classification principle**? It's the personality type.

Let's take a look at the introductory paragraph. It starts with a citation, "*No man is an island, entire of itself.*" And then the introductory paragraph goes on to say that the traits that you have are connected with traits that your parents and relatives have.

Let's go to the first body paragraph... What is its topic sentence?

"*My father and his brother (my uncle Jonas) are athletic.*" Then the body paragraphs give examples that explain how they are athletic.

What is the topic sentence of the second body paragraph? "*My cousin Anna Louise, for example, is a goody-goody high school student who wins many school prizes.*"

The classification essay is so easy: You simply turn the categories into body paragraphs.

Thank You

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LECTURE NO. 7

The Last Lecture

23.07.2022

HELLO EVERYONE!

This is going to be the last lecture. I'm going to tell you about the things that I required for the exam. To start with the theoretical part, let's move to the book (*Writing to Communicate*).

Because it's going to be a **written exam**, so you're going to write down the definition of things that I will ask you about.

The first chapter that we took is **Chapter 5 (The Thesis Statement)**.

We started on page 66, which talks about the thesis statement.

The thesis statement is the most important sentence in the essay because it contains the main idea for the whole essay.

Then on page 67, we have parts of the thesis statement.

Parts of the thesis statement:

Topic and controlling idea: the topic is the subject of the essay. The controlling idea is what you are going to say about the topic.

On page 68, they talk about the predictor:

The Predictor:

Some thesis statement may also have a third component called a predictor. The predictor of a thesis statement can tell the reader how many body paragraphs there will be in the essay and what their content will be. For example:

Blindness requires a heightened development of the other senses, especially touch and hearing.

So when I ask you in the exam "what are the parts of the thesis statement", you should answer: **Topic, controlling idea, and predictor**, and not just topic and controlling idea, and write their definitions briefly.

On page 69, there is a question "What are the characteristics of the thesis statement?"

Characteristics of the thesis statement:

- 1- A thesis statement must be a statement, not a question.
(Kimchi is an acquired taste).
- 2- A thesis statement must be a complete sentence. This means that it must have a subject and a verb with a tense.
(Music is the food of love).
- 3- A thesis statement is an opinion or shows intent; it cannot be a simple statement of fact. A fact does not need any support, and therefore you cannot write an essay about it.
(Dogs use their keen sense of smell in many ways).
- 4- A thesis statement must state the controlling idea. This means that you must state your position on the topic, you cannot simply announce the topic of your essay.
(Both blind and deaf, Helen Keller learned to communicate through touch alone).
- 5- A thesis statement should have only one controlling idea.
(My cousin's excellent sense of pitch has made her an accomplished musician).

I might ask you in the exam to provide examples.

Student: An example of a correct thesis statement?

Instructor: Yes.

Now we go to **Chapter 6 (The Introductory Paragraph)**.

The entire page 78 is required:

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- It must be relevant to the topic; that is, it should not introduce material not covered in the essay.
- It should not give detailed information about the main ideas of the essay. Detailed information belongs in the body paragraphs.
- There should be at least two sentences before the thesis statement.
- The thesis statement should come at the end of the introductory paragraph.

Types of Introductory Paragraphs:

There are many ways for the writer to get the reader's attention in an introductory paragraph.

1- General to Specific: This is perhaps the most common type of introduction. It begins with a general statement of the larger topic, and then each sentence narrows it down until you get to the specific thesis statement.

2- Anecdote: An anecdote is a brief story that illustrates your topic. In a personal anecdote, you tell a story about your own experiences that are relevant to the thesis. In a third-person anecdote, you tell a story about someone else. You can base your story on a real person(s), or you can make up a story.

3- Historical: You may also choose to write a brief historical introduction to your essay. Since this is just the introduction to the essay, you don't need to give a detailed historical account, just an overview.

So I might ask you to write guidelines to write an introductory paragraph, or the types of the introductory paragraph.

Now we go to **Chapter 7 (The Concluding Paragraph)**, page 88:

Parts of a Concluding Paragraph:

A concluding paragraph consists of a summary of points made in your body paragraphs, a restatement of the thesis statement, and/or a final comment on your topic. You may choose one of these ways to end your essay, or you may choose two or three.

Do not introduce new information about the topic of the essay. New information should go in another body paragraph, not in the concluding

paragraph.

Types of Concluding Paragraphs:

- **Summary Concluding Paragraphs:**

One way to end your essay is to summarize its main points. When you write these types of concluding paragraphs, you need to be sure that you include the main point of each body paragraph. Your conclusion won't be complete if you leave one point out.

- **Restatement Concluding Paragraphs:**

An alternative to a summary is a restatement of the idea of your thesis statement.

- **Final Comment Concluding Paragraph:**

Often, a concluding paragraph is most effective when you add a final comment to a summary or a restatement. A final comment can make a concluding paragraph more personal. It can also invite the readers to think about how the essay is directly related to their lives.

I might ask you to talk about all the parts of the concluding paragraph, or I might ask you about something specific.

Now we go to **Chapter 8 (Body Paragraphs)**, page 99:

The body paragraph is the development of arguments. It provides concrete support for the thesis statement that is organized, relevant and convincing.

In Chapter 10 (Classification), I won't ask you about any definitions. On page 128, we have:

When you classify, you divide objects, people, or ideas into groups or categories. It is something we do constantly.

You always classify according to a principle even though you may not be aware of it.

Tips and Mistakes to Avoid

You should write from three to four sentences in each paragraph, including the introductory paragraph and the concluding paragraph. By sentence I mean there is a subject and a verb, and it ends with a period. And use transitions.

In the introductory paragraph, write three sentences, and then the thesis statement.

In the classification essay, it is preferable that you include in the thesis statement the principle or the basis of division. For example, "Novels are divided into three categories, according to genre..." it is also advisable to

include the predictor in the thesis statement, in order to make it simpler for you to organize your body paragraphs later (The predictor of a thesis statement can tell the reader how many body paragraphs there will be in the essay and what their content will be. For example: *Blindness requires a heightened development of the other senses, especially touch and hearing*).

Write three body paragraphs, whether you specify that in a predictor or not.

When you categorize things in the thesis statement, use the same grammatical structure (name, name, and name)/ (gerund, gerund, and gerund).

In each body paragraph, there has to be a topic sentence. But the concluding sentence is not very important in the body paragraphs. To write the topic sentence of the body paragraph, you follow a similar logic to the thesis statement. Let's say the body paragraph is about romantic novels, you can write something like "The romantic novel is one of the most common novel genres". Then after the topic sentence, you might write a definition of the romantic novel. After that, you mention some facts and examples of the romantic novel.

I'm not going to require from you to provide dates and statistics because you don't have resources to do a research on in the exam. You simply need to provide general facts. Let's say you're talking about different types of mobile phone users in your essay, and one of the categories you chose is dependant users. You can say that they can't their mobile phones inside the house while they are out. That's a general fact.

The body paragraph of a classification essay contains:	Topic sentence, definition, facts, examples.
---	--

You can also include advantages and disadvantages if you want. And if you want to write a concluding sentence for the body paragraph, you can write your opinion.

For the concluding paragraph, you shouldn't write one or two sentences only. If you do that, I won't give you any marks on the concluding paragraph. It should be three or four sentences long.

To get good grades, you should focus on having a correct format (for example, the number of body paragraphs corresponds to the number of predictors), and you should also pay attention to the **grammar** (Subject-verb agreement, using the correct part of speech), and of course pay attention to punctuation. If your **punctuation** is not correct, it might affect the sentence structure and the grammar as well. And use the **correct linking words**. For example, if you use "moreover", but then you write a

sentence that opposes the sentence before it, then you will lose marks.

Each paragraph should give a new idea. Avoid writing irrelevant paragraphs which add nothing new to the essay.

The words in the title should be capitalized except for the prepositions and the articles. And the title can be short, and it doesn't need to be a full sentence, and in most cases, it's not.

In the exam, I'll give you several topics for classification essays, and you choose one of them, or I might give you one narrative essay, and two classification essays, and you can choose one of them as well.

Don't leave anything written in pencil.

The process of writing the essay: first, write the thesis statement, then the topic sentences of the body paragraphs, then go back and write the introductory paragraph and the concluding paragraph, and finally the body paragraphs. When you write the thesis statement and the topic sentences at the beginning, it becomes clear to you what ideas you're going to discuss in the essay, and then you can expound on them.

The concluding paragraph could simply be a rephrase of the introductory paragraph, and you can start the concluding paragraph with a phrase like "to conclude", "in short", etc.

COMMON SENTENCE ERRORS

I might ask you to identify the error, and correct it.

1- Run-on sentences:

It results from two or more complete sentences being connected without any punctuation:

Example: I ran across the road it was very dangerous.

Correction (period): I ran across the road. It was very dangerous.

Correction (semi-colon): I ran across the road; it was very dangerous.
(No capitalization).

Correction (comma + coordinating conjunction): I ran across the road, for it was dangerous.

2- Comma-splice:

Joining two independent clauses with only a comma.

Examples: The politician gave his speech, the crowd cheered and applauded.

Correction (period): The politician gave his speech. The crowd cheered and applauded.

Correction (semi-colon): The politician gave his speech; the crowd cheered and applauded.

Correction (comma +coordinating conjunction): The politician gave his speech, and the crowd cheered and applauded.

3- Fragment:

An incomplete sentence.

Example (no subject): went out to play.

Correction: The child went out to play.

Example (no verb): The girl in her house.

Correction: The girl stayed in her house.

Example (dependent clause): because it was raining very hard.

Correction: Because it was raining very hard, the car slipped on the road.

4- Agreement errors:

Example (subject-verb): The books in the box is for sale.

Correction: The books in the box are for sale.

Example (antecedent): Each student collected their cards.

Correction: Each student collected his cards.

Example (pronoun): Once one has read the article, you have to answer the question.

Correction: Once one has read the article, one has to answer the question.

5- Possessive form:

- If a word ends with an 's', you shouldn't add the possessive 's' to it, just the apostrophe.

Example: It's Jones's house.

Correction: It's Jones' house.

- Don't get mixed up between "its" (possessive), and "it's" (contraction for it is).

6- Pronoun reference:

Example: The table is beautiful. I like him.

Correction: The table is beautiful. I like it.

Thank You

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Wish you all the best



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