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7+8



The Last Lecture

Essay II

22.07.2022

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أ. زينب حباب



EssayII 4. 7+8 Last

AYDI 2022

# LECTURE NO. 7

22.07.2022

## HELLO EVERYONE!

Last time:

- We talked about the argumentative essay, and we read from the book "Oxford Writing Tutor".

- I told you to write an argument essay about "Licensing Teenagers should be legalized", and we discussed some of your writing mistakes.

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Today, we will talk about the *Comparison essay*.

Before we start, I want to say that most of your essays with full of spelling and grammatical errors. Also, I cannot say that one of you writes better than the others, or some essays are correct and some are wrong; each one of you has his own way of writing and thinking. The element that really evaluates your writing is not to commit errors, and to write a well-organized essay.

There is a web site for correcting essay online (mla citation generator); you can upload your essay and the web site will correct it for you and out a red line under the errors.

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In the *argument* essay, we have argument 1 and argument 2. In the *comparison* essay, we have thing 1 and thing 2.

In the *argument*, one idea leads to different arguments; we get these two from the (yes) and (no); for example, "Licensing teenagers should be legalized", agree or disagree but the same idea. In comparison, we have two things; we are comparing two different things; I mention every point about the first thing and every point about the other one, but I do not have to convince you that both of them are correct.

Example: "*Formal and informal English*".

*Informal English should be used along with formal English, yes or no.* Compare and contrast; *formal English with informal English providing the right examples for each*; here we talk about the formal in this point and the informal in this same point.

### Writing a comparison essay

You may often need to compare and contrast things in exams, academic essays, work and everyday life. Here is an example of a comparison essay.

#### Paragraph 1 – Introduction

The first sentence catches the reader's interest.

The second and third sentences give a definition of the two types of assessment. (Note: a definition is optional)

The 4<sup>th</sup> sentence indicates the scope of the essay and leads to the next paragraph.

### **Paragraph 2 – Similarities**

The writer notes 1 similarity here before emphasizing 3 differences in paragraphs 3-5.

### **Paragraph 3 - Difference 1**

Controlled conditions

*Despite these similarities* indicates that the writer is now going to list the differences.

### **Paragraph 4 - Difference 2**

Exam stress

### **Paragraph 5 – Difference 3**

Cramming vs spreading the load

### **Paragraph 6 – Conclusion**

The first sentence summarizes the findings in the paragraphs 2-5.

The second sentence gives the writer's personal opinion.

Let us see the following example. **Which is the better test of students' ability: continuous assessment or exams?** *Discuss.*

Here, we talk about each point then we say "in my opinion, X is better..." You are not obliged to convince me but to give me your opinion without favoring one of them on the other.

Children's achievement at school may affect the whole of their future lives, but how can it best be measured? In some educational systems, achievement may be tested by an examination at the end of the course, when candidates are expected to prove that they have understood and remembered all the material that has been covered. Continuous assessment, *on the other hand*, is carried out throughout the course and may consist of assignments to be completed at home, or tests on shorter modules of learning at intervals during the year. This essay examines the advantages and disadvantages of each method.

Both types of assessment have similar aims. Like continuous assessment, exams seek to measure students' progress, compare students with one another, and in some cases assess students' suitability for further education.

Despite these similarities, there are a number of **marked differences** between the two approaches. The exam system ensures that all students are tested on exactly same material under the same conditions. *In contrast*, students completing coursework outside the classroom may have had help from parents or others, and it is *harder* for assessors to know how long they spent on it. A **growing concern** is widespread plagiarism made easier by the use of the Internet.

However, not all students perform well under exam conditions. For those who suffer from "exam nerves", or anyone who is perhaps not feeling well on the day, exam results may not be an **accurate reflection** of their ability. A **great advantage** of continuous assessment is that it spreads the testing over a much *longer* period, relieving students of this acute stress.

Some students being tested at the end of a course are tempted to leave all their work until the last minute, cramming a lot of revision into a few weeks just before the exam. Teachers may find that assessment at regular intervals has a **beneficial effect** on work during the year.

It is clear, therefore, that there are significant differences between the two systems of assessment, with strengths and drawbacks to each. Continuous assessment may mirror the real-life situations that students will find in their working lives more closely than the final exam, but the benefits must be balanced against the criticism that only exam conditions can ensure fairness for all.

### Key

Blue shows ways of introducing similarities

Yellow shows ways of introducing

### Collocations: adjectives + nouns

To find interesting and appropriate adjectives to use with nouns, look up the nouns in the dictionary, e.g. difference, concern, reflection, advantage.

### Collocations: prepositions

To find the correct preposition to use after a verb or noun, look up the word in the dictionary, e.g. difference; balance

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Preparing to write

• Brainstorm ideas about similarities and differences. For example, arrange points in a table:

Characteristics	Exams	Cont assessment	Similar or different?
Aims	Comoare sts work, uni entrance	Comoare sts work, uni entrance	Same
Test conditions	Same conditions for all	Can't control conditions	Different

• **Highlight the similarities and the differences** and decide which are more important. For this essay the differences are more important.

- **Choose which points to include** in the essay and which to leave out.
- Decide how to **define** the two things you are comparing.
- Choose the **organization structure** (see below). Here **Type A1** was used.

#### Shorter essays

**Type A1:** to emphasize the differences

Introduction

**Similarities** of X and Y

**Differences** between X and Y  
conclusion

OR **Type A2:** To emphasize the similarities, reverse the second and third sections:

OR **Type B1:**

Introduction

Characteristics of X

Characteristics of Y

Show how Y is **similar** to or **different** from Conclusion

#### Longer essays

Type C1

Introduction

Aspect 1: compare X and Y

Aspect 2: compare X and Y (and so on)

Conclusion

OR **Type A1** or **A2** above.

#### Language bank

*Similarities*

X... Similarly, Y...

Both X and Y...

*Differences*

X... On the other hand, Y... / Y, on the other hand....

X... Y also...  
Both + plural noun... e.g. Both types of assessment...  
Like X, Y... e.g. Like continuous assessment, exams...  
X and Y are similar in that they both...  
X is similar to Y in terms of/ with regard to...  
X resembles Y in that they both...  
X is the same as Y.

Unlike X, Y...  
In contrast, Y.../ While X... Y... X..., while Y...  
X... However, Y.../ X... Y, however,...  
X differs from Y in terms of/ with regard to (e.g. the conditions for testing)  
X is different from/ contrasts with Y in that  
X..., whereas Y.../ Whereas X..., Y...

**Being more precise:**

Similarities

X is almost/ nearly/ virtually/ just/ exactly/ precisely the same as Y.

X and Y are very/ rather/ quite similar.

Differences

X is slightly/ a little/ somewhat smaller than Y.

X is much/ considerably smaller than Y.

X and Y are completely/ totally/ entirely/ quite different.

X and Y are not quite/ exactly/ entirely the same.

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Your **HOMEWORK** is to write a comparison essay about the topic "Compare private teaching and official teaching".

Thank You

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**LECTURE NO. 8  
THE LAST LECTURE**

**05.08.2022**

**HELLO EVERYONE!**

Last time:

- We talked about *Comparison essay*.

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Today's lecture is our last one this term. First, I want to remember with you the essays we had.

For the *Narrative paragraph*, we had "A Trip to Armenia". You still confused between what we had done in the essay and what we had done in the paragraph. Our *Narrative Essays* entitled "How I learnt English" and "How I learnt to swim". However, our *Narrative Paragraph* was about "My Trip to Armenia". *What is the introduction supposed to tell about in the narrative essay?* It should tell a general idea of the experience/ story I am about to tell. We have first, second, third, paragraphs; we have to use transitions (in the beginning, that, then, eventually, etc.) This is all called **Chronological order**. The conclusion is supposed to tell me about the whole thing, our attitude. For example, the girl in the paragraph about Armenia, she told them to go again because it was exciting; this was her attitude.

#### *Narrative essay*

**Introduction:** The general idea of the experience/ story I am about to tell

**P 1:** at the beginning, first, etc.

**P 2:** after that, second, etc.

**P 3:** third, eventually, etc.

**Conclusion:** your attitude

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*What is the difference between the narrative essay and narrative paragraph?* The narrative essay is a group of narrative paragraph and they differ in length. For example, the girl who went to Armenia said that she visited 10 cities; she just mentioned two of them because we do not have the ability to mention the all 10, while we have this ability in the essay.

\*\*\*\*\*

I need to remind you with the *essay format* you must follow.

#### **Title**

Margin

The first sentence of your paragraph must be indented five spaces. Do not start each sentence on a new line. Each sentence begins where the sentence before it ended. The rest of the lines should start at the left margin. Margins on both sides of the page should be about an inch. Begin each sentence with a capital letter, and each sentence with correct punctuation – a period, a

Margin

question mark, or an exclamation point.

Also, you should double-space your paragraph. This means writing on every other line. Finally, center your title on the first line.

- Each paragraph should be indented.
- When you move to the second paragraph, you leave a space.

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The second type is *Argumentative essay*, and the topic we discussed for this type was "*Licensing Teenagers should be legalized*". Let us see the following example from the book.

**"Manned space missions should now be replaced with unmanned missions"** Discuss.

It is clear that the study of space and the planets is by nature expensive. Scientists and politicians must constantly attempt to balance costs with potential research benefits. A major question to be considered is whether the benefits of manned space flight are worth the costs.

**For Nobel Prize-winning physicist Steven Weinberg the answer is clear.** As he noted in 2007 in a lecture at the Space Telescope Science Institute in Baltimore. "Human beings don't serve any useful function in space. They radiate heat, they're very expensive to keep alive, and unlike robotic missions, they have a natural desire to come back, so that anything involving human beings is enormously expensive."

Unmanned missions are much less expensive than manned, having no requirement for airtight compartments, food or life support systems. They are also lighter and therefore require less fuel and launch equipment. **According to NASA**, the 1992 manned Space Shuttle Endeavor cost \$1.7 billion to build and required approximately \$450 million for each launch. **In contrast**, the entire unmanned Voyager mission from 1972 until 1989, when it observed Neptune, cost *only* \$865 million.

**In addition** to their relative **cost effectiveness**, unmanned projects *generally* yield a much greater volume of data. **While** manned flights have yet to extend beyond the orbit of Earth's moon, unmanned missions have explored *almost* our entire solar system, and have recently observed an Earth-like planet in a nearby solar system. Manned missions would **neither** be able to travel so far, be away so long, **nor** collect so much data while at the same time guaranteeing the astronauts' safe return.



Some may argue that only manned space flight possesses the ability to inspire and engage the general population, providing much-needed momentum for continued governmental funding and educational interest in mathematics and the sciences. **However**, media coverage of recent projects such as the Mars Rover, the Titan moon lander, and the Hubble telescope's photographs of extrasolar planets demonstrates that unmanned missions *clearly* have the ability to attract and hold public interest.

**Thus**, taking into account the lower cost, the greater quantity of data and widespread popular support, **I would argue that** for now, at least, unmanned space missions *undoubtedly* yield the most value in terms of public spending.

- **Linking words and phrases** guide the reader through the argument and show the writer's opinion.

- *Adverbs* can be used to show your opinion.

- These phrases make the argument less personal and more objective.

- Experts are **quoted** to support the argument.

The writer starts the essay with "It is clear that"; by this, they tell us that the problem we are going to discuss has always been discussed.

So, it is better to tell the reader from the very beginning that you are aware of what you are going to do. A major question to be considered here is (wither licensed teenagers should be legalized or not).

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### **Writing an argument essay**

Many essays that you have to write, whether during your school or college course or in an examination, will require you to present a reasoned argument on a particular issue. This will often be based on your research into the topic, but some questions may ask you to give your opinion. In both cases your argument must be clearly organized and supported with information, evidence and reasons. The language tends to be formal and impersonal.

#### **Paragraph 1-Introduction**

- Introduces the topic

- States the focus of the essay.

(It is clear that), and (A major question to be considered is whether the benefits of manned space flight are worth the costs).

#### **Paragraph 2-Introduces the argument**

The first point (manned missions are not cost effective) with a quote from an expert to give authority. This is a useful way to introduce a quotation.

### **Paragraph 3–Development**

Reasons and data are given to support the writer's point of view.

### **Paragraph 4–Development**

Introduces the second point (unmanned projects are more scientifically productive).

### **Paragraph 5–Counterargument**

- Presents the argument: *Some may argue* suggests that the writer will go on to argue against this position.

- Refutes it. *However* introduces the argument against.

### **Paragraph 6–Conclusion**

Summarizes the writer's points and states his/her conclusion on the title.

- *Thus* introduces the conclusion.

- *I would argue that* clearly shows the writer's position.

\*\*\*  
Many of you still have a problem in writing the thesis statement.

Back to our sample essay "*Licensing Teenagers should be legalized*":

### **Licensing Teenagers should be legalized**

It is clear that every now and then the government legalizes law legalizes a new law but in general, licensing teenagers is dangerous. People tend to teach their children at an early age, but doing such a thing is cannot be that good. A major question to be considered is there any benefit of all making teenagers to drive?

In fact, letting teenagers drive cars is a big problem since they do not have the awareness that enables them to control themselves while driving. So I cannot agree with licensing them so easily right now. In contrast, there are rare teenagers who have much more awareness than youth which deserve to have the license.

In addition to awareness, teenagers in some cases do not know that high speed leads to dangerous accidents. Generally, what matters to them is to show off themselves.

Some may argue that licensing teenagers should be legalized which teenagers can help their grandfather and grandmother. However, this can help teenagers to have more confident.

Thus, taking into account the negative and positive results, I would argue that for now, at least, licensing teenagers should not be legalized undoubtedly because the results completely harmful.

In this essay, it is clear that the whole idea of the argument is about the major question to be considered, which is (wither licensed teenagers should be legalized or not).

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Moving to the third type of essay is *Comparison essay*.

Let us see the following example. **Which is the better test of students' ability: continuous assessment or exams? Discuss.**

Here, we talk about each point then we say "in my opinion, X is better...". You are not obliged to convince me but to give me your opinion without favoring one of them on the other.

*What is the difference between the comparison essay and argumentative essay?* In the comparison essay we have one person talking about two different things, and you give your opinion without convincing the reader. While in the argumentative essay we have one idea and two point of view, and you need to convince the reader of one of the points.

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إن المعالجة المنطقية ضمن مقالة المقارنة أن تذكر التشابهات والاختلافات ونقوم بعمل مقارنة بسيطة بينهما، ومن ثم نقدم رأينا. وتكون الخاتمة إعادة صياغة للمقدمة مع التأكيد على الاختيار نفسه.

Most of your faults are the same always (grammatical and Arabic structure), and there are many **definite and indefinite** errors.

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### Exam Notes:

#### For the title

You need to write a **title**. If you do not write a title, you are going to lose marks.

*How we are going to write a title? What are the rules in writing the title?*

- You need to write the title in the **middle of the line**, in a separate line.
- You need to capitalize the first letter of the first and last words; and you need to capitalize the first letter of all the words in between, except for prepositions, articles, and conjunctions.

However, if prepositions, articles, and conjunctions occur in the first or end, we capitalize them. Also, if there is a long preposition, longer than five letters, you must capitalize it, such as 'between'.

- The title cannot be a complete sentence. This means it does not have a subject and verb together in one sentence.

- Titles should not be long, and do not write it in *Italics*; it should be in the same font size and style of the rest of essay.

- Do not end the title with a period or question mark, but you can end it with an exclamation mark.

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#### **For the structure of the essay:**

- The essay should contain **introduction, thesis statement, body paragraphs (at least two), topic sentences, and conclusion.**

- Follow a logical ordering for the ideas.

- For the punctuations, use the period after the end of the sentence, and capitalize the word after it, and also capitalize the word after the question mark. While after the comma or semicolon, we do not capitalize.

- Capitalize the first letter of every paragraph.

- Capitalize the names of people, buildings, places and the pronoun (I).

- If the introduction does not have a thesis statement, you are going to lose marks.

- If the conclusion is too short, you are going to lose its marks.

- Do not write long sentences; in English, it is recommended to use short sentences with conjunctions and connectors in between.

- You should pay attention when you are using the punctuation marks.

- You should not use Abbreviation/ Contractions, such as (it's, I'm, can't, etc.), but to use the right form, like (it is, I am, cannot, will not, etc.) because it is the academic way to write.

- You must pay attention to the Subject-verb agreement.

- *If you run out of words and there is nothing to write about, bring up an example or anecdote.*

## Thank You

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# Additional Material

مادة إضافية مقدمة من مكتبة العائدي..... للقراءة فقط....

(1)

في ما يلي مقالات صححتها الدكتورة منور السيد في عام ٢٠١٣، وهي تشمل أغلب الأخطاء التي يقع بها الطالب.  
يرجى الانتباه إلى الأخطاء الواردة في هذه المقالات.

## ESSAY 1:

### Having children after 35 ..... Be careful!

Every body in this world dreams of being happy in his\her life and the most of the humans make their happiness in marriage and having children but the modern way of life make the age of having children high which is wrong because having children after the age of 35 have dangerous effects on health and relationships between parents and children.

No body can denies the risks of pregnancy for women after the age of 35. Women over 35 have an increased risk of the following complications during pregnancy: miscarriage, placenta previa, fetal distress, cesarean birth, high blood pressure, diabetes, ectopic pregnancy and premature delivery. The baby is also at risk for low blrth weight, genetic disorder like Down syndrome, asphyxia, brain bleeds and stillbirth.

As same as women and babies, doctors have warned that men who leave it until their mid 30s to start a family are more likely to lose their unborn child to miscarriage. A study of thousands of couples revealed that miscarriage start to rise once a man hits 35. When men were in their early 30s, the risk of miscarriage was 16,7 percent or one in six. This rose to 19,5 percent or almost one in five for men aged between 35 and 39. By the age of 45 the rate had shot up to 32.4 percent or one in three. The chances of a woman getting pregnant were also affected by the man's age regardless of the woman age.

What about the social side. Having children after 35 has bad effects on relationships in the family. Think ahead to what the future will be like. Consider what age you will be when your child becomes a teenager. How will your parenting abilities be? Imagine being 50 or 55 years old during that high demand time. Will you have the energy? Will you have the physical presence and health? What about the "generation gap" between parents and children? When children and parents are unable to agree with each other then that situation leads them to a state of disappointment. As a result of this situation children avoid talking to their parents and parents start cribbing that their children don't listen to them. Children don't consider their parents' opinion regarding any matter and parents leave their children with their own good

and bad deeds, in certain situation thereby frustrating and aggravating both the children and parents eventually.

There is an opinion talks about the advantages of having children after 35 like being mature and non-having financial problems but these advantages don't cancel the disadvantages and don't make having children after 35 an ideal action.

So, having children after 35 have a number of bad effects and less of good ones, therefore every person have to be aware of having a child in his\her late life because this is a serious event.

Now, we will take each of these paragraphs separately:

In this essay we have:

1. *Introductory paragraph.*
2. *(4) body paragraphs.*
3. *Concluding paragraph.*

The introductory paragraph:

Every body in this world dreams of being happy in his\her life and the most of the humans make their happiness in marriage and having children but the modern way of life make the age of having children high which is wrong because having children after the age of 35 have dangerous effects on health and relationships between parents and children.

*The thesis statement:*

...having children after the age of 35 have dangerous effects on health and relationships between parents and children

#### GRAMMATICAL MISTAKES:

Mistakes	Corrections
Every body	Everybody
the most of the humans	most people
Make	makes
Have	has

#### Note:

Everybody, everyone, everything, everyday (adjective), everyplace, everything, and everywhere... all these come as one word.

#### Grammar:

► **Everyday:** ordinary, usual, or happening every day. Always followed by a noun. E.g. the problems of everyday life.

► **Every day:** each day. E.g. I see him every day.

Use a singular verb after everyone : Everyone admires her.

► Do not say 'everyone of us/them'. Use all: We all (NOT Everyone of us) enjoyed the film. He had written to all of them (NOT to everyone of them).

► Do not confuse with every one (=each one). You can use 'of' after this, to emphasize that you are talking about a whole group: I wish to thank every one of you.

### WRITING MISTAKES:

- ...**make** their happiness in marriage... **find** their happiness....
- ...and having children but the modern life....and having children, but the modern life.
- ....make the age of having children high.....(Fragment) (bad use of English)

### Notes:

This introduction has many good ideas but, as you can notice, the grammatical and writing mistakes deformed these ideas. So, we cannot rewrite this paragraph because we need to write a new one.

### The first body paragraph:

No body can denies the risks of pregnancy for women after the age of 35. Women over 35 have an increased risk of the following complications during pregnancy: miscarriage, placenta previa, fetal distress, cesarean birth, high blood pressure, diabetes, ectopic pregnancy and premature delivery. The baby is also at risk for low birth weight, genetic disorder like Down syndrome, asphyxia, brain bleeds and stillbirth.

- Complications: مضاعفات
- Miscarriage: الإجهاض
- Fetal distress: استغاثة الجنين
- Caesarean birth: الولادة القيصرية
- Asphyxia: اختناق
- Stillbirth: ولادة الحنين ميتاً
- Diabetes: داء البول السكري
- Ectopic pregnancy: طفل الأنبوب
- Down/ Down's syndrome = mongolism: متزائمة داون أو الخلل الوراثي (الطفل المنغولي) المنغولية
- Premature delivery: الولادة المبكرة

### GRAMMATICAL MISTAKES:

Mistakes	Corrections
no body	Nobody
denies	deny (infinitive)

### WRITING MISTAKES:

- ...women over 35...women over the age of 35.

### Note:

It is a good body paragraph. We have a kind of cohesion concerning the ideas implemented. The names of complications are very accurate.

### The second body paragraph:

As same as women and babies, doctors have warned that men who leave it until their mid 30s to start a family are more likely to lose their unborn child to miscarriage. A study of thousands of couples revealed that miscarriage start to rise once a man hits 35. When men were in their early 30s, the risk of miscarriage was 16,7 percent or

one in six. This rose to 19.5 percent or almost one in five for men aged between 35 and 39. By the age of 45 the rate had shot up to 32.4 percent or one in three. The chances of a woman getting pregnant were also affected by the man's age regardless of the woman age.

**GRAMMATICAL MISTAKES:**

Mistakes	Corrections
start	starts
were	are
was	is (facts)
mid 30s	mid-30s

**WRITING MISTAKES:**

- As same as women.....The same as far as women...
- ...once man hits 35...(fragment)

**Note:**

It is a good body paragraph. We have a kind of cohesion concerning ideas.

**The third body paragraph:**

What about the social side. Having children after 35 has bad effects on relationships in the family. Think ahead to what the future will be like. Consider what age you will be when your child becomes a teenager. How will your parenting abilities be? Imagine being 50 or 55 years old during that high demand time. Will you have the energy? Will you have the physical presence and health? What about the "generation gap" between parents and children? When children and parents are unable to agree with each other then that situation leads them to a state of disappointment. As a result of this situation children avoid talking to their parents and parents start cribbing that their children don't listen to them. Children don't consider their parents' opinion regarding any matter and parents leave their children with their own good and bad deeds, in certain situation thereby frustrating and aggravating both the children and parents eventually.

**GRAMMATICAL MISTAKES:**

Mistakes	Corrections
What...social side	What...social side?
relationships...	the relationships within the family
...then	.... ;then,
...don't	...do not
...certain situation..	a certain situation or certain

**WRITING MISTAKES:**

- Having children after 35.....after the age of 35.
- ...once man hits 35...(fragment)
- ....cribbing....(bad use of verbs) *check the dictionary.*

**Note:**



Do not use extractions: don't, can't,... you should say: cannot, do not, does not.

This is not a paragraph because it is larger than two paragraphs. As you can notice. There must be a kind of coherence within the same essay. When we find such paragraphs, we lose the main idea and even we feel that the writer got lost in his essay.

**The fourth body paragraph:**

There is an opinion talks about the advantages of having children after 35 like being mature and non-having financial problems but these advantages don't cancel the disadvantages and don't make having children after 35 an ideal action.

**GRAMMATICAL MISTAKES:**

Mistakes	Corrections
...don't	do not
...after 35...	After the age of 35

**WRITING MISTAKES:**

- ...opinion talks....that talks...
- ...non-having financial problems...(bad use of English) we can replace this with (financially stable مستقر مادياً)
- ....cancel....(bad use of verbs) we can use the verb 'outweigh'.

**Note:**

As you can notice. This is a very small paragraph compared to the previous one. Paragraphs must be equal.

**The concluding paragraph:**

So, having children after 35 have a number of bad effects and less of good ones, therefore every person have to be aware of having a child in his/her late life because this is a serious event.

**GRAMMATICAL MISTAKES:**

Mistakes	Corrections
...have...	...has...
...have	...has....

**WRITING MISTAKES:**

- The last paragraph is one sentence. It needs revision.
- It's better not to start your paragraph with 'so;' instead, you can say, 'therefore'.

**Note:**

Concerning the idea, it is a good concluding paragraph if we forget about the grammatical (deadly) mistakes. It needs to have more than one sentence.

**Essay 2:**

The most beautiful thing of the marriage is the children who beautify the life of their parents, and give the happiness to them. mothers are challenging themselves for having children but it is too

dangerous for the mother's health to have children after the age of thirty five.

Mothers often loss many vitamin and calisium for their bodies and need many medicine to protect themselves so if any one becomes pregnant she will be exposed to the illness and this will prevent her to look after their babies and children because her health is damage somehow.

The child needs his mother to play with, look after, bring up him in a beautiful way, and ofer to him anice life so mothers at the age of 35 will not be able to ofer the needs of their babies when they will grew up and consequently their health will prevent them an obstacle before the happiness and the responsibility.

Note:

*This is neither an essay nor a paragraph.*

Structure:

- This essay consists of three paragraphs and this is not acceptable in writing academic essays.
- We have four sentences in the whole essay! Two of these sentences are in the introductory paragraph.
- Such papers would fail in exam and the teacher is not going to read the second paragraph either.
- Punctuation marks rarely appear in this essay.
- There are more than 50 mistakes in this 18-line paper that is supposed to be an essay, and we will mention **SOME** of these mistakes.

**GRAMMATICAL MISTAKES**

The first paragraph:

The most beautiful thing of the marriage is the children who beautify the life of their parents, and give the happiness to them. mothers are challenging themselves for having children but it is too dangerous for the mother's health to have children after the age of thirty five.

Mistakes	Corrections
...of the marriage...	..in marriage ..
....give the happiness to them.	...give them happiness.
mothers	Mothers
....parents, and ...	...parents and...
....are challenging....	...challenge....
...children but....	...children, but....

The second paragraph:

Mothers often loss many vitamin and calisium from their bodies and need many medicine to protect themselves so if any one becomes pregnant she will be exposed to the illness and this will prevent her to look after their babies and children because her health

**Is damage somehow.**

Mistakes	Corrections
....loss... (noun)	....lose...(verb)
....many vitamin...	....many vitamins...
....calisium....	....coliseum... الكولسيوم
...from their bodies...	Fragment (no need for it)
...and need....	....and they need...
....many medicine	...many medicines....
...so if any one becomes ...	..anyone...!!/ say: if a woman got ...
...be exposed to...	...expose herself to...
...the illness..	...illness...
her to look after their babies and	<b>FRAGMENT</b>

**The Third paragraph:**

The child needs his mother to play with, look after, bring up him in a beautiful way, and ofer to him anice life so mothers at the age of 35 will not be able to ofer the needs of their babies when they will grew up and consequently their health will prevent them an obstacle before the happiness and the responsibility.

Mistakes	Corrections
...to play with, look after....	Fragment: bad use of language.
...bring up him...	...bring him up...
...beautiful way...	Bad use of adjectives.
....ofer to him....	...offer him .... (intransitive Verb)
...ofer the needs of their babies...	....offer their babies what they need
...will grew up...	...will grow up...

مقال نموذج عن نفس الموضوع، وخال من الأخطاء.

**HAVING BABIES AFTER THE AGE OF 35**

There are many books and articles about whether to have children after the age of thirty-five. These books deal with the physical or health aspects of having children later in life. Few, if any, deal with the emotional aspects of the decision. People forget that having babies is a serious business that demands maturity and dedication. So in spite of some health hazards, having a child later in life can be a very rewarding experience for parents and babies.

Some people believe that a big age gap between the children and their parents creates a lot of misunderstanding. They forget that older couples have had time to mature. They will be less likely to feel that the child is in the way. They will try to bridge the age gap with love and understanding. Young people are still searching for their own identity and find it hard to share their lives with a demanding child let alone try to understand his

needs and feelings.

Of course, there are some risks to waiting until you are older to have a child. The chances of miscarriage and retardation increase. Getting pregnant may take longer or be more difficult. Common problems of pregnancy such as backache, nausea, varicose veins, and constipation may be increased by age; but all these problems can be minimised with good pre-natal care. Tests can even detect deformities in an unborn foetus at a very early stage; so the parents have a choice to terminate the pregnancy.

Most people are more stable financially in their 30's and 40's than in their early 20's. With fewer financial problems to worry about, couples can devote more time to their children. A financially stable family can also afford to send children to better schools. Men and women who postpone having children usually make the decision carefully. If they decide to have children, they are more likely to feel that parenting must be done well if it is to be done at all.

Of course the benefits listed above apply not just to the parents; they filter down to the children as well. A child who is loved will grow up to love others. Children of older parents usually have healthy upbringing. They have mature parents who can provide them with wide experience and knowledge about life.

After weighing some of the pros and cons to having a child later in life, we can conclude that for the most part having children later in life has many benefits for both parents and children. Parents look after the children very well. They can provide for them financially and use their experience to guide them in life. Overall, children of older parents can be very lucky.

(2)

مقالات نموذجية (تشمل أغلب أنواع المقالات المطلوبة):

Narrative essay:

### MY FIRST DAY IN THE UNIVERSITY

Do you remember your first day in the university? Well, I remember my first day I was waiting all the summer to enter at the university. I felt excited and at the same time I was very nervous because it was my first day in the university and I didn't know any person. My first day in the university was good.

I didn't know how to arrive to my classroom. I was lost and I had to ask one person about the building where I was going to take classes. This person was very nice and told me the right direction. I walked to the

building, and when I arrived I saw some people and I felt strange.

I approached to one girl and I asked for the classroom and we discovered that we were in the same group and I felt less nervous. I introduced myself and she also did it, her name was Yuriko. We came in the classroom and the time to start classes began.

When we began our classes, all our classmates were quiet, nobody talked. The teacher arrived early. She started the class and after that we introduced ourselves. Then I saw my other classmates and I looked at two girls they were Greta and Eli.

I approached with them and I talked with Greta and Eli. I introduced myself, then they did the same and we began to know more about each other, like where we were from or what we did. After that, we spent the rest of the day together until we had to go home.

I am always going to remember that day because I had the opportunity to meet more people and the most important I met the best friends that I have ever had. Finally, I think that it is natural that on the first day we feel nervous, but the things always have a happy ending, that's why I say that my first day in the university was very good.

#### Comparison and contrast essay:

##### Consuming Fresh Foods Instead of Canned Foods

Eating is an activity that we as humans do at least two times a day. We live in a world where the variety of food is immense, and we are responsible for what we eat. We decide what we are about to eat and how it will affect our bodies. The purpose of this essay is to compare and contrast the differences between eating fresh foods instead of canned foods. The three main differences are flavor, health benefits, and cost.

The most notable difference between these two kinds of foods is their flavour. Fresh foods have great flavor and taste because they keep all their natural conditions. Canned foods however, lack a lot of its flavor characteristics because there are some other chemical products added to the natural foods. It is logical that the fresh foods will have a greater taste and flavor when consumed just because of the time in which they have been prepared.

Comparing both types of foods we notice another difference. There is a health factor that affects both of them. Canned foods lose some of the original fresh food nutrients when stored, and also it has to be tinned with many conservatives and chemical factors that prolong the shelf life and apparent freshness of the food but could also become toxic if consumed too often.

Yet another difference between these two types of foods is the cost. Canned foods are much more expensive than fresh foods. Here the benefit of buying tinned foods is that they are easier to find, for example, in a supermarket instead of the market like the fresh foods, and they require less work to prepare than fresh foods, just open and serve.

Here are the main three differences between buying fresh foods and buying canned foods. As we can see it comes down to a personal choice, based on the time each person has, the money and the importance he/she gives to his/her nutrition and health. Therefore it is important that you consider your possibilities and choose the best type of foods for your convenience and lifestyle.

### Argumentative essays:

#### Watching TV

Watching television is an experience shared by most adults and children. It is cheap, appealing, and within the reach of the general public. In this way, TV has become an important mass media around the world. Sadly, this resource is not used in a way that people could get the best possible benefits from it. The purpose of this essay is to persuade the reader that people shouldn't watch too much television because the content of many TV programs is not educational; it makes people waste time that could be used in more beneficial activities; and it negatively affects people's mental development.

The first reason why people should not watch too much television is because the content of many TV programs is not educational. Nowadays, we can see movies, series, and shows that present scenes of violence, sex, and drugs. This has established wrong concepts among the audience that influence them into having a negative behaviour. Moreover, the impact this tendency has on children is worse because they grow up with the idea of a world where women must be slender and blonde to stand out, where problems can only be solved with money and violence, and where wars are inevitable.

The second reason why people should not watch too much television is because it makes people waste time that could be used in more beneficial activities. The time we spend watching TV could be applied to useful activities like exercise, reading, interacting with friends and family, activities that are a crucial for a healthy lifestyle.

The third reason why people should not watch too much television is because it negatively affects people's mental development. According to several scientific studies, watching TV for prolonged periods of time has a

negative effect over the intellectual development of children and leads to deterioration of the mental capacity in older people by causing both attention and memory problems in the long term.

In conclusion, people should not watch too much television because the content of many TV programs is not educational; it makes people waste time that could be used in more beneficial activities; and it affects people's mental development. However, this does not mean that we should ban TV, but if we are going to watch it, we should do it with moderation. Television is a resource that we should learn to use through the right selection of programs by taking an active and critical attitude towards it.

### Abortion

Many women in the entire world have abortions. Women believe there are many reasons to abort such as fear of having or raising a child, rape, or not having enough money. But whatever the situation, there is never an acceptable reason to get an abortion. Some important reasons why women should not abort have to do with human values, religious values, and values of conscience.

The first reason why women should not have an abortion is related to basic human values. Women need to think about their unborn babies who are not responsible for this situation. These unborn babies should have the privilege to live and grow into a normal person. Women need to be more humanitarian and less egoistic with these babies. On the other hand, the baby does not know how or why he is here. It is not necessary to kill a life; there are many other solutions to resolve this problem short of abortion.

The second reason why women should not abort has to do with religious values. In almost all religions, a woman is not permitted to have an abortion. If they do, their religions will punish them. In some religions, for example, a woman cannot take communion after having an abortion, and before taking communion again, she must do many things as a form of penitence. In whatever religion, abortion is punished and for this reason, women should not abort.

Finally, the third and most important reason why women should not abort is the related to her conscience. When a woman has an abortion, she will always think about the baby she might have had. She will always think about the future that could have happened with her baby which will always remind her that she killed it. Because she has had an abortion, she will never have a good life, and her conscience will remind her of what she had done. Because a woman who has an abortion cannot forget about what she has done, these thoughts will always be with her, and the results can be calamitous.

There are many reasons why women should not have an abortion. The truth is that women need to think about the consequences that can occur before having sexual relations. I think that the effects of an abortion can be very sad for everyone involved, both for the woman who has the abortion and for the family who lives with her.

### Smoking

I am sure that you know that smoking harms your body. Then why do you continue smoking? Maybe you do it because you have not really become conscious about all the effects that smoking has. There are a lot of reasons why you should not smoke. Some of them are that smoking affects your health, that you spend a lot of money on cigarettes, and that when you smoke you are not respecting people around you.

The first reason why you should not smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected, so it will be very difficult for you to succeed in sports. Also, smoking produces lethal diseases like cancer and reduces the length and quality of your life. Maybe you do not notice all the physical effects of smoking immediately, but you surely will be sorry one day.

The second reason why you should not smoke is because of all the money that you spend on it. Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of a cigarette. By this time, you will pay whatever to smoke, and each time you will smoke more, so you will spend more money. All the money you would spend on cigars could have been spent in something better, do not you think?

The last reason why you should not smoke is out of respect for the people around you. When you smoke, you not only harm yourself, but you also harm all the people around you. So you must not be selfish; you should at least avoid smoking in front of people who do not smoke. Also, many people do not like the cigarettes smell, so they will not enjoy your company. Would you like that?

I have said just some reasons of why you should not smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons I have said, I would like you to think about how much you love yourself and then whether you want to continue harming yourself. Think also about all the people who love you, like your family who does not want to see you suffering or sick. If you decide to continue smoking, what a pity. But if you decide to stop smoking, congratulations! Remember that "If you can dream it, you can do it."

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(3)

ملحق بديل لمحاضرات تصحيح المقالات، يحتوي على جميع الأخطاء التي ارتكبتها الطلاب بالإضافة لقواعد هامة. (للقراءة فقط)

## TRANSITIONAL WORDS

### WORDS THAT ADD INFORMATION:

- The little girl put on her yellow shirt **and** brown overalls.
- Chris is on the basketball team this semester at Indiana School for the Deaf. **In addition**, he is on the soccer team.
- We will be here for one more week so we can finish up our work. **Another** reason we are staying longer is because we do not want to miss the Deaf Way conference.
- **First of all**, pour a half-cup of milk in the bowl; **second**, add two eggs; and **third**, stir the mixture.
- I admire I. King Jordan because he is the first deaf president of Gallaudet. **Besides that**, I admire him because he is a great long distance runner. **Furthermore**, he is a dedicated family man. All in all, there is not much to dislike about the man, except he is too perfect!
- Crystal likes camping in the mountains. **Also**, Crystal is an experienced hiker.
- Texas School for the Deaf is perfectly located. **Moreover**, it has a strong academic program. **For example**, the school has a preschool program where both deaf and hearing children learn together.

### WORDS THAT SHOW CONCLUSION:

- There were a lot of problems discussed at the meeting. **Finally**, after a few hours, we were able to prioritize the problems in the order we wanted to solve the problems.
- Many parents and students have been complaining about the program. **For example**, scores on the end-of-grade tests have gone down from last year; teachers are not very motivated; and everyone is frustrated. **To sum up**, some improvements in the middle school program need to be made.
- **To conclude**, I want to wish you all a very happy holiday season.
- There was a malfunction in the smoke machines and lights, the curtains would not open and close properly, and one of the actors was sick with no stand-in. **In conclusion**, the play was a disaster.

### WORDS THAT SHOW COMPARISON:

- At St. Rita School for the Deaf, a private school, there is a dress code that mandates how the students are to dress. The boys must wear a pair of pants and dress shirts. **Similarly**, the strict dress code requires plaid skirts and blouses for the girls.
- **Like** her grandmother, Sally loves the Gallaudet Homecoming football game.
- The news reported that Montana would be very cold this week. I said, "Likewise, Rochester will be, too."
- Ronda bought a new Saturn car; so **in like manner** the rest of her friends did.

the same thing.

- **By comparison**, Greensboro, N.C. is much smaller than Washington, D.C. is.
- The cat acts as if he is the boss of the house.
- The cat is as proud as a king.
- Bob loves to go to parties. **In comparison**, Sue loves to stay at home with her family.

• Compared to seven years ago when the printer worked well, it has been "ill" a great deal of the time in recent weeks.

#### **WORDS THAT SHOW CONTRASTS OR DIFFERENCES:**

- I am not able to go to the beach with you. **Nevertheless**, thanks for asking me.
- Karen's cat, Salem is so **unlike** Midnight. Midnight likes to nap a lot and Salem likes to play a lot.
- The idea of attending the play at Gallaudet is nice. **However**, the Theoretical Issues in Sign Language Research conference is scheduled at the same time.
- He prefers to attend the play **rather than** attending the conference.
- **Though** I eat green beans because they are healthy, I hate them.
- **Although** Steven was extremely tired, he washed the dishes.
- The play was great, **nonetheless**, I was sick of seeing it after the fourth time.
- Amber, Sharon, and Megan went to Busch Gardens for the day. **In spite of** the cold weather, they enjoyed themselves.
- Sharon and Megan enjoyed the Loch Ness Monster ride, **but** Amber thought that Alpengist was faster and had more twists.
- Sharon has not visited the Land of the Dragons, **yet** if she had had a kid, she would have gone by now.
- Alexander Graham Bell believed in oral education for deaf children. This is in **contrast** to Edward Miner Gallaudet who believed in using American Sign Language to educate deaf children.

#### **WORDS THAT LIMIT OR PREPARE FOR AN EXAMPLE:**

- Not all birds eat berries. For example, vultures eat dead animals.
- Jeff is an interesting person to know. **To illustrate**, he knows a lot about the history of the Deaf community in Ireland.
- There are things that need to be done to improve the company. **For instance**, we can begin by organizing the files.
- I have a few things to take care of **such as** paying bills, cleaning the house, and going to the post office.

#### **WORDS THAT SHOW CAUSE (EXPLAIN WHY):**

- Midnight was not able to move around well **because** his hind legs were in casts. He broke them when he fell off the bookshelf.
- Did you see the tragic accident on I-85 south? It was **caused by** a drunk driver.
- **Because** it is raining today, the homecoming game and the food booths will be cancelled.
- I was late to work **because of** the heavy traffic.

#### **WORDS THAT SHOW EFFECT/RESULT:**

- It is raining today **thus** we are not going to the beach.
- The weather is supposed to be drizzly and chilly today; **as a result**, the Deaf

Festival will be cancelled.

- I was too tired; **therefore** I decided not to go to the state fair last night.
- In 1903, William E. Hoy, a deaf baseball player, caught a fly ball in the ninth inning in spite of heavy fog. **Consequently**, Los Angeles won the pennant for that year.
- Ricky worked all day, from 8am until 11pm. **That is why** he stayed home instead of going camping with us.
- The school bus broke down last week and has not been repaired yet. So **for that reason**, our dance group is unable to go to Washington, D.C. to perform at Kennedy Center.

\*\*\*\*

## Common Grammar Mistakes That Kill Your Writing Credibility

### 1. Subject-Verb Agreement Errors

Rules:

1. If the subject is singular, the verb must be singular too.

**Example:** She writes every day.

**Example:** An important part of my life has been the people who stood by me.

2. If the subject is plural, the verb must also be plural.

**Example:** They write every day.

**Example:** The two best things about the party were the food and the music.

3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

**Example:** The doctoral student *and* the committee members write every day.

4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

**Example:** Interviews are one way to collect data and allow researchers to gain an in-depth understanding of participants.

5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

**Example:** The student, as well as the committee members, is excited.

**Example:** Strategies that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.

6. When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

**Example:** The chairperson or the CEO approves the proposal before proceeding.

7. When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject

that is closest to the verb. This is also called the rule of proximity.

**Example:** The student or the committee members write every day.

**Example:** The committee members or the student writes every day.

8. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are **singular** and require a singular verb.

**Example:** Each of the participants was willing to be recorded.

**Example:** No one was available to meet with me at the preferred times.

9. **Noncount nouns** take a singular verb.

**Example:** Education is the key to success.

**Example:** Diabetes affects many people around the world.

**Example:** The information obtained from the business owners was relevant to include in the study.

10. Some countable nouns in English such as *earnings, goods, odds, surroundings, proceeds, contents, and valuables* only have a plural form and take a plural verb.

**Example:** The earnings for this quarter exceed expectations.

**Example:** Locally produced goods have the advantage of shorter supply chains.

11. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.

**Example:** There is little administrative support.

**Example:** There are many factors affecting teacher retention.

12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

**Example:** The group meets every week.

**Example:** The committee agrees on the quality of the writing.

## 2. Sentence Fragments

Sentence fragments are incomplete sentences that don't have one independent clause. A fragment may lack a subject, a complete verb, or both. Sometimes fragments depend on the preceding sentence to give it meaning.

### Example 1:

*Incorrect:* He gave his mother an extravagant gift after the argument. In spite of everything.

*Correct:* In spite of everything, he gave his mother an extravagant gift after the argument.

### Example 2:

*Incorrect:* The boys snuck home late that night. Then waited for the consequences.

*Correct:* The boys snuck home late that night, then waited for the consequences.

## 3. Misusing the Apostrophe with "Its"

You use an apostrophe with *it's* only when the word means *it is* or *it has*. Without the apostrophe, *its* means *belonging to it*.

**Example 1:**

*Incorrect:* I don't believe *its* finally Friday.

*Correct:* I don't believe *it's* (it is) finally Friday.

**Example 2:**

*Incorrect:* The cat was licking *it's* tail.

*Correct:* The cat was licking *its* tail.

**4. No Comma in a Compound Sentence**

A comma separates two or more independent clauses in a compound sentence separated by a conjunction. The comma goes after the first clause and before the coordinating conjunction that separates the clauses.

**Example 1:**

*Incorrect:* The man jumped into a black sedan and he drove away before being noticed.

*Correct:* The man jumped into a black sedan, and he drove away before being noticed.

**Example 2:**

*Incorrect:* She was beautiful and she was happy and she was full of life.

*Correct:* She was beautiful, and she was happy, and she was full of life.

**5. Misplaced or Dangling Modifier**

A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies or describes. Sentences with this error can sound awkward, ridiculous, or confusing. A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence.

**Example 1:**

*Incorrect:* While walking on the sidewalk, Mary found a sparkly girl's bracelet.

*Correct:* While walking on the sidewalk, Mary found a girl's sparkly bracelet.

**Example 2:**

*Incorrect:* After finally setting off on the trail, the morning felt more exciting.

*Correct:* After finally setting off on the trail, he felt the morning was more exciting.

**6. Vague Pronoun Reference**

A pronoun can replace a noun, and its antecedent should be the person, place, or thing to which the pronoun refers. A vague pronoun reference (including words such as *it*, *that*, *this*, and *which*) can leave the reader confused about what or to whom the pronoun refers.

**Example 1:**

*Incorrect:* When Jonathan finally found his dog, he was so happy. (The dog or Jonathan?)

*Correct:* Jonathan was so happy when he finally found his dog.

**Example 2:**

*Incorrect:* Don felt a lot of anger and bitterness as a result of Marie's decision. This is what ended everything. (What ended everything? Don's anger and bitterness or Marie's decision?)

*Correct:* Don felt a lot of anger and bitterness as a result of Marie's decision. Her choice ended everything.

### 7. Wrong Word Usage

There are a variety of words and phrases that are commonly confused and misused in sentences. Using them incorrectly can change the meaning of the sentence or simply reflect carelessness on the writer's part. There are hundreds of these commonly confused words, so when in doubt, always check the definition and correct spelling of the word.

**Example 1:**

*Incorrect:* She **excepted** his offer to drive her home.

*Correct:* She **accepted** his offer to drive her home.

**Example 2:**

*Incorrect:* It was a **breathe** of fresh air to meet someone so genuine.

*Correct:* It was a **breath** of fresh air to meet someone so genuine.

### 8. Run-On Sentence

A run-on sentence occurs when you connect two main clauses with no punctuation.

**Example 1:**

*Incorrect:* She tried to sneak out of the house her mother saw her leaving.

*Correct:* She tried to sneak out of the house, but her mother saw her leaving.

**Example 2:**

*Incorrect:* He ran through the field as fast as he could all the while rain was soaking him to the bone.

*Correct:* He ran through the field as fast as he could. All the while rain was soaking him to the bone.

### 9. Lack of Parallel Structure

Faulty parallelism occurs when two or more parts of a sentence are similar in meaning but not parallel (or grammatically similar) in form. It often occurs with paired constructions and items in a series.

**Example 1:**

*Incorrect:* He wanted to learn more about careers in programming, engineering, biochemist, and research scientist.

*Correct:* He wanted to learn more about careers in programming, engineering, biochemistry, and research science.

### Example 2:

*Incorrect:* The key directives of his boss were clear:

- Meet monthly sales quotas.
- Aggressive marketing techniques.
- Reporting in every day.

*Correct:* The key directives of his boss were clear:

- Meet monthly sales goals.
- Practice aggressive marketing techniques.
- Report in every day.

## 10. Comma Splice

A comma splice occurs when two separate sentences are joined with a comma rather than a period or semicolon. Writers often create comma splices when using transitional words, such as *however*, *therefore*, *moreover*, *nevertheless*, or *furthermore*.

### Example 1:

*Incorrect:* My intention was to take her out to dinner, however I decided not to invite her after all.

*Correct:* My intention was to take her out to dinner; however, I decided not to invite her after all.

### Example 2:

*Incorrect:* My sisters and I love to go shopping, we then have lunch together when we're done.

*Correct:* My sisters and I love to go shopping. We then have lunch together when we're done.

## 11. Capitalization

### English Capitalization Rules:

#### 1 Capitalize the First Word of a Sentence

- The cat is sleeping.

#### 2 Capitalize Names and Other Proper Nouns

- My favorite author is Jane Austen.

*Names are proper nouns. The names of cities, countries, companies, religions, and political parties are also proper nouns, so you should capitalize them, too.*

- We experienced some beautiful Southern California weather last fall when we attended a Catholic wedding in San Diego.

#### 3 Capitalize the First Word of a Quote (Sometimes)

- Mario asked, "What is everyone doing this weekend?"

Don't capitalize the first word of partial quotes.

- Gretchen said she was "way too busy" to join the gym.

#### 4 Capitalize Days, Months, and Holidays, But Not Seasons

#### 5 Capitalize Most Words in Titles

- 6 Capitalize Cities, Countries, Nationalities, and Languages
- 7 Capitalize Time Periods and Events (Sometimes)
- Most of the World War I veterans are now deceased.

\*\*\*

### TITLE/HEADLINE CAPITALIZATION:

- Capitalize the first word in the title
- Capitalize the last word in the title
- Capitalize the important words in the title

Important words in that last bullet generally refer to:

- Adjectives (tiny, large, etc.)
- Adverbs (quietly, smoothly, etc.)
- Nouns (tablet, kitchen, book)
- Pronouns (they, she, he, it)
- Subordinating conjunctions (when fewer than 5 letters)
- Verbs (write, type, create)

Never capitalize: (unless it's the first or the last word in the title.)

- Prepositions and conjunctions of four or fewer letters.
- 'To' infinitive.
- Articles: a, an, the.

\*\*\*\*\*

*Wish you all the best*

احذر المحاضرات المسروقة!

[مكتبة العائدي لا تنشر محاضراتها على الإنترنت ونحن لا نتحمل مسؤولية أي نقص أو تشويه أو تزوير تجده في تلك المحاضرات، فالمرجع الرئيسي للمحاضرات هو المحاضرات الورقية فقط والتي يمكنك الحصول عليها من مقر مكتبة العائدي في المزة - نفق الآداب]



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