

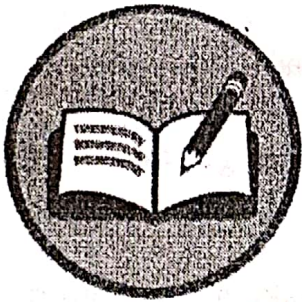
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Open Learning & Translation

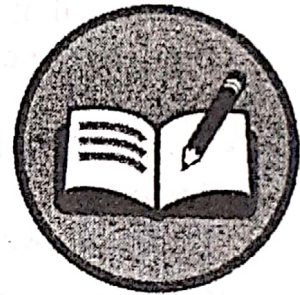
2021-2022

Fourth Year

Second Term



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Essay

II

27.05.2022

أ. زينب حباب



EssayII 4. 2

AYDI 2022

## HELLO EVERYONE!

Last time:

- We discussed "*What is a paragraph?*" and its three parts
- We talked about the first type of paragraphs (Narrative paragraph).
- We talked about the *Difficulties while writing, Mistakes while writing, and Tips while writing.*
- We also talked about the *Chronological Order.*
- We mentioned the basic elements of a paragraph (Unity, Coherence, and Cohesive devices).

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### NB:

- In the Exam, be careful for the subject-verb agreement. If you make *three* deadly mistakes, you will fail. Also, be aware when you are using punctuations and conjunctions.
- (*Moreover*) between two commas is a deadly mistake.
- No abbreviation used in writing the paragraph.
- Be careful of the spelling mistakes.
- don't make collocation mistakes such as (~~more-bad~~), it should be (*worse*).
- *You have to keep practicing and writing in order to get better in writing essays.*

- Using (*However*):

When two independent clauses come together to make a compound sentence, "however" is used with a semicolon (;) before it and a comma (,) right after.

For example,

- "*The manufacturer claimed the phone was splash-resistant; however, it still wasn't keen to officially market it as a "waterproof" offering.*"

When used at the start of a sentence, "however" has just a comma after it.

For example,

*"However, there was no need for her to apologize".*

- Using (*Thus*):

If I have already explained something in the previous sentence, I am commenting on it. I cannot use *Thus* for something I did not mention before.



Let us remember what we said about the **narrative Paragraph**.

*Why do we write a narrative paragraph?*

To tell an incident or story, or something in the past through the essay in a chronological way.

When writing narrative paragraphs, the aim is to involve the reader in the story as if they were right there when it was happening. So, make your ideas as vivid and real as possible.

In the example of the previous lecture: "*My trip to Armenia was really exiting*", we should write about *why it is exiting, how it is exiting, what places you visited, what things you liked the most.*

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## EXPOSITORY PARAGRAPH

Today's type of paragraph is called *Expository paragraph*.

### **Expository Essays: Just the Facts**

In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer's feelings or emotions in an expository essay. It is completely based on facts, statistics, examples etc. There are sub-types here like contrast essays, cause and effect essays etc.

Here, you cannot include your emotions or feelings; it is to explain something to the reader.

You can explain something in many ways, such as:

- Comparing two things or people (buildings, political leaders, economic theories).
- Showing the steps in a process of something (how to increase profits, how to evaluate a paining).
- Analyzing something (dividing something into parts, analyzing a problem).
- Persuading (trying to make others do something, arguing for your opinion).

Important words that you have to use while you explain the steps: *first of all, second, then, after that, finally, and in short.*

**NB:** You cannot end up a paragraph when you finish your idea; you have to end with a sentence that is smooth in order not to leave the reader in a maze.



An example,

### Getting a Driver's License

In my opinion, people should be at least eighteen years old before they are allowed to get a driver's license. First of all, people under eighteen should be concentrating on their studies. It takes a lot of time for teenagers to learn the rules of the road and how to handle a vehicle. It would be better if they used this time to study. Second, statistics show that young drivers have more accidents than older drivers. They tend to be careless, and a machine that weighs several thousand pounds should be handled very seriously. Finally, and most importantly in my opinion, if teenagers cannot drive, they learn other ways to get around that may lead to good lifelong habits, such as using public transportations, bicycling, or just walking. These habits may ultimately help the environment and most certainly will help teenagers to be more physically active. In short, it is clear that there are many good reasons for a young person to wait until age eighteen to get a driver's license.

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If I ask you "*How does your best friend look like? Describe*", what will you include in this paragraph? What matters here is only the physical appearance, not the personality.

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Your **HOMEWORK** for next lecture is practice (1) one page /8/; to **Identify Types of Paragraphs.**

You have five paragraphs; identify the types of each one of them; if it is Narrative (N), Descriptive (D), or Expository (E).

1. ....

### An Old Bookcase

The old bookcase was very cluttered. On the top shelf, there were two plants. Both appeared to be dying of thirst. The second shelf had a row of old, dusty books. In front of these books were little souvenirs from various places around the world. The third shelf had a collection of trophies for many different sports: bowling, golf, tennis, and swimming. The bottom shelf was full of old magazines and newspapers. Clearly, this bookcase was a place for a lot of junk.

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2. ....

### **A Walk on the Moon**

July 21, 1969, was an unforgettable day for all the citizens of planet Earth, particularly Neil Armstrong. After traveling through space for three days, Armstrong got dressed in his space suit and prepared to take a step on the moon. The entire world was watching when he opened the door of the Apollo 11 lunar module and descended the ladder. He put his right foot on the moon's surface, and, as he did, he said the now famous phrase, "One small step for man, one giant leap for mankind." Then, his fellow astronaut Buzz Aldrin joined him. Together, they performed scientific experiments and also had some fun entertaining the world with their lunar antics. Since that day, several other men have walked on the moon, but none inspired a whole world in quite the same way.

3. ....

### **An Island of History**

Ellis Island is part of an interesting chapter in the U.S. history. The federal government bought it in 1808. At first, it was used as a fort. Later on, the army used it to store weapons. Then, in 1891, it became the place that it is now famous for being. The government made it a gateway for immigrants to the United States. More than 12 million immigrants passed through Ellis Island between 1892 and 1954. It closed in November of 1954. At the end of the twentieth century, it reopened as a tourist attraction. Today, both American and foreign tourists go there to learn about the big role that this small island played in U.S. history.

4. ....

### **Football vs. Rugby**

American football and rugby have more differences than similarities. For instance, football requires eleven players, whereas rugby requires thirteen to fifteen. Also, a football field is longer than a rugby's field but is less wide. Football has four quarters of fifteen minutes each, but rugby has two forty-minute halves. A touchdown in football is worth six points; however, a goal in rugby is worth four points. There are also a few basic similarities. Both games are played with a leather oval-shaped ball, and both are based on soccer. In short, while football and rugby have some similarities, their differences help make them two unique games.

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5. ....

### A Child's Face

The child's face reflected her cheerful and determined nature. Her hair was bright red and had a royal-blue bow tied at the top. The skin on her forehead, as well as her entire face, was soft white and covered with freckles. Her eyes were a sparkling blue and, at that moment, were focused on the end of her turned-up nose. Her lips were a pretty pink, and coming from between them was a tongue stretching to its limit in an upward direction. It was clear that she was determined to touch her tongue to her nose, perhaps simply to prove to herself that it could be done.

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On the page /10/. There is an example of the standard format of the paragraph. Of course without writing the name and date.

	Title	
<i>Margin</i>	<p>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 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.</p>	<i>Margin</i>

Thank You

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## Additional Material

### Punctuation Marks

#### COMMA (,)

Commas customarily indicate a brief pause; they're not as final as periods.

**Rule 1.** Use commas to separate words and word groups in a simple series of three or more items.

Example: My estate goes to my husband, son, daughter-in-law, and nephew.

**Note:** When the last comma in a series comes before *and* or *or* (after daughter-in-law in the above example), it is known as the Oxford comma. Most newspapers and magazines drop the Oxford comma in a simple series, apparently feeling it's unnecessary.

However, omission of the **Oxford comma** can sometimes lead to misunderstandings.

Example: We had coffee, cheese and crackers and grapes.

Adding a comma after crackers makes it clear that cheese and crackers represents one dish.

In cases like this, clarity demands the Oxford comma. We had coffee, cheese and crackers, and grapes.

Fiction and nonfiction books generally prefer the Oxford comma. Writers must decide Oxford or no Oxford and not switch back and forth, except when omitting the Oxford comma could cause confusion as in the cheese and crackers example.

**Rule 2.** Use a comma to separate two adjectives when the adjectives are interchangeable.

Example: He is a strong, healthy man.

We could also say healthy, strong man.

Example: We stayed at an expensive summer resort.

We would not say summer expensive resort, so no comma.

**Rule 3a.** Many inexperienced writers run two independent clauses together by using a comma instead of a period. This results in the dreaded run-on sentence or, more technically, a comma splice.

**Incorrect:** He walked all the way home, he shut the door.

There are several simple remedies:

**Correct:** He walked all the way home. He shut the door.

**Correct:** After he walked all the way home, he shut the door.

**Correct:** He walked all the way home, and he shut the door.

**Rule 3b.** In sentences where two independent clauses are joined by connectors such as *and*, *or*, *but*, etc., put a comma at the end of the first clause.

**Incorrect:** He walked all the way home and he shut the door.

**Correct:** He walked all the way home, and he shut the door.

**Rule 3c.** If the subject does not appear in front of the second verb, a comma is generally unnecessary.

**Example:** He thought quickly but still did not answer correctly.

**Rule 4a.** Use a comma after certain words that introduce a sentence, such as *well, yes, why, hello, hey, etc.*

**Examples:** *Why, I can't believe this!*

*No, you can't have a dollar.*

**Rule 4b.** Use commas to set off expressions that interrupt the sentence flow (*nevertheless, after all, by the way, on the other hand, however, etc.*).

**Example:** *I am, by the way, very nervous about this.*

**Rule 5.** Use commas to set off the name, nickname, term of endearment, or title of a person directly addressed.

**Examples:** *Will you, Aisha, do that assignment for me?*

*Yes, old friend, I will.*

*Good day, Captain.*

**Rule 6.** Use a comma to separate the day of the month from the year, and—what most people forget!—always put one after the year, also.

**Example:** *It was in the Sun's June 5 2003 edition.*

No comma is necessary for just the month and year.

**Example:** *It was in a June 2003 article.*

**Rule 7.** Use a comma to separate a city from its state, and remember to put one after the state, also.

**Example:** *I'm from the Akron, Ohio, area.*

**Rule 8.** Traditionally, if a person's name is followed by *Sr.* or *Jr.*, a comma follows the last name: *Martin Luther King, Jr.* This comma is no longer considered mandatory. However, if a comma does precede *Sr.* or *Jr.*, another comma must follow the entire name when it appears midsentence.

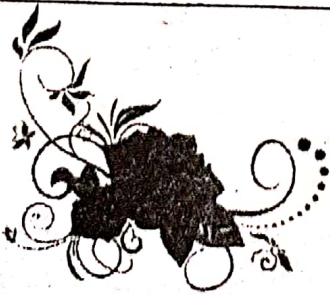


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