

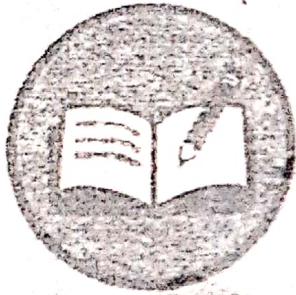
AYDI EST.

Open Learning & Translation

2021-2022

Fourth Year

Second Term



4+5



+6

Essay II

10/24.06.2022
15.07.2022

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Essay II 4. 4+5+6

AYDI 2022

LECTURE NO. 4

10.06.2022

HELLO EVERYONE!

Let us begin with our homework on page /21/, Practice 3; we have the following chart to write topic sentences.

Topics	Possible Controlling Ideas	Example Topic Sentence	Your Topic Sentence
Christmas	<ul style="list-style-type: none"> Overcommercialized Depressing Time for family and friends Exciting 	Seeing Christmas decorations in October is a sign that Christmas has become overcommercialized.	
First day at school	<ul style="list-style-type: none"> Joyful Uneventful Difficult 	My first day at kindergarten was much more difficult than my first day at college.	
First car	<ul style="list-style-type: none"> Unreliable Beautiful Freedom 	Despite what everyone said, my first car was the most beautiful car I had ever seen.	

Who would like to remind what the topic sentence is?

The topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea. The topic is the subject of your paragraph. It is what you are writing about. The controlling idea limits the topic of your paragraph to the aspect of that topic that you want to explore in your paragraph.

Example:

- **My trip to Armenia was really exiting**

The topic: (My trip to Armenia)

The controlling idea: (was really exiting).

For the topic (Christmas):

- **Christmas time is the time for giving and sharing but for me it's all exiting.**

For the topic (First day at school):

- **Going to school on the first day is one of the joyful memories of my life.**

For the topic (First car):

- *The first car is something very personal, intimate, almost like a first love.*

Let us move to page /25/, *Practice 5*. Read these topic sentences from *Practice 3*. Write **concluding sentences** as restatement for each.

What is the difference between restate and resay? (Restate) is to say something again or in a different way, while (Resay) is to say again or to repeat.

Let us begin with the first sentence.

- Seeing Christmas decorations in October is a sign that Christmas has become overcommercialized.

- *In summary, early Christmas decorations decrease the joy of the holiday.*

- My first day at kindergarten was much more difficult than my first day at college.

Student:

- *In conclusion, my first day at college was easier than my first day at kindergarten.*

Instructor: Very good, you can resort to this method (reverse the idea) in the exam.

- Despite what everyone said, my first car was the most beautiful car I had ever seen.

This sentence tells us that this person loves his car so much.

- *All in all, no car was beautiful as mine, despite what everyone said.*

Page /27/, *Practice 7*.

Combine the pairs of sentences with an appropriate **coordinating conjunction**.

Be sure to use a comma between the sentences. Try to use each coordinating conjunction only once. More than one correct answer is possible.

- David is allergic to cats. He doesn't have one.

- *"David is allergic to cats. So, he doesn't have one".*

- You can have cereal for breakfast. You can have eggs for breakfast.

- *"You can have cereal for breakfast, or you can have eggs for breakfast".*

- Ken loves to celebrate New Year's Eve. He's too sick to go out this year.

- **"Ken loves to celebrate New Year's Eve, but he's too sick to go out this year".**

- The roses in the garden are dying. They aren't getting enough water.

- **"The roses in the garden are dying, for they aren't getting enough water".**

- The sun isn't shining brightly. It isn't completely hidden.

- **"The sun isn't shining brightly, nor isn't completely hidden".**

- Katy went to Colorado. She rafted down the Colorado River.

- **"Katy went to Colorado, and she rafted down the Colorado River".**

- The bird is looking for small branches to build a net. She can't find any.

- **"The bird is looking for small branches to build a net, but she can't find any".**

On pages /34-35/, we have the *Practice 1* (identifying paragraphs). Identify each of these paragraphs as narrative, descriptive, or expository. Then circle the sentence that is out of order and draw an arrow to indicate where it should go.

A Birthday Piñata

The piñata at my niece's birthday party was the familiar donkey-shaped one. The head had two bright red ears that stood straight up. The red nose was long and under it was the neck of the "donkey." The body was plump and hid the tummy full of candy. It was striped in red and green. The ears had green earrings. The legs looked like stumps on a tree but were pink in color. The tail was really just red, green, and pink ribbon that had been cut long and curled. The parts of the piñata that my niece no doubt remembers best, however, are the many brightly colored pieces of candy that fell from it after she hit it squarely in the middle and broke it. It was a typical piñata destroyed in a typical way.

It is a **Descriptive** paragraph. The sentence that is out of order "The ears had green earrings", and it should be in the second line after the full stop.

An Anniversary to Remember

Few couples reach their seventy-fifth wedding anniversary, but my grandparents did last year, and they celebrated in an unusual, but quite romantic, way. First, they renewed their wedding vows in the same place and

at the same time that they had been married all those years earlier. This meant that we all had to be at City Hall at 6:30 in the morning. That evening, we went dancing at the old Starlight Room downtown. Then, as they had done, we went to breakfast at the Maple Leaf Restaurant. Perhaps this was a great place for breakfast seventy-five years ago, but, in my opinion, it wasn't anymore. Still, my grandparents looked happy eating the meal of fried eggs and bacon that they had eaten all those years ago. In the afternoon, we went to a matinee at the Roxie Theater. The owners of the theater had even managed to find out what was playing the day of their wedding, so we watched the same movie they had. At the end of the evening, my grandparents spent their second "wedding night" in the same room of the same hotel where they had spent their first. All in all, it was one of the most romantic days of my life, and it wasn't even my anniversary!

It is a **Narrative** paragraph. *What is the most important thing in narrative?* The chronological order (التسلسل الزمني)

The sentence that is out of order "*That evening, we went dancing at the old Starlight Room downtown*", and it should be in the 12th line after the full stop.

The Instruments of an Orchestra

The modern orchestra is divided into four distinct groups. The first group is the strings. Their sound is produced by vibrating strings or wires. Woodwind instruments make up the second section of an orchestra. These instruments, such as flutes, piccolos, and oboes, make their sound by the player blowing into a mouthpiece and opening and closing holes in the instrument. The third section is the brass section, whose instruments make sounds by the vibration of the player's lips on a mouthpiece. Examples of brass instruments are bugles, trumpets, and tubas. Examples of string instruments are violins, cellos, and basses. The last section of an orchestra is the percussion section. The sound of these instruments is made by hitting them. Examples of percussion instruments include cymbals, drums, and tambourines. When put together, these four groups of instruments make a complete orchestra.

It is an **Expository** paragraph because it is about classification of instruments. The sentence that is out of order "*Examples of string instruments are violins, cellos, and basses*", and it should be in the second line after the second full stop (after wires).

Thank You

LECTURE NO. 5

24.06.2022

HELLO EVERYONE!

The Narrative essay

We will learn how to expand your paragraph into an essay.

Generally speaking, you have a problem in connecting sentences together.

If my question was write five separate sentences, all of you will get the full mark in the exam. However, my question for you is to write a paragraph. In a paragraph, we link ideas together; if your ideas are not linked, this means that they are not organized, and they are not thought of.

The second problem is that you do not check and read everything we take; you want me to give you pages to study, just like a school student. If you want to keep something in mind, you have to write it down over and over and over again.

Problem number three is with Punctuation marks.

I will print you a copy of an essay structure to follow.

Today we will learn how to expand your paragraphs. We have two options for this lecture: writing an essay right now while I am monitoring all of you and direct you to do the right things, or I move to something theoretical.

The Narrative paragraph tells us a story.

What is the problem with the story starts like "At 6 am, we packed our bags. At 6 pm, we had our lunch, but before that at 3 pm we get to the hotel room"? There is no sequence of events.

The most important element in a narrative paragraph is to have a chronological order; otherwise, it will not be a story.

We agreed that a story should create a mental image. While I am reading your essays, I must be able to imagine something and to feel something.

For example, if my essay was about "Tell me your story of learning English"; what does that mean? It has to answer my questions: how, where, and when it is started; what happened; where, in what institute. As long as it is about learning a language, you should focus on the idea of "was it hard or easy?", "what is the difficulty?"...

I am doing a brainstorming with you. First, you have to determine whether it was hard or easy; are you interested or not, and how it begins. For example,

“Every learning journey must be hard, but there is a pleasure in knowledge, and you will overcome the difficulty that you face”.

You can conclude your paragraph restating, telling me that you are interested or not; you can restate the fact that my professor of English was interesting.

I will give you a paper that shows *the format of the essay*.

Title

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.

Margin

Margin

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

Now, I will give you an essay to read and answer the following questions.

A SAMPLE NARRATIVE ESSAY

How I Learnt Swimming

Learning something new can be a scary experience. One of the toughest things I've ever had to do was learn how to swim. During my summer holidays last year, I decided swimming was an important skill that would be a good exercise and help me to become physically stronger. What I did not realise was that learning to swim would also make me a more confident person.

New situations have always made me a bit nervous, and my first swimming

lesson was no exception. After I changed into my bathing suit in the changing room, I stood timidly by the side of the pool waiting for the teacher and other students to show up. After a couple of minutes, the teacher came over. She smiled and introduced herself, and two more students joined us. Although they were both older than me, they didn't seem to be embarrassed about not knowing how to swim. I began to feel more at ease.

We got into the pool, and the teacher had us put on brightly coloured inflatable armbands to help us stay afloat. One of the other students, Tania, had already taken the beginning class once before, so she took a kick-board and went splashing about all by herself. The other student, Himesh, and I were told to hold on to the side of the pool and shown how to kick for the breaststroke. One by one, the teacher had us hold on to a kick-board while she pulled it through the water and we kicked. Pretty soon, Himesh was off, doing that all by himself, travelling at a fast pace across the short end of the pool.

Things were not quite that easy for me, but the teacher was very patient. After a few more weeks, when I seemed to have caught on with my legs, she taught me the arm strokes. Now I had two things to concentrate on, my arms and my legs. I felt completely hopelessly uncoordinated. Sooner than I had imagined, however, things began to feel "right" and I was able to swim! It was a wonderful feeling—like flying, perhaps—to be able to shoot across the water.

Learning to swim was not that easy for me, but in the end hard work paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about learning itself. Now when I am faced with a new situation I am not so nervous. It is a great feeling when you achieve a goal you've set for yourself.

- What is the topic?

- What is happening?

- Tell me about the conjunctions and moving between paragraphs.

I need you to focus on how the writer moved from one paragraph to the other, and how each paragraph is linked to the other paragraph.

NB: As you noticed that there is no conclusion in the paragraphs, there is leading sentence that leads to the next paragraph and lines them. You see a concluding sentence when you write a paragraph on its own that is not a part of an essay.

- It is a narrative essay; it talks about a personal experience of someone. It is about swimming. The first paragraph is talking about swimming being scary, the second paragraph talked about his first day at swimming and how much scared he was, the third one (he went into the pool) and he learnt some swimming movements, and the fourth paragraph was about being able to swim. The whole essay is talking about how he moved step by step.

- The essay tells us a scary experience, but the conclusion shows (learning is confident).

- Be sure to make your thesis statement full and clear. It is up to you where to write the thesis statement (in the end or beginning of the introduction), but try to make it in the beginning of the paragraph because if you keep it to the end, your introduction will be long, and you may miss the idea of the essay.

- The first sentence "*Learning something new can be a scary experience*" tells us that this essay will talk about learning something, and there is some experience that is going to be there. Out of each experience, we learn something, which is here *confidence*. The process of this experience is scary.

The third paragraph is the resolution because he was able to swim.

The last paragraph is a restatement of the topic sentence: "*Learning to swim was not easy for me*".

The concluding paragraph starts with a restatement of the topic sentence, and we agreed that the concluding paragraph should end with an opinion, advice, or something for the reader, not to you or your essay.

*

Did you find any academic errors?

(I've) in the introduction should be (**I have**), (didn't) in the first body paragraph should be (**did not**), (however) in the third body paragraph should be (**However**), and (you've) in the conclusion should be (**you have**).

I need you to memorize and pay extra attention for Linking words, Transitions, and Subordinators.

Thank You

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LECTURE NO. 6

15.07.2022

HELLO EVERYONE!

First of all, most of you do not follow the steps of writing essays, and make deadly mistakes in spelling and grammar. You have to get rid of these mistakes and you have to follow the steps of writing an academic essay.

Now, we will work on your colleague's essay.

Student:

Learning a new language

Learning any new language can be a scary experience. One of the hardest skills I have ever had to do was to write. I was always afraid of writing, but I decided that writing was an important skill that I should learn. I also thought it would be good experience to have it helps me to become mentally stronger. What I didn't realize was that learning new language would also make me more confident to speak fluently.

For the first time, I had a big nervous when I started my first attempt to write. I start thinking about the opinion of others and what they are going to say. Honestly, it was a big problem to deal with. After that, the teacher came over saying calm down you do not have to be scary. Although, other student were older than me but they seem to be embarrassed about writing. I began to feel more comfortable.

We caught the pen to start writing despite the fact that we knew how to write but it was not easy to write comfortably. One of the students may have already taken private classes before, so he was writing too fast, other students were so jealous that they did not know how to write, but the teacher started to guiding them one by one.

Writing was not quite easy for me, but the teacher was very patient. After a few weeks, when I seemed to have punctuations, she taught me how to deal with them. Now, I had two issues to concentrate on, grammar and punctuation. I felt hopelessly uncoordinated sooner than I imagined. However, thing began to feel amazing and I was able to deal with the language accurately. It was an amazing feeling -like flying maybe- to hand your worst nightmare.

Learning a new language was not easy atall, but my persistence pushed me to keep going. I know that as I practice to write, as my skills get better this thing will make me more and more confident.

Instructor: Thank you.

Let us correct it.

The corrections are in order:

- *The Introduction:* did not, (learning a new).

- *The first body paragraph:* started, scared, students, seemed, (After a while, I began to feel).

- *The second body paragraph:* (~~We caught the pen to start writing~~) /it is an Arabic structure/, started to guide - started guiding.

- *The Conclusion:* at all, (but my), (the more I practice), (the more my skills), (better; the), more /it is an Arabic structure/.

*

ARGUMENT ESSAY

Now, we will have theoretical information about writing, from the book "*Oxford Writing Tutor*".

They give us the academic way for writing essay. We will learn about Argument essay.

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.

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.

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.

Preparing to write

• Brainstorm your ideas on the question, read and research the topic (unless in an examination). Which do you think are the strongest arguments? Decide what your viewpoint will be.

• Select 2 or 3 strong ideas on each side, with supporting examples, ideas or evidence. For some questions you can use evidence from your personal experience.

• Decide how to organize your essay to persuade readers of your case.

• Note down some useful vocabulary on the topic.

Structure 1 (used in the model essay)

Introduction

Arguments **for** your case + supporting evidence, examples or reasons

Arguments **against** + evidence

Evaluation of arguments

Summary and conclusion

It is possible to reverse arguments for and against.

Structure 2

Introduction

Argument 1: + supporting evidence, examples or reasons

Counterargument

Argument 2: + supporting evidence, examples or reasons

Counterargument (and so on).

Evaluation of arguments

Summary and conclusion.

Tips

- Look carefully at the **title or question** and make sure you really answer it.
- Use **general statements** to convey the main ideas, and then provide evidence, examples, details and reasons to support these statements.
- Use **paragraph divisions** and **connecting** words and phrases to make the structure of your essay clear to your readers.
- For **language** to help you structure your argument, look at the notes at "addition", "first".

Showing your position

When you write an argument essay, you can show what your opinion is on the issue or question without using personal phrases such as I think... or In my opinion,... You can do this by choosing words carefully as you write. Some examples are given below. Look out for more in your reading.

Language bank

- Adjectives

important, major, serious, significant

e.g. An **important** point to consider is...; This was a **highly significant** discovery.

Patterns with it + adjective

clear, likely, possible, surprising, evident

e.g. **It is clear that** the study of space is expensive.

important, difficult, necessary, possible, interesting

e.g. **It is important** to consider the practical effects of these measures.

- Adverbs and phrases

clearly, indeed, in fact, of course generally, usually, mainly, widely perhaps, probably, certainly, possibly rarely, sometimes, often

e.g. **Clearly**, this is a serious issue that deserves further study.

This book is **generally** held to be her greatest novel.

- Verbs

These help show how certain you are about a point or an argument.

Modal verbs: can, could; may, might; will, would (the first of each pair is most certain)

Compare: **I argue that...** (very certain)./ **I would argue that...** (not so certain)

It + verb: It appears that, It seems that...

It + passive verb: It can be seen that...; It should/ must be noted/

emphasized that...

Showing verbs: show, indicate, demonstrate, suggest, imply (These have a non-human subject)

Arguing verbs: argue, suggest, consider, conclude
(These can have a human subject e.g. I)

- Linking words and phrases

Firstly (= I have several points to make)

Furthermore...; In addition,... Moreover,...

(= I have another important point)

However,...(to introduce a counterargument)

Thus,... Therefore.... (to introduce a conclusion)

Now, I want all of you here to write an argumentative essay about the following topic.

"Licensing Teenagers should be legalized." Discuss.

Before you start writing, let me remind you of the steps of writing an essay as I said in previous lecture.

- The first and most important point is to do **Brainstorming** and think of the ideas you want to include in your essay.

- Next, **Drafting**, which means to start writing the first draft; and then you do proofreading to make sure of the grammatical and spelling errors.

- You have to pay attention to the following:

• **Make sure** to connect the ideas, sentences, and paragraphs with the write tools (transitions, coordinating conjunctions, subordinating conjunctions).

• **Do not** repeat ideas or sentences.

• Write in the **English style** not Arabic.

• **Do not ever** use abbreviation, such as don't, you're.

• **Stick to the topic** you are writing about, and do not add extra ideas or unrelated ones.

Student:

Licensing Teenagers should be legalized

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

Well, letting teenagers drive cars is a big problem since they do not have enough

awareness to recognize the differences between wrong and right issues. 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 the awareness, teenagers in some cases don't 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.

Instructor: thank you.

The corrections are in order:

- *The Introduction:* legalizes, law, (general, licensing), dangerous, (age, but), (such a thing is cannot be that good), (considered is there).

- *The first body paragraph:* In fact, the, (that enables them to control themselves while driving).

- *The second body paragraph:* the, do not, themselves.

Thank You

احذر المحاضرات المسروقة!

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