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HELLO EVERYONE!

Today, we'll talk about the problems that we might face during writing the essay. Then, we'll go back to the structure of the essay.

COMMON MISTAKES IN WRITING

Comma Splice

The first problem that I have is the comma splice.

Let's read these sentences and we'll see where this mistake is.

It's raining today, my pet can't go outside.*

Here, we have two independent clauses.

The second one:

My dad hung a bird feeder in the backyard, he loves to watch the birds eat from it.*

We have also two independent clauses.

Your first sentence is clear, you second is not.*

Again, we have two independent clauses.

How am I linking between those clauses? By using commas. Is it correct to use a comma? No. This is a mistake called **comma splice**. We should either put a full stop or semicolon, it's not correct to put commas between two independent clauses without a transition.

Comma Splices: (The first independent clause), (the other independent clause).

How can I correct this mistake?

We have four options to correct the comma splices:

1. (The first independent clause). (The second independent clause.): I put a full stop (period), and I should start the second clause with a capital letter.

2. (The first independent clause); (the second independent clause.): In this case, I don't capitalize

3. (The first independent clause), (coordinating conjunction + the second independent clause.): In this case, I'm changing the status of the sentence from simple sentence into a compound sentence.

4. (Subordinating conjunction) (the dependent clause), (the independent clause.): In this case, I'm changing the sentence from a simple sentence into a complex sentence. We can put the subordinating conjunction in the middle without using a comma: (The independent clause) (subordinating conjunction) (the dependent clause.)

Let's correct the first sentence:

It's raining today, my pet can't go outside.

1. **Full stop** → It's raining today. My pet can't go outside.

2. **Semicolon** → It's raining today; my pet can't go outside.

3. Coordinating Conjunction → It's raining today, **so** my pet can't go outside. (So is for result)

4. Subordinating conjunction → **Because** it's raining today, my pet can't go outside.

This is how I fix the comma splice problem.

Go to page 73:

Practice 5 Correcting Comma Splices

This paragraph has four comma splices. Find them and correct them. Try to use each of the four ways explained on page 72.

Planting Roses

Planting roses is easy if you follow those steps. First you need to measure the diameter of the roots, next you must dig a hole twice as big as that diameter. This hole should be so deep that the roots have plenty of room to grow. Mix some rose fertilizer with the soil at the bottom of the hole, this is to help the rose to flower later. The next step is to form a little hill in the middle of the hole, you are going to spread out the roots over the top of this hill. Hold the rose firmly with one hand and spread out the roots with your other hand. While you are holding the plant with one hand, pat the soil down gently around the roots. Continue putting soil over the roots until the area around the plant is filled up to a level a little lower than the soil level around it. Finally, water your plant thoroughly. With enough water, and some sunshine, you should see your rose plant begin to grow leaves in a few weeks.

Let's correct them:

First you need to measure the diameter of the roots; next, you must dig a hole twice as big as that diameter.

Full stop → First you need to measure the diameter of the roots. Next you must dig a hole twice as big as that diameter.

Semicolon → First, you need to measure the diameter of the roots; next you must dig a hole twice as big as that diameter.

Coordinating conjunction → First, you need to measure the diameter of the roots, **and** next you must dig a hole twice as big as that diameter.

The second mistake:

Mix some rose fertilizer with the soil at the bottom of the hole, this is to help the rose to flower later.

Full stop → Mix some rose fertilizer with the soil at the bottom of the hole. This is to help the rose to flower later.

Semicolon → Mix some rose fertilizer with the soil at the bottom of the hole; this is to help the rose to flower later.

Coordinating conjunction → Mix some rose fertilizer with the soil at the bottom of the hole, **so** this is to help the rose to flower later.

Subordinating conjunction → Mix some rose fertilizer with the soil at the bottom of the hole **since** this helps the rose to flower later.

The third mistake:

The next step is to form a little hill in the middle of the hole, you are going to spread out the roots over the top of this hill.

Full stop → The next step is to form a little hill in the middle of the hole. You are going to spread out the roots over the top of this hill.

Semicolon → The next step is to form a little hill in the middle of the hole; you are going to spread out the roots over the top of this hill.

Coordinating conjunction → The next step is to form a little hill in the middle of the hole **for** you are going to spread out the roots over the top of this hill.

Subordinating conjunction → The next step is to form a little hill in the middle of the hole **because** you are going to spread out the roots over the top of this hill.

Transition → The next step is to form a little hill in the middle of the hole; after that, you are going to spread out the roots over the top of this hill.

The fourth mistake:

Be careful not to break the roots, they are quite delicate.

Full stop → Be careful not to break the roots. They are quite delicate.

Semicolon → Be careful not to break the roots; they are quite delicate.

Subordinating conjunction → Be careful not to break the roots **as** they are quite delicate.

In the exam, try to avoid comma splices by using one of these correcting ways. It's not correct to use a comma to link between two independent clauses without using coordinating conjunction or subordinating conjunction.

*

Run-on sentence

Run-on sentence means that we don't know the end of the sentence.

It's raining today my pet can't go outside

The first time you're hearing this sentence, you can't understand it immediately.

The run-on sentence is the sentence that doesn't have any punctuation.

How can I fix this problem?

1. Put a **full stop** or a **semicolon** (making two separate sentences).
2. Put a **subordinating conjunction**.
3. Add **extra words** to change the meaning of the sentence.

Go to page 74

Practice 6 Adding Necessary Punctuation

The following paragraph has no punctuation. Correct it by adding capital letters, commas, semicolons, and periods. (Hint: There are six complete sentences in the paragraph.)

City Growth

Cities can grow in an organic way or in a planned way organic cities are usually older cities they are called organic because they have spread in different directions with no precise plan except to accommodate the growing population on the other hand the modern planned cities are sometimes designed before they are even really established in such a plan careful attention is paid to the amount of residential and commercial spaces in short there are two types of city growth.

In the first sentence, I need to put a full stop:

Cities can grow in an organic way or in a planned way.

In the next sentence, we need to capitalize 'organic' and put a full stop:

Organic cities are usually older cities.

The third sentence is:

They are called organic because they have spread in different directions with no precise plan except to accommodate the growing population.

What is the type of this sentence? It's complex because we have *because*.

The fourth sentence, we have *on the other hand* which is a transition:

On the other hand, the modern planned cities are sometimes designed before they are even really established.

We need comma after the transition.

In the fifth sentence, we have a phrase, so we need to put a comma after it.

In such a plan, careful attention is paid to the amount of residential and commercial spaces.

The last sentence would be:

In short, there are two types of city growth.

Using Commas: Lists

Comma seems to cause a lot of problems. When do I use the comma? We use commas basically for **listing things**. If you're listing nouns, you should stick to nouns. All the things that you're listing should be nouns. We can list nouns, verbs, adjectives, gerunds (swimming, shopping, visiting). This is where you put the comma. If you have a coordinating conjunction, you put comma before it. In case you have a **complex sentence** that starts with a **subordinating conjunction**, you put comma. Otherwise, don't use the comma.

In case of listing adjectives, we have two options:

A big, blue, scary whale swam alongside our boat.

OR

A big, blue, and scary whale swam alongside our boat.

The comma before *and* is optional.

Let's go to page 83:

Practice 4

Add commas to these sentences. Then, identify the grammatical structure in each list.

1. The suspect was messy, smelly, and half-dead. **Adjectives**
2. I'm not sure if our boss went Bali Fiji or Tahiti on vacation. **nouns**

Here, I'm listing nouns.

3. Across the street behind the house and under the picnic table, you'll find the last Easter egg.

→ Across the street, behind the house, and under the picnic table, you'll find the last Easter egg. **Prepositional phrases**

It's optional to put comma before *and*. Those are phrases but there are prepositions: across, behind, under.

4. The team played hard made lots of points but lost the game.

→ The team played hard, made lots of points, but lost the game. **verbs**

5. Jill Jackson Louis Dana and I ate three pizzas last night.

→ Jill, Jackson, Louis, Dana, and I ate three pizzas last night. **nouns**

The comma before "and" is optional.

6. Jen bought a big floppy blue hat on 18th street.

→ Jen bought a big, floppy, blue hat on 18th street. **adjectives**

The commas here are necessary not optional.

ESSAY

The Introductory Paragraph

The introduction is the first paragraph that you write in your essay, so it has to get the reader's attention. We said that the thesis statement is the last sentence of the introduction. What is the purpose of the introduction?

First, I have to know how to get the reader's attention.

The purpose of the introduction:

➤ Get the reader's attention

➤ Introduce the topic

How can I get the reader's attention? By hooking (catching) them. We have something called **the hook**.

The rules of writing an introduction

The introduction should:

➤ be relevant to the topic

➤ not include the ideas of the body paragraph

➤ consist of at least three sentences (**the last one is the thesis statement**)

We said that the predictor in the thesis statement is optional. In the introduction, don't show the points that'll form the body paragraph.

How can I make my introduction interesting so I can hook the reader? I have many options:

∴ Writing a **story (anecdote)**: A brief story that could be personal or about someone else or an imaginative story.

∴ **Interesting Facts or Statistics**

∴ **Historical Introduction**: Try not to be too general in the historical background.

∴ Writing from **general to specific**: Try not to be too general.

These are the four ways that we can start our introduction with followed by the thesis statement.

Go to page 78:

Anecdote

My younger brother was a good student until our parents got divorced. Then, while my parent's lives became a war zone over property and emotions, my brother withdrew

into himself and felt abandoned and unloved. He needed to feel that he was a part of something. That's when he got involved with a gang at this high school. The gang he joined became his family and was more important to him than anything. My parents didn't notice until my brother got badly hurt in a gang fight. I am convinced that gangs are a direct result of the breakdown of the traditional family.

So, this is a personal story related to gangs. The thesis statement is:

I am convinced that gangs are a direct result of the breakdown of the traditional family.

The topic: gangs

The controlling idea: "direct result of the breakdown of the traditional family."

The second one:

The teenager hated to be at home. His parents were always fighting—at least on the rare occasions that both of them were at home at the same time. His mother was on drugs, and his father was an alcoholic. He felt totally alone at home, but when he was with his fellow gang members, he felt as if he belonged. He loved being with the members of his gang and would do anything for them and with them. This all-too-common example illustrates why I think that *gangs are a direct result of the breakdown of the traditional family.*

This is again a story but of someone else.

Interesting Facts of Statistics

It is estimated that there are nearly 5,000 gangs in the United States with a total of almost 250,000 members. In fact, in inner cities, where gangs are most common, 7 percent of all teenagers are gang members. Why are all these young adults choosing to be gang members? In my opinion, gangs are a direct result of the breakdown of the traditional family.

Which one do you think it's more interesting?

Student: Anecdote

Instructor: Because people love stories.

Historical Introduction

Gangs have existed in the United States for at least 100 years. At the turn of the twentieth century, there were many gangs in big East Coast cities. These gangs were mostly made up of members of the same ethnic group and primarily protected the neighborhood where their families lived. Nowadays, however, gang members have little to do with protecting their relatives. It's my belief that *gangs are a direct result of the breakdown of the traditional family.*

*

General to Specific

It's difficult to grow up in this society. A teenager can get into all kinds of trouble with school, smoking, drugs, and dating. One of the worst kinds of trouble that a teenager can get into is getting involved with a gang. Gang members commit crimes and get hurt or killed all too often. Why do teenagers get involved in gangs? I think that *gangs are a direct result of the breakdown of the traditional family.*

Here, I'm moving from the general to specific. I believe that writing a story and moving from general to specific are easier than writing historical introduction.

In practice 1, we're going to evaluate these introductions.

Practice 1

Read the thesis statement and the four introductory paragraphs that follow.

Decide whether or not each paragraph is a good introductory paragraph. If it is, check off which kind of introduction it is. If it isn't, check off the reason(s) why it isn't.

Thesis statement: Heredity plays a more important role in a child's personality development than environment does.

1. A man meets a woman, and they fall in love. Then, they get married, buy a house, and settle down. After a while, they decide to have children. The woman gets pregnant, and nine months later a baby is born. In this case, *heredity plays a more important role in a child's personality development than environment does.*

- a. Is this a good introductory paragraph? **No**
c. If it isn't good, check off why. **It's too general.**

This is not a good introduction because it's too general.

2. As you will see below, there are lots of studies of twins and of adopted children that indicate that genes are important in a child's development. When twins who were separated at birth are reunited in adulthood, they find many likes and dislikes in common. Also, when adopted children are reunited with their biological parents, they often find many similar personality attributes. I believe that *heredity plays a more important role in a child's personality development than environment does.*

- a. Is this a good introductory paragraph?

No, because it reveals what I'm going to talk about in the body paragraph.

3. I witnessed a child's birth recently and began thinking about what kind of person she would become. Would she be kind or cruel, generally happy or chronically depressed, a giver or a taker? I can predict that she will be a kind, generally happy giver because that's the way her sister is, despite her abusive parents. I also believe that *heredity plays a more important role in a child's personality development than environment does.*

- a. Is this a good introductory paragraph? **Yes**

This is a personal story. The questions are part of the story.

4. Many people think that the environment that a child is raised in is important. I think *heredity plays a more important role in a child's personality development than environment does.*

- a. Is this a good introductory paragraph? **No**
c. If it isn't good, check off why. **It's too short**

Try to write and introduction about the transportation.

Thank You

...

LECTURE NO. 5

09.06.2023

HELLO EVERYONE!

Last time, we talked about comma splice and run-on sentences. Let's practice what we did last time. go to page 90:

Practice 2

There are four comma errors in the following paragraph. The other four uses of commas are correct.

Because snakes are cold-blooded they need the sun's heat to stay warm.

This is a run-on sentence, so we need to put a comma. This is a complex sentence because it starts with a subordinator, so we need a comma in the middle:

Because snakes are cold-blooded, they need the sun's heat to stay warm.

Let's read the text and find out the correct and incorrect commas:

How snakes stay warm

Human beings are considered warm-blooded, but snakes and other reptiles are called col-blooded.

What about the comma before *but*? Is it correct?

Student: Yes

Instructor: That's right because this is a compound sentence.

This is actually not correct, because some reptiles maintain their bodies at a higher temperature than most mammals.

What about the comma before *because*? Is it correct?

Student: No

Instructor: That's right, we don't need a comma. However, if we started the sentence using *because*, we need the comma in the middle.

However we use the term cold-blooded to refer to the fact that most reptiles rely solely on external sources of heat

→ However, we use the term cold-blooded to refer to the fact that most reptiles rely solely on external sources of heat

After *however*, we need comma.

Reptiles regulate their body temperatures by taking advantage of different sources of outside warmth, such as direct sunlight warm stones and the heated earth.

→ Reptiles regulate their body temperatures by taking advantage of different sources of outside warmth, such as direct sunlight, warm stones, and the heated earth.

Here, we're listing, so we need to put commas. It's **optional** to put comma before *and* because the words are already separated by *and*.

Because they use such heat sources to varying degrees, individual species of reptiles are able to regulate their body temperature.

This comma is correct because it's a complex sentence (because).

This body temperature may be above the temperature of the surrounding air, but when the animal is inactive, the body temperature is approximately the same as that of

the environment.

This sentence is compound-complex, so the commas are correct.

Go to page 100. We have another paragraph, and here, you have to correct the mistakes of the punctuation in general.

Practice 3

Watching Pets

There are three main kinds of animals that people keep in cages or glass tanks so that they can watch them: birds reptiles and rodents.

→ There are three main kinds of animals that people keep in cages or glass tanks, so that they can watch them: birds, reptiles and rodents.

Before *so*, we need a comma. We need another comma because we're listing nouns.

Because they are colorful and graceful to look at. Birds are very popular.

→ Because they are colorful and graceful to look at, birds are very popular.

The meaning isn't complete, so we have to put comma not a full stop, and 'birds' should be in a small letter.

In my country, some people have only one big bird in a cage but others have several small ones fluttering and chirping around in a single cage.

→ In my country, some people have only one big bird in a cage, but others have several small ones fluttering and chirping around in a single cage.

The comma after 'In my country' is correct because it's a noun phrase. Remember the noun phrase is a group of words without a verb. Before *but*, we need a comma.

I would never consider having a reptile, such as a snake, in my house, however a friend of mine has a boa constrictor in a cage,

Semicolon → I would never consider having a reptile, such as a snake, in my house; however, a friend of mine has a boa constrictor in a cage,

Full Stop → I would never consider having a reptile, such as a snake, in my house. However, a friend of mine has a boa constrictor in a cage,

However is a transition and it's incorrect to put comma before it. Instead, we have to put a semicolon before *however* and a comma after it. We have another option which is a full stop and then we start with a new sentence.

However, a friend of mine has a boa constrictor in a cage, and swears that it is a lovely pet, since it doesn't bark doesn't eat much and never needs to be taken out for a walk.

→ However, a friend of mine has a boa constrictor in a cage and swears that it is a lovely pet since it doesn't bark, doesn't eat much, and never needs to be taken out for a walk.

The first comma error is **comma splice** after 'cage' because I'm connecting between two nouns not two sentences, so I don't need a comma. Second, there is no need for a comma before *since*. And third, since we're listing phrases, we need comma. Again, it's optional to put comma before *and*.

Finally, rodents are another kind of animal that can be kept in a cage.

This sentence is correct

Rodents are small animals like guinea pigs gerbils and hamsters
→ Rodents are small animals like guinea, pigs, gerbils, and hamsters.

I'm listing again, so I need commas.

The next sentence starts with a capital letter:

They are especially popular with children.

The sentence is correct.

If they are treated properly they can live quite a long time.

→ If they are treated properly, they can live quite a long time.

With the conditional *if*, I need comma.

In short these animals have a fascination for people who mostly like to watch their pets.

→ In short, these animals have a fascination for people who mostly like to watch their pets.

In the exam, there's going to be multiple questions, either correcting questions or I'll ask you what is wrong with the sentence. The most important thing is to know how to use these points in writing the essays.

The Conclusion

Last time, we talked about the introduction and the thesis statement. Now, we'll talk about the conclusion.

What is the purpose of the conclusion? In general, the purpose of the conclusion is to leave the reader convinced. I'm leaving the reader convinced of what I mentioned in the body paragraph. I'm making sure that the reader understood what I mentioned in the body paragraph. In this case, I CAN'T introduce new ideas in the conclusion.

What can I write in the conclusion?

- **Summary:** I can summarize my points that I mentioned.
- **Restatement:** I can paraphrase my thesis statement in different words.
- **Final Comment:** advice, quotation, etc.

I can write two things in my conclusion: a summary and final comment or a restatement and final comment. Final comment is easy.

Go to page 87:

Model Essay 1

Feeling Security—Even without a home

When you walk downtown in almost any large American city, you see many homeless people. They sit on the streets with their shopping carts full of their meager belongings and often ask for money. Do they make you nervous? Do they even scare you? The truth is that most homeless people do not want to be homeless, and they are afraid of the same things that you are. Homeless people, like everyone else, need basically three things to feel safe in their environment.

The type of the introduction is general to specific. Where is the thesis statement?

Homeless people, like everyone else, need basically three things to feel safe in their environment.

This is the thesis statement. I have three points (three things), so I need three body paragraphs.

The first body paragraph:

First, and most importantly, homeless people need to feel physical safety....to feel physically secure.

The first paragraph is about physical safety.

Second, homeless people need to have a dependable source of food...when you don't know where your next meal is coming from.

The second body paragraph is talking about food.

Finally, to feel safe you need to know that if you get sick or injure yourself, you can get the medical treatment you need....the need far exceeds the availability.

The third paragraph is about medical treatment.

In summary, the need to feel physically safe, the need for a dependable food source, and the need for medical care when necessary are essential for all of us.

The conclusion is summarizing the body paragraphs.

The final comment is:

The constant struggle to obtain these is why homeless people do not feel secure in their environment.

This is a restatement of the thesis statement:

Restatement

Model Paragraph 1

In short, all people want to feel safe in their environment, and to do so requires that you have these three things.

That is a restatement of the thesis statement.

These are so easy to obtain that most of us take them for granted. However, if you're homeless, getting the basics becomes more difficult and sometimes impossible.

This is the final comment.

Let's see the final comment in the conclusion:

Final Comment

Model Paragraph 2

In conclusion, the next time you see homeless people, try to look beyond your fear and think about how insecure they must feel in their environment. They may not know where they can go that night to feel safe or what their next meal will be. They may be worried about getting sick, or they may already be sick and have no place to go. For them, life in this world is a day-to-day struggle to survive.

This is a final comment about homeless people.

As you can see, writing the conclusion isn't a big deal.

Now, on page 89, we have an essay. We have an introduction, three body paragraphs, and we're going to choose the correct conclusion.

The Small Strengths of Nature

We often think, and rightly so, that human beings are destroying the environment. However, it is also true that sometimes the Earth and the environment become the

destroyers. Earthquakes, hurricanes, and droughts cause huge damage to vast areas of the Earth. However, on a far less extreme scale, nature is always demonstrating to us that it is stronger than we are.

The topic: Nature

The controlling idea: "Nature is stronger than us"

For example, we cut down trees and construct houses, office and apartment buildings, roads, and sidewalks. Then, we plant other trees just where we want them so that our landscaping will be perfect. Over the years, the tree slowly—almost unnoticeably—grow taller, and their roots grow deeper, and, suddenly, our nice roads and sidewalks get cracks in them. We think that we are strong, but those trees are stronger.

The 1st body paragraph is about how trees are strong

Another example of nature demonstrating its power is when the small creatures of the world come into our nicely constructed environments and either destroy them or make them very unpleasant to live in. These small creatures are, of course, insects, which are far stronger than any human being. Termites can totally destroy a house, and an invasion of ants in our food can make life miserable. Indeed, the cockroaches in our cupboard have ancestors that go back millions and millions of years. How can we possibly expect to control them? In short, it's clear that insects are stronger than humans.

The 2nd body paragraph is about the power of insects.

Even on a microscopic level, we are at the mercy of the environment. Our bodies and our scientists have developed ways of fighting the many bacteria and viruses that cause serious diseases and death. Nevertheless, there is still no cure for the common cold. We may develop vaccines and antibiotics to protect us from many viruses and bacteria, but they can change and become resistant to our attempts to destroy them. In other words, they are often stronger than we are.

The 3rd body paragraph is about viruses and diseases.

Have you noticed that the essay started with big things (trees) and then went gradually to small things (viruses)?

Let's choose the correct conclusion for this essay:

Concluding Paragraphs

1. In short, we live in a world that is stronger than we are. Trees will win any long-term battle over concrete, and termites can eat buildings. I hope that this means that we will not eventually kill the Earth.

The first conclusion is missing one point (viruses and diseases), so it's not a good conclusion.

2. In conclusion, I find these small examples of nature's being stronger than humans somewhat comforting. While we attempt to control and thereby destroy our environment, the environment keeps renewing itself in small ways. Humans as a species may not survive, but I believe the Earth will.

The second conclusion sounds good. Let's keep this in mind.

3. All in all, nature is strong. In fact, it demonstrates this to us every day with its plants, insects, microscopic life, and weather. Isn't it time we pay attention to this fact and stop trying to control it?

In the third conclusion, they introduced a new idea which is the weather. It's not correct to introduce a new idea that is not mentioned in the body paragraph.

So, the 2nd conclusion is the best one.

The Body Paragraph

Now, let's talk about the body paragraph.

What is the purpose of the body paragraph? The purpose is to convince the reader of your ideas (proving points).

How can I convince my reader?

- ❖ Facts
- ❖ Statistics
- ❖ Examples
- ❖ Personal Experience

Let's look at the structure of the body paragraph. How can we write a paragraph in general?

The Structure of the Body Paragraph

1. The Topic Sentence (Optional)

2. Major supporting sentences + Minor supporting sentences: Facts, Statistics, Examples, Personal Experience

3. The Conclusion (Optional)

This is how I write the body paragraphs.

Sometimes, it's optional to write the topic sentence especially when you have the predictor in the thesis statement because I already know what the topic sentence is going to talk about.

Finally, the conclusion is also optional if you wrote a predictor in the thesis statement.

If I want to move from one paragraph to another, I need something to connect the first paragraph with the next paragraph, what do I do? I need to build a **bridge**, so the reader can move on the bridge. I can do that by using transitions, for example.

Note: If you mentioned your ideas in the predictor, you have to follow the logical order of your predictor. For example, if 'insects' was the first idea mentioned in the predictor, the first body paragraph should be about insects. This is what we call **unity of writing**.

Go to page 98:

Practice 2

Read the following essay. First, underline the thesis statement. Then, as you read, consider these questions:

1. What is the function of the first sentence in each body paragraph? Is it a topic sentence? Is it a bridge?

2. What is the purpose of the last sentence in each body paragraph? Is it a topic sentence? Is it a bridge?

Greenpeace: defender of the environment

The Greenpeace Foundation is an organization of Ordinary People and scientists from around the world who are active in efforts to expose and find solutions for global environmental problems. The organization was started in the early 1970s in an effort to defend human, animal, and plant life. Greenpeace has had steady, if small, successes in decreasing whale hunting saving old forests and cutting down on the toxic pollution of our air and water.

The introduction is **Historical background**. Where is the thesis statement?

...in decreasing whale hunting, saving old forests, and cutting down on the toxic pollution of our air and water.

We have a predictor which means we have three body paragraphs.

Let's start with the first body paragraph which is about decreasing whale hunting:

Greenpeace works hard to protect the quality of our oceans and their populations of fish mammals and vegetation. The year 2000 marked the 25th anniversary of the organization's fight to keep many whale populations from becoming extinct. Since 1975, when a Greenpeace ship confronted a Soviet whaling ship off the coast of California, Greenpeace activists have regularly positioned themselves between the whale and the hunting boat to protect the whale. These small protests have proven successful in that the whale population is again slowly increasing. This very personal type of protest has been successful for Greenpeace elsewhere as well.

Here, we don't have a topic sentence. We didn't need to write a topic sentence because of the predictor. They stated immediately supporting the idea.

How did they support the idea? What did they use? An example of the successful event of confronting the Soviet whaling ship.

What about the last sentence? Is it a conclusion or a bridge? It's a bridge which means that the sentence is bridging away to the second part which is saving the old forests. The second body paragraph:

Ancient forests, according to Greenpeace, are forests areas that are relatively undisturbed by human activity. By 1999, more than 80% of the world's original ancient forests had been destroyed. An example of such an ancient forest is the Great Bear Rain Forest, which covers a western Canada. This forest was mainly damaged by a logging method called clear-cutting, which means that every single tree in a large area is cut down at the same time. Clear cutting in the Great Bear Rain Forest has caused the population of grizzly bears to almost disappear, and it has reduced the populations of salmon in the rivers by two-thirds. Greenpeace members put themselves between the trees and the tree cutters. They experienced a victory on August 26, 1999, when the U.S. company Home Depot, a major buyer of wood from the Great Bear Rain Forest, announced that it would stop selling wood products from rain forests. Although this was only a small step in the process of protecting the forests we have left, it was still a significant event.

Do we have a topic sentence? No. They started immediately with how ancient forests are damaged. How did they support that? By using examples, facts, and dates of the victory. The last body paragraph:

However, the major threat to vegetation, animals, and people is now neither hunting nor cutting.

The first sentence is a bridge. I'm still not giving you the idea of the paragraph.

It is the extremely toxic chemicals that our industrial society releases into both air and water.

After the bridge, we have a topic sentence. What is the topic here?

The topic: Toxic chemicals

The controlling idea: How toxic chemicals is affecting air and water.

Let's see how we're going to support this idea:

Greenpeace has helped local people in affected areas to protest against companies that produce such pollution. One small victory happened in Louisiana in the late 1990s. For three years, the Japanese plastics company Shintech had tried to establish PVS factories next to schools and homes in the small town of Convent, Louisiana. PVC is a common type of plastic used in manufacturing of it gives off a waste product called dioxin, which is an extremely toxic chemical. With the help of Greenpeace, the citizens of Convent won their battle in September of 1998, when Shintech withdrew its plans to build the factories.

Do we have a conclusion? No, we don't have a conclusion here.

The conclusion:

In conclusion, each victory gives us hope, but they are indeed small when contrasted with the problems we face. Even so, Greenpeace activists fight on, and their efforts in preventing whale hunting, protecting ancient forests, and limiting the use of dangerous chemicals are showing some positive effects. Because of Greenpeace, the world will be a little safer for our children and our children's children.

What is the type of conclusion here? A summary and a final comment.

The Structure of the Essay

1. The Introduction:

- **The hook** (Story, Facts / Statistics, Historical Introduction, General to Specific)
- **The last sentence is the thesis statement** (The predictor is optional)

2. The Body Paragraph: two or three or four paragraphs

3. The Conclusion:

- **Summary:** I can summarize my points that I mentioned.
- **Restatement:** I can paraphrase my thesis statement in different words.
- **Final Comment:** advice, quotation, etc.

Next time, we'll start with the types of essays.

I'll give a topic to write an essay about it:

"The mass media (e.g. radio and newspaper) have a great influence in shaping people's ideas" To what extent do you agree or disagree?

Prove your point of view.

Thank You

...

HELLO EVERYONE!**Cohesion**

Let's imagine that I have facts that are separated, how can I link them together? I need a glue to make things stick together. I need linking words to put them together and achieve the concept of **cohesion**. I want to achieve cohesion in writing the supporting sentences.

Cohesion: The connection between ideas.

We have 5 ways of achieving cohesion:

1. Linking Words:

- Transitions
- Coordinating Conjunctions (for compound sentences)
- Subordinating Conjunction (for complex sentences)
- Prepositions

2. Personal Pronouns: like *he/she/it, I/we/you*

Example: Damascus is a great city to visit. **It** has many destinations.

'It' is a personal pronoun that refers to Damascus. You wouldn't use Damascus over and over again; instead, you'll use 'it'. You should have **antecedent** to be able to use personal pronouns. Antecedent is like a reference to the word you're talking about.

3. Demonstrative Pronouns: *This/These, That/Those*

Example: I saw an elephant. **This** elephant is so big.

'This' refers to the elephant that I saw in the zoo. Here, again, we need an antecedent.

4. The Definite Article: *The*

Example: I saw an elephant in the zoo. **The** elephant is so big.

'The' means that you know which elephant you're talking about. You're reminding the reader that you're talking about the same elephant.

5. Synonyms:

Example: Kids = Young people = Children / Ladies = Females / disappear = vanish = evade

We use synonyms to avoid repetition. However, the use of these words depends on the context. You can't use all the words in the same context.

We use one of these ways to achieve cohesion and it depends on the meaning.

Let's practice, go to page 108:

Practice 3 Reviewing of Cohesion and Introductory Paragraphs

Remember that sentences in a paragraph must have cohesion; that is, they have to be connected to each other. As you learned in Chapter 4, there are five cohesive devices: linking words, personal pronouns, the definite article, demonstrative pronouns, and synonyms. Identify the cohesive devices:

1. I'll never forget the agony of my first Waltz.

Personal Pronoun: my

2. I was 12 years old, and it occurred at my sister's wedding.

Coordinating Conjunction: and

Two Personal Pronouns: it / my

3. My mother forced me to ask my bossy cousin Mary to dance.

Personal Pronouns: My / me

4. Naturally both of us try to lead.

Personal Pronouns: us

Transition: Naturally

5. This proved to be quiet and successful as well as embarrassing.

Demonstrative Pronouns: This

Transition: As well as

6. Therefore, I signed up for dancing school the next day.

Transition: Therefore

7. If I with can learn to waltz, so can you - if you remember a few simple steps.

Subordinate Conjunction: If

Coordinate conjunction: so

Personal pronoun: I / you

THE PROCESS ESSAY

There is a type of an essay of **how to** do things, and you're giving me steps to describe a process.

Examples

How to write an essay? Brainstorm your ideas, writing keywords, writing the draft, doing indentation to the paragraphs

How to succeed in a job interview? enhance your CV, do some research, be confident, dress well

How to protect yourself form corona virus? Wear a mask, take medicine, take care of your hygiene, keep social distance, take vaccinations if necessary.

How to get the attention of girl? be generous, show interest and respect, improve your character as a true man

Chronological Linking Words

If I want to use a transition to describe process, we have some linking words related to time and chronological order. When I want to describe a process, I need specific linking words that are related to the process. I can use one of the following:

Transitions	Coordinate Conjunctions	Subordinate Conjunctions	Prepositions
First	And	After / Before	After / Before
Second		As/ Until/ Since	In addition to
Third		When/ While	Since
Later		Note: After a	Note: After a

Later on Then After that Next At this point Finally As the last step In addition to	subordinating conjunction, we put a sentence. <u>Example:</u> <i>After you mix the ingredients, you put the cake in the oven.</i> * There is a full sentence after 'after'	preposition, we put a noun or a noun phrase. <u>Example:</u> <i>After mixing the ingredients, you put the cake in the oven.</i> * There is a noun phrase after 'after'. <u>Mixing is not a verb, it's a gerund.</u>
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Go to page 109 to practice:

Practice 4 Adding Linking Words

Read the ten steps below describing the process "How to Make Scrambled Eggs." Then, write the sentences below and on page 110 using the linking words giving in parentheses. Note that the steps are in the imperative. You will need to change the imperative verbs into present tense verbs when you use conjunctions as linking words.

1. Break three eggs in a bowl
2. Mix them using a wire whisk
3. Pour in one tablespoon of water for each egg.
4. Add a pinch of salt.
5. Heat frying pan.
6. Melt one tablespoon of butter in the pan.
7. pour in the egg mixture.
8. Stir the eggs by scrubbing the pan with a spatula.
9. Stop scrapping when the eggs are golden yellow.
10. Don't overcook the eggs. cooking eggs too long makes them rubbery.

These are the steps of making a scrambled egg. We need to keep them in order but we need to put linking words.

Let's write these steps using linking words:

Sentence 1 (first)

First, break three eggs in a bowl.

Since this is the first step, *first* is the best option.

Sentence 2 (next)

Next, mix them using a wire whisk

Here, you have the personal pronoun 'them' which refers to the eggs.

Sentence 3 and 4 (after) [Note: Change the imperative verb.]

I have to link sentence 3 and 4 using 'after':

After you pour in one tablespoon of water for each egg, add a pinch of salt.

After: a subordinate conjunction

This is a subordinate. If I want to use 'after' as a preposition:

After pouring in one tablespoon of water for each egg, add a pinch of salt.

After: preposition

Let's do sentence 5:

Sentence 5 (at this point)

At this point is a transition, so I start a new sentence:

At this point, heat a frying pan.

The next sentences are 6 + 7:

Sentence 6 and 7 (after) [Note: Pay attention to the verb tenses.]

After melting you melt one tablespoon of butter in the pan, pour in the egg mixture.

After: a subordinate conjunction

OR: After you melt one tablespoon of butter in the pan, pour in the egg mixture.

After: preposition

Next:

Sentence 8 and 9 (until)

Stir the eggs by scrubbing the pan with a spatula until the eggs are golden yellow.

No need for the comma because I'm using a subordinating conjunction in the middle of the sentence.

Sentence 10 (finally)

Finally, don't overcook the eggs. cooking eggs too long makes them rubbery.

Let's move to practice 5:

Using Commas in a Process Paragraph

This paragraph needs seven more commas. Insert commas in the correct places.

Learning to Love Again

When my best friend died in a horrible car accident I thought my heart would be broken forever. It felt like there had been an earthquake and that all my happiness had been crushed beneath the mountain of stones. The way back to life and love was long but I took small steps of improvement along the way. First my mother taught me to appreciate the little things of everyday life, such as the taste of icy cold milk or the smell of my dog's newly washed fur. After a few months I was able to smile at my little sister when she tried so hard to please me. Every week, my grandfather drove me to the cemetery or where my friend's grave was and I finally realized how kind he was to me. Much later, I actually went to eat pizza with my classmates and even enjoyed myself. That was when I began to understand that my friend wouldn't have wanted me to fall apart in my unhappiness; he would have wanted me to continue in life. Therefore when I met someone I really liked I agreed to go out with him. it took a whole year, but I have learned to love again.

In the first sentence, we need a comma because we have a subordinate (*when*):

When my best friend died in a horrible car accident, I thought my heart would be broken forever.

In the second sentence, it's optional to put a comma before *and*:

It felt like there had been an earthquake, and that all my happiness had been crushed beneath the mountain of stones.

In the next sentence, we need a comma before *but*:

The way back to life and love was long, but I took small steps of improvement along the way.

In the next sentence, we need a comma after *first*:

First, my mother taught me to appreciate the little things of everyday life, such as the taste of icy cold milk or the smell of my dog's newly washed fur.

Student: Do we need a comma before *or*?

Instructor: No, because we're linking between 'cold milk' and 'or the smell'. It's not two sentences that I'm linking.

After a few months, I was able to smile at my little sister when she tried so hard to please me.

We just need a comma after 'a few months later'.

Every week, my grandfather drove me to the cemetery where my friend's grave was, and I finally realized how kind he was to me.

We need a comma before *and*.

The next sentence:

Much later, I actually went to eat pizza with my classmates and even enjoyed myself.

No need to add commas.

The next sentence is also correct:

That was when I began to understand that my friend wouldn't have wanted me to fall apart in my unhappiness; he would have wanted me to continue in life.

The next sentence:

Therefore, when I met someone I really liked, I agreed to go out with him. It took a whole year, but I have learned to love again.

'Therefore' needs a comma, and since we have a subordinate (*when*), we need another comma.

In this paragraph, we've been describing a process. We can write an essay describing a process. Usually, we can write the process in one paragraph. But right now, we need to learn how to write the process as a full essay which has the same structure of a normal essay.

Let's say we want to write a process essay of how to bake a cake, we have three ways to write the body paragraph:

Process Essay 1

1. The Introduction:

- ❖ The hook (from general (cake or deserts in general) to specific)
 - ❖ The thesis statement (how to make a cake by following these steps)
2. **One Long Body Paragraph** : describe the steps and use linking words that are related to process essay

OR Two Body Paragraphs: The 1st one is about ingredients and the 2nd one is about baking

OR Three Body Paragraphs:

3. The Conclusion

You can write the body paragraph in one paragraph or in two paragraphs or in three paragraphs. Of course, the steps differ for one topic to another. You can write sometimes the steps only in one paragraph.

On page 106:

Model Essay 1

How to Cook a Superior Steak

My girlfriend Alicia loves meat. While other women choose raw vegetables and non-fat yogurt, she orders a huge steak every time we go out. Because these restaurant meals were getting pretty expensive, I decided to learn to cook her favorite food at home. Cooking an excellent steak is easy if you follow these five steps.

The type of introduction: story

The thesis statement: Cooking an excellent steak is easy if you follow these five steps.

The topic: cooking an excellent steak

The controlling idea: five steps

These five steps are put in one paragraph because the process doesn't require too many paragraphs.

First, you should do your shopping carefully. A cooked steak is only as good as the cut of meat you select. Choose the best cut you can afford. Second, when you get the steak home, measure the thickness. The third step is to heat the grill so that it is extremely hot. Then, put the steak on the very hot grill and immediately turn it over to brown it on both sides. Since Alicia likes her steak very pink in the center, I have learned to cook her steak no more than 10 minutes per inch of thickness. This locks in the juices and makes it tender. Finally, never answer the telephone while cooking steak because it can easily get overcooked. A rare steak is best, and Alicia won't have it any other way.

Since Alicia doesn't cook, she doesn't know how easy this meal is. She thinks I am a great chef! If you follow these directions, you can make someone happy, too. Enjoy eating your delicious steak!

We have linking words: first, second, the third step, then, since, finally. We can

say that we have cohesion.

In this essay, we have three paragraphs: the introduction, the body paragraph, the conclusion.

Let's read the second essay:

Model Essay 2

How to Dance the Waltz

I'll never forget the agony of my first waltz. I was twelve years old, and it occurred at my sister's wedding. My mother forced me to ask my bossy cousin Mary to dance. Naturally, both of us tried to lead. This proved to be quite unsuccessful as well as embarrassing. Therefore, I signed up for dancing school the next day. If I can learn to waltz, so can you —if you remember a few simple steps.

This is the introduction. They didn't mention they number of steps. They said few steps.

The most important thing I learned in dancing school was to move slowly. There is no need to hurry. First, as my cousin needed to learn, the man always leads in the waltz. Finally, say to yourself "One, Two, Three; one, two, three" over and over. Now that you have mastered these three basics, you can go on to the actual movement of the feet.

The world's pattern is basically a square. You are woman, start one. If you are a man, start by moving your left foot forward. Then make one step sideways to the woman's left. Then both Partners move their feet together. Next, if you are a woman, move your left foot forward while the man moves his right foot backwards. Finally, you both make one step sideways to the man's left, and you will find that you're back where you started! Do it again and move around a little on the dance floor.

Of course this is only the basic waltz. There are lots of variations, but the key to the waltz is still the "one, two, three" beat of the music. My dancing school lessons definitely paid off when I saw my cousin again a month ago at another wedding and asked her to dance. She was pleasantly surprised. I can dance!

We have four paragraphs: the introduction, two body paragraphs, the conclusion.

Let's see the third essay:

Model Essay 3

How to Make Taffy

Americans are well known for their love for sweet things. They love chocolate, ice cream, cakes, and cookies. In fact, they love anything sweet. A traditional American favourite candy is taffy. Making taffy is very easy if you follow these steps.

First, you need to assemble the ingredients and the equipment. You'll need sugar, corn syrup, cornstarch, butter, salt, and vanilla. You will also need a 2-quart saucepan and a square 8 X 8 inch cakepan. In addition, you will need a candy thermometer. (This is A special thermometer that you can put into boiling liquid to measure the temperature.) You will need scissors and some plastic wrap. Once you have these items, you can start cooking your taffy.

Second, butter the cakepan and set it aside. Mix 1 cup of sugar, 3/4 cup of corn syrup, 2/3 cup of water, 1 tablespoon of cornstarch, 2 tablespoons of butter, and 1 teaspoon of salt in the saucepan. Heat the mixture over medium heat, stirring constantly until it boils. Then, cook is without stirring until the candy thermometer reads 256° F. At this point, remove the pan from the heat, and stir in 2 teaspoons of vanilla. Pour the candy mixture into the cakepan immediately.

After you have cooked this mixture, you need to let it cool for about 15-20 minutes. When it is just cool enough to handle, pull the taffy hard with both hands until it becomes shiny, light in color, and stiff. If it gets sticky, butter your hands a little. Pull it into long strips of about a half inch wide. Cut the strips into pieces with scissors. When you have pulled it like this, wrap each piece in plastic wrap. This is necessary for the candy to hold its shape. When it is completely hard, the final step is easy. Eat a piece and enjoy it.

As you can see, taffy is a kind of candy that is quite simple to make. It is certainly very sweet and only for sugar lovers. Moreover, having a taffy-pull party with your friend can be every bit as much fun as eating it.

We have five paragraphs: the introduction, three body paragraphs, the conclusion. Taffy is a type of sweets, so it takes a lot of steps.

Which style should I use in writing? It depends on the topic, do I have a lot of information or not? That's it.


Don't worry about the exam! In the exam, the topic will be a kind of easy because you can't do research and it must be already familiar to you.

Your homework is to write a process essay. Choose one of the two topics:

- 1) How to Avoid Corona Virus
- 2) How to Write an Essay


Thank You

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Al Kindi
Languages & Training

دورات متابعة ومكثفات
بإشراف نخبة من أفضل الأساتذة الجامعيين
في معهد الكندي
لطلاب الترجمة (التعليم المفتوح) ولجميع المواد



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• هاتف: 011 2119889

• موبايل + واتساب: 0941 322227