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مؤسسة العاندي للخدمات الطلابية



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## HELLO EVERYONE!

I am Dima Ballouk and I will be teaching you essay II.

Today, we are not going to have anything new; we will just revise some information from the previous years.

### Word:

A word in English could be one of 8 classes, and it could have one of 5 functions.

| <u>EIGHT WORD CLASSES / PARTS OF SPEECH:</u>  | <u>FIVE FUNCTIONS:</u>   |
|---|--|
| <ol style="list-style-type: none"><li>1. Nouns</li><li>2. Pronouns</li><li>3. Verbs</li><li>4. Adjectives</li><li>5. Adverbs</li><li>6. Prepositions</li><li>7. Conjunctions (linking words)</li><li>8. Determiners</li></ol> | <ol style="list-style-type: none"><li>1. Subject</li><li>2. Object</li><li>3. Verb</li><li>4. Adverb</li><li>5. Complement</li></ol> |

In English, the noun always comes before the verb.

Usually, adjectives describe nouns and adverbs describe verbs.

- *John drives slowly.* (The adverb here describes the verb *drive*)

- *John is a slow driver.* (The adjective here describes the noun *John*)

A pronoun comes instead of a noun.

This is all on the level of the word.

What is bigger than a word? It's the phrase, clause, and the sentence.

### Sentence:

A sentence in English contains a subject and a verb and it has a meaning.

The subject can be a noun or a pronoun.

The verb needs to be in agreement with the noun; this agreement should be in the tense, the number, and the person.

We have four types of sentences:

1. Simple sentence.
2. Compound sentence.

3. Complex sentence.
4. Compound-complex sentence.

### Paragraph:

A paragraph is a group of sentences linked together in one block.

A paragraph contains a **topic sentence**, **body** (major supporting sentences; minor supporting sentences), and a **concluding sentence**.

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### ESSAY:

An essay is a group of paragraphs linked together logically, cohesively, and coherently.

This is what we will study in this course.

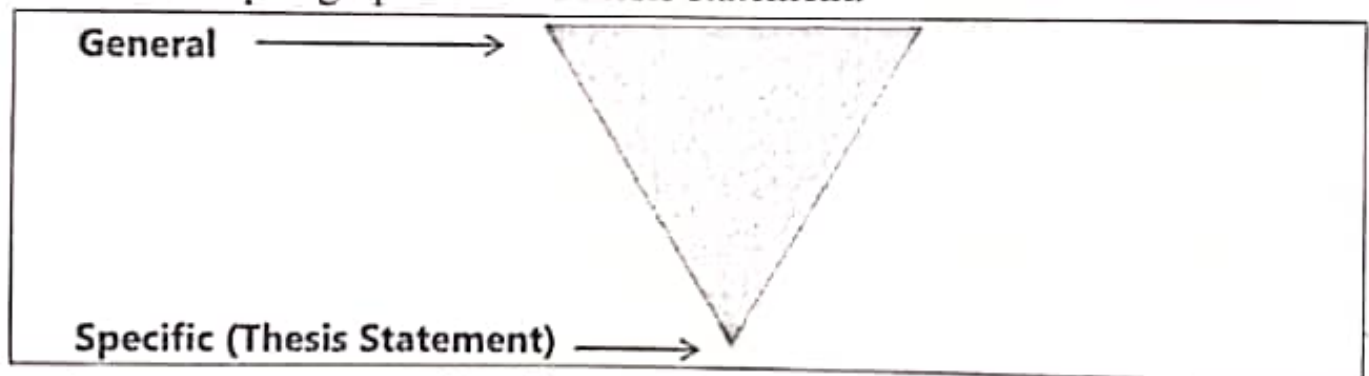
We will study the essay and the different types of essay.

Here, we move from one block into four or five blocks.

An essay contains an introductory paragraph, which contains the **thesis statement**, **body** (two, three...paragraphs), and a **concluding paragraph**.

#### Introduction:

In the introduction, we usually start from **general to specific** (funnel) and end the paragraph with the thesis statement.



In an essay, we need an introduction as a hook, to catch the reader's attention.

In the body, we develop the idea mentioned in the thesis statement.

A thesis statement should contain one main.

There are many ways to write an introduction, we can use:

1. (Historical)Fact.
2. Quote.
3. (Funny) Story.
4. General statements on the subject until we reach the thesis statement.



*How many body paragraph an essay contains?*

You can write as many paragraphs as you want, but for academic purposes two or three paragraphs are enough.

**Body:**

*What is the structure of a body paragraph?*

Each body paragraph contains one topic sentence, which is usually the first sentence, and then we have major supporting sentences which are also supported by minor supporting sentences.

This support can be an example, statistics, etc. It depends on the type of essay we are writing.

Again, here, we can write two, three, or four paragraphs.

**Conclusion:**

In the concluding paragraph, we don't add any new information.

We can restate the thesis statement; summarize the whole essay, or paraphrase your argument, using different words. Sometimes, you can give advice or make a final comment.

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In writing essay, we need to think of three things in terms of structure.

1. Unity.
2. Cohesion.
3. Coherence.

Using linking words can help connect sentences within the same paragraph and also link the paragraphs together.

For example, if I am writing a *compare and contrast essay*, I can use the linking word 'unlike' to connect two paragraphs.

Linking words also help in guiding the readers while they are reading the essay. For example, 'first, second, in addition, moreover, on the contrary, etc.'

Linking words are essential in any essay.

*This was an introduction to our course.*

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Now, we will have something practical.

Before that, you need to know that **brainstorming** and **writing an outline** would be so useful when you write your essay.

I want you to write an essay now, and at the end of the course, I want

you to reread it and see your progress in writing the essays.

Please remember that we have to indent each paragraph or leave a blank line between each paragraph; we don't use contractions such as 'can't, don't, etc.'

In fact, in my course, I want you to leave a blank line between each paragraph.

In an essay, we write the full word 'cannot, do not, does not, etc.'

**Topic:**

Write an essay in which you compare between university students with part-time job and those who don't work at all.

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**Pre-writing techniques:**

Brainstorming (free writing, listing, clustering):

University students- work- part-time- don't work- unemployed - responsibility - skills- experience - success - time...

|                | working students        | Non-working students |
|----------------|-------------------------|----------------------|
| Time           | Work, study,...         | Hobbies, fun, study  |
| Responsibility | More                    | Less                 |
| Success        | Life experience, skills | No experience....    |

Now, I have some ideas to discuss, I just want to put them in sentences and then I write the whole essay.

**Introduction:**

Let us write the introduction together. We can start with facts, and we move from the general to the specific.

**University stage is a significant stage in most people's life.**

Notice that we need to know what we are writing and we need to think logically. University may not be important for some people, so I cannot say 'all', so I use 'most'.

Now, what is the logical consequence of this sentence in which I narrow down the topic (University →work) until I reach the thesis statement?

We can say,

**Students can be prepared to get into work, ...**

We can continue:



However, some prefer to jump into the next level early while still in their higher education.

We can continue:

**While others follow the common order...**

This means that those students won't look for a job, but they will focus on their study.

Now, we can have the thesis statement:

**This essay makes a comparison between the two types of students in regard to work and study.**

This is the last sentence in the introductory paragraph.

This thesis statement contains the ideas that will be discussed, and in our case here, they are 'work' and 'study'.

I have three items of comparison:

1. Time.
2. Responsibilities.
3. Success.

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**Body:**

We can start with working students.

**To begin with, working students are always in short of time ...**

We used 'in short of time' as a better replacement of 'don't have time;' it's way better.

We can continue:

**... so they do not see their families and friends much.**

Please notice that we don't use contractions.

**Also, they are constantly under pressure and they waste much time on commuting.**

Commuting is the best option here. **Commuting is periodically recurring travel between one's place of residence and place of work or study.**

Now, I want to add another point which is 'responsibilities':

**Those students have more responsibilities and more problems concerning task-management and coordinating between study and work.**

The last point is 'success':

**As for success, employed students can make money and gain life experience that opens the door for great future opportunities.**

You can notice that we are using synonyms in order not to repeat the same word. We said 'employed' instead of 'working.'

Notice the use of collocations. We say, 'make money, gain experience.'

Now, I want to explain how work can open the door for future opportunities. We can say,

**They, for example, develop life skills such as social communication, expanding their social network, and presentation skills which can be added to their CVs...**

Here, I delayed the term 'for example' to the middle because all my previous sentence start with a linking word. So, it's better to delay it in this case.

I still have one idea, which is that those students usually have less chance to pass their exams at university.

**...although this comes at the cost of not passing their exams at universities.**

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Now, we move to talk about non-working students.

We first need a linking word which shows contrast such as,

- On the other hand, ...
- On contrast,...
- On the contrary to...
- Unlike, ...

We also need to follow the same order: Time, Responsibilities, and Success. We don't start randomly.

We can say,

**Unlike employed students, non-working students ...**

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Please continue writing the essay at home. It's your homework.

Writing is a creative act, so don't try to copy the others' essays.

Thank You

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