

AYDI EST.

Open Learning ✨ Translation

2024-2025

Second Year

First Term



1+2



Essay

16.11.2024

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أ. رغداء تغلبي



Essay 2.1+2

AYDI 2025



# LECTURE NO.1

16.11.2024

## HELLO EVERYONE!

Our subject for this course is the essay of course. You have not taken anything about it in the first year. Before we start with the essay, we should start with its parts. The essay is a number of paragraphs.

*How do we write a good paragraph? How can you define a good paragraph?*

A paragraph is a group of related and coherently presented sentences to develop one main idea which we call the topic of the paragraph. I cannot then write about two different things in a paragraph. My sentences should be related. They also should be coherent. What do we mean by coherent? It means they can be understood easily. Coherence is very important.

- This is the definition in your book. You should have the book which is '*Understanding and Writing the Essay*'; it's written by Dr Jumana Al-Dahhak.

*How can we know that we finished a paragraph and then started a new paragraph?*

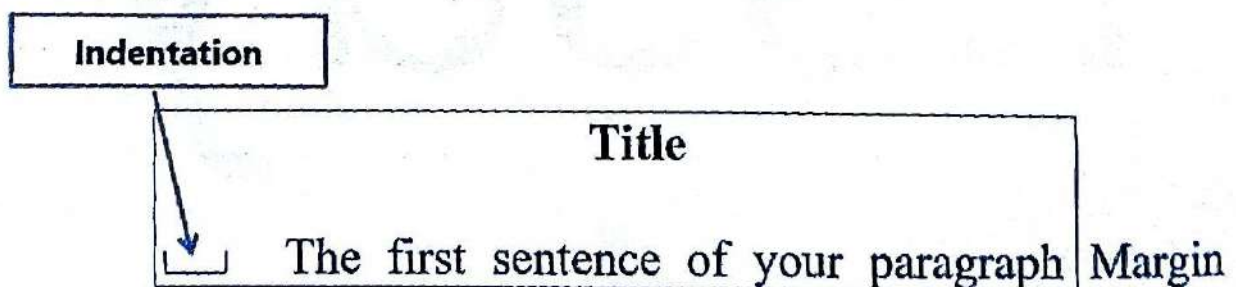
A paragraph is normally marked by indenting the first word from the left-hand margin or by leaving extra space above and below the paragraph, and each sentence follows the previous one directly.

We have two things to remember when we write a paragraph:

1. Indenting the paragraph (we leave a space before the paragraph), or you can leave a space after the paragraph (leave space between paragraphs).

2. Write the sentences beside each other.

**Example:**





Margin 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.

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### Paragraph Structure

1. The topic sentence.
2. The body sentences. (Also called **supporting sentences**).
3. The concluding sentence.

Now in an essay, we usually start with an introductory paragraph, but in a paragraph, this introduction is called the topic sentence. As for the conclusion in the essay, you don't have to write concluding sentences for the paragraphs. If you write only one paragraph, then you have to write the concluding sentence.

#### 1. The topic sentence:

It introduces the main idea. We immediately go to the main idea. You directly introduce the main idea. Some people go far away from the main idea when they start the paragraph, especially in Arabic. In English, we do not have this. We usually start directly with the main idea.

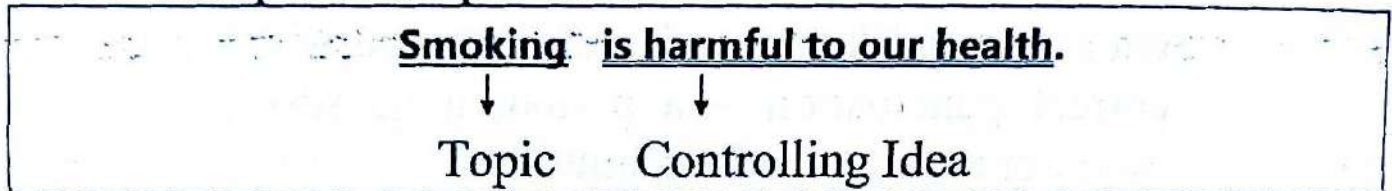
The topic sentence is the most general sentence in the paragraph. It gives me the whole idea of my essay. The topic sentence should be a complete sentence. Sometimes it is the first sentence. It is rarely the second sentence.



The topic sentence, usually, is the first sentence. Sometimes, it comes as the second sentence. The first sentence would be more general to attract the reader.

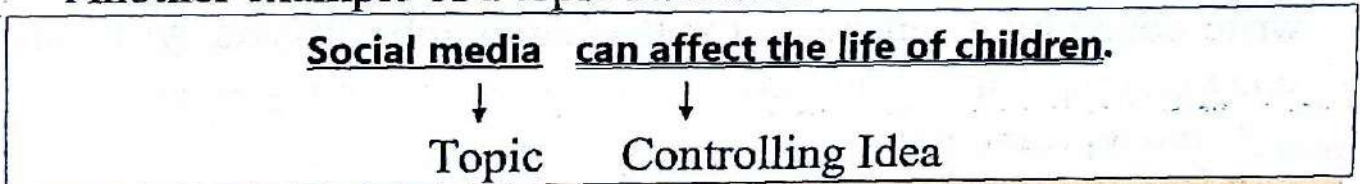
The topic sentence consists of two parts: **topic** and **controlling idea**.

An example of a topic sentence:



This is a topic sentence. **(Smoking)** is the **topic**; it is what the paragraph is about. Now the rest of the sentence (**is harmful to your health**) is the **controlling idea**. The controlling idea is about the how. So here smoking is not about smoking and its effect on economy. This is the controlling idea. In the body, I expect to read about how smoking is harmful on our health only. What is the purpose of the controlling idea then in the topic sentence? When we say social media, we can expect to read anything about social media, but when you read the controlling idea, you know you will read about its effects on the life of children, SPECIFICALLY. It

Another example of a topic sentence:



### **The controlling idea**

The controlling idea is the main point, opinion, feeling or view that the writer has of the subject. It therefore limits or controls the subject and narrows it down to the aspect explored in the paragraph. I cannot say then for example I want to talk about spring only. I have to be more specific.

### **The body (support)**

In the body of the *paragraph* you have to support the topic. How can you support it? In order to support and develop the topic



sentence, a writer may resort to:

- a) Statistics or facts.
- b) Examples.
- c) Personal experience.

Why do we call them supporting sentences? Because they support that controlling idea in the topic sentence. They give specific information.

There are two types of supporting sentences: **major supporting sentences and minor supporting sentences.**

**a. The major supporting sentences:**

The **major supporting sentences** are the main details that directly develop the topic sentence. The major supporting sentence gives a detail, and the minor supporting sentence supports the major supporting sentence.

Of course, when we write a paragraph, we have to be careful about the outline of the paragraph.

**Outline example:**

**Topic sentence and the controlling idea**

**Major idea 1 (deadly diseases)**

**Minor idea 1 (example)**

**Major idea 2 (disorders)**

**Minor idea 2**

**Concluding sentence**

Some people write a major supporting sentence, and then after a few sentences, they write an example about it. Of course this is bad.

Can you have a major idea without minor idea? Of course you can. Sometimes the major supporting idea can be so clear so you can write it without a minor supporting idea. And you can write three or four minor supporting sentences or even one.

We do not jump between ideas then. There should be an outline.

**c) The Concluding Sentence**

The last sentence in the paragraph is called "concluding sentence."



You use the concluding sentence to end or to conclude the paragraph and sometimes to say your opinion or sometimes to summarize the paragraph or to restate the topic sentence.

Not all paragraphs should have a concluding sentence. It is related to the topic itself. Sometimes the topic itself does not need to be concluded. Maybe the last supporting sentence can be good to end the paragraph with and would be bad to write a concluding sentence.

We can *restate* the topic sentence.

We can *rephrase* the topic sentence.

We can *summarize the whole paragraph/the main ideas*.

For example, in the topic of social media, you can say in the conclusion.

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Let us move to an example of a paragraph on page /19/:

Topic Sentence	<p><b><u>"Smoking is harmful to your health. Several</u></b></p>
Body	<p><b>years ago, a United States government study was released that linked the intake of tar and nicotine, found in cigarettes, with the development of cancer in laboratory animals. The evidence was so overwhelming that the United States government required cigarette manufactures to put a warning on the outside of each package of cigarettes, which says, "Warning: the Surgeon General has determined that cigarette smoking is hazardous to your health." Aside from the most serious and dreadful disease, cancer, cigarette smoking also can aggravate or promote other health problems. For example, smoking can increase the discomfort for people with asthma. It can give one a "smoker's cough" and contribute to bronchitis. Finally, recent studies have shown that cigarette smokers are more susceptible to</b></p>



Concluding Sentence      common colds and flu. Whether you get a small insignificant cold or the major killer, cancer, smoking cigarettes is hazardous."

- Tar: قطران
- Dreadful: frightening مروع
- Asthma: الربو
- Susceptible: exposed to
- Hazardous: dangerous
- Aggravate: increase.
- Bronchitis: التهاب القصبات

**First Major Supporting Sentence**

"Several years ago, ... .. in laboratory animals."

**Minor Supporting Sentence**

"The evidence was so ... .. hazardous to your health."

**Second Major Supporting Sentence**

"Aside from the most ... .. other health problems."

**Minor Supporting Sentence**

"For example, ... .. for people with asthma."

**Minor Supporting Sentence**

"It can give one ... .. to bronchitis."

**Minor Supporting Sentence**

"Finally, recent studies ... .. common colds and flu."

**Concluding Sentence**

"Whether you get ... .. cigarettes is hazardous."

What is the type of conclusion here?

Whether you get a small insignificant cold or the major killer, cancer, smoking cigarettes is hazardous."

We have restatement and a summary.

We have 2 major supporting sentences. The first major idea has 1 minor supporting idea and the second major supporting has 3 minor supporting ideas.

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Let's go to page /23/

**Exercise 1:**

**1. Study the following topic sentences. Underline the topic, and circle the controlling idea in each:**



We will not underline or circle. We will just read each one separately.

**a. Economic activities are a threat to the environment.**

- The topic: "Economic activities"

- The controlling idea: "are a threat to the environment."

**b. Having a car gives one a sense of freedom.**

- The topic: "Having a car"

- The controlling idea: "gives one a sense of freedom."

**c. My first day at school was joyful.**

- The topic: "My first day at school"

- The controlling idea: "was joyful."

**d. The violence on television can affect children's emotional wellbeing.**

- The topic: "The violence on television"

- The controlling idea: "can affect children emotional wellbeing."

- **Affect** (v): يؤثر

- **Effect** (n): أثر / تأثير

Don't mix between (affect) and (effect).

**e. Traditional Western family relationships have changed greatly in the last thirty years.**

- The topic: "Traditional western family relationships"

- The controlling idea: "have changed greatly in the last thirty years."

### **Exercise 2:**

**2. Read the following weak topic sentences. Rewrite each one to make it a better one: you could narrow down the topic to make the sentences more specific:**

**a. A Mitsubishi is a Japanese car.**

How can we have a paragraph about this topic sentence? This is not a good topic sentence because it is too general; i.e. everybody knows that a Mitsubishi is a Japanese car. In other words, **this sentence does not have a specific controlling idea**. It could be



about disadvantages, engines, safety, or anything else.

To make it a better topic sentence, we can change it into:

- **A Mitsubishi is the best Japanese car.**
- **A Mitsubishi is my favorite car.**
- **A Mitsubishi is a well-made car**
- **A Mitsubishi is not as fast as you think.**

**b. Damascus is the capital of Syria.**

What do we want to talk about this? it could be about history, food, economy, location as an Asian city, population, etc. Again, this topic sentence does not have a specific controlling idea. Everybody knows that Damascus is the capital of Syria; this is a **fact**. So, you can give this sentence a controlling idea and say for instance:

- **Damascus is the oldest city in the world.**
- **Damascus is a great attraction for tourism.**
- **Damascus is the crossroad of the ancient world.**

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**c. Drinking coffee is bad.**

Bad about what? Bad how? This topic sentence is weak. It is also weak because it is too general and nobody is going to be convinced of this idea because there is no evidence. How can we make this topic sentence useful?

- **Coffee could increase blood pressure.**
- **Coffee is harmful to the nervous system.**

**d. Damascus is a big draw for tourists.**

It is a strong topic sentence. It is not weak. Could you make it stronger according to your level?

- **Damascus has a lot of places which attract the tourists.**
- **Damascus has a lot of places for the people who seek to see ancient civilization.**

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**Read the following topic sentences. Write restatement concluding sentences for each.**

**a. Physical exercise is good for a person's mental health.**



If you want to have better mental health, practice physical exercise  
If you want to have better mindset, you can always exercise physically

Good workout can give you a better thinking

b. Working mothers find themselves pressured by duties outside and inside the house.

Working mothers are always tired because they have to do duties outside and inside the house.

Without help, either outside or inside the house, if women work, there is a lot of burden on them

If a woman works and have children, there will a lot of burden on her shoulders

So it is the same idea but we are changing the words.

c. Recent methods of reducing air pollution are showing some positive results.

The government has done a good job reducing the effects of air pollution

Reducing air pollution by the government is showing good results

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Read the paragraph "Preparing to Travel" below. Produce an outline of the paragraph showing major and minor supporting sentences. Part of the outline is done for you. You need to continue it.

### Preparing to Travel

Traveling to a foreign city can be fun, but it requires some planning besides getting a passport. **First**, you should buy a phrase book and learn a few key phrases in that foreign language. Using these phrases demonstrates a willingness to learn about the people who live in the foreign city. **Second**, read about the city beforehand and read about what places in it you would like to see. Get a feeling for it and for its weather, so that you can pack appropriate clothes. **Next**, check your camera. Make sure that it is in good working order, and that you have lots of films. **Finally**, get yourself a good pair of walking shoes and break them in for about a month before you leave. **In short**, taking a few precautions before you leave can make your trip to a foreign city more enjoyable.



### Topic Sentence:

*"Traveling to a foreign city can be fun, but it requires some planning besides getting a passport."*

- The topic: "Traveling to a foreign city can be fun"
- The controlling idea: "it requires some planning besides getting a passport."

We can guess the way of writing the paragraph from the topic sentence here. We can guess that there are many steps the writer will mention them

First Major supporting sentence: *"First, you should buy a phrase book and learn a few key phrases in that foreign language."*

Minor supporting sentence: *"Using these phrases demonstrates a willingness to learn about the people who live in the foreign city."*

Second Major supporting sentence: *"Second, read about the city beforehand and read about what places in it you would like to see."*

Minor supporting sentence: *"Get a feeling for it and for its weather, so that you can pack appropriate clothes."*

Third Major supporting sentence: *"Next, check your camera."*

Minor supporting sentence: *"Make sure that it is in good working order and that you have lots of films."*

Fourth Major supporting sentence: *"Finally, get yourself a good pair of walking shoes and break them in for about a month before you leave."*

- Break in: use

The concluding sentence:

*"In short, taking a few precautions before you leave can make your trip to a foreign city more enjoyable."*

It is a restatement of course. The same idea but in other words as the topic sentence. So the last major supporting sentence does not have a minor one.

Thank You

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# LECTURE NO.2

23.11.2024

HELLO EVERYONE!

## Unit 1

### Introduction to the Paragraph

#### Cohesive Devices

أدوات الربط

We said that the paragraph is a group of sentences that are coherently related to each other. The best way to have a coherent paragraph is to use linking words.

Linking words are the means of establishing cohesion in a piece of writing. They make the piece stand as a text by connecting the sentences in it. There are several types of linking devices: *coordinating conjunctions*, *subordination conjunctions* and *transitions*.

Before speaking about the linking words, we have to differentiate between sentence, phrase and clause.

#### ❖ Phrase

**Phrase is a group of words without a verb.**

For example:

*The good weather*

*Having very annoying pet in my grandmother's house*

#### ❖ Clause

**A clause is a group of words with a verb and a subject.**

We have two types of clauses:

- Dependent clause
- Independent clause

#### a. Independent clause

An independent clause has a subject and a verb; it has a full meaning and it's a complete sentence. It can stand alone.

*I went to the doctor, and I checked my pulse.* [compound sentence]



## b. Dependent clause

It depends on another clause and it can't stand by itself.

*When I go to the sea, ...*

*Because it is raining, ...*

*If you studied hard, ...*

### ❖ Sentence

**The sentence starts with a capital letter and ends with a full stop.**

The sentence ends with a full stop which means the meaning ended. While in the clause the meaning is not finished. I have to complete it with something else.

**A clause is complete in elements, but not complete in meaning.**

Clause	Sentence
Complete in elements (subject, verb, complement) Not complete in meaning	Complete in elements (subject, verb, complement) Complete in meaning Starts with a capital letter and ends with a full stop

We have 3 types of sentences:

1. Simple sentence
2. Compound sentence (it has two independent clauses)
3. Complex sentence (it has one dependent clause and one independent clause)

### 1. Coordinating conjunctions:

We use the coordinating conjunctions to link two independent clauses and the resulting sentence is called *a compound sentence*. The coordinating conjunction would therefore be preceded by a comma. It is easy to remember coordinating conjunctions by remembering the words: **FAN BOYS**.

F = for, A = and, N = nor, B = but, O = or, Y = yet, S = so.



Examples:

❖ *It was raining, so I couldn't go out.*

❖ *We can't go out, nor can we stay home.*

❖ *I hate to waste a drop of gas, for it is very expensive these days.*

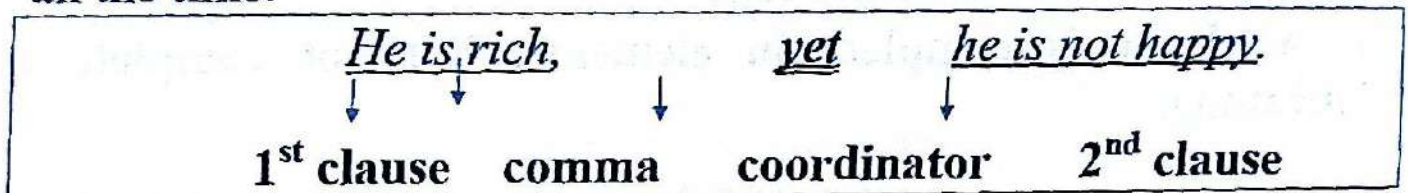
❖ *She is quick, and she reads clearly.*

❖ *We can go to the cinema, or we can just watch a movie.*

❖ *Most video games are fun, but Minecraft is the best one.*

❖ *He is rich, yet he is not happy.*

You should use a comma before each one of these coordinators all the time.



We use comma before the coordinator if it links clauses, but if it links two words, we don't need a comma. We are talking here about conjunctions, and conjunctions always link clauses.

Now, which one of these sentences has different structure?

1. *I hate to waste a drop of gas, for it is very expensive these days.*

2. *She is quick, and she reads clearly.*

3. *We can go to the cinema, or we can just watch a movie.*

4. *Most video games are fun, but Minecraft is the best one.*

5. *The students didn't do their homework, nor did they study the lesson.*

6. *He is rich, yet he is not happy.*

7. *He couldn't sleep last night, so he is sleeping now.*

**Answer:** *The students didn't do their homework, nor did they study the lesson.*

We have **inversion** after *nor*. Inversion between the subject (they) and the verb (did). Notice also that we have a question word order when we use *nor*:



❖ They did not read, nor did they study.

So we do this inversion, and we use an auxiliary verb.

**When I don't have a subject in the second part, we don't use comma.**

For example

❖ *He ran to school but couldn't arrive before the lesson.*

Here it is a simple sentence with one subject. It is not compound. When we have one subject, it is one clause.

## 2. Subordinating conjunctions:

**Complex sentences = dependent sentence + independent sentence**

I don't use FANBOYS here. We use subordinating conjunction.

They link dependent clauses with independent clauses. These are conjunctions that precede dependent clauses and link them with independent clauses to form *complex sentences*. The clauses determine what type of subordinating conjunction to use. There are mainly two types of dependent clauses: *adverbial clauses and adjective clauses*.

### Adverbial clauses:

An adverbial clause is a dependent clause preceded by a subordinating conjunction, and functions as an adverb. Adverbs typically answer the questions when, where, or why in a sentence. So these clauses function as adverbs in the sentence.

Examples: (answering the question when).

- When I woke up, it was raining.

- When I arrived at the railway station, the train had already left.

- When the dependent clause comes first, we need to use a comma.

- When the dependent clause comes next, we don't need a comma.

Examples: (answering the question why)

- Because I was tired, I couldn't attend the lecture.



- I couldn't attend the first lecture because I was tired.

Examples: (answering the question where)

- Where there's money, there's love.

- There's love where there's money.

Example: (contrast)

- Although it was raining, I went out.

FUNCTION	SUBORDINATOR
Time	<i>after, as, before, since, when, ...</i>
Causation	<i>because, since, ...</i>
Place	<i>where, wherever, ...</i>
Contrast	<i>although, even though, whereas, ...</i>
Condition	<i>if, unless, ...</i>

### Relative (adjective) clauses:

The relative clause functions as an adjective. An adjective is used to modify a noun by supplying details about it.

Relative clauses begin with a relative pronoun. Relative pronouns are *that* and *which* (for things) and *who, that, whom* (for people).

Example:

- *I need to buy my friend a present that is nice and reasonable in price.*

The dependent clause here is related to the noun it modifies, 'present', by the pronoun 'that', so we call it a *relative pronoun* and the clause is a *relative clause*. It is also called an *adjective clause* because it describes a noun.

### **We have two types of relative clauses:**

#### **1. Defining/ restrictive clause:**

Here we don't know the name who we are talking about. We don't need commas in the defining clause because the information is essential.

For example:

- *My English teacher who taught me in my first schooling years is the reason why I like English.*



## 2. Non-defining/ non-restrictive clause:

We need commas here because the information is not essential which means we can delete the relative clause.

For example:

**My mother, who is a good cook, made us a very delicious meal yesterday.**

In order to punctuate relative clauses correctly, the importance of the meaning given should be established first. Look at the following two sentences:

- *My mother, who has been teaching Arabic for 30 years, has finally retired.*

- *My English teacher who taught me in my first schooling years is the reason why I like English.*

In the first sentence, the information is *not essential* to identify the noun. If the relative clause is omitted, the noun would be still identified since one has one mother only.

Whereas in the second sentence, omitting the relative clause would confuse the reader as it is not known which English teacher the speaker is referring to here.

Look at this sentence:

**I cannot remember the name of the girl who I met yesterday.**

In this sentence, I can omit *who* because it is defining clause.

I can say:

**I cannot remember the name of the girl I met yesterday.**

In the non- defining clause, we can't omit the relative pronoun and we cannot use *that* instead of *who* or *which*.

## 3. Transitions (conjunction):

Transitions are linking words that serve to connect *independent clauses*. **Please note that transition is conjunction.**

Transitions can appear at the beginning of a sentence, in the middle or at the end. Whenever they appear, they are set off from



the rest of the sentence by commas.

Examples:

**A tourist coming to visit Damascus would find so many attractions. For example, the Umayyad Mosque is a masterpiece of Islamic architecture.**

***Or:* The Umayyad Mosque, for example, is a masterpiece of Islamic architecture.**

***Or:* The Umayyad Mosque is a masterpiece of Islamic architecture, for example.**

\* Wherever the transitional word comes, it is punctuated and separated from the rest of the sentence.

Transitions	
To add	And, again, and then, finally besides, moreover, next in addition...
To compare	However, nevertheless, on the contrary, after all, in contrast, on the opposite...
To prove something	In fact, in case, evidently, indeed, for the same reason, as you can see...
To show exception	Yet, still, once in a while, in spite of that...
To show time	Immediately, soon, later, first, after few hours...
To repeat	In brief, as I have said, as mentioned above...
To emphasize	Definitely, surprisingly, amazingly, without any doubt...
To show sequence	First, second, third, finally, then, after that...
To give an example	For example, for instance, in this occasion, in this case...
To conclude	In conclusion, all in all, summing up, to conclude, as a result, in brief, in summary,

We have and as a transition. This happens when we end a sentence, use and followed by a comma, and the second sentence. For example:

I went to the beach last Friday with my family. **And**, it was a great journey.

If the first sentence is complete in meaning and the second



sentence is another unit, you can use *and* as a transition.

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Now we have some exercises from the book, on page 34.

I. Combine the following pairs of sentences with an appropriate coordinating conjunction. Make sure to use a comma between the sentences. For some sentences, more than one correct answer is possible.

**a. I was overloaded with work. I didn't go to the party.**

Which conjunction is possible here? It is *so* and I write a comma before it.

❖ I was overloaded with work, so I didn't go to the party.

**b. You can watch a movie at night. You can listen to music at night.**

We can use *or* here.

❖ You can watch a movie at night or you can listen to music.  
Of course we do not repeat *at night*.

**c. My brother loves to celebrate when he passes his exams. He is far too busy to celebrate it this year.**

We use *but* here.

❖ My brother loves to celebrate when he passes his exams, but he is far too busy to celebrate it this year.

We put a comma before it.

The next one:

**d. The roses in the garden are dying: They are not getting enough water.**

We use *for* and a comma.

❖ The roses in the garden are dying, for they are not getting enough water.

**e. My photograph is not particularly good. It is not too bad to use for the passport.**



We use yet and we can use but also.

❖ My photograph is not particularly good, yet it is not too bad to use for the passport.

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2. Combine the following pairs of sentences by making one an adverbial clause. Vary the position of the adverbial clause and use a comma when necessary.

**a. The 17<sup>th</sup> of April is Syria's Day of Independence. We do not have to go to work.**

What can we use here? Since. When we want to make an adverbial clause, we use a subordinating conjunction.

❖ Since the 17th of April is Syria's Day of Independence, we do not have to go to work.

**b. Fireworks are always used for celebrations on New Year's Eve: I do not like them.**

We can use even though or although.

❖ Even though fireworks are always used for celebrations on New Year's Eve, I do not like them.

Or

❖ Although fireworks are always used for celebrations on New Year's Eve, I do not like them.

**c. There will be too many people in the world. People keep having babies.**

We can use *if*. And we can move the if-clause to the beginning of the sentence.

❖ There will be too many people in the world if people keep having babies.

It is without a comma here.

Or:

❖ If people keep having babies, there will be too many people in the world.

**d. I was on the phone. My friend came for a visit.**



We use *when*. We do not write a comma.

When I was on the phone, my friend came for a visit.

\*\*\*

3. Combine the following pairs of sentences by making one of them an adjective clause. Make sure to place it immediately after the noun it modifies and use commas if needed

a. I went to visit an old friend of mine. My friend is in hospital.

It could be:

❖ I went to visit an old friend of mine who is in hospital.

When we use the relative pronoun, we omit the subject that we are talking about.

b. We all went to the airport to receive my brother. He has been studying abroad for four years.

Also we use *who*:

❖ We all went to the airport to receive my brother who has been studying abroad for four years.

We omit *he* also.

We do not use commas in a or b.

In b, you can either have a brother or not. if you have more than one brother, you do not put a comma.

c. My mother is fond of classical music. My mother is going to a concert tomorrow evening.

❖ My mother who is fond of classical music is going to a concert tomorrow evening.

It is a non-defining clause.

d. We all celebrated Jane's birthday in a restaurant. Acwas the only place we could all meet freely.

❖ We all celebrated Jane's birthday in a restaurant which was the only place we could all meet freely.

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4. Connect the following pairs of sentences by using a suitable



transitional word Use appropriate punctuation marks.

**a. Egypt has many kinds of attractions for tourists. There are the Pyramids, the Sphinx, the Royal Cemetery, and many other historical sites.**

❖ Egypt has many kinds of attractions for tourists. For example, there are the Pyramids, the Sphinx, the Royal Cemetery, and many other historical sites.

**b. He had drunk too much last night. He woke up this morning with a hangover.**

What transition is possible here?

❖ He had drunk too much last night. Therefore, he woke up this morning with a hangover.

**c. It is dry in Syria in the summer. It is wet in the summer in India.**

Here it is contrast.

It is dry in Syria in the summer. On the other hand, it is wet in the summer in India.

**d. If you want to have a good holiday, you could go away with friends. You need to come back home by the end of next week.**

If you want to have a good holiday, you could go away with friends. However, you need to come back home by the end of next week.

Or

If you want to have a good holiday, you could go away with friends. Nevertheless, you need to come back home by the end of next week.

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5. Look for the cohesive devices in the paragraph title 'Preparing to Travel', on page 25 above. Underline any coordinating conjunctions; circle subordinators; and box transitional words. Notice the use of commas.



## Preparing to Travel'

Traveling to a foreign city can be fun, but it requires some planning besides getting a passport. First, you should buy a phrase book and learn a few key phrases in the foreign language. Using these phrases demonstrates a willingness to learn about the people who live in the foreign city. Second, read about the city beforehand and read about what places in it you'd like to see. Get a feeling for it and for its weather so that you can pack appropriate clothes. Next, check your camera. Make sure that it is in good working order, and that you have lots of films. Finally, get yourself a good pair of walking shoes and break them in for a month before you leave. In short, taking a few precautions before you leave can make your trip to a foreign city more enjoyable.

*Besides* is not a coordinator. It is a preposition here.

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### Writing Assignment

Write a well-organized, cohesive paragraph on your first day in college. Was it up to your expectations? Did you enjoy it? And why not?

When you finish writing the paragraph, exchange with a colleague and mark his/her paragraph. Use the Peer Editing Checklist. Write down any comments you have in the appropriate spaces.

This is your writing assignment. You have below a checklist for your peer to check the points they find in your essay and for you to check the points you find in their essay.

#### Peer Editing Checklist

	Peer Editor's Comments
<b>General Overview</b>	
1. What did you particularly like about this paragraph?	
<b>Layout</b>	
2. Does the paragraph have the right format (indentation, margins...etc)?	
<b>Structure and Organization</b>	
3. Is there a clear topic sentence? Does it have a controlling idea?	



4. What kind of concrete support is used?	
5. Is there a concluding sentence? Is it marked off properly?	
6. Do all the sentences support and develop the topic sentence?	
7. Does the paragraph have coherence?	
<b>Sentence structure</b>	
8. Are there any vague or unclear sentences? Correct them.	
<b>Grammar and Punctuation</b>	
9. Are there any errors in grammar, spelling, and punctuation?	

Layout means the organization. It is the format. Format means the margins and the indentation. The last thing is about grammar and punctuation. When we write a paragraph, we should first think about the coherence, and about the relation of the ideas, then we can read the paragraph to correct the spelling or punctuation mistakes.

I want you to write a paragraph as homework. Take into account the points.

Thank You

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Page:

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