

AYDI EST.

Open Learning ✨ Translation

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3



Essay

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HELLO EVERYONE!

Combine the following simple sentences to make compound sentences using *and*, *but* and *so*.

1. Sarah lives in Turkey.
Sarah's sister lives in Canada.

Sarah lives in Turkey, but Sarah's sister lives in Canada.

2. Carlos works on Saturday.
He cannot come to the movies with us.

Carlos works on Saturday, so he cannot come to the movies with us.

3. We go to school every day.
We play tennis on weekends.

We go to school every day, and we play tennis on weekends.

4. Louis and Kathy are related.
They are not brother and sister.

Louis and Kathy are related, but they are not brother and sister.

5. Hurricanes begin in the Atlantic Ocean.
Typhoons begin in the Pacific.

Hurricanes begin in the Atlantic Ocean, but typhoons begin in the Pacific.

Write coordinating conjunctions, subordinators or transitions in the following paragraphs:

The day started badly. _____, I did not hear my alarm clock. _____, I looked in the fridge _____ there wasn't any milk. I felt angry _____ I always have milk for breakfast. _____ I had a shower _____ there wasn't any hot water _____ i had a cold shower. _____ i wanted to go out but could not find my keys.

Answer:

The day started badly. **First**, I did not hear my alarm clock. **Then**, I looked in the fridge, **but** there wasn't any milk. I felt angry **because** I always have milk for breakfast. **Next**, I had a shower, **but** there wasn't any hot water, **so** I had a cold shower. **Finally**, I wanted to go out but could not find my keys.

The next one:

I went to see a film with my brothers last night. _____, we bought the tickets. _____, we got some popcorn and _____ we went into the

auditorium. It was fairly full _____ we found some good seats. I was very hungry _____ i started to eat the popcorn immediately. I liked the film _____ it was very romantic _____ my brother said that it was boring.

Answer:

I went to see a film with my brothers last night. **First**, we bought the tickets. **Then**, we got some popcorn and **finally** we went into the auditorium. It was fairly full, **but** we found some good seats. I was very hungry, **so** I started to eat the popcorn immediately. I liked the film **because** it was very romantic, **yet** my brother said that it was boring.

The next one:

How are you? My name is Isabell _____ i am twenty-five years old. I'm from Barcelona _____ i live in Madrid. I am a teacher _____ i work in a big school. I like cycling and swimming _____ I do not like running. I also like reading _____ watching films. At the weekend, I usually go walking around the city then meet my friends. We always go to the cinema _____ to the restaurant for dinner on Saturdays. I like to go to restaurants _____ I don't eat meat _____ fish.

Answer:

How are you? My name is Isabell, **and** I am twenty-five years old. I'm from Barcelona, **but** I live in Madrid. I am a teacher, **and** I work in a big school. I like cycling and swimming, **but** I do not like running. I also like reading **and** watching films. At the weekend, I usually go walking around the city, **and then** meet my friends. We always go to the cinema **or** to the restaurant for dinner on Saturdays. I like to go to restaurants **although** I don't eat meat **or** fish.

Link the following two sentences:

1. I knew she was feeling sad.

I decided to bake for her a chocolate cake.

We can link them in the following way:

I knew she was feeling sad, so I decided to bake for her a chocolate cake.

The next one:

2. She does her best at work.

Most of her workmates are very lazy.

Because she does her best at work, so that most of her workmates are

very lazy.

3. Her salary was so high.
She bought a new car every year.
Here we can use *as/since/because*.

Since her salary was so high, she bought a new car every year.

4. Does tele-work increase productivity.
It cuts the costs of commuting every day.

Not only does tele-work increase productivity, but it cuts the costs of commuting every day.

5. The position you applied for has been filled.
We are going to keep your CV for future reference.

Since The position you applied for has been filled, we are going to keep your CV for future reference.

6. Some professionals post their work on the internet.
People all over the world can have access to it.

Some professionals post their work on the internet, so that people all over the world can have access to it.

7. I had a lot of money.
I would not invest in this country.

Even if I had a lot of money, I would not invest in this country.

8. She starts coming on time.
She will be fired.

Unless she starts coming on time she will be fired.

9. She wanted to apply for a job in Australia.
She studied English hard.

She wanted to apply for a job in Australia, so she studied English hard.

10. He was very tired.
He stayed in his office for late.

Although he was very tired, he stayed in his office for late.

11. Applicants for this job should speak at least two other European languages.
German.

Applicants for this job should speak at least two other European languages besides German.

12. She refused the job
The payment was not satisfactory.

She refused the job because the payment was not satisfactory.

13. She arrives early every day.
To help her coworkers.

She arrives early every day in order to help her coworkers.

The comma here is wrong.

14. Being late
He was able to finish his work on time.

Despite being late, he was able to finish his work on time.

By the way, *despite* and *although* have the same meaning, but after *although* we have a clause, and after *despite* we have a phrase or a noun.

15. The rise of unemployment.
Families have worse living conditions.

Due to/because of the rise of unemployment, families have worse living conditions.

16. Some employers believe in incentive schemes.
They want their employees to be more productive.

Some employers believe in incentive schemes because they want their employees to be more productive.

-Incentive حافز

17. Our company is doing well.
We aren't going to expand the economic crisis we are facing.

Our company is doing well. Nonetheless, we aren't going to expand the economic crisis we are facing.

18. Taxes have gone up every year.
Our salaries have gone down.

Taxes have gone up every year whereas our salaries have gone down.

Here, we do not use a comma.

19. Our company is expanding.

We have to hire more employees.

As our company is expanding, we have to hire more employees.

20. We are interested in
Cost and competition.

We are interested in both cost and competition.

21. We can have a day off
You finish all the work this week.

We can have a day off in case you finish all the work this week.

22. Michel arrives late
His boss will be angry.

If Michel arrives late, his boss will be angry.

23. Take my car to work
There is a strike on public transport.

Because/Since/As long as there is a strike on public transport, take my car to work

24. He studies ...looks for a job.

He wants to live on his parents; expenses.

He neither studies nor looks for a job. He wants to live on his parents; expenses.

Recognizing Adjective Clauses

Read the next paragraph. Underline all the adjective clauses. Look for the relative pronouns *that* and *who*. Circle the noun that each clause modifies or describes.

Example Paragraph 48

Nature's Worst Storm

A hurricane is a dangerous (Storm) that features high winds and heavy rains. In addition, areas along the coast may experience a major increase in the (height of the water) that can then flood whole towns. Hurricanes in the Atlantic Ocean occur mostly between April and November. However, the (months) that have the most hurricanes are August and September. Modern technology has now made it possible for (people) who live in a given area to know in advance if there is the possibility of a hurricane hitting their region. However, this was not always the case. For example, (a hurricane)

that surprised the residents of Galveston, Texas, in 1900 resulted in thousands of deaths. Although we know much more about hurricanes now and can keep track of their movements, hurricanes continue to be one of the most dangerous weather events.

To keep track (of): have the most recent information about, follow the location of.

The adjective clause is "that can then flood whole towns." It modifies (the height of the water).

In addition, areas along the coast may experience a major increase in the (height of the water) that can then flood whole towns.

This is something that I didn't mention. Sometimes, we can have adjective clauses where the pronoun and the subject are omitted. Like this one:

areas along the coast

This means "*areas which are along the coast.*"

Practicing Adjective Clauses

Draw a circle around the noun that is being described by each adjective clause. Fill in the blanks with *that* or *who*.

Example Paragraph 60

An Old Family Photo

'This is an old photo of my family. In fact, this is a photo 1 _____ was taken about eighty years ago. I remember the old sofa 2 _____ was in my parents' living room. The two women 3 _____ are sitting on the sofa are my grandmother and my mother. The woman 4 _____ has curly hair is my grandmother. The woman 5 _____ has long hair is my mother. The little boy 6 _____ is on the sofas Uncle Franco. The sofa in the picture is very old. In fact, this is the sofa 7 _____ my grandmother received from her mother years before. The man 8 _____ is sitting next to my grandmother is my grandfather. The two men 9 _____ are behind my grandfather and grandmother are my father and Uncle Alberto. The cat 10 you see next to the sofa was my mother's pet. The name 11 _____ my mother gave her cat was Butterball because it was such a big fat cat. This picture is very important to me because all of the people that love the most are in it. **Certainly**, this is a picture 12 _____ I will **cherish** for many more years.

- **Certainly:** without a doubt; definitely
- **To cherish:** to treat with tenderness

Answers:

- | | | | |
|----------------|--------|---------------|----------------|
| 1. That | 4. who | 7. that/which | 10. that/which |
| 2. that/ which | 5. who | 8. who | 11. that/which |
| 3. Who | 6. who | 9. who | 12. that/which |

Peer editing

What is peer editing?

Showing your work to another student is a very useful way to improve your writing. This is called peer editing. You read your partner's writing and your partner reads yours. You comment on your partner's writing and your partner comments on yours. You might talk together, write comments on a sheet that your instructor gives you, or write directly on your partner's paper.

Here is the first draft of the paragraph about the writer's first date with Greg. The writer has shown the paragraph to another student, who wrote some comments.

Topic sentence. Even when a first date is a disaster, a couple can still

Developed by example become good friends. For example, my first date with

Can you make this stronger?

Greg wasn't very good. I thought he was coming to pick

When did he come?

me up at 6:30, but he didn't. When I got into his car,

Explain how you tore it

Tell more about this

I tore my stocking. Next, I accidentally got some spaghetti

What kind of movie? How did you feel about that?

on my shirt. Then we went to a movie. He fell asleep

Concluding sentence during the movie. Now that Greg and I are good friends,

Good!

The same as the topic sentence

we can look back and laugh because even when a first date is a disaster, a couple can still become good friends.

Sometimes, when you mention very small details, you got out of the

main idea. In Arabic, we call it الاستطراد

So, you don't have to mention the very small details. Not all the times the peer editing is great. We can differ in our opinion.

The kind of the movie is not very important, but the feeling is.

How can you edit the conclusion? How can you restate the topic sentence?

You can have the same meaning of the topic sentence but in different words. For example:

Having a bad date doesn't mean that I don't have to see this person at all. He/ she can be my friend.

In this editing, when the peer said "good", this means that when you peer edit, you don't only talk about the negative points. If you like something in the paragraph, you can mention that.

Good!

The same as the topic sentence

we can look back and laugh because even when a first date is a disaster, a couple can still become good friends.

*

Giving constructive suggestions

For each pair of sentences, check (✓) the one that you feel would be most helpful to the writer, Share your answers with a partner, and explain your choices.

a) This is a weak topic sentence.

Can you make this topic sentence stronger? ✓

b) Did you remember a concluding sentence?

Why didn't you write a concluding sentence? ✓

c) You didn't write enough.

Please explain more about your vacation. Where did you stay? What did you do during the day? ✓

d) I'm not sure what this part means. ✓

This must be wrong. I can't understand it.

e) I think this sentence should come before the next one. ✓

Your organization is pretty bad. You'd better change it.

f) Why do you keep saying the same thing over and over again?

I think these two sentences are really saying the same thing. ✓

g) I can't understand why you're talking about your sister.

Your paragraph is about your brother, but this sentence is about your sister. Are you sure it's relevant? ✓

b) This is a good paragraph. Nice job! I wish I could write as well as you.

I like your topic sentence because it has a strong main idea. Your example is funny. I wish I could meet your brother! ✓

In /h/, the second sentence is better because when you want to say something positive, you have to be specific.

Read this paragraph aloud with a partner. Then peer edit it together. Then join another pair and share your comments.

My father is a teacher. I admire him a lot. I am considering becoming a teacher, too. My older brother works for a big company. My father really loves learning, so he is a natural teacher. My father always helped me with my homework. I guess I will become a teacher.

The topic sentence here should have a controlling idea. If you want to edit here, what are you going to say? What will you say to your peer?

What do you want to talk about?

My father is a teacher.

You can join the first two sentences to make it a topic sentence.

My father is a teacher. I admire him a lot for being a good teacher.

This way you know that the paragraph is going to talk about how good he is as a teacher.

Student: there are no linking words in this paragraph

Instructor: yes, exactly. What can you say to your peer about this?

You can add more linking words.

Or you can say,

You may add more linking words to make it stronger and coherent.

We don't have a concluding sentence in the paragraph.

Transitions

As you've learned in previous units, there are many transition words and phrases in English that are used to connect sentences together or relate ideas to one another. Here are several types of writing and some

common transitions that are used with them.

Chronology	Contrast	Comparison	Additional information	Examples	Cause and effect	Concluding ideas
before after next since first second while when	likewise compared to similarly as...as and	however on the other hand but yet in spite of in contrast although instead	and also in addition in fact furthermore moreover Another Is/was	for example in general generally for instance specifically in particular	therefore so thus as a result since because	In conclusion In summary finally therefore to conclude to summarize

Use transitions from the list above, or others that you know, to connect these sentences taken from the essay about Chinese medicine on page 79. When you have finished, compare your answers with the essay.

1. _____ of focusing on a patient's health problems, Chinese medicine tries to make the patient's whole body well again. 2. _____, doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called "yin," is quiet and passive. The other type of energy, called "yang," is active. ... When there is an imbalance—too much yin, 3. _____ --a person becomes unhealthy. A doctor of Chinese medicine doesn't try to stop a person's cough by giving a cough medicine. 4. _____, the doctor gives a mixture of herbs that will restore balance in the patient's body. 5. _____, when the body is in balance, the cough will stop naturally.

Answers:

1. Instead
2. In fact
3. For example/ for instance
4. On the contrary/ On contrast
5. Eventually/ As a result/ Therefore/ Thus

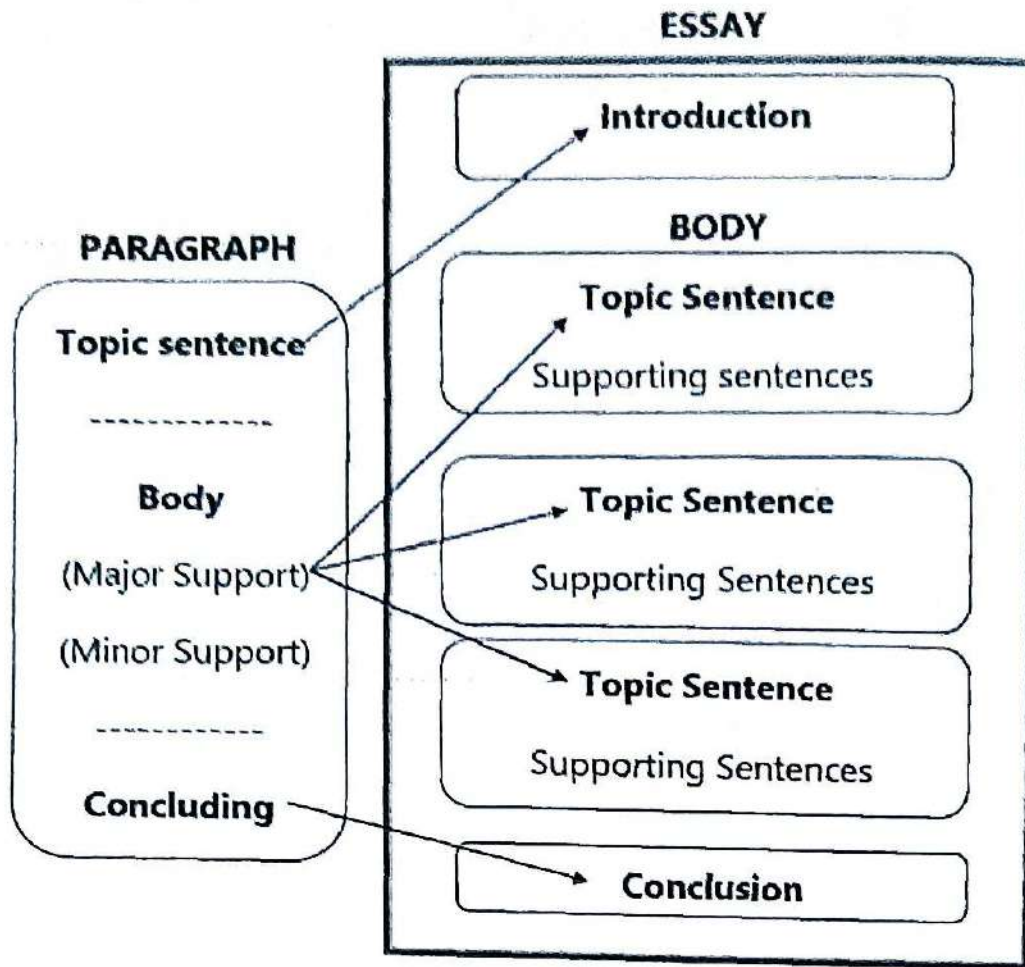
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**Unit 2
From Paragraph to Essay**

The essay is an extended paragraph. Instead of the topic sentence, we have thesis statement. Instead of the supporting sentences, we have the body paragraphs. Instead of concluding sentence, we have

concluding paragraph.

Go to page /42/



Now we finished talking about the paragraph. We move to the essay. What is an essay? It is a group of paragraphs talking about the same topic, and the paragraphs should be coherent and cohesive.

The most important thing in the essay is the **thesis statement**. It is like the topic sentence in the paragraph. We said that the topic sentence gives us what we want to talk about in the paragraph. While the **thesis statement** gives us what we want to talk about in the essay.

The Thesis Statement:

The essay has one main topic to discuss and develop. This is expressed in a sentence called the thesis statement. As you notice from the above diagram, the thesis statement in the essay is similar to the topic sentence in the paragraph, although the thesis statement is broader as it gives a sense of the topic for the whole essay usually, but not always, the thesis statement appears last in the

introduction.

You have to talk about what you talk about in the thesis statement. It should give the sense of the topic for the whole essay.

For example:

Studying abroad is one of the most culturally valuable experiences you can have in college.

When you see such thesis statement, what do you understand from it? First, the **topic** of the sentence is *studying abroad*. The **controlling idea** is “*is one of the most culturally valuable experiences.*”

What do you expect to be discussed in the essay from the thesis statement? The essay will discuss the benefits of studying abroad as a cultural experience. All the details should be related to culture.

Now, in the thesis statement we can have a third element i.e. *predictor*.

Topic and Controlling Idea

Like the topic sentence in the paragraph, a thesis statement has two main parts: the topic and the controlling idea. The topic is the subject of the essay. The controlling idea is the writer's attitude or opinion about the topic.

Example:

City living is hazardous to a person's health.

Topic

Controlling Idea

Notice that 'city living' is the broad subject of the essay, while 'hazardous to a person's health' is the specific idea that the writer aims to develop in the course of the essay. The writer of this essay would, therefore, discuss the hazardous consequences of living in the city on man's well-being in general.

• Predictor

In some essays, you might find more clues in the thesis statement as to the flow of the argument and the content of the essay. This is done through inserting a predictor. The predictor is the part which tells the reader how many body paragraphs the essay includes and their main topics. If we want to add a predictor to the example thesis statement above, it would be as follows:

City living is hazardous to a person's (mental, emotional and physical health)

Topic

Controlling Idea

Predictor

The above thesis statement lists the three kinds of health problems a person might suffer from when living in the city: mental, emotional, and psychological ones. The writer here chooses to tell the reader of the order and content of the

body paragraphs. In other words, this essay consists of three body paragraphs corresponding to each of the problems listed in the thesis statement, and the paragraphs would follow **the same order** adopted in the thesis statement. So, the predictor, as the name suggests, helps the reader predict the structure and content of the essay they are about to read.

When you have a predictor, you know how many paragraphs you will have in the essay.

Example:

Coal miners and other blue collar workers whose jobs are slowly disappearing should be re-trained in other jobs in the technology sector or in renewable energy.

- Coal miners means *عمال مناجم الفحم*

- Blue collar workers means the workers that work with their hands. They call them blue workers because they wear blue.

Here we have two body paragraphs: the first one is "re-trained in the technology sector." The second is "re-trained in renewable energy."

Rules for the Thesis Statement

A good thesis statement should follow certain rules:

1. A thesis statement should be expressed in a complete sentence

Not a thesis statement: *Children using the internet.*

Thesis statement: *Children using the internet should be monitored by their parents.*

This is not a sentence, so it is not a thesis statement *Children using the internet.*

2. A thesis statement should be a statement and not a question.

Not a thesis statement:

Can big business pose a threat to the environment?

Thesis statement:

Big business can pose a threat to the environment.

You can have a question in the introduction but not as a thesis statement. For example *Are smart phones good for children?* should not be a thesis statement. The thesis statement is usually the last sentence in the introduction.

1. The thesis statement should not simply announce the topic of the

essay; it should state the controlling idea.

3. A thesis statement should not simply announce the topic of the essay; it should state the controlling idea, namely give an opinion or attitude.

Not a thesis statement:

In this essay, I am going to discuss pollution in big cities.

A thesis statement:

Big cities should reduce the amount of dangerous pollution

2. A thesis statement should not express a fact; it should express an opinion or attitude. A thesis statement is a statement that needs to be proved and should, therefore, be a sentence that one might disagree with. A fact, on the other hand, needs no support and no one would disagree with it. One cannot therefore discuss a fact in an essay.

Not a thesis statement:

I have a younger sister.

Thesis statement:

My sister and I have many things in common.

If the thesis statement is an opinion or an attitude, this means I cannot discuss it. For example:

My mother is a working woman.

You cannot discuss or talk about anything here. This is a fact. Let's make it better:

My mother who is a working woman struggles to find balance between her duties inside and outside house.

3. A thesis statement should have one controlling idea. If there is more than one, the essay could lack unity and coherence.

Not a thesis statement: Studying abroad is a challenging experience, and I have found that living on campus is the best way to mix with people from different cultures.

Thesis statement: Studying abroad is a challenging experience.

You cannot have more than one main idea. For example:

Going to college in Jakarta can be fun and I have found that living in a suburb of a large city is the best way to live while in at college.

Having fun is very different from *living in the suburb*. Here we have two controlling ideas. You either write about *having fun*, or write about *living in the suburb*.

If it is one controlling idea about *having fun*, you can write

paragraphs about how fun it is.

Let's move to the exercise on page /48/

Study the following statements carefully. Check the sentences that are thesis statements. If a sentence is not a thesis statement, write the number(s) of the thesis statement rule(s) it violates in the space provided in front of it. Then rewrite it to make it a thesis statement.

1. My fear of heights

This is not a complete sentence. Fragment.

2. The effects of depleted uranium on health are serious.

Here we do not have predictor this is why it is confusing. However it is a correct thesis statement.

3. London is the largest city in the United Kingdom.

This is fact. You can make it better by saying: *I like to go to London which is the largest city in United Kingdom.* Then, you write what are the things that you like to do in London.

Or you can say: *London is the largest city in the United Kingdom and this why it is difficult to live there.*

4. Are personal computers helpful?

This is a question. This can be a thesis statement. You can add predictor to make it stronger. *Personal computers have a lot of benefits at work, in house or in the university.*

5. The advantages of work-study programmes outweigh the disadvantages.

Here we have **outweigh**. This means that some people can disagree. Some people may say that the advantages are more than the disadvantages.

6. This essay is about air-pollution.

No personal opinion; no attitude here. It is just a topic without controlling idea.

7. Learning English is a challenging experience, and English is a world language.

Two controlling ideas.

Learning is the topic. The first controlling idea is "a challenging

experience.” The second one is “English is a world language.”

8. Smoking should be prohibited in restaurants.

It could be stronger, but it is a thesis statement.

The Introduction:

This is the first paragraph in an essay. Without an introductory paragraph, the essay starts too abruptly. So, the introduction serves to introduce the topic of the essay. Also the introduction indicates how the topic is going to be developed and discussed. This is done by referring to the method of organization: cause/ effect, comparison and/or contrast, classification, argument, narration....etc. Finally, the introduction should attempt to **attract** the readers' attention. There are many ways for a writer to get the readers' attention; some of the common introduction types are:

A. Anecdote:

An anecdote is a brief story. It is easy to capture the reader's attention by providing a story in the introduction, either a personal one or an invented story, to introduce the topic in an inviting manner.

Page /50/

Mode/ Paragraph 1

A relative of mine was a good student until his parents got divorced. Immediately after this, the parents were too busy solving their financial and property problems to notice how their child was becoming a more withdrawn character. It seems the child had a strong need to feel loved again, and he wanted to have a sense of belonging. He got involved with a gang that introduced him to the world of narcotics and drugs. The parents did not notice the deterioration in their child's emotional and physical state until he was rushed to hospital of an overdose. I am convinced that family breakdown is one cause of teenage drug addiction.

- Belonging الانتماء
- Deterioration تدهور
- Narcotics المخدرات
- Overdose جرعة زائدة

The main idea of the whole essay is the relation between the addiction of children and the causes. This anecdote is to start the essay about the relation between family breakdown and addiction. The thesis statement here is *I am convinced that family breakdown is one cause of teenage drug addiction.*

B. Interesting Facts or Statistics:

In order to start an essay with facts or statistics, one should be familiar with the topic and with common knowledge in that particular area of debate in the essay.

This is a common method when writing to specialized readers or when doing a scholarly piece of work.

You can have statistics from your mind. We are attracted to facts and statistics, especially doctors.

Move to page /52/ we have a model paragraph.

Model paragraph 2 below is an example of a statistical introduction.

Model/ Paragraph 2

In the United States, the estimated number of gangs is 5,000, with a total of 250,000 members. Around 7 percent of the members are teenagers. One of the many disruptive forms of behaviour adopted by these gangs is drug addiction. Why do many teenagers get involved in such harmful and criminal activities? In my opinion, family breakdown is one cause of teenage drug addiction.

Again, here it is about addiction. It is interesting that they have the different types of the introduction for the same essay.

C. Historical Introduction:

Some writers prefer to enlighten their readers about the history of a certain problem or issue. This is meant to give a general overview of the topic.

Model paragraph 3 below is an example of a historical introduction.

Model/ Paragraph 3

The history of gangs in the United States dates back to the last century. Gang formation started in the big East Coast cities. They were mainly made up of people belonging to the same ethnic group who were keen on protecting their neighborhood. The aim of such gangs is no longer that of protection; it is more to do with practicing prohibited or criminal activities like drug addiction. I strongly believe that family breakdown is one cause of teenage drug addiction.

- Ethnic عرقية

- keen on: excited to do something

Here, the writer started talking about the history of gangs. You can start talking about the history of drugs.

D. General to Specific:

This is perhaps the most common type of introductory paragraphs. It is also

called 'Funnel' because, like a funnel which is wide at the top and narrow at the bottom, it proceeds from general statements to reach the more specific thesis statement near the end of the paragraph. One should, however, avoid starting out too generally in order not to deviate from the main topic, and in order to keep the introduction relevant.

- **Funnel** قمع

The thesis statement is the most specific statement in the introduction, but not in the whole essay. You have to deviate from your main topic. You start general then specific.

Model paragraph 4 below is an example of a funnel, or general-to-specific introduction.

Mode/ paragraph 4

The American society is a difficult society to grow in. It is particularly difficult for teenagers who could be involved in many kinds of trouble with school, dating, and gangs. One of the worst troubles teenagers could find themselves in is drug addiction. Why do teenagers approach drugs? I think that family breakdown is one cause of teenage drug addiction.

On page /55/ we have an exercise.

Exercise

Study the introductory paragraph below. Evaluate it by answering the prompts provided below it.

The world is faced with many crises, not the least of which are the various forms of pollution. And of these, perhaps the most devastating is air pollution. Air pollution threatens to turn the earth into a place where it is difficult to lead a normal life. But who is responsible for destroying the earth? The responsibility for polluting the air lies with citizens, large industries, and governments.

➤ Crises أزمات

a. Is this a coherent paragraph? How?

It's coherent. It talks about one point. Notice the word *pollution* in every sentence and then how the ideas narrowed to the thesis statement. All the sentences are related to one topic.

b. How many topics are introduced here? Specify.

One, which is pollution.

c. What type of an introduction is this?

General to specific. Funnel.

We talked about pollution first, then air pollution, and then we talked about the effects on everyday life. And notice that we have a predictor here in the thesis statement:

The responsibility for polluting the air lies with citizens, large industries, and governments.

d. How is the main idea developed?

By starting from the most general thing which is the crises, then we moved to say that one of the crises is air pollution. Then we have air pollution. Then we have who is responsible for this.

e. Find and locate the thesis statement. Then underline the topic, circle the controlling idea and, box the predictor, if any.

The responsibility for polluting the air (lies with citizens, large industries, and governments).

Topic: *The responsibility for polluting the air*

Controlling idea: *lies with citizens, large industries, and governments*

Here, the controlling idea has a predictor (citizens, large industries, and governments) which means we have 3 body paragraphs.

Thank You

...



Page:

مؤسسة العائدي للخدمات الطلابية

Group:

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