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HELLO EVERYONE!

Types of the essay

THE PROCESS ESSAY

From the name, we can tell it is about the steps of a process or how to do something. In a process essay, we have two types:

1. A process essay that instructs and directs. How to do something. It is for instruction.

2. A process essay that analyzes and explains. When we have the essay about the digestion process or evaporation; these essays would be about how the processes are done.

As the name suggests, a Process essay describes a process. In this type of essay, the writer aims to tell the reader how to do something, like baking a cake, or how something has been done, like the process of evaporation; in other words, the aim is either to instruct and direct, or to analyse and explain. One has to bear in mind the kind of audience addressed, and whether they have any clue as to the process described. This helps the writer decide what to include and what to leave out.

Method of Organisation

Since the process essay describes the steps followed for doing something, or to achieve a certain end, it is important that they be discussed **sequentially**; i.e., in the same order they take place. Unlike the chronological order which describes past narratives mainly, sequential order describes the sequence of past, present, or future processes. For example, a writer is giving the reader the recipe for making a cake; it would be ruinous to describe the steps in any order other than the sequential order. In this particular case, you cannot tell the reader to add in the flour with the egg and sugar mixture, for example, before describing the first step of beating the eggs.

We have to order the steps sequentially. Sequential means one step after the other. You cannot jump between steps. There is a difference between **sequential** and **chronological**. Both of them are about ordering. 'Chronological' is events that only happened in the past,

whereas 'sequential' is events that may happen in present, past, or future. It is not only in the past.

It is also vital to **mention all the steps** of the process described. Leaving one step out could result in preventing the reader from following the essay and recreating the process. In the cake recipe essay mentioned above, the writer cannot obviously ignore any result as this would result in the reader not being able to prepare the cake successfully.

Another key element to remember when writing a process essay is to illustrate any strange or perhaps scientific terms that the reader might be unfamiliar with. This should not take the writer long, as this is embedded in the essay itself.

Sometimes you read a scientific article and you find that you cannot understand the terms because it is scientific. So, you have to explain the new terms. And this is related to the audience you are writing to; if you are writing to specialized people, you can ignore this, because they know the new terms. For example, talking about electronics, how to use a mobile phone or a computer.

The introduction

The introduction to a process essay has the familiar function of introducing the topic. The writer should, however, add some few clarifying remarks, like describing why a certain process is described, and in what situation. For example, when starting an essay with 'Preparing a birthday cake for a loved one is not at all difficult', the reader realises that the aim of this essay is to show how a cake can be made and to prove that it is not a difficult task.

You should also make it interesting, not just saying I am going to describe the process or steps.

The body paragraphs

The actual description of the process starts in the body paragraphs. If the writer feels that there are certain terms or precautions that the reader should be aware of before starting the process, this could take place in the first body paragraph. Someone preparing a cake, for example, would be given the ingredients and any remarks in the first body paragraphs. The body paragraphs could then be divided in accordance with the steps of the process. The major steps would then be devoted each to one paragraph: in the first step of the cake preparation essay, the reader would be directed to prepare the baking tin and to start beating the eggs and adding in the sugar; the next step would be that of

folding in the flour and any flavours, and the final step would be that of pouring the mixture in the tin and baking it. It is the writer's entire decision to divide the body paragraphs into as many or as few a number as possible. The requirements of an essay could entail certain number.

The topic sentences for each of the body paragraphs are implied and not necessarily stated clearly.

You don't need topic sentence for the body paragraph in the process essay. It is usually implied, because you know each paragraph follows the next as steps.

The concluding paragraph

The concluding paragraph states the results of the process briefly, giving a sense of completion to the essay.

The best thing to do to conclude is to write a final comment or to write the result of the process.

Transitional signals:

The sequential order, as clarified above, means that the writer starts with the first step in the process and proceeds in time until the last step in the process. This entails that transitional words should indicate that one step has been completed and another one will begin. Some common transitional words used in process essays are listed below:

Immediately following,

Initially,

In the end,

In the future,

In the meantime

In the meanwhile,

Last, last but not least,

Lastly

Later,

Meanwhile,

Next, soon, after,

Previously,

Simultaneously,

After a few hours,

Afterwards,

At last,

At the same time,

Before,

Before this,

Currently,

During,

Eventually,

Finally,

First, second, third, etc.

First of all,

Formerly,

Subsequently,

Immediately before,

Then,

Here you have a table for these transitions.

How you should write a process essay? This is an outline

1. Write a list of directions or steps necessary to make the process successful without over explaining.

2. Make sure you are not missing any step or direction. Try to review them with fresh eyes. Fresh eyes means a beginner.

3. Organize your steps sequentially. It is better to start with the simple then the complex. We start with the known to the unknown.

4. Don't confuse the readers with unnecessary information. You will confuse the reader if you write about things they already know.

5. Provide all the steps needed, and do not miss one step and then go back to it and discuss it. When we outline the essay, we list all the steps and review them before you write.

6. Keep the reader interested because it is an essay, not a manual.

7. Show some personality. You can say for example, "do not forget to do this because when I tried it the first time this and this happened." You tell them the result in relation to your personal experience.

Things you do before writing the process essay

1. When you want to write a process essay, you should choose a topic that you know all the details about.

2. You should know your audience.

3. Freewriting techniques like brainstorming or listing, and at this point, you do not pay attention to grammar or punctuation.

4. Outlining. Choose what you want to write in the introduction and in the conclusion.

After writing, read your essay and proofread it. Proofread means correct the mistakes in you essay.

Below are two model process essays: one offering an analysis of a

process, and the second directing the reader to follow the steps of a process. Notice the difference in developing the main topic in each essay.

Model Essay 1

How to Make a Sponge Cake

My children love sponge cakes. They don't only like the taste; they enjoy the process of making a cake. Naturally, they get to make a cake in the vacation when they don't have any homework to do. I do not consider this a waste of time because children learn responsibility and creativity when making a cake. Any mother can guide her children when making a cake. In fact, making a sponge cake is not difficult at all if you follow these easy steps.

The introduction is an anecdote.

First, you need to assemble the ingredients and the equipment. You'll need eggs, white sugar, self-raising flour, lemon zest, vanilla, and butter. You also need a large bowl to mix the ingredients in, an electric whisk, or a wooden spoon, and an 8 inch round cake tin. Once you have these items, you can start making your cake.

Second, butter the cake tin and leave it aside. Beat 4 eggs with the electric whisk for one minute, or until they are smooth and bubbly. Mix in 1/4 cup of white sugar and keep stirring until the sugar is dissolved. Add the vanilla to the mixture and stir. Next, fold in the self-raising flour. At this stage you cannot stir briskly or you would release the air and thus cause the cake to go down once in the oven. Simply add the flour gradually and fold it in. Finally, add the aromatic lemon zest for a tangy taste.

After you have mixed all ingredients together, bring the baking tin and pour the mixture in. Try to pour it in the middle, and it will spread out. Place in a medium heat oven. Leave it for 45 minutes or until it springs to the touch. Do not open the oven at all before at least half an hour has passed. This would cause the cake to go down. Take the cake tin out, and leave to cool for about 5 to 10 minutes, then get it out and place it on a wire rack to cool thoroughly. When it is cool enough, cut it into pieces. The final step is easy: eat a piece and enjoy it.

As you can see, a sponge cake is very easy to make. All you need is to follow the steps and you will have a wonderful sponge cake to enjoy. Well,

if the children are making it, then they are the ones to enjoy, and you will have to clear all the mess!

The thesis statement:

In fact, making a sponge cake is not difficult at all if you follow these easy steps.

- lemon zest قشر الليمون
- tangy taste مذاق مميز

Discussion Questions:

1. What does the above essay discuss? Where is this stated?

How to make a cake. It is stated in the thesis statement

2. Does the thesis statement make the topic clear to the reader?

Yes

3. How many steps are mentioned?

Ingredients, equipment, beating the eggs, adding sugar...etc.

Is there anything missing?

There is nothing missing.

4. What is the function of the first body paragraph?

Ingredients and equipment

5. What method of organization does the writer follow?

Explain.

The sequential order. First, second, third, etc.

6. Underline the linking words used in the body paragraphs. What type are they?

First, second, after, next, finally, before.

A PROCESS OF DIGESTION

The digestive process is important in maintaining the lives of living organisms and in providing them with needed energy. Groups of organs, such as the mouth, esophagus, stomach and intestines, work together to perform this complex task.

Digestion is the process of breaking down food from large molecules into small ones to make it easier for absorption. The three major steps involved in the digestive process are ingestion, digestion, and absorption. "Ingestion, which

occurs in the mouth, is the first step of the digestive process. After food enters the mouth, the teeth chew it. Saliva, which is produced by the salivary glands, plays a major role in breaking down the food into smaller pieces. These small pieces travel to the stomach through the esophagus."

In the stomach, the second step of the digestive process begins. When the chewed food reaches the bottom of the esophagus, a valve lets the food enter the stomach. Contraction of the stomach wall mixes the food. Acidic gastric juices, which are secreted by the gastric glands in the stomach, help in mixing the food and in turning it into a partial liquid so it will have the ability to move into the small intestine. In the small intestine, enzymes are secreted, and digestion is completed.

The last step in the digestive process is absorption. Absorption takes place in the small intestine. The wall of the small intestine is lined with small, finger-like projections called villi. Small molecules of food are absorbed by the huge number of villi. Some of these absorbed molecules enter the bloodstream to be distributed throughout the whole body.

In conclusion, the digestive process involves three major steps: ingestion, digestion, and absorption. Ingestion, which occurs in the mouth, helps to increase the surface area of the food particles and prepares them for digestion. In the stomach, digestion begins, and it continues until it reaches the small intestine, where absorption takes place. The digestive process maintains organisms' lives by providing them with energy needed for different functions.

- Digestive process عملية الهضم
- Ingestion المضغ
- Valve صمام
- Intestines الأمعاء
- Esophagus المريء
- Secreted تفرز
- Living organisms الكائنات الحية
- Saliva اللعاب
- Contraction انقباضات
- Villi الزغابات المعوية
- Gastric معدي

1. What is the function of the introduction? Is it effective?

It gives me an overview of my whole topic. It introduces the topic.

Yes it is effective

2. Break down the thesis statement into the basic parts it consists of.

The three major steps involved in the digestive process are ingestion,

digestion, and absorption.

This is the thesis statement. What parts does it have?

The topic *process of digestion*, the controlling idea, and we have the predictor that basically consists of three aspects *ingestion, digestion, and absorption.*

3. What type of a process essay is this? why?

It is an 'analyze and explain' type of process essay. Why? Because no one is instructing me or directing me to do something.

It is only explaining a process.

4. On what basis does the writer divide the body paragraphs?

Ingestion, digestion and absorption. This is a sequential order. It is based on a natural order.

5. Do you think the conclusion is effective and needed? Why?

It is effective, and it restates the thesis statement. It gives the results.

Now we have an exercise:

Exercises: Read the process essay below and answer the questions underneath it.

The Process of an Essay

By Maria Cabeza

Do you know how to write an essay? Writing an essay could be easy or hard. Some students cannot do it well and that is why they hate it. If you do not know how to write an essay, there are three basic steps that you could follow: discovering a topic, supporting the thesis, and editing the essay. Through these steps, you can write an effective and clear essay.

Do you know how to write an essay? This is the hook in fact.

What type of introduction is this? It is general to specific.

The thesis statement: *there are three basic steps that you could follow: discovering a topic, supporting the thesis, and editing the essay.*

And there is a predictor.

First of all, you need to get some information and materials to discover a thesis and a topic sentence. For example, you can use prewriting, which can be freewriting, making a list, and questioning. The freewriting technique is to help

you write sentences or phrases without worrying about spelling or grammar mistakes. Freewriting is a good way to overcome mental blocks about writing. Another helpful technique is making a list, also known as brainstorming. You start writing ideas and details that relate to your subject. Brainstorming can help you put the ideas in chronological order. Questioning is also a good method to find ideas and details. For example, asking yourself questions like why? when? who? and how? can be an effective way of getting yourself to think about specific topics.

Secondly, the next step is supporting the thesis. Usually, you need three supporting paragraphs and those can be the body parts of the essay. You should organize adequate and specific details. Supporting paragraphs consist of concrete evidence such as giving examples, getting direct quotes, and personal experiences. Each one has the importance of making the essay clearer. Now you have an outline of the essay. Then you arrange an introductory and concluding paragraph based on the thesis. On the other hand, using opposing ideas or questions in the introduction is one way to make the essay more interesting, because it gets the interest of the reader.

Finally, you should edit your essay for its contents and style. It is as important as prewriting, outlining, and drafting. By editing, you can make sure whether your paper is unified, supported, and well organized. It involves rewriting the paper to make it clearer and stronger. Also, revising, which is included in editing, helps you correct errors in grammar, punctuation, and spelling. Of course, it is very helpful to use a dictionary to do the revising and editing. After the editing, you can finally type your essay to make it complete.

In conclusion, if you ask yourself how to write an essay, it is important to follow a process to develop an essay. This process consists of discovering a topic, supporting the thesis, and editing the essay. Discovering a topic includes freewriting, making a list, and questioning. Supporting the thesis also includes giving examples, getting direct quotes, and discovering personal experiences. Editing the essay likewise involves rewriting the essay to make it clearer and stronger. Will you be more worried about writing an essay?

- Adequate means sufficient.

Questions:

1. What is the main topic of this essay?

How to write an essay. The function is to instruct about it.

2. Does the thesis statement give a clear idea of the main topic of the essay?

Specify by analyzing it.

Yes, because we have the main steps.

3. The writer begins and ends her essay with a question. Why do you think she resorted to this method? Was it effective?

To attract the reader. It was effective.

4. How does the writer group the steps of the process in the body paragraphs? Examine them to find the principle.

The sequential order, one after the other. In the first paragraph, we have the first step, etc.

5. What type of a process essay is this? Explain.

Instructing.

6. Are the techniques of writing mentioned in the first body paragraph sequential? If not, what order do they have?

Yes. Logical order.

7. Locate the topic sentences for each of the body paragraphs. Are they stated clearly?

These are the thesis statements for the body paragraphs.

First of all, you need to get some information and materials to discover a thesis and a topic sentence.

Secondly, the next step is supporting the thesis.

Finally, you should edit your essay for its contents and style.

8. What type of conclusion does this essay have? Is it effective?

Summary and restatement. It is effective, but I think that it is a little boring because it repeats the exactly same words.

9. If you were to make some changes to this essay, what would you change?

We can change the repeated sentences.

Assignment.

Write your recipe for happiness in this rapidly changing world. Remember this is a process essay where you have to mention steps as necessary.

Thank You

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HELLO EVERYONE!

Types of the essay

The Comparison and Contrast Essay

What is comparison and contrast? Similarities and differences. When we compare, we show the similarities. When we contrast, we show the differences. Compare then focuses on similarities and contrast focuses on differences.

Comparing and contrasting things is a mental process that we apply in our daily lives. We always make choices: what to eat, what to buy, what to study. So we consider similarities and differences for any choice we make. The purpose of a **comparison** is to show how people, places, animals, ideas, concepts, or any other things are similar; and the purpose of a **contrast** is to show how these are different. For example, if you wanted to buy a piece of clothing, you'd compare it to another piece that you'd seen in another shop, trying to establish which is a better deal and choice. Since the purpose of a comparison and contrast essay is to list the similarities and differences between two or more objects, it could have many elements or ideas to mention and thus becomes rather complex. Good organization of ideas is then essential to a clear argument, for the ultimate purpose of a comparison and contrast essay is to explain or persuade the audience.

The first step to writing a good comparison and contrast essay is to list the similarities and contrasts that you would like to examine in your essay. Draw two columns for each of the persons, objects, or concepts you are comparing and contrasting. For example, if you were asked to compare and contrast two of your friends, you could choose the elements of age, looks, shape, temper, attitude, intelligence, lifestyle, and so on. But this is not feasible for an academic essay of 300 words, for example. What you need to do then is decide on certain issues you'd like to compare and contrast. Establish what your argument is: are you trying to show the difference in temper, in attitude, in lifestyles? Is your purpose to reveal how your friends deal with you? How supportive they are? In other words, limit the number of ideas to compare and contrast in your essay as this would make the essay clearer and easier to organize.

So we list the things we want to compare or contrast about two

objects or people. I list the aspects that I want to mention when I make the compare or the contrast.

1. Appearance.
2. Character
3. Education
4. Age
5. Nationality
6. Background
7. Job
8. Attitude towards things

So we have a lot of aspects. When I want to write an essay, I choose some aspects that I want to write about. For example, I want to compare or contrast two people in terms of the way they treat me.

We can compare or contrast public schools or private schools:

1. The cost
2. The environment
3. Focus on foreign languages
4. The students
5. The teachers
6. Management

So we have a lot of things that I can talk about.

• Method and Patterns of Organization

There are three basic patterns for organizing a comparison and contrast essay. You would notice that they all have the same ideas, though arranged differently.

1) Basic Block Style

In this style, you list all the similarities between the two objects of your essay in one body paragraph, and in the second body paragraph you list all the differences, between them, or vice versa.

The Internet and Print

Introductory Paragraph

Thesis Statement

Body Paragraph 1: Differences between the Internet and Print

- Expenses
- Speed in finding the sought for information

Body Paragraph 2: Similarities between the Internet and Print

- Good sources of information
- Entertainment tools

Concluding Paragraph

2) Block Comparison Style

In this style, you also have two body paragraphs with exactly the same ideas on both objects of comparison. So one body paragraph listing all the similarities or differences about object 1, and in the second paragraph, we focus on object 2 comparing or contrasting the same aspects. They should be discussed in exactly the same order in both paragraphs. One of the problems with this pattern is that the reader might forget in the second paragraph the points in the first paragraph. Therefore, the writer should aim in the second paragraph to show how the aspects compare with those in paragraph one.

Introductory Paragraph

Thesis Statement

Body Paragraph 1: The internet

- Expenses
- Speed in finding information
- A good source of information
- An entertainment tool

Body Paragraph 2: Print compared with Internet

- Expenses: print more costly
- Speed in finding information: internet speedier
- A good source of information: both of them
- An entertainment tool: both, though internet is more entertaining.

Concluding Paragraph

3) Point-by-Point Comparison Style

In this last style, you have several body paragraphs. This has to do with the number of points of comparison you have in this essay. The topic sentence for each body paragraph states the point of comparison, and the body develops it in terms of both objects.

Introductory Paragraph

Thesis Statement

Body Paragraph 1: First point of comparison

• Expenses of internet and print

Body Paragraph 2: Second point of comparison

• Speed in finding information

Body Paragraph 3: Third point of comparison

• A good source of information

Body Paragraph 4: Fourth point of comparison

• Entertainment tool

Concluding Paragraph

So we have one point in each paragraph.

Transitional Signals

1. Comparison

Transitions	Conjunctions			
	Coordinating	Subordinating	Others	Paired conjunctions
Similarly Likewise Also Too In the same way	And...too	As Just as	Just like The same Alike Similar to The same as Equal Equally	Both...and Not...only... but also Neither...nor

2. contrast

Transitions	Conjunctions		
	Coordinating	Subordinating	Others
On the other hand In contrast however	But Yet	Although Even though While Whereas	Different from Unlike

Examples:

This is for comparison

1. Damascus is a big draw for tourists. **Likewise**, Aleppo is famous for its historical and tourist sites.

This is for contrast

2. **Unlike** print, the Internet is faster and less costly.

This is for contrast

3. The crowdedness of cities makes living there an emotional burden. **In**

contrast, the countryside is a quiet place, and living there is a relaxing experience.

4. **Not only** is it hot today, **but also** humid.

5. **As** is the case any new experience, my first day at work was rather awkward.

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Read the following model essays and use the questions below for analysis. Peer or group work is recommended for this activity.

Model Essay 1:

East versus West

Early in my nursing career, I had the opportunity to work under two extremely different charge nurses. Dolly "West" and Betty "East", as they were jokingly called, ruled the third floor for over twenty-five years. Both ladies are retired now and, I understand, immensely happy to be relieved of their duties and responsibilities. I would venture a guess that this is the first time they have ever agreed on anything.

- In charge means responsible.

So, we expect that this essay focuses on differences, because it says *the first time they have ever agreed on anything*.

Betty was a strict, no-nonsense commander, who ruled her department with an iron hand. She went strictly by the book, and heaven help you if you deviated. Temperatures and blood pressures were done at 8 a.m. and 2 p.m.; baths were given between 9 a.m. and 11 a.m. Laughter in Betty's department was infrequent; the mood, somber, and the work, done with an assembly-line precision. Orders were initiated as fast as they were written, and the desk was always clear and devoid of any unnecessary clutter or papers. Betty "East's" department was referred to as the "Eastern Militarized Zone".

And then there was Dolly, dear Dolly "West". I always perceived a "Dolly" to be someone who was air-headed, scatter brained, and disorganized; and Dolly "West" was the personification of my perceptions. Her department was chaotic, confused and undisciplined. It was a beehive of activity with nothing getting accomplished. Her desk always looked like it had a miniature-"Leaning Tower of Pisa" on it, so high were charts stacked. Her favorite reasons for leaving work undone were: one, "I only have two hands;" and, two, "That's why there are two other shifts". During a crisis, we could always count on her to leave and go to the ladies' room. The biggest part of her day was spent in the break room, pouring coffee for anyone she could collar. When she did and this was rare make it into a

patient's room, it was usually to check out a newspaper item that "Sissy" (her sister) had just told her about during their daily half-hour telephone conversation. Her staff was anxious, harried, over-worked, exasperated and disgruntled. Her department was referred to as "Dingbat Dolly's".

Ironically, the physical appearance of these women was diametrically opposed to their attitudes and work habits. Betty was always disheveled. Her uniforms were rumpled and grayish white or yellowed. Her glasses were always smudged and falling down on her nose, and her nurse's cap was plopped precariously on a head of hair that was stringy and unkept. In contrast, Dolly was neat as a pin. Her uniforms were always crisp and white; her hair, cut short and neatly combed. And her cap never moved an inch on her head. She was forever polishing her glasses with those little paper wipes, and they always sparkled crystal clean.

I worked for Betty for three months and Dolly for ten years. Betty polished my organizational skills and increased my efficiency and accuracy in completing assignments. She taught me how to recognize and set priorities and stick to them. On the other hand, Dolly was responsible for the birth of my ulcer, my first gray hairs, and the death of my love affair with the nursing profession. She burned me up, and she burned me out. She aggravated me, and she frustrated me. She taught me to exercise self-control and self-discipline that I never dreamed I possessed. Betty taught me nursing; and Dolly, about myself. Between them, Betty "East" and Dolly "West" contributed to my growth as a professional and as a person. I don't regret my experience with either lady.

- **Deviate** means go away from the main way.
- **Devoid** means empty.
- **Venture** means risk
- **No-nonsense commander** means strict commander
- **Devoid** means empty
- **Air-headed** means idiot
- **Scatter brained** means she cannot focus
- **Beehive** خلية النحل
- **Miniature** means a small model of something
- **Leaning Tower of Pisa** برج بيزا المائل
- **Collar** means catch
- **Disgruntled** means angry
- **Exasperated** means exhausted
- **Unkept** means untidy
- **Crisp** means cool

We have two military zones; east and west. The east one was so strict.

In the west one they had freedom a little bit.

In the second body paragraph, they talked only about Dolly. In the third body paragraph, we have both of them; Dolly and Betty.

Discussion Questions:

1. How does the writer introduce her topic? What does she mention in the introduction?

We have the thesis statement. She mentioned the topic that she is going to talk about which is the two nurses that she worked under their management.

2. Analyse the thesis statement. Is it at all clear and does it reflect the main topic of the essay? How?

Yes, it reflects the main topic which is the differences. So you can see how comparison and contrast essays can be only about comparison or about only contrast.

3. Skim the body paragraphs quickly. Does this essay list mostly similarities, mostly contrasts, or both similarities and contrasts between the nurses?

Mostly contrast

4. How is the body of the essay divided? What does each paragraph have to do with?

The first body paragraph is about Betty. The second is about is about Dolly. The third one is about the appearance of both of them.

5. What organization style(s) does this essay follow? Was it a good choice? Why?

We have two styles. The first two paragraphs is the first person (Dolly) and the second person (Betty). The third body paragraph is about the appearance. And yes it was a good choice because it makes it more interesting.

The style is the block comparison style.

6. How does the writer support her description of each nurse? Give evidence from the essay.

Explanations of the way they ruled their departments, some description of the appearance, and examples.

7. Diagram the third body paragraph into topic sentence, major and

minor support.

Topic Sentence: Ironically, the physical appearance of these women was diametrically opposed to their attitudes and work habits.

Major support: *Betty was always disheveled.*

Minor support: about uniform, glasses and cap.

Major support: *In contrast, Dolly was neat as a yin.*

Minor support: about uniform, hair and cap.

8. What is particular about the concluding paragraph to this essay? Do you find it offers a good ending?

It is final comment which is her attitude towards both of them. It is not only summarizing and restating.

9. Underline any linking words showing comparison and contrast in the essay above.

And then there was Dolly, Opposed to, ironically, on the other hand, in contrast.

Go to page 123 in the book.

Mohandas Gandhi is his real name. When we say Mahatma, it means a respected person.

Mohandas Gandhi and Martin Luther King

Two twentieth-century leaders who have continued to influence non-violent social protest movements internationally are Mohandas Gandhi and Martin Luther King, Jr.* Of different races and cultures, born on opposite sides of the world in nations vastly different in wealth and technology, these two men shared the philosophy of non-violent, but direct, action and expended their lives in pursuit of peaceful solutions to social inequities*. An examination of their lives, consequently, reveals both similarities and differences in their family backgrounds, and ideology.

Gandhi's and King's family backgrounds show similarities and differences. Gandhi was a Hindi of the Baniyu (Trading) Caste; his father, nevertheless, was chief minister of the small state of Kathiawad. Gandhi broke with the traditions of his family and went to study law in England at the age of 19, where he had his first contact with western culture. While he read and studied the Bible with interest, he became more deeply convinced of the logicality and profundity of the Hindi religion. King was an Afro-American born into a family of Christian ministers. His father was the pastor

of a church which his father-in-law had founded many years before. Unlike Gandhi, King decided to follow in the footsteps of his father and grandfather and study for the ministry. It was only after studying the philosophic word of Plato, Aristotle, Hobbes, Marx, Nietzsche, and finally Gandhi, that he began to formulate his own philosophy, which was similar in many respects to Gandhi's. Early environment, family tradition, and study of both Gandhi and King, at some points similar but at most points different, shaped their characters and formed their expectations for their societies and their people.

Both Gandhi and King believed that their aims could be achieved through non-violent means*. They held a common ideology of non-violence. This common ideology of non-violence was not to be understood as a failure to act. It should be understood as direct resistance which is grounded in love; force or agraha*. Gandhi said Men must resist the evil that men do by refusing to obey man-made law which contradicted a higher moral. He often reminded them that blood would have to flow before the Indians attained their ends, but he said the blood must be their blood, not the oppressors. King cried out, 'I hope no one has to die as a result of our struggle...but if anyone has to die, let it be me'. King reminded Afro-Americans that they must love their enemies even if it means suffering and death. Similarities in the ideologies of the two men are most apparent since Gandhi was one of the major influences in the development of King's philosophy.

Both Gandhi and King were highly respected leaders, whose philosophies were articulated so clearly that they continue to influence contemporary thought and social movement. Their family backgrounds and their belief in the dignity and worth of the individual led them to lives of non-violent resistance and final martyrdom*. But even a superficial examination of their lives reveals differences as well as similarities in their backgrounds and in the development of their influential ideologies.

- Jr. is for Junior which means grandson.
- Inequities means injustice
- Profundity means depth
- Minister mean man of religion
- Pastor is the person who is in charge of the church
- Agraha is an Indian word means force.
- Contradicted means opposed
- attained their ends means achieve their goals

- oppressors ^{الظالم}
 - martyrdom ^{الشهادة}
 - Superficial means not deep
- The society in India is divided into caste (groups) related to their social class.

Discussion Questions:

1. Does the introduction list any elements not discussed in the essay?

No.

2. Locate the thesis statement. Does it state the main topic clearly?

An examination of their lives, consequently, reveals both similarities and differences in their family backgrounds, and ideology.

Yes, it states the main topic

Is there a predictor? And what does it help?

Yes, it gives me the order of the ideas that are going to be discussed in the body paragraphs. *Family backgrounds and ideology* are the predictors.

3. Do the body paragraphs develop the thesis statement? How?

Yes, point by point.

4. Does the essay state mostly similarities, differences, or both?

Both

5. Examine the language of the essay. Does the writer use linking devices, comparative forms, or none?

He uses linking words and transitions. Similarly, both, opposed to, contradicted...etc.

6. What the organization style does the essay follow?

The third style: Point by point.

7. What kind of conclusion is the last paragraph? What effect does it have on the reader?

It is a restatement and a summary. The effect is that it wraps up all the ideas.

Gender Differences

The "battle of the sexes" started with Adam and Eve, and it will probably continue forever. The opinion that men are superior to women has long been accepted in many cultures, but the feminist movement is trying to change this view. Feminists claim that boys and girls are exactly equal at birth but become unequal because of the way they are treated by society. However, recent research contradicts the view that males and females are innately alike.

Without a doubt, societal influences both inside and outside the family cause many differences to develop. Inside the family, boys learn to be men by watching and copying their fathers, and girls learn to be women by watching and copying their mothers. Outside the family, boys who play with dolls after a certain age receive disapproval, as do girls who continue to play with Ninja Turtles (although the pressure may not be quite as strong on girls).

However, not all differences are caused by societal influences. Some are due to differences in the physiology of the brain. For example, more men than women are left-handed, which means that the right side of men's brains is dominant because the right side of the brain controls the left side of the body. Right-brain people generally have better reasoning abilities, whereas left-brain people generally have better verbal skills.

In fact, girls are better at language than the boys. For both men and women, the language centre is on the left side of the brain. However, girls not only begin speaking earlier than boys, but they also speak more clearly and develop larger vocabularies. In contrast, more boys than girls stutter and have trouble learning to read. Boys' difficulty with language may be the result of their right-brain dominance.

In addition, men and women have different spatial abilities. For example, men are better at turning three-dimensional objects in their heads. That's why they can read maps more easily than women. Women often have to turn a map around in order to know which direction to go, whereas men can do it in their heads. On the other hand, women excel at other spatial tasks such as remembering the location of objects in a random pattern. That's why women are better than men at finding misplaced car keys and eyeglasses.

While it is clear that some differences are rooted in the physiology of the brain, it is equally clear that other differences are not. For example, boys and girls are equal in math ability until about seventh grade. Then girls start to fall behind, perhaps because math teachers encourage boys more. Furthermore, there are many exceptions to these general patterns. Just as some women are good at abstract algebra, some men become skilled poets and public speakers.

Although continuing research will yield further information about gender differences, it will never resolve the battle between the sexes. However, it should help the next time he gets lost in the family car while following her map-reading directions, and the next time she has to look for his misplaced car keys.

- Innately means something you were born with
- Spatial is related to space
- For example, men are better at turning three-dimensional objects in their heads: This means that if you tell men about a certain place, they can picture it inside their brains in three dimensions.

Questions

1. Underline the thesis statement. What does it suggest the essay would deal with?

However, recent research contradicts the view that males and females are innately alike.

It suggests the differences especially in physiology and other aspects.

2. What does the essay list: the similarities or the differences between boys and girls? For what purpose?

Mostly differences, because they want to prove the thesis statement that they are not *innately alike*, but we have some similarities.

3. What method of organization does this essay follow? Give evidence.

The third style: point by point. In each body paragraph, we have both boys and girls and one aspect.

4. Write down the main topics for each of the body paragraphs. The first one is done for you.

1. societal differences
2. the differences in the physiology of the brain
3. the language
4. spatial abilities
5. which aspects they are similar in

5. How does the writer establish the linguistic structure of comparison: by use of comparatives, linking words, or implicitly? Give examples.

Comparatives and linking words like *however*, *on the other hand*, *etc.*

6. Look at the second body paragraph. What is the topic

sentence? Is it the first or the second? Explain.

The first sentence is a bridge. The second sentence is the topic sentence.

-However, not all differences are caused by societal influences. (bridge)

-Some are due to differences in the physiology of the brain. (topic sentence)

7. Examine the structure of body paragraphs to determine the kind of concrete evidence the writer uses to verify and prove the proposed gender differences or characteristics (statistical, historical, examples, life experience).

- Most of them are statistical (result of research) and examples, and life experience.

8. How does the final paragraph end the essay?

Restate the thesis statement and summarizing the abilities, or a funny final comment.

it will never resolve the battle between the sexes. (restatement)

- However, it should help the next time he gets lost in the family car while following her map-reading directions, and the next time she has to look for his misplaced car keys. (summary or final comment)

Then we have the assignment:

Assignment: The world is rapidly changing. Compare the way your parents lived a few decades ago to the way you live today. You are free to decide which aspects to decide on: houses, lifestyle, social activities, etc. Be systematic. Choose a method of organized mentioned above and follow it.

Thank You

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