

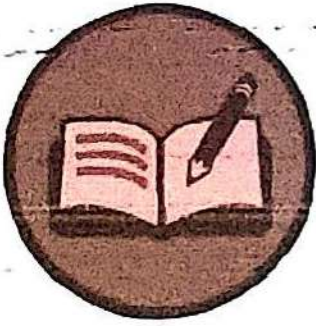
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Open Learning & Translation

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Second Year

First Term



8+9

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Essay

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أ. رغداء تغلبي

HELLO EVERYONE!

Types of the essay

Let's move to the next type of essay which is The Classification Essay. Move to page 137

THE CLASSIFICATION ESSAY

Classification: تصنيف

When analyzing a subject, we tend to break it down into smaller parts to study; this is much easier than examining the subject in its broad whole form. For example, if we want to examine the term 'student', it would be confusing to examine it as such. Dividing it, however, would be a better policy. Students could be classified as hard working, lazy, or indifferent. They could also be males or females; those who learn by memorization, and others who rely on their analytic skills, etc.

This is precisely what a classification essay is about. In a classification essay, a writer organizes, or sorts, things into categories, segments, methods, types or kinds according to a single principle of division. A writer takes a subject like kinds of students, divides it into related sub-topics, and discusses each one individually. Classification is, thus, a common activity that is especially helpful in organizing large groups of ideas into smaller, recognizable divisions that can be given distinct names or titles and then described in detail.

You have to choose a topic that you can classify.

From the above mentioned definition, we could trace three steps to follow when writing a classification essay:

1. **Determine the categories:** You need here to be thorough; neither discussing too many categories, nor too few ones. For example, if you are examining the different attractions Damascus enjoys, you may refer to religious sites and natural scenery. But you cannot possibly leave out historical sites as these are perhaps the most important feature of Damascus, being the oldest populated capital of the world. Similarly, if your topic is drivers, and your classification principle is the attention and care they show, you could examine careless, careful, and overly careful drivers; but it would be unwise to include males or females as this would blur the discussion and cause the reader to be confused.

2. **Apply a single classification principle:** Once you have decided on the

categories of your topic, make sure that they fit into the same classification principle. The classification principle is how you divide or sort the groups. Do not apply more than one **classification principle** as this would result in other categories which cannot be developed logically and fully in a short piece of writing like the essay. For example, when you are examining the types of teachers according to the classification principle of academic qualification, you would divide them into those with B.A.s, those with master's degree, and those with PhD's. You shouldn't include another classification principle, like efficiency, as you would have to include other categories such as hard working and careless teachers.

3. **Discuss each category individually and support it with examples:** You should also give equal attention to each category by giving the same number of examples for each. The most important category, however, could be given more space and elaboration.

The most important category comes last. You start from the least important category and end with the most important one.

We have some prewriting steps before you write the classification essay:

1. Choose your audience: You have to explain some of the words to the audience sometimes.

2. Brainstorming on the topic: You choose a topic and have to brainstorm on it, and it should be easily divided into categories. For example, writing about faith in God is difficult to classify. So, some topics cannot be easily divided into clear divisions.

3. Collect information: You have to have all the information you need.

4. Divide your topic into categories: And of course, this is related to the principle you have chosen. All categories should be logically connected, and you should write about all categories equally. So you cannot write three lines about the first category and ten lines about the second one.

5. Create an outline: You should create an outline based on the principle of classification. If you want to classify animals for example, you can choose for example place of living, or scientific type, or the diet. The outline is very important so that you do not jump between ideas.

6. Arrange the text: You leave out the ideas that are not important.

*

The organization of the classification essay

Introduction

Body paragraph 1

Category 1

Body paragraph 2

Category 2

Body paragraph 3

Category 3

Conclusion

Of course we discuss each category individually and support it with examples. The most important category comes last as we said.

The Structure of the Classification Essay:

The introduction to a classification essay should identify the topic and state why it is worthy of discussion. It should be easy to follow and informative. At the same time, it should be interesting and inviting; if a reader gets bored at the introduction stage, there may be the risk of him/her not finishing the essay. The thesis statement to a classification essay should also be clear, stating the subject of classification, the classification principle and the categories. Below is an example:

Informative means giving information.

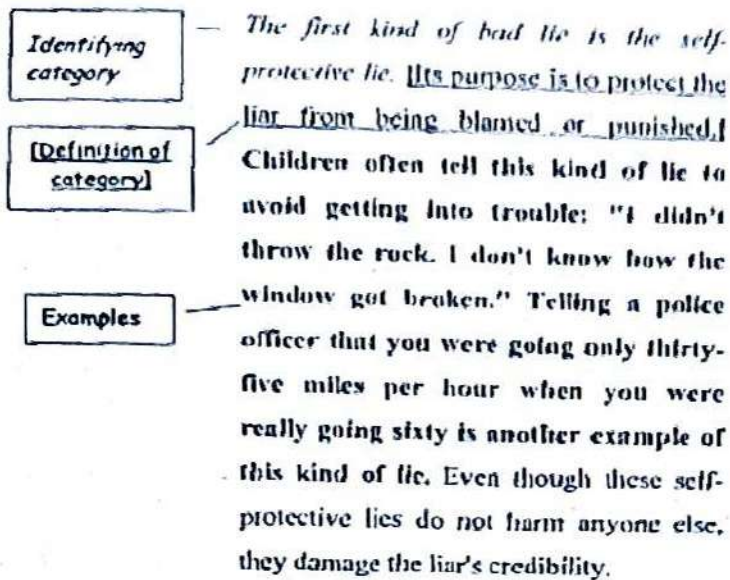
Topic

classification principle

Books can be divided according to their truth value into fiction and nonfiction.

Categories 1 + 2

Following the introduction, you need to develop each of the categories you divided your topic into separately. When discussing a certain category, you could start by identifying the category or stating it. Then you describe or define the category by stating the common characteristics of members of this particular group. Next, you give examples to illustrate the characteristics. One or two examples would be fine. Below is an example of a body paragraph taken from an essay on kinds of bad lies.



The last sentence is a comment or a reason why it is a bad lie. As you can see from the above example, the logical development of the body paragraph helps the reader understand the category discussed, particularly when drawing on the examples provided.

The concluding paragraph would, as is the norm with all conclusions, summarize the categories, restate the thesis statement, and/or give the writer's thoughts on the subject; it could be about the importance of the subject, your feelings, the purpose or any opinion.

Linking and Transitional words

A classification essay, as you have learnt from the above definition and analysis, follows the order of introducing and defining each of the different categories of a certain subject, followed by examples to illustrate each, and comparison statements. In this sense, the transitional devices and linking words used in this kind of essay can be grouped under linking words of sequence, example, and comparison/contrast.

The table below lists some of the most common linking words used in classification essays:

Function	linking words
Sequence	First, second, third, next, finally, last
Illustration	In other words, that means, namely, that is, this is, this means/ does not mean
Example	As an example, for example, for instance, to illustrate, such as
Comparison/contrast	Unlike, contrary to, like, similar to..

Read the following model essay and answer the discussion questions below it.

Shades of Character

By Michelle Watson

Anyone who has spent time with or around children will notice that each one has a special personality all of their own. Children, like adults, have different traits that make up their personalities. Experts have researched this phenomenon in detail and classified children into different categories. Three categories are agreed upon by most experts; these have been named "flexible," "fearful," and "feisty."

The first personality type is called flexible. This is the most common of the three types, with about 40% of all children falling in this category. These children usually handle feelings of anger and disappointment by reacting mildly. This does not mean that they do not feel mad or disappointed; they just choose to react mildly. These actions mean the flexible child is easy to take care of and be around. Flexible children are subtle in their need for attention. Rather than yelling and demanding it, for example, they will slowly and politely let their caregiver know about the need. If they do not get the attention right away, they "seldom make a fuss." They patiently wait, but they still make it known that they need the attention. Since these are well-behaved children, the caregiver needs to make sure the child is getting the attention they need.

The next temperament is the fearful type. These are the more quiet and shy children. This makes up about 15 percent of children. They adapt slowly to new environments and take longer than flexible children when warming up to things. When presented with a new environment, fearful children often cling to something or someone familiar. Whether it be the main caregiver or a material object such as a blanket, the fearful child will cling to it until they feel comfortable with the new situation. This can result in a deep attachment of the child to a particular caregiver or object. Fearful children may also withdraw when pushed into a new situation too quickly, for instance, or when other children are jumping into a new project or situation they are not comfortable with. These children may tend to play alone rather than with a group. In dealing with fearful children, caregivers find they need more attention than flexible children. One of the most effective techniques is just taking it slow and helping the child become more comfortable with the surroundings.

The third temperament type is called feisty. About "10 percent" of children fit into this category. A feisty child expresses their opinions in a very intense

way. Whether they are happy or mad, everyone around them will know how they feel. These children remain active most of the time, and this causes them to be very aggressive. Unlike flexible children, feisty children are irregular in their napping and feeding times, but they do not adapt well to changes in their routines. Anything out of the ordinary could send them into some type of fit. Feisty children also tend to be very sensitive to their surrounding environment. As a result, they may have strong reactions to their surroundings. When dealing with feisty children, the caregiver should know strategies that receive positive results when different situations arise. The caretaker could begin by recognizing and empathizing with the feelings of the feisty child and placing firm limits on any unacceptable behavior. This response lets the child know that both his/her desire for the toy and feelings of anger when denied the toy are acceptable to the caregiver. At the same time, the caregiver should clearly communicate to the child that expressing anger through hurtful or disruptive behavior is not acceptable. The child will probably need time to experience his or her emotions and settle down. Then offer an alternative toy or activity that may interest the child, who is then given time to consider the new choice and to accept or reject it.

Generally speaking, children can be divided into three groups, but caregivers must not forget that each child is an individual. Children may have the traits of all three of the personality groups, but they are categorized into the one they are most like. Whatever their temperament, children need to be treated according to their individual needs. When these needs are met appropriately, the child will be happier, and those around the child will feel better also. Knowing the general personality types and how to react to them will help to make the caregiver's job much easier and aid in the relief of unnecessary stress.

- **Shades** is like a sub-type of something.
- **Feisty** means someone naughty or trouble maker
- **Fuss** means chaos, mess, and noise
- **Seldom** means rare
- **Cling** يتعلق ب
- **Emphasis** تعاطف
- **Temperament** is something in your nature

In the classification essay, writing the predictors is not optional; you have to write the categories in the thesis statement.

You can have many types of essays in one type. Here, in the above

essay, you can describe something. But after all, it is a classification essay.

Discussion Questions

1. Examine the introduction to the above essay. Does it appeal to you?

Yes. The type of the introduction is general to specific, funnel.

2. Find the thesis statement, analyse it to show whether it is effective.

Three categories are agreed upon by most experts; these have been named "flexible," "fearful," and "feisty."

It is effective; We have all the categories mentioned.

Does it fit the requirements of a thesis statement for a classification essay? Yes.

3. What is the subject of classification?

The characters or personalities of children. Shades of character.

4. How many categories is the subject of classification divided into?

Three. They are flexible, fearful and feisty.

5. How many classification principles can you find? State it/them.

One principle. Here we are dividing children based on their temperament. You cannot have more than one principle.

6. How does the writer organize the essay? Give evidence by examining the body paragraphs and what each tackles.

We said earlier that I first define the category in the body paragraph; I give an identification of it or a special characteristic. For example, when the essay talks about fearful children:

The next temperament is the fearful type. These are the more quiet and shy children. This makes up about 15 percent of children.

This is a common characteristic. Then an example is given that for example, when the fearful child is in a new environment, they cling to their caregiver.

7. Look at the first body paragraph. What is the structure of this paragraph? In other words, how does the writer explain the first category? Discuss with a colleague.

The writer starts with the name of the type, then a statistics, then

characteristics of the type and then types.

8. What type of a conclusion is the last paragraph? Is this the best type for this kind of essay? If not, what alternatives do you have?

We have a restatement of the thesis statement and the writer's personal opinion. Let us read it.

Children may have the traits of all three of the personality groups, but they are categorized into the one they are most like.

This is his opinion. It is a bit restatement with a final thought.

9. Examine the linking words used in this essay and underline them. Do you find many? What does the writer rely on to link the sentences?

Unlike. This is what we call a linking word of compare and contrast.

The first, the next, the third. = sequence.

Generally speaking. = illustration.

For example. This is the most important one, because in the body of the essay, we have to give examples, and that is why in the body, we have to use linking words of examples:

❖ For example

❖ Such as

❖ For instance

We use them in this type of essay.

Rehabilitative Therapies

By Rebecca Patton

When many people hear the word "therapy," they think of something that has caused a problem and has to be fixed. In most cases, that is true. Most people think the problem may be an injury that has to be rehabilitated or an extreme mental problem where the person needs serious help. However, therapy does not always deal with injured or mentally troubled people. Three types of therapy that help a wide range of people with their problems are physical, occupational, and speech therapies.

Physical therapy is the one that deals mostly with injuries and their rehabilitation. According to the *Occupational/ Outlook Handbook*, "Physical therapists provide services that help restore function, improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease". Disabling conditions such as lower-back

pain, cerebral palsy, arthritis, heart disease, and fractures, as well as physical injuries, are among the cases physical therapists often evaluate and treat. This therapy often includes strength-building exercises. Therapists in this field work on the person's flexibility, endurance, strength, balance, and coordination. Most therapy is done in specializing clinics or hospitals by a licensed physical therapist who has a bachelor's degree.

The other type of therapy that may deal with some injuries is occupational therapy. Enhancing fine motor skills is the focus of this therapy. Occupational therapists set a goal for their patients which enables them to have more "independent, productive, and satisfying lives" by teaching them how to perform daily functions without the aid of others. Some of these functions may include eating, getting dressed, or using the bathroom. Exercises that improve balance, coordination, trunk control, dexterity, and basic muscle movement are used towards a person's road to an easier lifestyle. Occupational therapists work mainly with people who have disabilities. These may include people with spinal cord injuries, cerebral palsy, muscular dystrophy, or people who have had a stroke ("Occupational").

Speech therapy is usually grouped with the other two but does not involve as much physical injury. Speech-language pathologists and audiologists help people who have speech and hearing defects. They identify the problem, then use tests to further evaluate it. Speech-language pathologists and audiologists also try to improve the speech and hearing defect by treating the patient. These therapists also treat patients with communication, voice, or swallowing problems. The person's problem may be a result of hearing loss, brain deterioration, stroke, or mental retardation. Speech therapists help a person with pronunciation of words, making sounds, or pitch control. For those who are hearing impaired, therapists may teach them sign language to help them better communicate with others. A great deal of this type of therapy takes place in specializing clinics while some takes place in schools, teaching children how to relate to others. All licensed speech therapists are required to have a master's degree to practice therapy ("Speech").

These three types of therapy - physical, occupational, and speech - are just a few that are offered to those with disabilities or injuries. Even though these are totally different in their realm of patients, problems, and solutions, the main goal of each therapist is to work with the patient to help

them recover and live an easier lifestyle. Some people cannot fully recover, but all the help they can receive is a step forward. The job market for these services is continually growing as more and more people are beginning to need these treatments and services. These therapies have been very beneficial to an abundance of people over the years. The outlook for therapists in these fields looks good as employment is expected to increase at a rate faster than average through 2008.

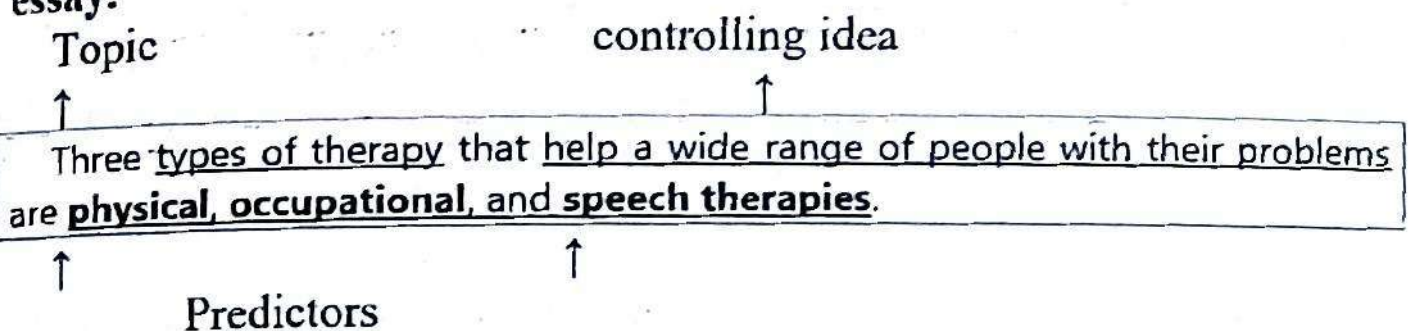
- Rehabilitative/ rehab إعادة تأهيل
- cerebral means related to the brain
- cerebral palsy الشلل الدماغي
- fractures الكسور
- motor الحركية
- Dexterity using the hands
- muscular dystrophy is when the muscle deteriorate ضمور
- Pathologist is a doctor who works with diseases الأمراض
- Realm means field
- Mobility - movement
- palsy means paralysis
- arthritis means pain of the joints
- endurance means stamina التحمل
- Trunk الجذع
- Spinal cord النخاع الشوكي
- stroke سكتة دماغية
- Audiologists are doctors who work with sounds

Questions

1. How does the writer introduce her topic in the first paragraph? Is it effective? How?

She started with the general name of the therapy then she moved to the specific types of rehabilitation. It is clear and effective.

2. Break the thesis statement down into its components, and explain how well or otherwise it introduces the reader to the main topic of the essay.



3. Is the development of the main topic logical and smooth? Explain.

Yes it is logical and smooth. They started with the physical then occupational and then the speech language.

4. What is the subject classified in this essay? What is the classification principle?

Rehabilitative Therapies. The classification is based on how they help people because the thesis statement is *Three types of therapy that help a wide range of people ...*

5. How many categories are there in this essay? How are they discussed and illustrated?

Three categories. We have the category, the definition and the examples.

6. Examine the structure of the second body paragraph, How does the writer state the category. What are the next steps that follow in these paragraphs?

They started with the name of the therapy, occupational therapy, then explaining it, and then some examples, like eating and getting dressed. The same organization: Name characteristics, and then examples.

7. Compare the three body paragraphs in terms of structure and development of idea. How does the writer arrange them? When you read the second body paragraph, can you tell this is the second body paragraph? How?

Do all the three have the same structure? Yes, they are similar in terms of structure. Name, explanation, and examples. The development of the ideas is smooth.

8. What kind of conclusion does the writer use? Is it a good ending to the discussion?

Restatement and final thought talking about the job of therapists which is promising.

9. What kind of linking words are used here? Give examples

According to, so, the other type, on the other hand, however, as well as. We do not have a lot of linking words in this essay.

In our book, we have seven types of essays. We have taken four so far. We still have three.

Assignment: Classify the students in your class or the teachers teaching you.

Next time, we will have the narrative essay.

Thank You

HELLO EVERYONE!

Types of the essay

Let's move to the next type of essay which is The Narrative Essay.

THE NARRATIVE ESSAY

A **narrative** essay simply tells a narrative or a story which focuses on an event or a series of events. Think of fairy tales, short stories, novels, or movies. These are all called **fictional**, namely telling stories that are not real or factual. On the other hand, a story about something that happened to you, your family, or your friends is **factual**, (because it is something that happened in real life. Both kinds are narratives because they tell stories.

Prose is the opposite of poetry. Prose is writing not in poetic language. Poetry or poems uses poetic language but novels use prose.

- Prose النثر

Prose fiction is talking about fictional stories. Prose can be either fictional or factual. Factual means **حقيقي**, a story that talks about happened for real. For examples stories in newspapers.

A narrative does not **tell** how a certain character feels; it **shows** it through detail and vivid verbs and modifiers. But a narrative essay is not only about giving an interesting story that keeps the reader's attention focused; it should have a point or a thesis to develop. It is through the story being told that a writer tries to make the reader focus on a certain point. For example, an essay could narrate an event that changed the way a certain person views life. The story is thus used to reveal the importance and influence of a certain event on the character.

You have to describe the emotions rather than telling them. For example, you don't say "she was sad". You can describe the feelings in other way like dialogue, vivid language or behavior. It shows description through these. **Thesis** means the main idea. There should be a point or a thesis. All the things in the story serve this point. For example, you tell a historical story, and through the story, the reader can know the effect of this story on the whole area without telling this with clear words. Another story,

Organisation and Structure of the Narrative Essay

A narrative essay is similar to a story in the elements; it is comprised of:

character, setting, plot, point of view, and dialogue.

You have to have at least **2 characters** in your narrative essay. The **setting** means the time and the place the events happened. When and where the events take place.

What do we mean by the **plot**? It is the series of events.

You have to have **dialogue** in your essay, but not all over your essay because it is not a play (مسرحية).

A narrative essay, therefore, could be told in the *1 point of view*, namely the writer telling a personal story or in the *third-person point of view*, a he or she event. Since the writer attempts to engage the reader's attention, interesting details and vivid language are necessary. Instead of telling the reader how something looks, the writer could recreate the object by describing it in lively language, offering concrete, sensory details. Another way of keeping the reader engaged in the story is by insert in some pieces of *dialogue*. This would give a sense of realism to the story. It would make the reader feel close to the characters, hearing their voices and getting to know how they feel or think through their own words and expressions. The dialogue also makes the narrative lively.

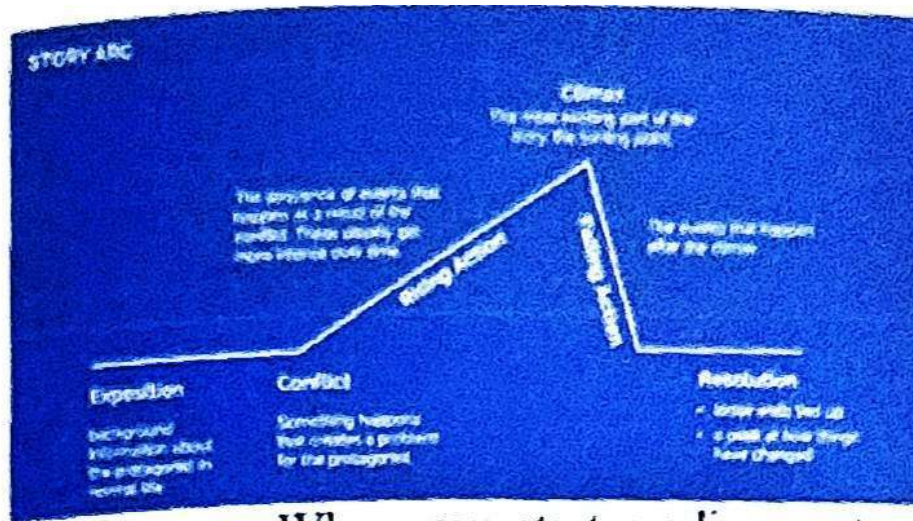
First point of view means I am telling something that happens to me. *Third person point of view* is when you narrate something that happened to somebody else. The second person point of view is rarely used in narrative essays. The second person is when the writer is addressing the reader with *you*.

A dialogue makes you feel close to the reader and gives a sense of realism. If the writer is reporting what happened to you, do not feel close to the characters.

In order to produce a good narrative, a writer has to establish the **setting**. By setting we refer to the environment, to the time and place of a certain event. It serves to keep the reader informed of the details, and also to establish a kind of link between the character and the reader.

It is the time and place.

Plot is an integral part to any story, and thus it is important to consider when writing a narrative essay. By plot we refer to the line of action, how the events are narrated or told and the stages of the action: usually we have a point in a story when things get complicated and tension is aroused. This is what we call **climax**. Following this is the **resolution** of the problem and end of the story.



This is a line of events. When you start reading a story, events get complicated and the action rises, and it gets so interesting that we want to know what happens next, until it reaches a climax. After the climax we have the resolution. Resolution is when things are resolved. Some stories have a climax, resolution, climax, resolution pattern; and sometimes you find a climax but you discover later on that it is not a climax.

Unlike descriptive writing which organizes details in space (see Unit One in Part II), narrative writing proceeds in time sequence. In other words, a **chronological order** is usually followed when narrating a story, starting at a certain point in the past and proceeding to the present, thus telling the events in the order they occurred. However, it is possible to alter this norm by using other methods of narration, the most popular of which is **flashback**: starting in the present and going back in time to the beginning of the incident.

The events should follow a chronological order. Sometimes we have flashbacks. We start in the present and go back to the past; sometimes we start from the past, and then go back to the present.

*

The thesis statement

The **thesis statement** to a narrative essay could be the first sentence or the last sentence of the introduction. In it the writer states the point of the narrative or story told. For example,

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

This is an example. The topic is the death of the best friend but the point is the feeling and how this event affected the writer.

This **thesis statement** prepares the reader for the story of the best friend's

death. But it also alerts the reader to the point for narrating the story: the effect it had on the speaker.

In the other types of the essays, the thesis statement is always the last sentence in the introductory paragraph.

The story should have an introduction that clearly indicates what kind of narrative essay it is (an event or recurring activity, a personal experience, or an observation), and it should have a conclusion that makes a point.

Observation means something that you have witnessed.

Recurring means repeated.

The point should be clear in the conclusion.

*

Linking Words of Narration

As you have learnt from the different kinds of essays discussed above, linking words are not always specific to a certain kind. So in a comparison and contrast essay, you could find linking words of example, or of consequence. This applies to the narrative essay as well. But since the chronological order is the main rule, the most common linking words used in narratives are those that show time.

Function	linking word
Consecutive time	After, after a while, afterwards, and then, an hour (a day, a week) later, finally, first (second, third), later (on), next, soon, the next day (week, year)
Same-time	As soon as, at that moment, during, immediately, meanwhile, suddenly, when, while
Specific time	In October, in 1983, on January 9, at noon, at 8.30

The outline of a narrative essay:

- The theme in the introduction. The sense of the conflict.
- Grouping the events into paragraphs.
- For the conclusion, we should justify personal relevance, and why it is relevant to me.

Read the model essay below and answer the discussion questions, preferably with a colleague or in a group.

Model Essay

Two Different Peas in a Pod

By L. Lazarescu

My sister and I are so different. She is really loud and obnoxious everywhere

she goes, but that does not make us so different because I can be obnoxious too. My sister basically does not have any respect for other people. I am not that way. She really has no regard for others around here. She does what she wants, when she wants, and how she wants, and she doesn't really care who is affected by her actions." I tend to be more diplomatic. When it comes to dealing with my sister, that seems to always be my downfall; whenever she needs something, she calls me, and I am always there for her.

At the end of last term, she called me to come over to her apartment to help her with her finals. That doesn't sound so unreasonable does it- my sister calling me to ask me for help with her finals? It wouldn't have been either, if I wouldn't have had my finals to study for, and if she wouldn't have waited until at nine o'clock in the evening the night before the exam. But that is how she operates, and I, being the diplomatic sap that I am, drove twenty miles to her house to help her study.

We studied until two o'clock in the morning, and I finally told her that I had to go. She thanked me, and when I got home about three, my husband asked me why I always leave to go help her whenever she calls. I told him that I felt bad for her, and I wanted her to pass her exam. I did. I wanted her to succeed. Last term I was taking 20 credit hours, I have a family, I have three small children, and I barely have time to study on my own, but I didn't want to see her fail. Besides, I thought that if I help her, then she may someday return the favor. I was wrong.

My sister passed her math exam, and I passed my classes. All was well. One afternoon, my husband and I had an emergency appointment that we had to attend, and I needed someone to baby-sit my five year old for about two hours. I called my sister and asked her if she was busy because we had a very important meeting to attend to with our attorney, and I wanted to know if she could baby-sit for about two hours. She said, "no problem."

I told her that I would pay her, and we would be there at 3:30 because our appointment was at 3:45. I also told her that it was very important that we didn't miss the appointment, and if she didn't want to do it, then she needed to let me know. She said, "no problem?"

I could have called someone else, but she lives in the same town that we had to go to. We arrived at 3:20. My sister was not at home. I was not worried because she lives just minutes away from a fast food restaurant, and I thought that maybe she went to pick up something to eat. We waited until 3:35; she did not arrive. I called her on her cell phone, but she would not answer it. By that time it was 3:43. I called my attorney to tell him that we would be a little late. He

informed me that if we were more than ten minutes late, then the people that we were meeting with would have to reschedule three months later.

Luckily, my mom was home, and I was able to drop my daughter off with her. We made it to our appointment with two minutes to spare. At ten minutes after four, my sister called and left a message on my cell phone. She said, "I went to McDonald's to get something to eat I was really hungry."

I was so mad. Her house is two blocks from McDonalds. It takes five minutes to get there if you are hobbling on crutches, and she was driving her car. She does not live in a large metropolis where the traffic is insane. There are a total of nine stoplights in her town, only one of which she had to drive through. She made a commitment to me, and she let me down, and she did it not because she was hungry, she did it because she felt like it. She simply changed her mind and didn't want to baby sit. It was not the first time that she had made a commitment and backed out. The only difference between this time and all the other times was that this time, I've had enough.

Now my sister and I are not that much different from one another. She has no regard for my feelings, and I have no regard for hers. I have learned a lot from her. I have learned that sometimes it is okay to tell people no when they ask you to do something. There is still one thing that makes us different: I actually have respect for other people-other people that is, except for her.

In this essay, we have the linear narrative which presents the events in the order they occurred. It is a narrative -descriptive essay.

Two peas in a pod, the pod means that thing that you have peas inside (البزاليا). Usually, you find all the peas in one pod are the same. But when you find two different peas in on; this is unusual.

- Obnoxious = annoying or rude
- Downfall= failure
- Sap = fool
- credit hours= the hours you have to attend in your study
- attorney = lawyer
- hobbling = limping عرج
- metropolis= the most important city, a big city
- stoplights = traffic lights

Discussion Questions:

1. Having read the essay, which is the thesis statement: the first sentence or the last sentence of the introduction? Why?

The last sentence is the thesis statement because it sets the whole

topic because she fails to deal with her sister. The point at the end is that she learned the lesson.

When it comes to dealing with my sister, that seems to always be my downfall; whenever she needs something, she calls me, and I am always there for her.

2. Is the introductory paragraph suitable for a narrative? What function does it have in this particular essay?

Yes, the function of it is that it is the main idea that she and her sister are so different. It sets the background then.

3. Which paragraph states the point for narrating the incident with the sister: the introduction or the conclusion? What is this point?

In the conclusion. We have a hint in the introduction but it is clear in the conclusion which is that she learned the lesson.

4. How does the writer make the narration interesting in terms of language and description? Give evidence.

Comparison and giving a lot of specific details, and she used vivid language. And short dialogue.

5. You have learnt that the narrative essay usually has the elements of the story. Below are these elements. What you have to do is explain how each functions in the above essay giving an example. The 'dialogue' element is done for you.

A. Point of view:
First person point of view.

B. Setting:
Place: Her sister's house. Time: when she helped her sister for exam and when she had the appointment in the town when she

C. Dialogue:
Used briefly in the essay to make it more lively and to create a sense of immediacy.

Example: Paragraphs 4 and 5: the sister's reply to the speaker's questions are reported.

D. Plot (Order of events, climax and resolution)
The climax is when she waited for her sister in the house, but she didn't come. The resolution is when she went to her mother.

6. What linking words does the writer use to add cohesion to the

essay? Underline the linking words of time used in the narration.

At the end, last term, one afternoon, at 3:30, by that time, then, finally.

7. What is the function of the concluding paragraph? Was it a good ending to the essay? How?

It is a restatement. It has the point of the whole story. It was a good ending.

Exercises:

Read the following essay then answer the questions below.

Learning to swim

Anonymous

Learning something new can be a scary experience. One of the hardest things I've ever had to do was learn how to swim. I was always afraid of the water, but I decided that swimming was an important skill that I should learn. I also thought it would be good exercise and help me to become physically stronger. What I didn't realize was that learning to swim would also make me a more confident person.

New situations always make me a bit nervous, and my first swimming lesson was no exception. After I changed into my bathing suit in the locker room, I stood timidly by the side of the pool waiting for the teacher and other students to show up. After a couple of minutes the teacher came over. She smiled and introduced herself, and two more students joined us. Although they were both older than me, they didn't seem to be embarrassed about not knowing how to swim. I began to feel more at ease.

We got into the pool, and the teacher had us put on brightly colored water wings to help us stay afloat. One of the other students, May, had already taken the beginning class once before, so she took a kickboard and went splashing off by herself. The other student, Jerry, and I were told to hold on to the side of the pool and shown how to kick for the breaststroke. One by one, the teacher had us hold on to a kickboard while she pulled it through the water and we kicked. Pretty soon Jerry was off doing this by himself, traveling at a fast clip across the short end of the pool.

Things were not quite that easy for me, but the teacher was very patient. After a few more weeks, when I seemed to have caught on with my legs, she taught me the arm strokes. Now I had two things to concentrate on, my arms and my legs. I felt hopelessly uncoordinated. Sooner than I imagined, however,

things began to feel "right" and I was able to swim! It was a wonderful free feeling like flying, maybe - to be able to shoot across the water.

Learning to swim was not easy for me, but in the end my persistence paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about learning. Now when I am faced with a new situation

I am not so nervous. I may feel uncomfortable to begin with, but I know that as I practice being in that situation and as my skills get better, I will feel more and more comfortable. It is a wonderful, free feeling when you achieve a goal you have set for yourself.

- Anonymous means unknown
- Timidly = shyly
- Kickboard = a board used for practicing swimming
- at a fast clip = quickly
- persistence = keep trying
- paid off = reward
- conquer = overcome

Questions:

1. Locate the thesis statement to the essay. What does it tell you about the topic?

The events are about the process of how to learn to swim. The point is how her confidence improved.

What I didn't realize was that learning to swim would also make me a more confident person.

2. The introductory paragraph should make clear what type of narrative the essay would deal with. Does the introduction fulfill this goal? Explain. Yes. In the introduction it is just an event only which is learning how to swim.

3. How does the writer describe her fear and the teacher's patience? Give examples of the words and vocabulary used and explain their function.

Things were not quite that easy for me. She didn't say "I was too afraid". She only said *Things were not quite that easy for me.* This describes how scared she was.

Things were not quite that easy for me, but the teacher was very patient. After

a few more weeks, when I seemed to have caught on with my legs, she taught me the arm strokes.

4. Is the essay well organized? Explain the structure of the essay starting with the function of the introduction and how the body paragraphs develop the main idea.

Refer to the order of events

Yes, it is well organized. The narration was step by step, how they began, how other students were faster in learning, how she learned the steps...etc. In the introduction, she describes how she was afraid. In the first paragraph, she described how she was embarrassed and then when she met her friends she was not; then when they started, the other one was bigger than her, but the teacher was patient with her, and then how she learned to use her arms and legs, and finally how she managed to learn.

5. What is the point of view of this essay? Is this suitable to the kind of narrative told?

First person point of view. Yes, it is suitable because she talks about herself, a story.

6 What is the point the writer is trying to make through narrating this experience? Where can you find this?

Facing fears and learning how to be confident.

7. Do you think the division of the essay into paragraphs was logical? How?

Yes, it is logical. The division was so clear.

8. Underline the linking words of time-used in the essay. Notice their use.

After, although, while, when, one by one, however, sooner, in the end....etc.

Assignment: Tell a story of a dangerous or embarrassing experience that happened to you or to someone else. Follow the conventions of the narrative essay by using lively language and details. Make the story interesting, and divide the paragraphs in accordance with the events of the story.

Thank You

HELLO EVERYONE!

Types of the essay

The Argumentative Essay

From the name, we are arguing for or against an idea. You

As the name suggests, an argumentative essay is one where the writer defends his/her point of view against an opposing one. The aim of an argumentative essay is, then, to persuade the audience that your idea or opinion is the right one. In order to do this, the writer should adopt a logical and reasonable mode of thinking, giving substantial evidence for the issue argued for or against.

Argumentation is not an easy skill to acquire. It is therefore imperative that, when selecting the topic of an argumentative essay, the writer choose a topic that s/he knows well and has read a lot about. The point would have to be defended by means of statistical figures and the words of an authority on the issue. Otherwise, the writer would find that this could possibly be a losing battle where the audience simply do not agree or at least are not convinced that this is reasonable and logical thinking.

Imperative means that it is a must or it is very important. **Cite** means **استشهد**. The best way to convince is to use statistical figures or words of an authority. An authority means a person who knows very well about the topic. Or else, the reader would not be convinced.

The subject for an argumentative essay should be arguable. You cannot, for example, argue for or against facts like: '*putting an end to wars would make the world a more peaceful place to live in*'.

You cannot argue against or for a fact. Here, they assume that this is a fact:

'*putting an end to wars would make the world a more peaceful place to live in*'.

It is a fact. It is not an arguable subject.

The thesis statement has to be argumentative. It should show an opinion, or a stance, not simply a central point to be analysed or discussed. When saying for example, "my first year at college was traumatic", the statement has a central point which is "traumatic", but it is not a persuasive or argumentative one.

Stance means attitude.

The thesis statement should be an opinion that you can argue about, not a fact.

As we said above, by the argumentative essay the writer attempts to change the reader's opinion. It is not advisable to use the 'I' pronoun in the argumentative thesis statement as this would render it rather subjective and weak.

Render means cause.

You can use "*most people think*" instead of using the "I" pronoun. This is subjective. Subjective is when you give your opinion and use the "I" pronoun. This is not advisable in an argumentative essay. The argumentative essay should be objective. Of course you are talking about your opinion in the argumentative essay, but you shouldn't make this clear like when you use the "I" pronoun".

Compare the two thesis statements below:

I will argue that mercy killing is wrong.

Mercy killing, or euthanasia, is an act that should be completely prohibited because taking one's life is not a matter of personal freedom.

Notice that the first statement is argumentative, yet it is vague and subjective. The second thesis statement declares the writer's attitude and addresses the issue of mercy killing more objectively, giving the reason for the call to stop it.

Do not say "*I think*" in the thesis statement. It should be objective. Notice that it is not a fact, but they used "I"; which is not advisable. The second thesis statement is good.

• Organisation of the Argumentative Essay

The argumentative essay starts with an introduction that introduces and explains the issue or case. It is also important to define any difficult terms that the reader might not be familiar with. If, for example, the writer is arguing against *euthanasia*, the introduction should familiarize the reader with the term by means of defining it.

The body could be divided into several paragraphs in order to prove the point. Following the introduction, the writer normally gives reasons and support for the thesis. This helps the writer prove the point and make a case that the reader may be persuaded with. A good way to offer logical thinking and persuasive writing is to use **statistics, figures** and also to **cite an authority** experienced or familiar with the issue discussed.

The argumentative essay normally debates a controversial (جدلي) or a

contentious issue. It is therefore imperative that the writer know the counterarguments and refute (يدحض) them, i.e. prove they are wrong. This makes the writer's stance stronger and gives more credibility (مصداقية) to his/ her writing. For example, if an essay argues against euthanasia, the writer could refer to the opponents by saying:

The argumentative essay should discuss then something that is controversial. Some people agree; some people do not. The counterargument means the other point that you need to prove wrong. We mention it to refute it.

Those who think that allowing the mortally ill patient to take his life is the only possible way to relieve him of his pain totally miss the point. No one can predict the future, even the near future, of medical advances and innovations. How could those people think that a cure for a certain patient's case cannot be discovered just hours after he is allowed to take his life?

In order to refute the opponent's argument, the writer has to state it first then refute it by giving the counterargument. If the opponent, however, has a valid point, the writer has to concede this and refer to it in the essay. It is useless to try to pretend that the other party has nothing valid or right. For example,

Although it is true that some patients could be in a state of coma, lying helpless and painfully for years, the potential for change in terms of medicine still exists.

The writer here accepts the point of the opponent and takes it as valid, but at the same time offers a counter point.

The conclusion would finally summarise the points and make a **demand for some action**. This is what distinguishes the argumentative essay from the previous kinds: there is a plan for action or change suggested at the end.

So mention the counterargument in order to refute it.

Linking Words of Argumentation

As explained above, the argumentative essay debates an issue by means of more than one method: the writer cites an authority, offers reasons and support by means of statistics and examples, refutes counterarguments, and adopts logical thinking which leads from A to B and on to C. Accordingly, the linking words used should reflect these complex relationships between sentences; they are of various types depending on where they are used. The table below lists examples of the most common linking words used in argumentative essays.

Function	Linking word
To concede a certain point	Of course, surely, naturally, to be sure, no doubt.
To predict results or consequences	Therefore, consequently, as a consequence, thus, as a result.
To cite an authority	According to, as ... says (argues, demonstrates, shows..)

For example:

Of course it is boring to come to school in the same clothes, but...

Read the model essay below, taken from John Krutch's *The Great Chain of Life*, and think of the discussion questions

Model Essay

Killing for Sport

It wouldn't be quite true to say of my best friends are hunters." Still, I do number among my respected acquaintances some who not only kill for the sake of killing but count it among their keenest pleasures. And I can think of no better illustration of the fact that men may be separated at some point by a fathomless abyss yet share elsewhere much common ground. To me, it is inconceivable that anyone can think an animal more interesting dead than alive. I can also easily prove, to my own satisfaction, that killing "for sport" is the perfect type of pure evil for which metaphysicians have sometimes fought.

Most wicked deeds are done because the doer proposes some good for himself. The liar lies to gain some end; the swindler and the thief want things which, if honestly got, might be good in themselves. Even the murderer is usually removing some impediment to normal desires. Though all of these are selfish or unscrupulous, their deeds are not gratuitously evil. But the killer for sport seems to have no such excusable motive. He seems merely to prefer death to life, darkness to light. He seems to get nothing other than the satisfaction of saying: "something which wanted to live is dead. Because I can bring terror and agony, I assure myself that I have power. Because of me, there is that much less vitality, consciousness and perhaps joy in the universe. I am the spirit that denies." When a man wantonly destroys one of the works of man, we call him "Vandal." When he wantonly destroys one of the works of God, we call him "Sportsman."

The hunter-for-food may be as wicked and as misguided as vegetarians sometimes say, but he does not kill for the sake of killing. The ranchers and the farmers who exterminate all living things not immediately profitable to

them may sometimes be working against their own best interests; but whether they are or not, they hope to achieve some supposed good by the exterminations.

If to do evil, not in the hope of gain but for evil's sake, involves the deepest guilt by which man can be stained, then killing for killing's sake is a terrifying phenomenon and as strong a proof as we could have of the "reality of evil" with which present-day theologians are again concerned.

• killing for sport: الصيد كرياضة

• Acquaintances: معارف

• Abyss: الهاوية

• Inconceivable: something that you cannot understand

• End means purpose

• Unscrupulous Without conscious

• Vitality means liveness

• Vandal: مخرب

• Theologians: علماء الدين

• Keenest = favorite

• Fathomless means so deep that you cannot find the bottom

• Metaphysicians: ما وراء الطبيعة

• Impediment means obstacle or barrier

• Gratuitously without excuse

• Wantonly: طيش

• Ranchers: الشخص الذي يربي الحيوانات مثل (الأحصنة والثيران)

And I can think of no better illustration of the fact that men may be separated at some point by a fathomless abyss yet share elsewhere much common ground.

This means that men are so different, yet they have some common things.

Discussion Questions:

1. What is the thesis statement? Is it an argumentative one which declares the writer's stance clearly?

I can also easily prove, to my own satisfaction, that killing "for sport" is the perfect type of pure evil for which metaphysicians have sometimes fought.

The writer used "I" in the thesis statement; it is a bit subjective.

2. The introduction is not statistical. Do you think the writer managed to introduce the topic in an inviting and interesting way? If yes, what evidence do you find in the introduction to prove this?

Yes, there is logic. He said that he doesn't have friends with this attitude who are killers. He gave illustration of the difference between men.

3. What is the function of paragraph two in the argument? In other

words, what stage(s) of the argument does it provide? Read it carefully and discuss it with a colleague to determine the purpose of the writer.

It explains what the killers do.

4. What is the function of paragraph three? Does the writer offer his reasons for arguing against this kind of hunting?

The paragraph of the hunter-for-food is a counterargument.

5. Is the conclusion effective? Does it round up the topic elegantly and cleverly? Explain.

Yes, it is effective. It is a restatement and there is a demand for action when the writer said:

...with which present-day theologians are again concerned.

The writer is asking the theologians to say something about killing for sport.

6. Were you convinced by the writer's argument? If yes, what made his argument logical and persuasive? If not, what are the weaknesses in the argument? (The question is open for discussion in group or in class as a whole).

Killing for food is acceptable for us, but the writer finds it bad.

7. What linking words does the writer use in the essay, if any? Underline them.

Still; not only...but; easily proved; inconceivable; also, though...

Read the following argumentative essay and answer the questions below.

Is Cloning Ethical and Should it be Pursued?

Is cloning ethical and should it be pursued? Cloning is the method of producing a baby that has the identical genes to one person. In February 1997, embryologist Ian Wilmut and his colleagues at Roslin Institute in Scotland announced "that they cloned a sheep named Dolly from the udder cells of a ewe." The announcement of Dolly's birth attracted enormous press interest, perhaps because Dolly drew attention to the theoretical possibility of cloning humans. This revelation also shocked the entire world and politicians immediately proposed bans on human cloning. The House of Representatives and the Senate drafted bills to completely ban human cloning and President Clinton established a National Bioethics Advisory Commission to address the

science and ethics of human cloning. The government's decision is a contentious issue because they are concerned about the use of cloning being abuse, even though cloning can be used for medical benefits.

People have conflicting views of the government's actions and they have proved to be controversial. The federal government should have regulated human cloning instead of banning it. There are significant benefits that can result from the technologies of cloning. Bypass of infertility is one of the most promising benefits. Fifteen percent of Americans suffer from infertility, much of which cannot be cured by current medicine. "Infertility is caused by genetic defects, injuries to the reproductive organs, congenital defects and exposure to toxic substances and radiation." Cloning offers infertile people the chance to raise and love their own genetic children. "The Supreme Court has ruled that every American has a constitutional right to "bear or beget" children, and to make reproductive decisions without government interference. This includes the right of infertile couples to use sophisticated medical technologies like cloning." This is ironic because the government officials have recently banned cloning and for many Americans cloning exercises their right to reproduce.

But the government has taken this right away from them. There are limits on government control over who gets born. Americans have a constitutional right to have their own children, but infertile Americans are barred from having children. In this legal system, the fact that infertile people are prohibited from having children by cloning is unfair and unjust.

Cloning technology can lead to the use of cloned organs for the purpose of transplants. Therapeutic cloning would involve growing replacement organs (heart, liver, pancreas, skin, etc) from a sample of a person's DNA. The goal of therapeutic cloning is to produce a healthy copy of a sick person's tissue or organ for transplant. If the process of therapeutic cloning using embryos is successful then perfectly matched, replacement organs could become freely available to sick and dying people. This technique would be better than relying on organ transplants from other people. The supply of organs will be unlimited, so there would be no waiting lists. The possible examples of therapeutic cloning might include the use of liver cells to repair a damaged organ. Cloning is an important part of therapeutic technology because it would allow the creation of perfect-match tissue. At the moment, if you have a transplant, your body will try to reject the donated cells because it sees them as foreign. Doctors remedy this immune response by prescribing anti-rejection drugs that patients must take. But through therapeutic cloning patients will not have to take anti-rejection drugs.

They would be derived from the patient him/herself and the immune system would recognize the cells as the bodies own.

Many ethical arguments against human cloning are caused by misconceptions. Many people think that clones will have the same characteristics/personalities as the person from which they were cloned. Though the clone and the individual that they were cloned from have the same genes, their characteristics and personalities are different. People think that clone will be both physically and behaviorally identical to its donor, this is not true because though cloning will be probably identical physically, our environment constantly shapes our behavior and psychology. Someone who will try to clone a future Hitler might instead produce a modestly talented musician.

Scientific advances bring social changes that many people will not be able to accept. As with any scientific or technological advance, the most important question that needs to be asked is whether or not the gains outweigh the potential losses. Will human cloning become a brave new step in fighting disease and improving the quality of life, or will it lead to dehumanization and a new genetic underclass? One of the goals of science is to revolutionize the world for the benefits of mankind and this could be achieved by cloning. Cloning should be only done if it does not cause any physical or mental harm to humans. No matter what governments do to prevent human cloning, and no matter what position is taken on the issue, it is hard to ignore the reality that cloning will someday be the way of life.

Cloning for research could open the door to the devolvement of cures of medical needs like diabetes and stroke. Cloning technology is a reality, for better or for worse, and it will not go away. If we ban the use of this technology now we will not be prepared to deal with this eventuality. If we utilize this technology and become familiar with it and set up international laws and guidelines for its utilization, however, we will be better prepared for the misuses that will eventually plague us. Cloning is a tool that can be good or bad according to the way it is put into use. A great caution should be exercised as we proceed into the new frontier.

- | | |
|---------------------------------------|---|
| • Cloning الاستنساخ | • Moral اخلاقي |
| • Embryologist عالم أجنة | • Ewe شاة |
| • Bills مشروع قانون | • Advisory استشاري |
| • Contentious جدلي | • Regulated يشرع |
| • Infertility عقم | • Reproductive organs الاعضاء التناسلية |
| • Congenital defects التشوهات الخلقية | • Constitutional right حق دستوري |
| • Supreme Court المحكمة العليا | • Beget to have children |

- Transplants الزرع
- Outweigh تتفوق
- Eventuality = possibility

- Misconceptions مفاهيم خاطئة
- Genetic underclass means the cloned people would be underclass
- Plague us يبلينا

Questions:

1. Read the introduction carefully and decide how the writer introduces his topic and provides the readers with necessary information (what kind of information)?

It is historical background. It mentions the history of cloning.

2. What is the thesis statement? Is it argumentative? How good is it?

The government's decision is a contentious issue because they are concerned about the use of cloning being abuse, even though cloning can be used for medical benefits.

Yes, it is argumentative. It is objective and strong.

3. What stage of the argument is paragraph two? Read the topic sentence to be able to decide what the writer is doing to persuade the readers.

He mentions the first reason that justify that cloning is beneficial which is treating infertility.

4. What is the example used by the writer in paragraph two to prove that cloning should not be banned?

Cloning offers infertile people the chance to raise and love their own genetic children. "The Supreme Court has ruled that every American has a constitutional right to "bear or beget" children, and to make reproductive decisions without government interference. This includes the right of infertile couples to use sophisticated medical technologies like cloning."

His evidence is that the government is opposing the constitution and it is taking the right of the families.

5. What evidence does the writer resort to in order to prove his point in paragraph two?

"The Supreme Court has ruled that every American has a constitutional right to "bear or beget" children, and to make reproductive decisions without government interference. This includes the right of infertile couples to use sophisticated medical technologies like cloning."

The same also. Example and evidence.

6. Why does the writer enclose some sentences in inverted commas?

Does this make you believe him? Why?

To concentrate on them and because this is the cite of authority. And it

makes us believe it because it is authority.

7. What does the writer aim to do in paragraph three of the essay? In other words, what steps does he take to persuade the readers? To tell the benefits of cloning.

8. What stages of the argument are paragraphs four and five of the essay? What is the writer doing to prove his point?

He is concentrating here about the fact that they are misconceptions. This is a counterargument. He is mentioning the counterargument and is trying to refute them

9. The writer uses many examples in his essay. Is this a point of weakness or strength? Justify your answer.

It is a point of strength, when he mentions the constitution, infertility, the organ transplant, etc.

10. How does the writer end the essay? What is special about this conclusion?

The writer gave a restatement and a call for action.

A great caution should be exercised as we proceed into the new frontier.

11. Go through the essay and underline any linking words you find. What are the main types that the writer uses?

At the moment...etc.

Thank You



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