



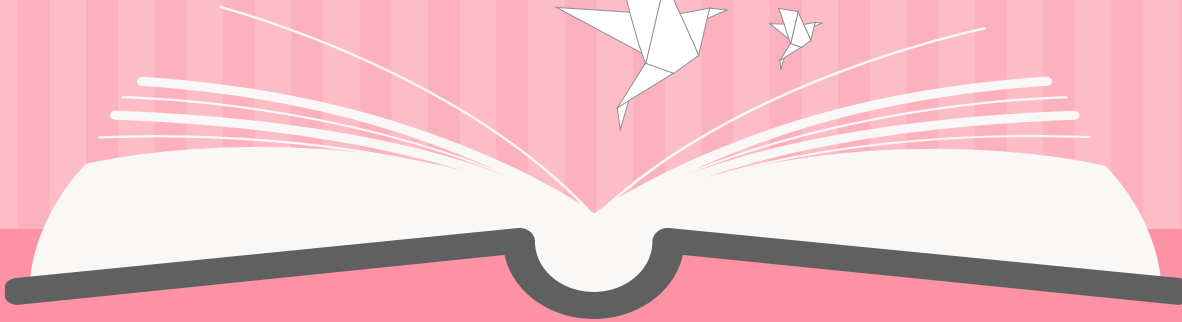
وزارة التعليم العالي و البحث العلمي

جامعة ميسان

كلية التربية الاساسية

قسم اللغة الانكليزية

حقيبة تدريسيه من إعداد  
المتدربة : هبه حيدر شامل  
ب عنوان  
Academic writing





# الفهرس و المحتويات



الفهرس و المحتويات

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## دليل الحقيه

اسم الحقيه :

**Academic writing**

الهدف العام من الحقيه على :

دراسه الكتابه الاكاديميه و اسلوبها و شروطها و معرفه الطريقه الصحيحه  
في تنسيق و ترتيب الباراغرافات و تحويلها الى مقالات او وحدات اكبر.

المستهدفون من الكورس:

طلاب مرحله الثالثه | كليه التربيه | قسم اللغه الانكليزيه

المنفذون : استاذ ماده

مدة الكورس: 15 اسبوع .

عدد الساعات: 2 ساعة ( 120 دقيقه )





# الأهداف السلوكيه



يتوقع من الطالب في نهاية المحاضرة أن يكون قادراً على:

- فهم معنى الكتابه الاكاديميه و تعبيراته الرسميه والفصحى
- استعمال الكلمات الانتقاليه بين الباراغرافات بطريقه صحيحه
- كتابه الجمل المفتاحيه
- كتابه الجمل ختاميه
- كتابه الجمل المهمه و تحديد موقعها في الباراغراف
- كتابه مقال وصفي وفق التعليمات و الشروط
- كتابه مقال بيان رأي وفق التعليمات
- كتابه مقال السبب و النتيجة
- قادر على كتابه بارارغرافات التناقض و الراي و ربطها ببعضها





# إرشادات للأستاذ

هذا. يرغب المتحدثون غير الأصليين للغة الإنجليزية الذين يلتحقون بكلية أو جامعة في تطوير مهارات الكتابة التي ستؤدي إلى النجاح الأكاديمي. تم تصميم دروسه المركزة وتمارينه المحددة وفرصه الوافرة للتمرين لمساعدة طلابك على اكتساب الثقة في. الكتاب عبارة عن نص وكتاب عمل. كتابة النثر الأكاديمي.

تم تصميم هذا الكتاب لإرشاد الطلاب الجامعيين ذوي القدرة المتوسطة في اللغة الإنجليزية كلغة أجنبية من كتابة الفقرات إلى كتابة المقالات مع نهج عملي (حيث يعمل الطلاب على الاختراع، واستجابة الأقران، والتحرير، وكتابة مسودات متعددة) يجمع المقرر بين نهج عملية الكتابة (مع تعليمات مباشرة حول عناصر مثل جمل الموضوع، وبيانات الأطروحة، والمخططات) لتدريس أساسيات الكتابة. يعمل الطلاب أولاً على التعرف على الهياكل الكتابية الرئيسية. يتم تصنيف المهام في الوحدات الرئيسية. يقدم المقدمة عملية الكتابة للطلاب أخيراً، يطبقون الهياكل في كتاباتهم. ثم يقومون بمعالجة الهياكل في مهام قصيرة وقابلة للإدارة. وتحديدًا من الفقرات والمقالات النموذجية يتم التأكيد. يمكن القيام بالتمارين إما في الفصل أو كواجب منزلي. هناك فرص للطلاب للعمل بشكل مستقل، مع شريك، ومع مجموعة. الخاصة ينصب التركيز. على التفكير النقدي، حتى يصبح الطلاب على دراية بتأثير اختيارهم للكلمات والجمل والتقنيات التنظيمية على فعالية كتاباتهم. نوع الكتابة المستخدمة في الدورات الجامعية والامتحانات في المؤسسات الناطقة باللغة الإنجليزية للتعليم -طوال الوقت على الكتابة الأكاديمية. العالي.









## إرشادات للطلاب:

.الكتابة جزء مهم جدًا من دراستك الجامعية  
ستكتب واجبات قد تتراوح من فقرة واحدة  
إلى عدة صفحات، وستكتب إجابات على  
الاختبارات والامتحانات قد تكون عدة جمل  
أو مقالة كاملة

قد تختلف الكتابة الأكاديمية باللغة الإنجليزية  
ليس فقط عن الكتابة الأكاديمية بلغتك الأم،  
بل وحتى عن الكتابة الأخرى باللغة  
الغرض من هذا الكتاب هو .الإنجليزية  
مساعدتك على التعرف على نوع الكتابة التي  
ستكتبها في دوراتك الجامعية وإنتاجها

خلال هذه الدورة، ستتاح لك العديد من الفرص لدراسة  
وبطبيعة .ومناقشة أمثلة الكتابة الأكاديمية باللغة الإنجليزية  
الحال، ستتاح لك أيضًا العديد من الفرص لمناقشة كتابتك  
ستتعلم مدى أهمية .الأكاديمية وكتابات زملائك في الفصل  
القارئ للكاتب، وكيفية التعبير بوضوح وبشكل مباشر عما  
نأمل أن يساعدك ما تتعلمه في هذه .تقصد التواصل به  
الدورة طوال دراستك الأكاديمية وما بعدها

يجب أن تأتي إلى فصل الكتابة كل يوم بطاقة ورغبة في  
لدى معلمك وزملائك في الفصل الكثير .العمل والتعلم  
من خلال .ليشاركوه معك، ولديك الكثير لتشاركه معهم  
الحضور إلى الفصل الدراسي بأسئلتك، والمجازفة وتجربة  
طرق جديدة، والتعبير عن أفكارك بلغة أخرى، فإنك لن  
تضيف إلى عالمك الخاص فحسب، بل إلى عالم من حولك  
أيضًا



الزمن: 120 دقيقة

المحاضرة الاولى

عنوان المحاضرة: Pre-Writing: Getting Ready to Write

موضوعات المحاضرة :

Choosing and  
narrowing a topic

Gathering ideas

- Editing ideas





## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة
- الوسائل التعليمية

- القلم الملون
- السبورة

النشاط: كتابه مجموعه من الجمل المفتاحيه

- عمل نقاش حول اهميه الجمل المفتاحيه



## إجراءات تنفيذ الأساليب والأنشطة التدريبية

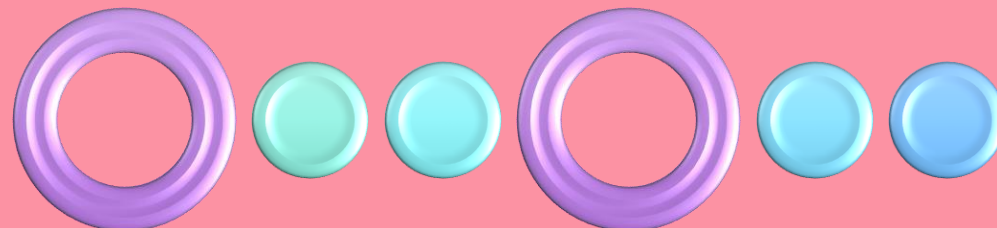
المحاضرة	الإجراءات	الزمن بالدقيقة
	مقدمه تعريفه عن الكتاب و الماده المعطاة	10
لاولى	تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	Choosing and narrowing a topic	25
	Choosing and narrowing a topic	25
	• Editing ideas	25
	النشاط: كتابه مجموعه من الجمل المفتاحيه - عمل نقاش حول اهميه الجمل المفتاحيه	20
	اعطاء واجب بيتي	5



# Introduction: Process Writing

In this unit, you will ...

- learn about process writing, the writing method used in most English-speaking university classes.

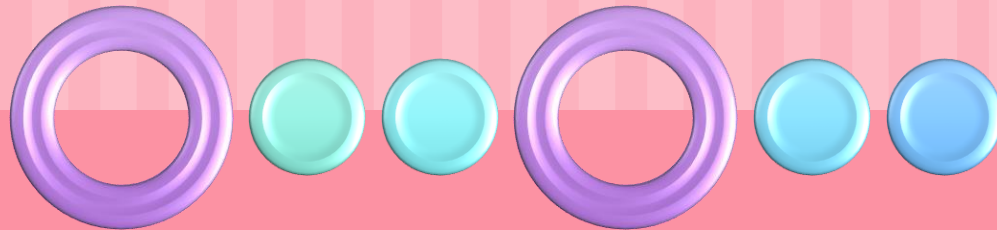




## ***The writing process***

**I** These words are important for understanding the writing process. Match each word with the correct definition.

- |                     |  |
|---------------------|--|
| <b>a.</b> step      | <b>1.</b> to check a piece of writing for errors                   |
| <b>b.</b> topic     | <b>2.</b> a group of related sentences                             |
| <b>c.</b> gather    | <b>3.</b> one thing in a series of things you do                   |
| <b>d.</b> organise  | <b>4.</b> subject; what the piece of writing is about              |
| <b>e.</b> paragraph | <b>5.</b> to change or correct a piece of writing                  |
| <b>f.</b> essay     | <b>6.</b> a short piece of writing, at least three paragraphs long |
| <b>g.</b> proofread | <b>7.</b> to arrange in a clear, logical way                       |
| <b>h.</b> edit      | <b>8.</b> to find and collect together                             |





## *The six steps of the writing process*

2 Read about the writing process. These are the steps you will practise in this book.

### ○ Process writing

When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing.

#### Pre-writing

**STEP ONE: Choose a topic.** Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

**STEP TWO: Gather ideas.** When you have a topic, think about what you will write about that topic.

**STEP THREE: Organise.** Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

#### Drafting

**STEP FOUR: Write.** Write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.



## Reviewing and revising

**STEP FIVE: Review structure and content.** Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

## Rewriting

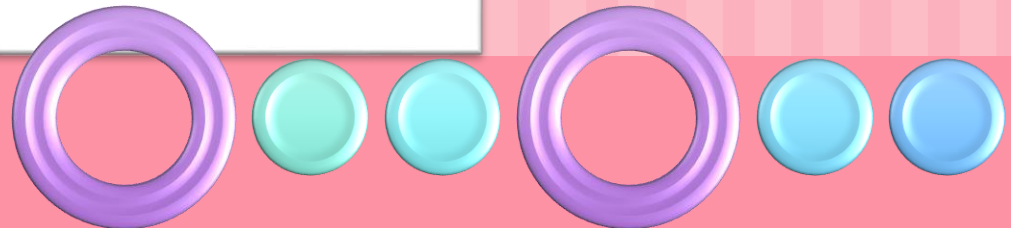
### STEP SIX:

**Revise structure and content.** Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organisation so that your text is more logical. Together, steps five and six can be called *editing*.

**Proofread.** Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.

**Make final corrections.** Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished!

Steps five and six can be repeated many times.





## Review

3 Complete this chart, summarising the steps of the writing process.

### Pre-writing

- **STEP ONE:** Choose a .....
- **STEP TWO:** Gather .....
- **STEP THREE:** Decide .....

### Drafting

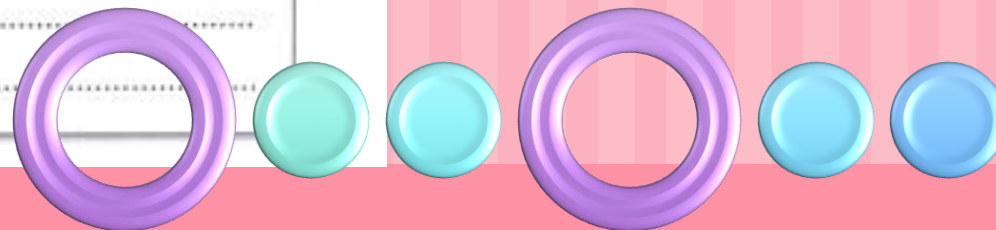
- **STEP FOUR:** Write .....

### Reviewing and revising

- **STEP FIVE:** Check .....

### Rewriting

- **STEP SIX:**  
May need to ...
  - explain .....
  - add .....
  - change .....





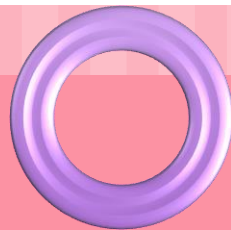
# Pre-Writing: Getting Ready to Write

In this unit, you will learn how to ...

- choose and narrow a topic.
- gather ideas.
- edit ideas.

## ○ What is pre-writing?

Before you begin writing, you decide what you are going to write about. Then you plan what you are going to write. This process is called *pre-writing*.





## Choosing and narrowing a topic

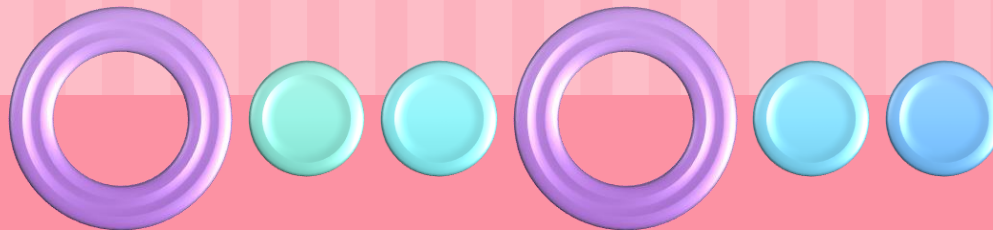
### ➤ How to choose a topic for a paragraph

A paragraph is a group of five to ten sentences that give information about a topic. Before you write, you must choose a topic for your paragraph.

- Choose a topic that isn't too *narrow* (limited, brief). A narrow topic will not have enough ideas to write about. *The ages of my brothers and sisters* is too narrow. You can't write very much about it.
- Choose a topic that isn't too *broad* (general). A broad topic will have too many ideas for just one paragraph. Most paragraphs are five to ten sentences long. *Schools* is too general. There are thousands of things you could say about it.

A student could narrow this topic by choosing one aspect of schools to discuss.

*schools* ➡ *secondary schools in my country*  
*popular school clubs*  
*university entrance exams*



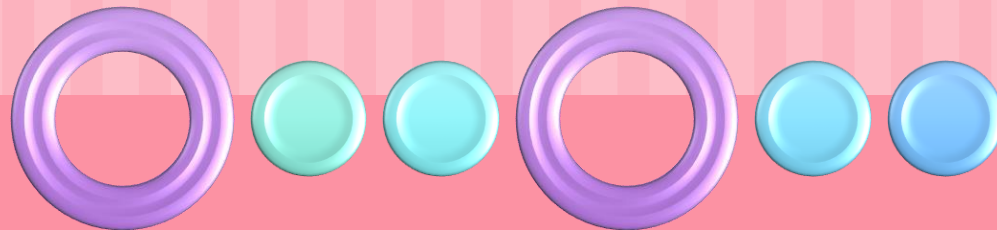


## Brainstorming

### ☞ What is brainstorming?

Brainstorming is a way of gathering ideas about a topic. Think of a storm: thousands of drops of rain, all coming down together. Now, imagine thousands of ideas 'raining' down onto your paper! When you brainstorm, write down every idea that comes to you. Don't worry now about whether the ideas are good or silly, useful or not. You can decide that later. Right now, you are gathering as many ideas as you can.

You will learn three types of brainstorming in this unit: *making a list*, *freewriting*, and *mapping*.





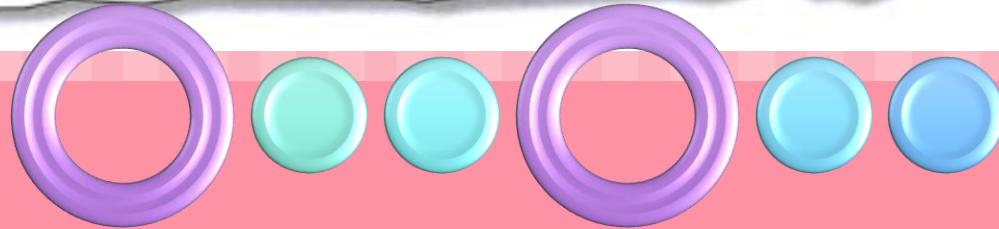
## ➤ Freewriting

When you freewrite, you write whatever comes into your head about your topic, without stopping. Most freewriting exercises are short—just five or ten minutes.

Freewriting helps you practice *fluency* (writing quickly and easily). When you freewrite, you do not need to worry about *accuracy* (having correct grammar and spelling). Don't check your dictionary when you freewrite. Don't stop if you make a mistake. Just keep writing!

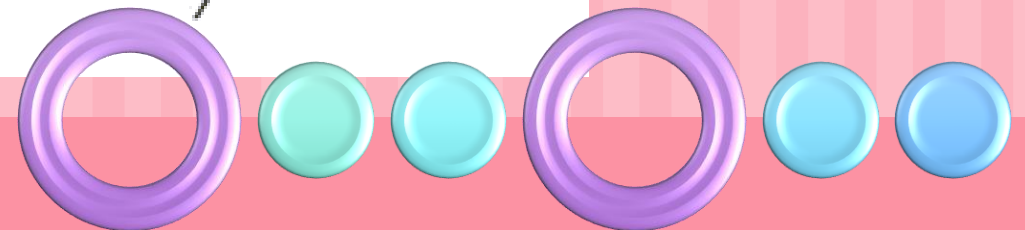
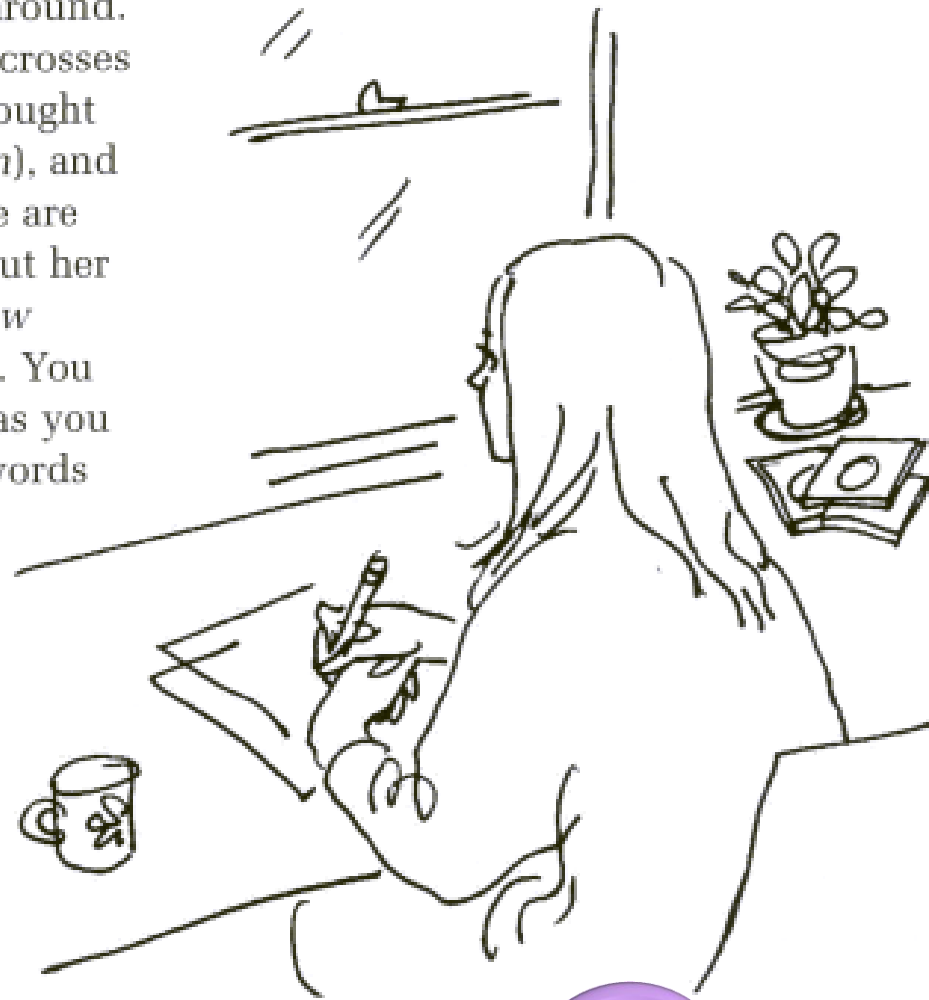
Here is an example of a student's freewriting:

*There are ~~too~~ so many subjects to study at university, it is difficult to choose one. I've always had good marks in maths, but I don't like it very much. I don't like ~~physical~~ physics or any science very much. Writing—I've always liked writing. Would journalism be a good course to take? Newspapers have pictures, too, so maybe photography would be good. I'm ~~maybe~~ definitely looking forward to meeting new friends at university. And what about reading? Reading is a part of any course, but literature includes a lot of reading and it probably includes a lot of writing, too.*





Notice how the writer's ideas jump around. When she makes a mistake, she just crosses it out and continues writing. One thought (*writing*) leads to another (*journalism*), and then to another (*photography*). There are some details that are not exactly about her topic (*looking forward to meeting new friends*), but that's OK in freewriting. You want to get as many ideas on paper as you can. You can take out unnecessary words and sentences later.

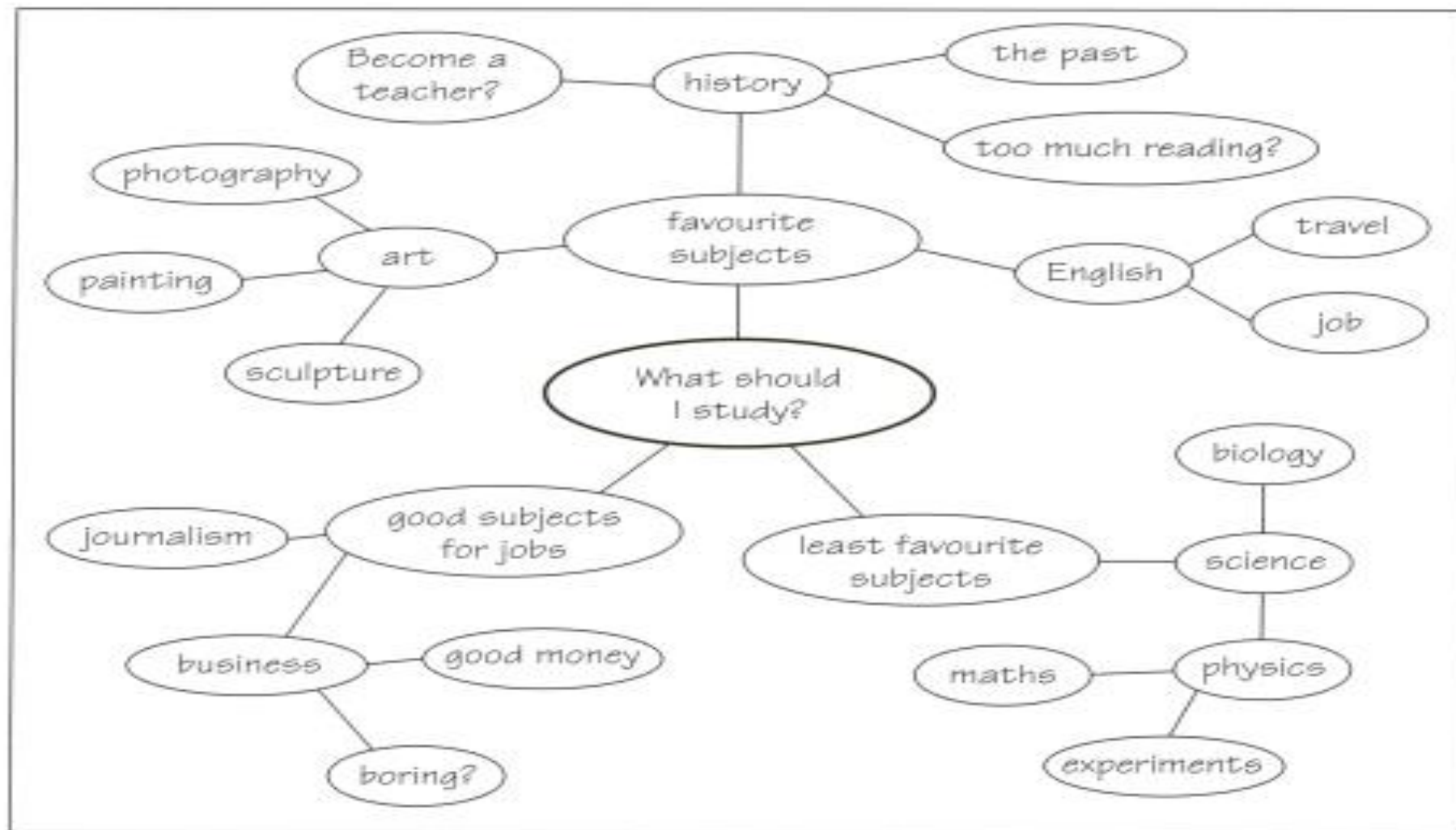




## Mapping

To make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with lines. The lines show that the two ideas are related.

The example below shows a map of 'What should I study at university?' The writer connected *favourite subjects* to the main idea. *Art* and *English* are connected to *favourite subjects* to show that they are related.





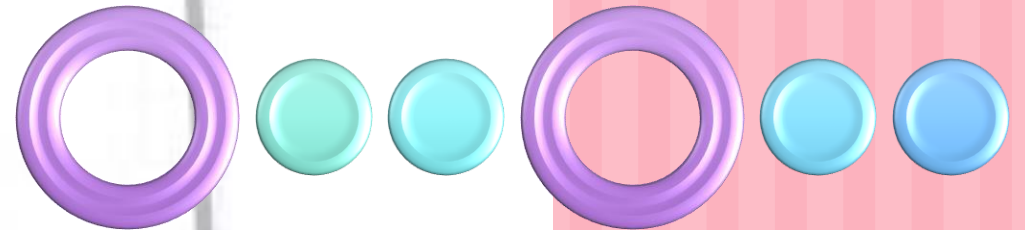
## Editing

### How to edit

After you have gathered plenty of ideas, you will need to go back and edit them. This is the time to choose which ideas are the most interesting, and which are the most *relevant* to (important or necessary for) your topic. Of course, you can still add new ideas if you think of something else while you are re-reading your list. For example, the student writing 'What should I study in college?' edited her list like this:



history—learning about the past  
~~maths (too difficult, not interesting?)~~ *Not interesting to me.*  
What job do I want later? *Describe more.*  
English for work? Travel?  
writing? *Important in many subjects.*  
~~science—biology, chemistry~~  
~~I don't like physics!~~ *I don't want to study science!*  
journalism  
I like reading—literature?  
art—drawing, painting, sculpture  
photography?  
studying / homework *What about it?*  
~~friends / social life~~ *Not related.*





## موضوعات المحاضرة :

- The definition of a paragraph
- The parts of a paragraph
- Identifying and writing topic sentences



المحاضرة الثاني

الزمن: 120 دقيقة

عنوان المحاضرة: The  
Structure of a  
Paragraph



## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة
- الوسائل التعليمية
- القلم الملون
- السبوره

- النشاط: عمل مخطط عن الباراغراف و كتابه اجزاء
- كتابه مجموعه من الابرارغرافات و تحديد الجمل المفتاحيه فيها و تأشير موقعها من البارارغراف



## إجراءات تنفيذ الأساليب والأنشطة التدريسية

المحاضرة	الإجراءات	الزمن بالدقيقة
الثانية	تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	The definition of a paragraph	25
	The parts of a paragraph	25
	Identifying and writing topic sentences	25
	<ul style="list-style-type: none"> <li>- النشاط: عمل مخطط عن البار اعراف و كتابه اجزاء</li> <li>- كتابه مجموعه من الابرار اعرافات و تحديد الجمل المفتاحيه فيها و تأشير موقعها من البارار اعراف</li> </ul>	25
	اعطاء واجب بيتي	10



# 2 *The Structure of a Paragraph*

In this unit, you will learn ...

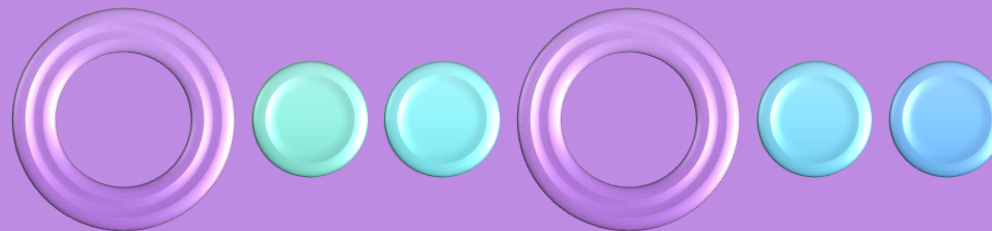
- the definition of a paragraph.
- the parts of a paragraph.
- how to identify and write topic sentences.

## ➤ What is a paragraph?

As you learned in Unit 1, a paragraph is a group of sentences about a single *topic*. Together, the sentences of the paragraph explain the writer's *main idea* (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

## ***Understanding a paragraph***

- 1 Read this paragraph. It is the beginning of an article about Switzerland in a student newspaper. Then answer the questions.





## Understanding a paragraph

- I Read this paragraph. It is the beginning of an article about Switzerland in a student newspaper. Then answer the questions.

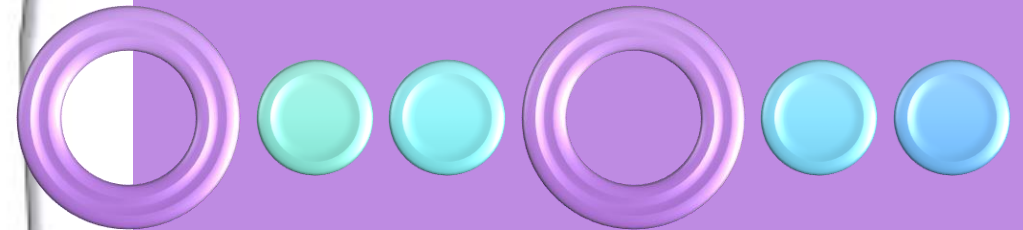
### Switzerland — Something Interesting at Every Turn

*By Ken Jones*

If you dream of travelling to a country with beautiful mountains, delicious food, wonderful places to go sight-seeing and polite people, you should visit Switzerland. If you look at the map, the first thing you notice is that



Switzerland has many mountains, including some of the highest in Europe. Climbing or skiing down the mountains is great fun. Another thing you will notice is that Switzerland shares its borders with five different countries: France, Germany, Italy, Austria and Liechtenstein. In fact, there are four official languages in Switzerland: German, French, Italian and Romansch. All these groups of people make Swiss culture very interesting. Finally, Switzerland has many cities and interesting places to visit. Cities such as Bern have modern buildings like the Paul Klee Zentrum, yet the traditional alpine refuges in the mountains show that the country's old traditions are still alive. All the people, places and things to see definitely make Switzerland a great place for a holiday.





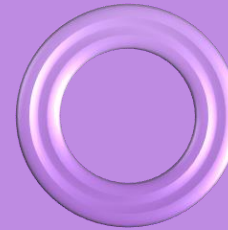
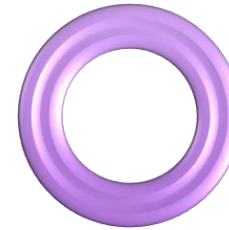
## Paragraph organisation

### ○ What makes a paragraph?

A paragraph has three basic parts:

1. **The topic sentence.** This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.
2. **The supporting sentences.** These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.
3. **The concluding sentence.** This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

Xxxxx xx xxxxx xxx xx xxxxx xxxx xx  
xxxx xx xxxxxxxx xxx xx xxxx xxxxx xx  
xxxxxxxxxx xx. Xxx xxx xxxxxx xxx xx x  
xxxxxxxxxx xx xxx xx xxxxx xxxxxxxx  
xxxx xxxxxxxx xxxxx xx xxx x xx xxxxx  
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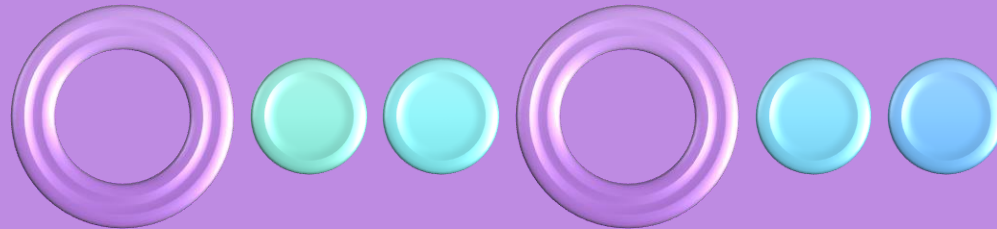




- 2 Read the paragraph about Switzerland in exercise 1 on page 11 again. Circle the topic sentence, put one line under the supporting sentences, and put two lines under the concluding sentence.
- 3 Put a tick (✓) next to the group of sentences that makes a good paragraph. Why are the other groups of sentences not good paragraphs?

a. ☐

*My best friend has many different hobbies, such as skiing, cooking, and playing the piano, and she is very good at all of these activities. For example, she has played the piano for ten years and has won three piano competitions. She also likes to spend time travelling, and she has been to many different countries in the world. She grew up speaking Spanish and English, but now she can also speak French and Italian. I like my best friend very much.*



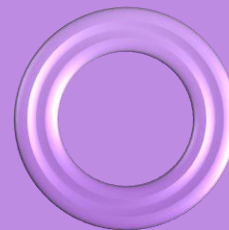
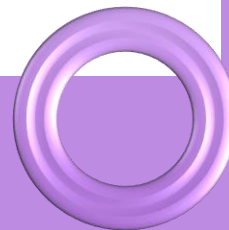


b.

Classes in literature are useful no matter what job you intend to have when you finish university. Books are about life. People who study literature learn the skill of reading carefully and understanding characters, situations, and relationships. This kind of understanding can be useful to teachers and business people alike. Literature classes also require a lot of writing, so they help students develop the skill of clear communication. Of course, a professional writer needs to have this skill, but it is an equally important skill for an engineer. Finally, reading literature helps develop an understanding of many different points of view. Reading a novel by a Russian author, for example, will help a reader learn more about Russian culture. For anyone whose job may bring them into contact with Russian colleagues, this insight can help encourage better cross-cultural understanding. Studying literature is studying life, so it is relevant to almost any job you can think of.

c.

One good way to learn another language is to live in a country where that language is used. When you live in another country, the language is around you all the time, so you can learn to listen to and speak it more easily.





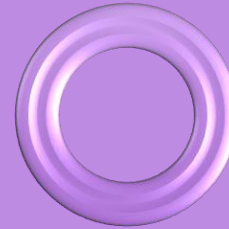
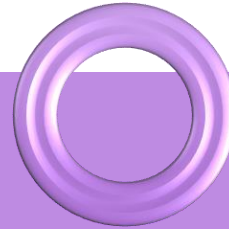
## ***The topic and the main idea***

### **○ The topic sentence ...**

- usually comes first in a paragraph.
- gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about.

### **4 Circle the topic of the sentence. Underline the main idea about the topic.**

- a. (Switzerland) is a very interesting country to visit.
- b. Dogs make excellent pets.
- c. A really good place to study is the library at my school.
- d. Learning a foreign language creates job opportunities.
- e. Football is my favourite sport because it is exciting to watch.
- f. One of the most valuable tools for students is the computer.
- g. My sister and I have very different personalities.
- h. Summer is the best time to travel in my country.
- i. My hometown is a friendly place to live.





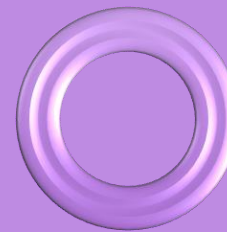
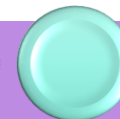
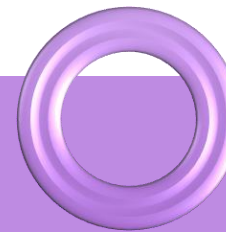
5 For each of these paragraphs, choose the sentence from the list below that would make the best topic sentence.

a.

.....  
..... When Ken wanted to enter a good university, he studied hard to pass the examination. The first time he took the exam, he did not do well, and he felt very discouraged. But he knew he wanted to study at that university, so he studied more. The next year, he tried taking the exam again. The second time, he did very well, and now he is studying engineering. I believe Ken is a good role model for me, and he has taught me that never giving up is the best way to succeed.



1. One of my closest friends, named Ken, is a person I can trust.
2. My friend Ken is a very successful student.
3. I admire my friend Ken because he doesn't give up.



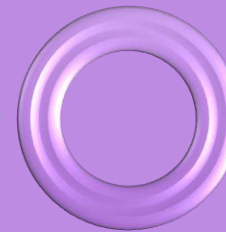


b.

..... Many children begin learning to play football when they are very young. You can often see them playing at school or in the streets around their houses. At secondary school, students may play football in a team and compete in championships. If a player is very good, he might go on to play for a professional team. People in my country love watching football on television and also go to matches whenever they can. Many people have a favourite team or player, and everyone loves to talk about matches and competitions. Football is really like a national sport in my country.



1. I love playing football, and I hope I can become a professional player one day.
2. There are many popular sports in my country, but the most popular sport is football.
3. Football is a difficult sport to learn to play well.





المحاضرة الثالثة

الزمن: 120 دقيقة

## عنوان المحاضرة: The Development of a Paragraph

Paragraph support  
and development

Writing concluding  
sentences

Peer editing



موضوعات المحاضرة



## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة
- الوسائل التعليمية
- القلم الملون
- السبورة

النشاط: التدرب على كتابة الجملة  
الختامية في الباراغراف و معرفه  
طريقه الكتابه و شروطها



## إجراءات تنفيذ الأساليب والأنشطة التدريبية

المحاضرة	الإجراءات	الزمن بالدقيقة
الثالثة	تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	Paragraph support and development	25
	Writing concluding sentences	25
	Peer editing	25
	النشاط: التدرب على كتابه الجملة الختاميه في الباراغراف و معرفه طريقه الكتابه و شروطها	25
	اعطاء واجب بيتي	10



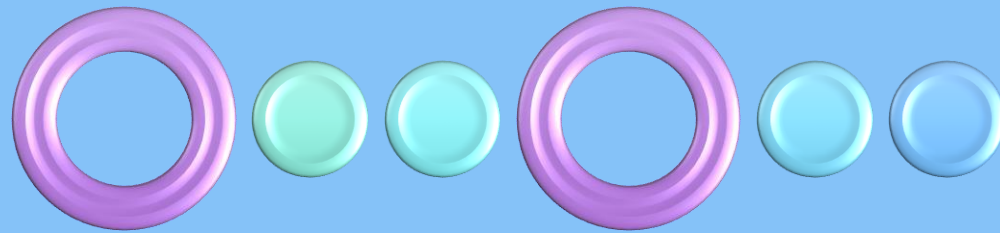
# 3 *The Development of a Paragraph*

In this unit, you will learn ...

- methods of paragraph support and development.
- how to write concluding sentences.
- how to do peer editing.

## ➤ Paragraph development

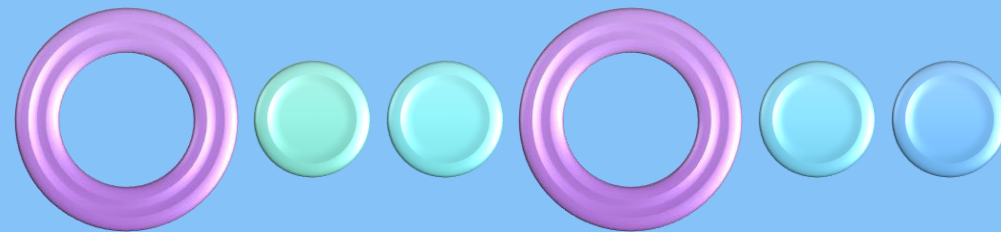
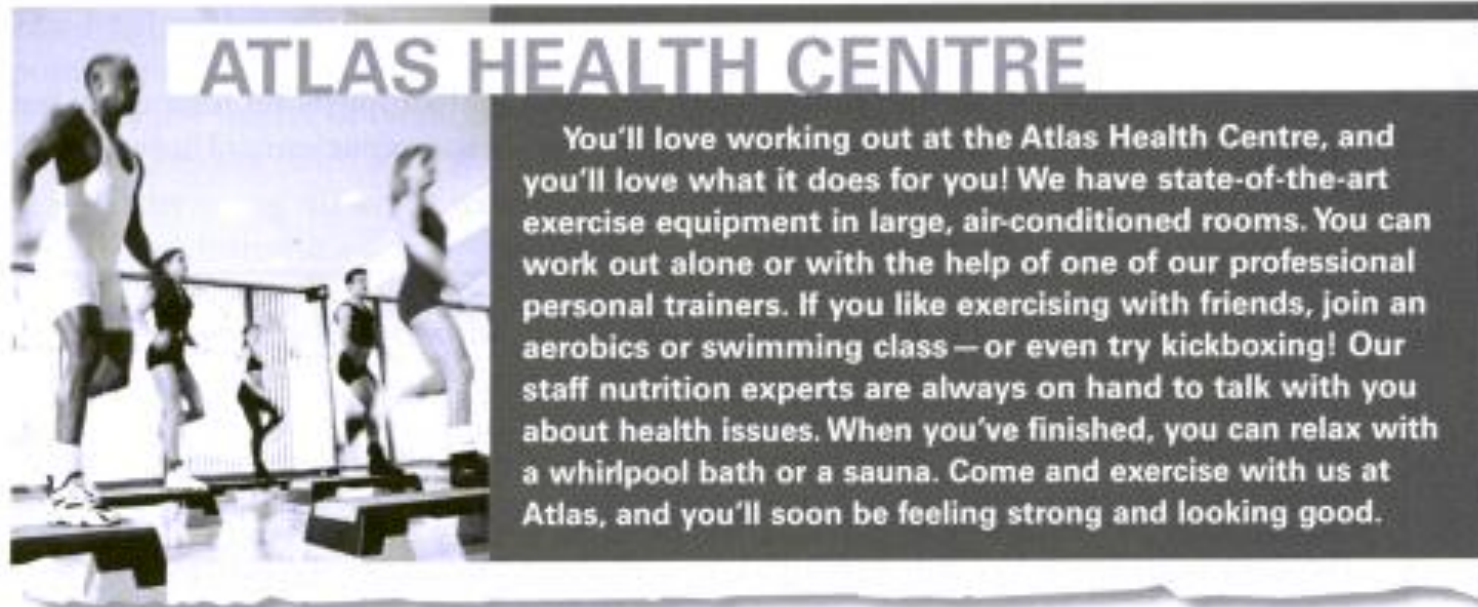
After you have chosen a topic and written a topic sentence, you *develop* your main idea by adding more information to explain what you mean. This unit will explain three common ways to develop a paragraph: giving *details*, giving an *explanation*, and giving an *example*.





## Details

- I Details are specific points that tell more about a general statement. Read this brochure from a health club. Notice the details that help develop the paragraph.





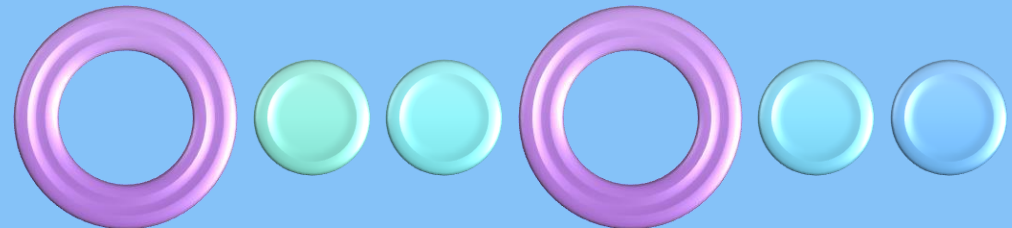
## Explanation

- 3 An explanation tells the reader what something means or how something works. In this paragraph, underline the topic sentence. Then answer the questions.

*'A stitch in time saves nine.' My mother, who likes sewing, used this simple saying to teach me the value of working on problems when they are still small. Originally, the saying referred to sewing—if you have a small hole in a shirt, you can repair it with one stitch. But if you wait, the hole will get larger, and it will take you nine stitches. This simple sentence reminds me to take care of small problems before they become big problems.*



- a. What is the writer trying to explain? .....
- b. Is she successful? Do you understand the explanation? yes / no

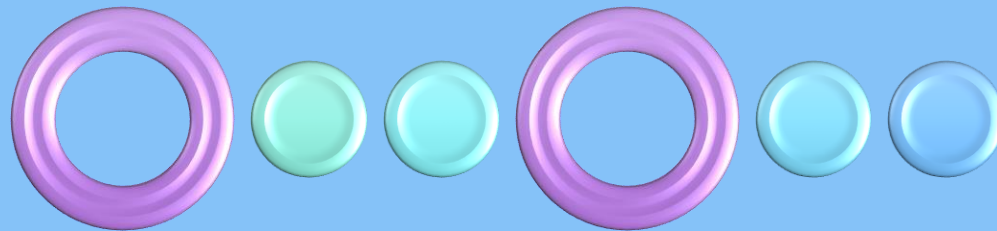




## Example

- 4 An example is a specific person, place, thing, or event that supports an idea or statement. This paragraph includes an example from the writer's own experience. Underline the topic sentence.

Even when a first date is a disaster, a couple can still become good friends. For example, my first date with Greg was terrible. I thought he was coming to pick me up at 6.30, but instead he came at 6.00. I didn't have time to do my hair, and my make-up looked messy. When I got into his car, I scraped my leg against the car door and tore my tights. Next, he took me to an Italian restaurant for dinner, and I accidentally dropped some spaghetti on my shirt. Then we went to a film. Greg asked me which film I wanted to see, and I chose a romantic comedy. He fell asleep during the film, and I got angry. Now that Greg and I are good friends, we can look back and laugh at how terrible that first date was!





## ***Choosing a means of support***

**6** Would you develop each of these topics with details, an explanation, or an example? Explain your choices to a partner. (More than one answer is possible.)

- a. what freedom means to me
- b. an unusual holiday
- c. weddings in my country
- d. why I don't like swimming
- e. the ideal job

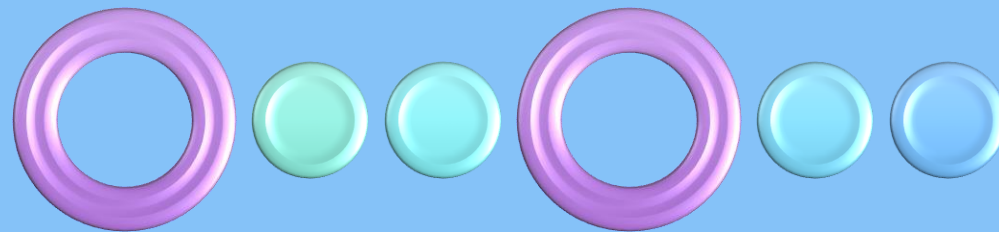
**7** Develop your own paragraph. Look back at the topic sentences you wrote in Unit 2, exercise 6 on page 15. Follow these steps.

**Step one:** Choose one that you would like to develop into a paragraph.

**Step two:** Brainstorm some ideas using any method you like.

**Step three:** Develop your paragraph with supporting sentences.

**Step four:** Exchange paragraphs with a partner. Say what kind of support your partner used. Could your partner tell what kind of support you used?



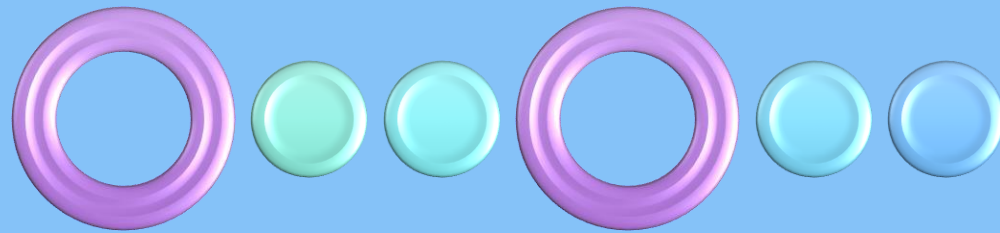


## Concluding sentences

### ➤ How to end a paragraph

The final sentence of a paragraph is called the *concluding sentence*. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer's main idea and supporting points were. A sentence that restates the main idea should give the same information in a slightly different way, perhaps by using different words or by using different word order. A concluding sentence should not introduce a new point.

- 8 Read the example paragraphs in exercises 3 and 4 on page 18 again. Underline the concluding sentences. Do the concluding sentences sum up the information in the paragraph or restate the main idea?
- 9 Work with a partner. Take turns reading these paragraphs aloud. Is the main idea developed by details, an explanation, or an example? Is there a concluding sentence? Circle yes or *no*. If there is no concluding sentence, write one with your partner.



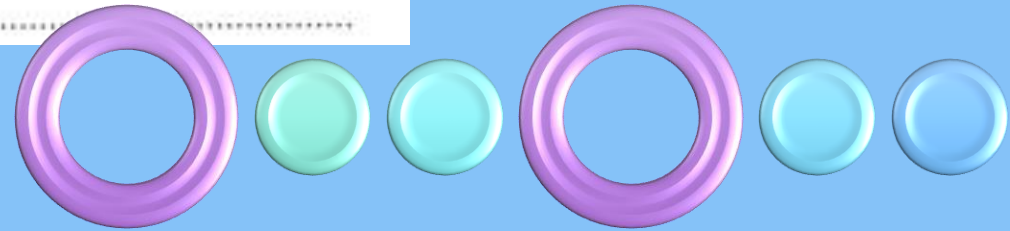


*My favourite subject is psychology. I enjoy learning about the ways people think and behave.  
I am also interested in learning about the way children's minds develop.*

- b. means of support: .....  
concluding sentence? yes / no  
.....

*I am too nervous to sing karaoke songs with my friends. The last time I tried was on my birthday, when my friends took me to a karaoke club. I told my friends I didn't want to sing, but they encouraged me until I said yes. When I stood up in front of the microphone, I was so scared, I felt dizzy. It was hard to hear the music, and my mouth was too dry to make a sound. I just stood there until a friend jumped up next to me and finished the song.*

- c. means of support: .....  
concluding sentence? yes / no  
.....





c. means of support: .....

concluding sentence? yes / no

.....

*I will never eat dinner at The Little French Bistro again. The restaurant is not very clean. You can see dust in the corners and on the shelves. The food is expensive, but the portions are small. I never feel full after I've finished eating. In addition, the waiters are not very friendly. For these reasons, I will not visit that restaurant again.*



d. means of support: .....

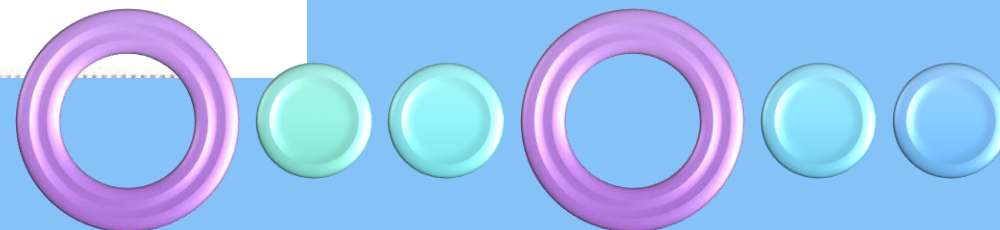
concluding sentence? yes / no

.....

*For me, a friend is someone who accepts you the way you are. A friend doesn't want you to change your personality or your style. I like people who don't care if the people they are with are wearing popular clothes or listening to trendy music.*

e. means of support: .....

concluding sentence? yes / no



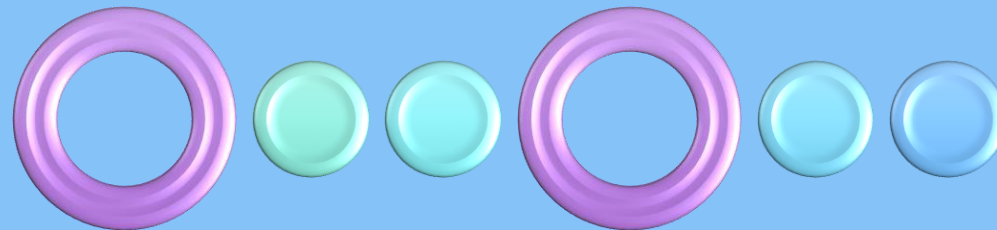


## Peer editing

### ➤ What is peer editing?

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

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





*Topic sentence*

Even when a first date is a disaster, a couple can still

*Developed by example*

become good friends. For example, my first date with

*Can you make this stronger?*

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

*When did he come?*

me up at 6.30, but he didn't. When I got into his car,

*Explain how you tore them.*

*Tell me more about this.*

I tore my tights. Next, I accidentally got some spaghetti on

*What kind of film? How did you feel about that?*

my shirt. Then we went to a film. He fell asleep during the

*Concluding sentence*

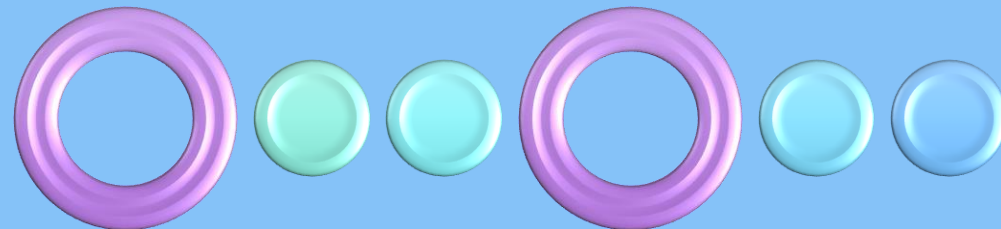
film. Now that Greg and I are good friends, we can look

*Good!*

*The same as the topic sentence*

back and laugh because even when a first date is a

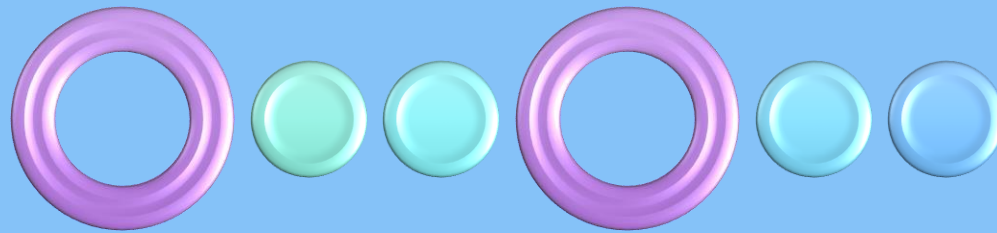
disaster, a couple can still become good friends.





**10** Look at the handwritten comments on the paragraph above, and answer these questions with a partner.

- a. How many of the comments are statements? How many are questions?
- b. Why do you think the peer editor sometimes wrote questions instead of statements?  
For example, why did she write 'Can you make this stronger?' instead of 'Please make this stronger'?
- c. Why do you think the peer editor marked the topic sentence and the concluding sentence?
- d. Do you agree with the peer editor's comments?
- e. What do you think the writer will do next?
- f. Go back to exercise 4 on page 18 and read the paragraph about the date again. Did the writer use the reader's suggestions?





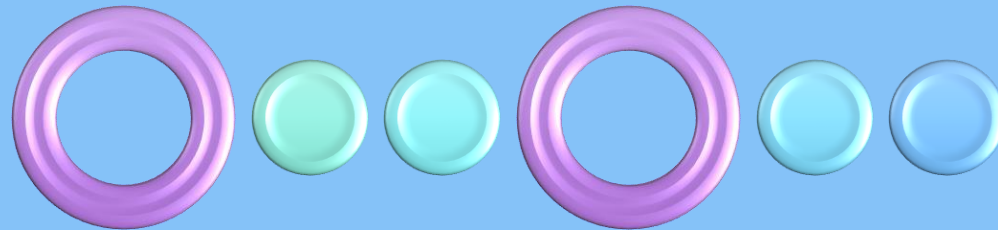
## ➤ Why do writers use peer editing?

There are two reasons for peer editing. The first is to get a reader's opinion about your writing. A reader can tell you that ...

- you should add more details or explanation.
- something is not organised clearly.
- you have some information that is not relevant.
- there is something that is hard to understand.

These comments will help you write your next draft.

The second reason to share writing with others is for you to read more examples of writing. Other people will have had experiences that you haven't. They may show you fresh ways of writing about experiences. Reading their paragraphs and essays can give you good ideas to use yourself in the future.





### ☞ How do I peer edit?

- Read your partner's work several times. The first time, just read from the beginning to the end. Ask yourself, 'What is it about? What is the writer's purpose?'
- On your second reading, go more slowly and look at specific parts of the writing and make notes.
  - Look for topic sentences and concluding sentences.
  - Note places where you have trouble understanding something, where there seems to be unnecessary information, or where there is not enough information.
  - Let the writer know which parts of the text are especially strong or interesting.
  - Ask questions. This is a good way to let the writer know where he or she could add more information.
  - Circle or underline words, phrases, and sentences that you wish to comment on.
- Don't look for grammar or spelling mistakes. Pay attention just to the content and organisation of the work.

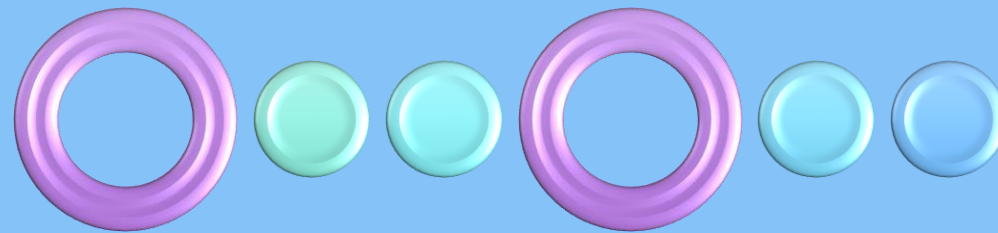




## ***Giving constructive suggestions***

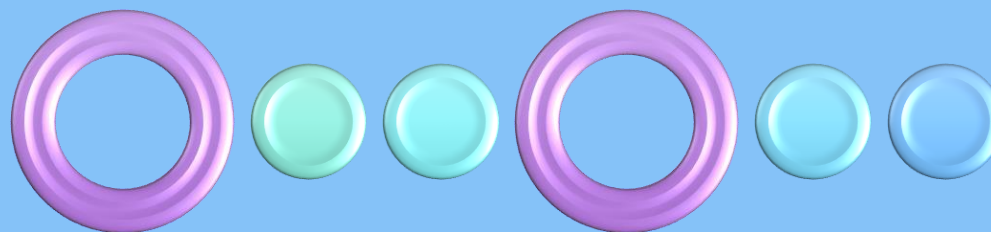
**I I** For each pair of sentences, check (✓) the one that you feel would be most helpful to the writer. Share your answers with a partner, and explain your choices.

- a. ☐ This is a weak topic sentence.  
☐ Can you make this topic sentence stronger?
- b. ☐ Did you remember a concluding sentence?  
☐ Why didn't you write a concluding sentence?
- c. ☐ You didn't write enough.  
☐ Please explain more about your holiday. Where did you stay? What did you do during the day?





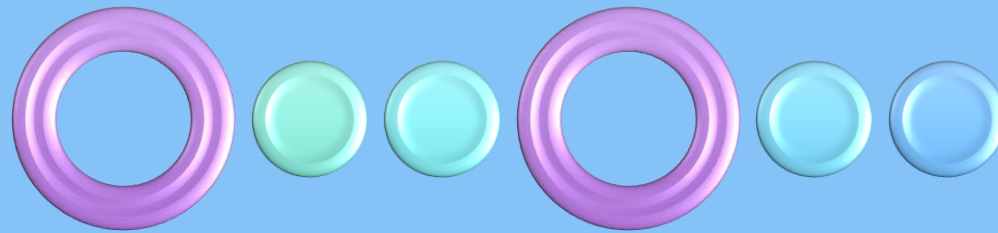
- d. ☐ I'm not sure what this part means.  
☐ This must be wrong. I can't understand it.
- e. ☐ I think this sentence should come before the next one.  
☐ Your organisation is pretty bad. You'd better change it.
- f. ☐ Why do you keep saying the same thing over and over again?  
☐ I think these two sentences are really saying the same thing.
- g. ☐ I can't understand why you're talking about your sister.  
☐ Your paragraph is about your brother, but this sentence is about your sister. Are you sure it's relevant?
- h. ☐ This is a good paragraph. Nice work! I wish I could write as well as you.  
☐ I like your topic sentence because it has a strong main idea. Your example is funny. I wish I could meet your brother!





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

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





الزمن: 120 دقيقة

المحاضرة الرابعة

## عنوان المحاضرة: Descriptive and Process Paragraphs

موضوعات المحاضرة:

Descriptive paragraphs and reasons for writing them

Organising and writing descriptive paragraphs using adjectives and prepositions

Process paragraphs and reasons for writing them

Using transition words to write a process paragraph





## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة
- الوسائل التعليمية
  - القلم الملون
  - السبوره

- النشاط: التدريب على كتابة الباراغراف الوصفي
- ممارسه اجراءات كتابه الباراغراف الوصفي



## إجراءات تنفيذ الأساليب والأنشطة التدريبية

المحاضرة	الإجراءات	الزمن بالدقيقة
الرابعة	تغذية راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	Descriptive paragraphs and reasons for writing them	20
	Organising and writing descriptive paragraphs using adjectives and prepositions	25
	Process paragraphs and reasons for writing them	25
	Using transition words to write a process paragraph	10
	- النشاط: التدريب على كتابة الباراغراف الوصفي - ممارسه اجراءات كتابه الباراغراف الوصفي	20
	اعطاء واجب بيتي	10



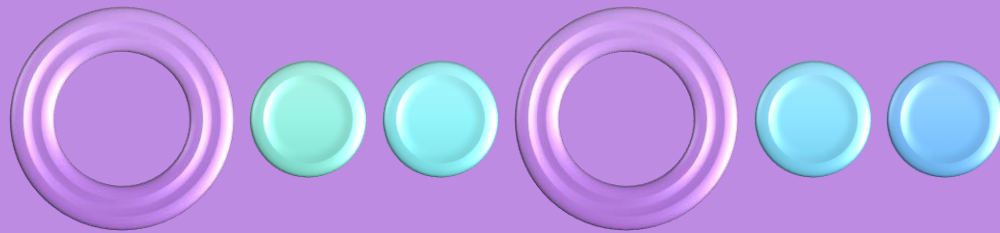
# 4 ***Descriptive and Process Paragraphs***

In this unit, you will learn about ...

- descriptive paragraphs and reasons for writing them.
- organising and writing descriptive paragraphs using adjectives and prepositions.
- process paragraphs and reasons for writing them.
- using transition words to write a process paragraph.

## ↳ Describing people, places, and processes

A descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.





## ***Descriptive paragraphs***

### **↳ Using adjectives**

Adjectives are words that tell us how things look, feel, taste, sound, or smell. Adjectives also describe how you feel about something. Here are a few common adjectives.

#### **shape and size**

large / small  
wide / narrow  
round  
rectangular

#### **atmosphere**

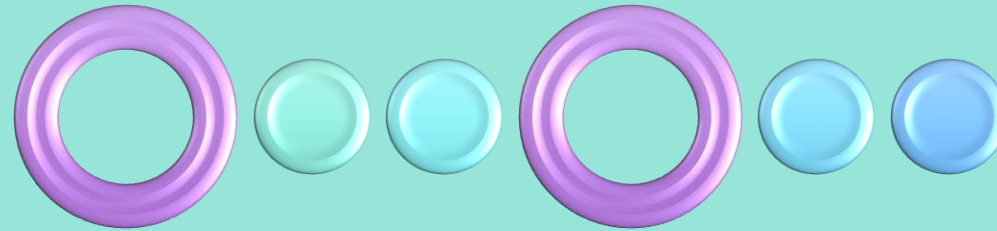
cosy  
comfortable  
warm / cool  
cold / hot

#### **how you feel**

amazed  
surprised  
happy  
nostalgic

#### **appearance**

colourful  
unforgettable  
beautiful  
unattractive

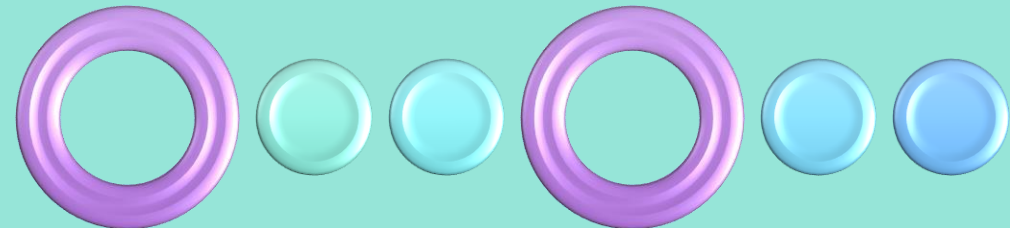




A description of a place may answer some of these questions:

- Where is the place?
- How big is it?
- How warm or cold is the place?
- How does the place make you feel? Why?
- What things can you see in this place?
- What colours do you see?

1 List some words to describe these places.





2 Read this description from a travel brochure. Circle the adjectives.

**N**iagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of

the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!



**Describing the place around you**

○ **Using prepositions**

Prepositions tell us how a space is organised. These are some common and useful prepositions:

in front of / behind  
on top of / on the bottom of  
next to  
above / below, underneath

to the right of / to the left of  
in the middle of  
around  
between



- 3 Read this paragraph that describes someone's favourite place. Underline the prepositions.

My favourite place to relax is a small café down the street from where I live. This café is on a small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small window box with brightly coloured flowers. There is a small wooden door that opens into the café, and as you go in, you can see a dozen small tables all around the room. Even though it isn't a big place, its size makes it very cosy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favourite café.







- 4 Write six sentences to describe the place where you are right now. Try to answer some of the questions under 'Using adjectives' on page 25. Use adjectives and prepositions.

### ***Describing a character***

#### **○ Describing people**

Here are some common adjectives for describing people:

##### *Personality*

happy, satisfied  
relaxed  
exciting  
nervous  
angry  
serious  
sad, depressed  
outgoing

##### *Physical characteristics*

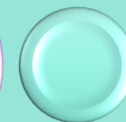
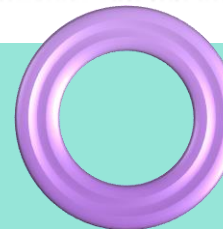
big, large, tall  
small, tiny, short  
thin  
heavy  
strong  
weak  
brown-, black-, blond-, red-haired  
light-, dark-skinned

.....

.....

.....

.....

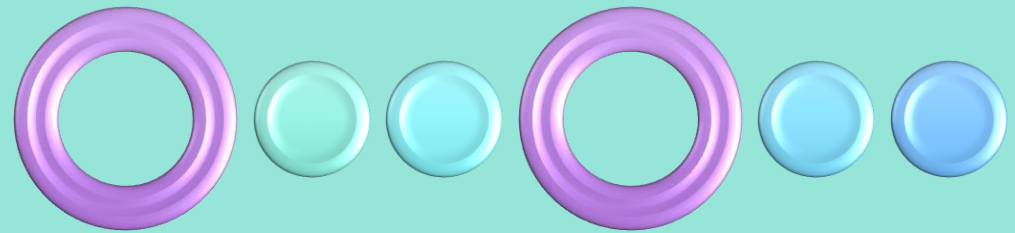




A description of a person may answer some of the following questions:

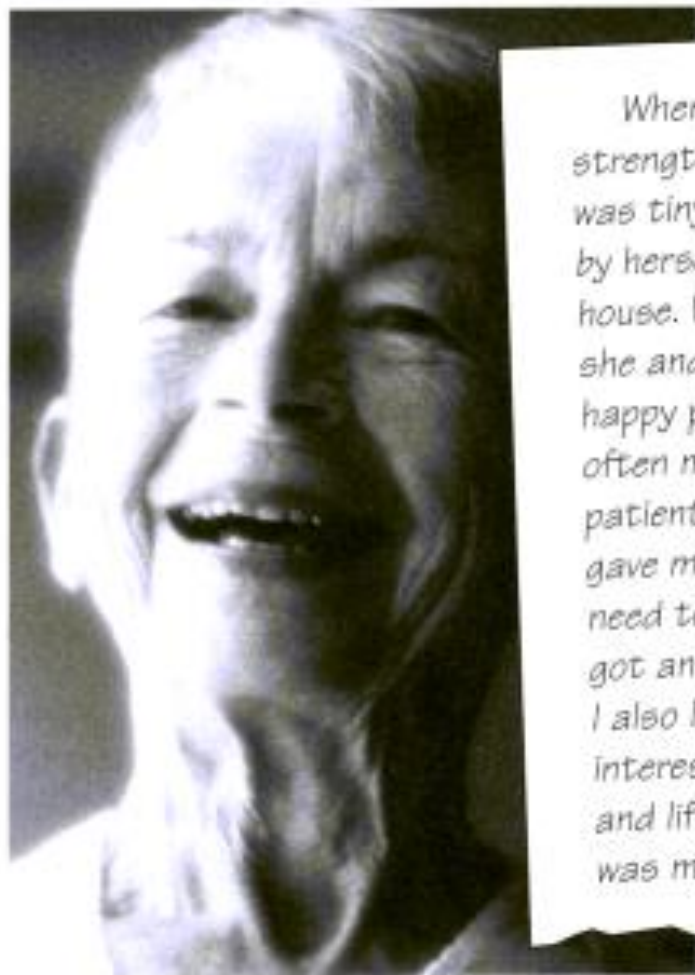
- Who is the person?
- What does the person do?
- What does he or she look like?
- How does the person act—what is his or her personality like?
- How does he or she make others feel?

**5** With a partner, add at least two other adjectives to the two lists above.





- 6 Read this description written by a young woman about her grandmother. Circle the adjectives that describe the grandmother.



When I was young, I admired my grandmother for her strength and kindness. She was not very big. In fact, she was tiny and very thin. She was strong, though. She lived by herself and still did a lot of the chores around her house. When I was a child, I saw her almost every day, and she and I would talk about everything. She was a very happy person and was always smiling and joking, and she often made me laugh. My grandmother was also very patient, and she would listen to all of my problems. She gave me very good advice whenever I needed it. I didn't need to be afraid to tell her anything, because she never got annoyed with me. She just listened and tried to help. I also liked to spend time with her because she had interesting stories to tell me about her own childhood and life experiences. When I was young, my grandmother was my best friend.



- 7 Describe one of these people. Write eight sentences. Try to answer three or more of the questions at the bottom of page 27. Use your imagination!





## Process paragraphs

- 9 A process paragraph is a description of how to do something. It explains the steps you need to follow to complete an activity. Read this recipe and do the exercises below.

### Ingredients

two cups of brown rice  
one tablespoon of cooking  
oil  
three tablespoons of chilli  
sauce  
three cloves of garlic  
one green pepper  
one red pepper  
one onion  
two tomatoes  
two spring onions  
salt  
pepper

### Mike's Brown Rice and Vegetables

Brown rice and vegetables is a simple and delicious meal to make. First, cook the rice, following the directions on the packet. Then, cut the vegetables into one-inch pieces. Next, heat the oil, chilli sauce, and garlic in a frying pan. After that, add the vegetables and fry them until they are soft, but still a little bit crunchy. Now it's time to stir in the cooked rice. After stirring the rice and vegetables together, add salt and pepper to your own taste. Finally, put the rice and vegetables into a large bowl and serve it with freshly chopped tomatoes and spring onions on top. Now you are ready to enjoy your delicious brown rice and vegetables!





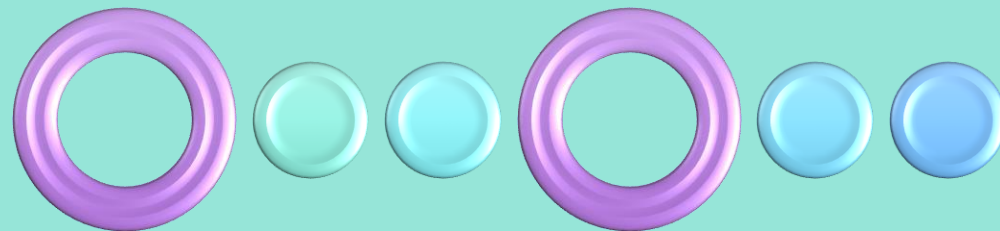
## Transitions

### What are transitions?

Transitions are words that connect the steps in a paragraph. Transition words and phrases show the relationships between the ideas in a paragraph. They are not used between every sentence, but are used often enough to make the order clear. Here are some common transition words and phrases that show time order or the order of steps:

first, second, third, etc.	finally	.....
next	the last step	.....
then	before	.....
after, after that	while	.....

**10** Add other transition words you know to the list above.





**11 Choose appropriate transition words to connect the steps in this paragraph about preparing for a trip.**

Planning a holiday abroad? Here are some suggestions to make your trip successful.

<sup>a</sup> ....., find out if you need a visa for the country that you want to visit. Make sure you have enough time to apply for it.

<sup>b</sup> ..... you buy your ticket. <sup>c</sup> ..... you've found out about visas, you should research airfares and timetables.

<sup>d</sup> ....., look for the best flight for you. Remember, the cheapest flight may stop over in several cities and reduce the amount of time you have to spend at your destination. You might want to fly direct.

<sup>e</sup> ..... you're researching flights, you can also ask your travel agent about getting a good deal on a hotel. It's a good idea to book your flight and hotel early if you're sure of your destination. If you haven't already done it, the <sup>f</sup> ..... step is to learn about places to visit, the weather, the food, and other details about the country. The Internet can be a very useful source of information.

<sup>g</sup> ....., on the day of your flight, make sure you go to the airport at least two hours before your flight. Now you are ready to start enjoying your holiday!

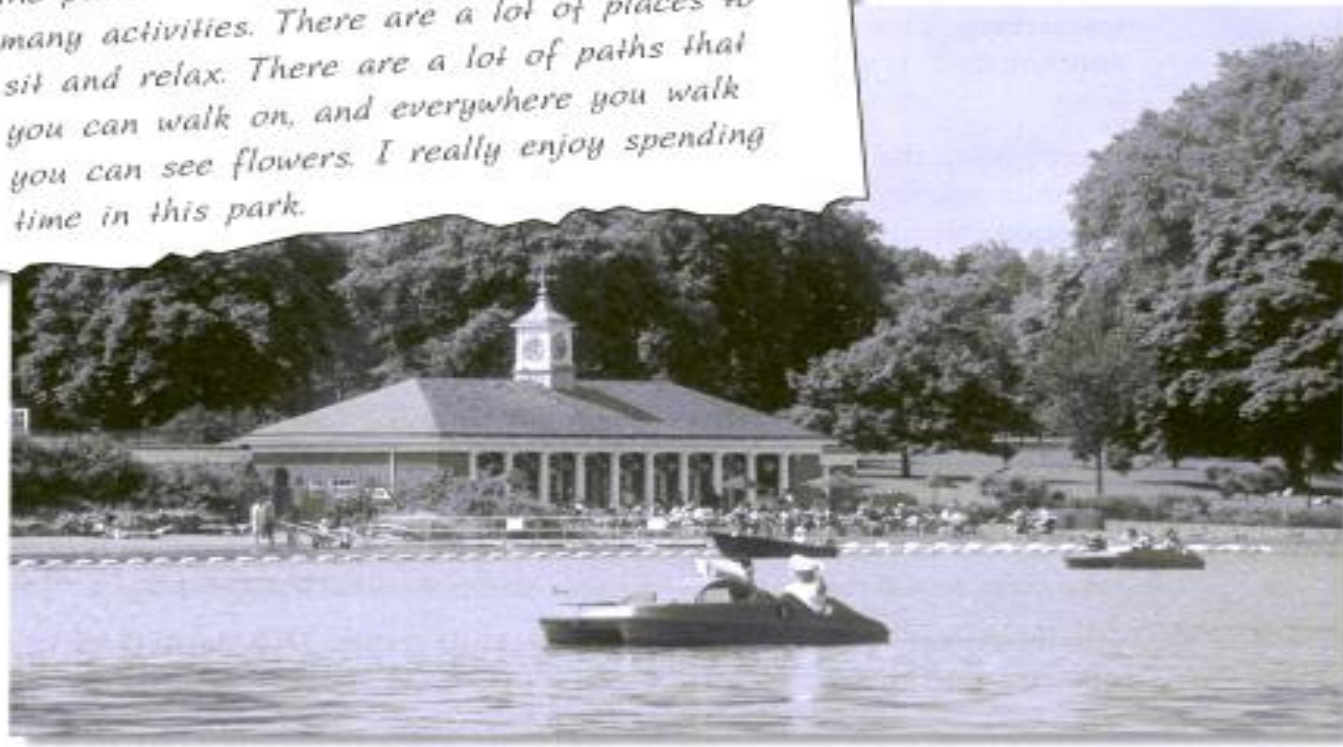




## Review

- 14 This paragraph describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to a park. Rewrite the paragraph, adding description, to make it more interesting.

*I live next to a park. The park is large and has trees and grass. There is a lake in the park where you can see people enjoying many activities. There are a lot of places to sit and relax. There are a lot of paths that you can walk on, and everywhere you walk you can see flowers. I really enjoy spending time in this park.*

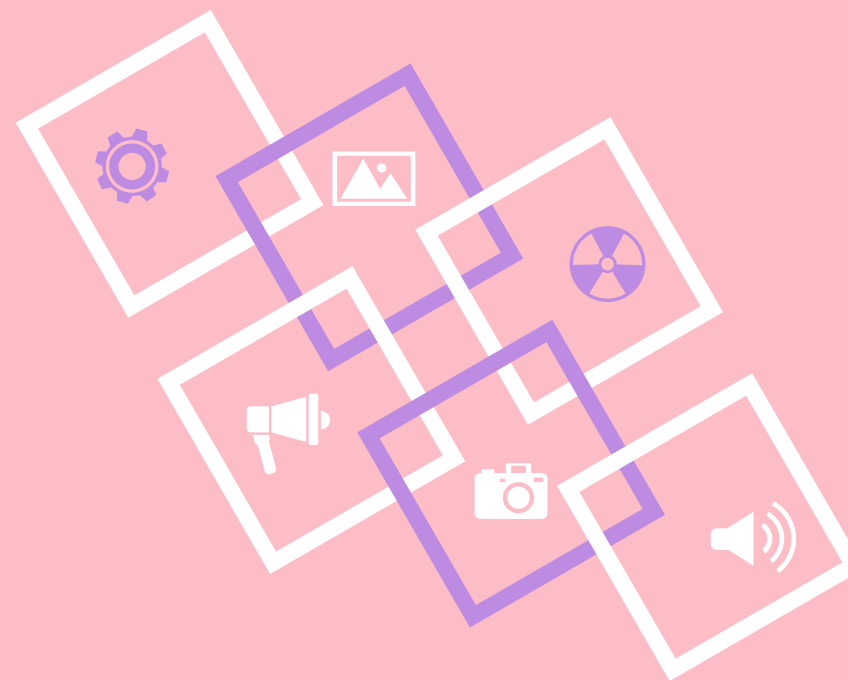




المحاضرة الخامسة  
الزمن 120 دقيقة  
موضوعات المحاضرة : امتحان

**إجراءات تنفيذ الامتحان**

المحاضرة	الإجراءات	الزمن بالدقيقة
	اعادة ترتيب المقاعد الدراسيه ترتيب الطلاب داخل القاعة توزيع الاسئلة المحافظه على الهدوء توضيح السؤال ان الزم عدم فتح مواضيع جانبيه و تشتيت الطلاب	120





الزمن: 120 دقيقة

المحاضرة السادسة

عنوان المحاضرة: Opinion Paragraphs

موضوعات المحاضرة:

Distinguishing between fact and opinion

Organising and writing paragraphs expressing opinions and arguments

Using transition words to express cause and effect

Using modal expressions to make recommendations





## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة
- الوسائل التعليمية
- القلم الملون
- السبوره

- النشاط: التدرب على كتابه باراغراف بيان الرأي و كيفية تنظيمه
- التدرب على استعمال الكلمات الانتقاليه لبيان السبب و النتيجة



## إجراءات تنفيذ الأساليب والأنشطة التدريسية

المحاضرة	الإجراءات	الزمن بالدقيقة
السادسة	تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	Distinguishing between fact and opinion	20
	Organising and writing paragraphs expressing opinions and arguments	25
	Using transition words to express cause and effect	25
	Using modal expressions to make recommendations	15
	<ul style="list-style-type: none"> <li>- النشاط: التدرب على كتابه باراغراف بيان الرأي و كيفيه تنظيمه</li> <li>- التدرب على استعمال الكلمات الانتقاليه لبيان السبب و النتيجة</li> </ul>	20
	اعطاء واجب بيتي	5



# 5 Opinion Paragraphs

In this unit, you will learn how to ...

- distinguish between fact and opinion.
- organise and write paragraphs expressing opinions and arguments.
- use transition words to express causality.
- use modal expressions to make recommendations.

## ➤ Facts and opinions

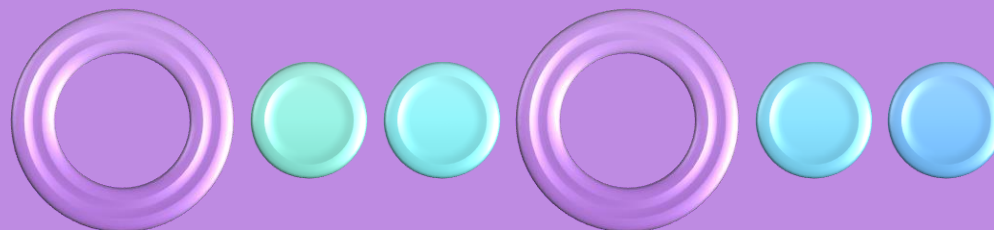
A *fact* is a piece of information that is true: *That film was three hours long.*

An *opinion* is an idea or belief about a particular subject: *That film was boring.*

Writers use facts to support their opinions and to show why they hold their beliefs.

## **An opinion paragraph**

- 1 Read this letter to the editor of a newspaper. Answer the questions.



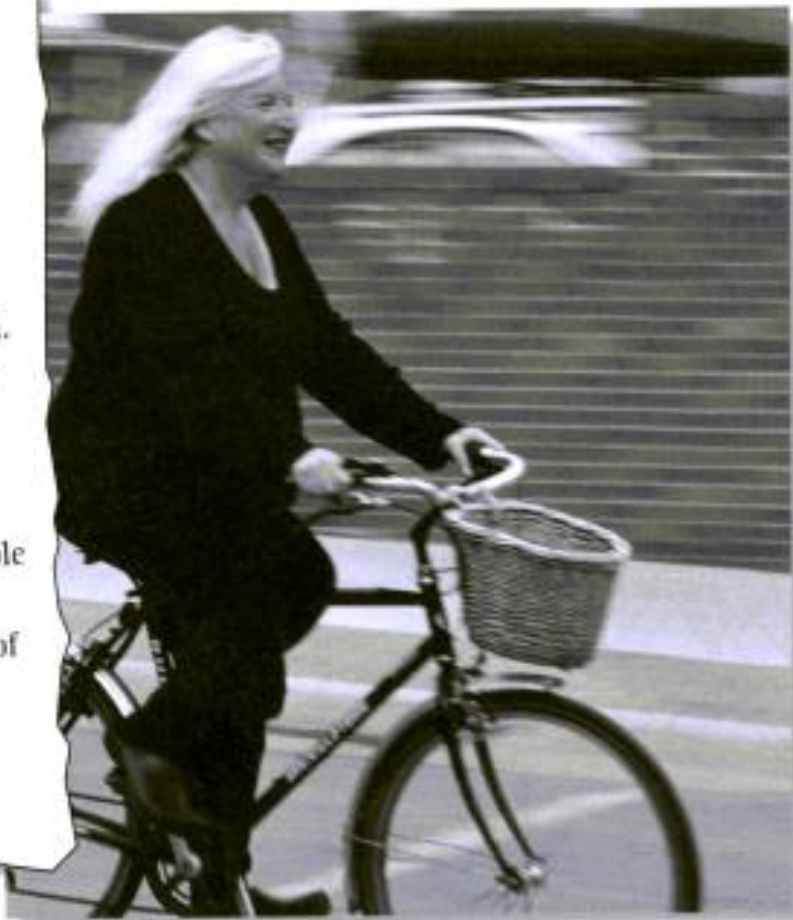


I Read this letter to the editor of a newspaper. Answer the questions.

Dear Editor,

More people should ride bicycles into town. Last year, seventy-three percent of all workers drove their own car to work. Car traffic in town is terrible, parking places are hard to find, and pollution from cars is a real problem. Citizens who want a cleaner, nicer place to live ought to try this non-polluting form of transport. Cycling is good exercise, too! The city must not allow this problem to get worse. Instead, people should ride bicycles to work and school—and enjoy the health benefits of daily exercise.

Bill Adams  
Bellingham





**2** Do these types of writing use mostly facts, mostly opinions, or an even mixture of both? Write F for fact, O for opinion, or B for both. Explain your choices to a partner.

- |                                  |   |
|----------------------------------|---|
| a. .... film review              | e. .... news report                                   |
| b. .... advice column            | f. .... book report for a university literature class |
| c. .... police report of a crime | g. .... magazine advertisement                        |
| d. .... travel brochure          | h. .... personal e-mail to a friend                   |

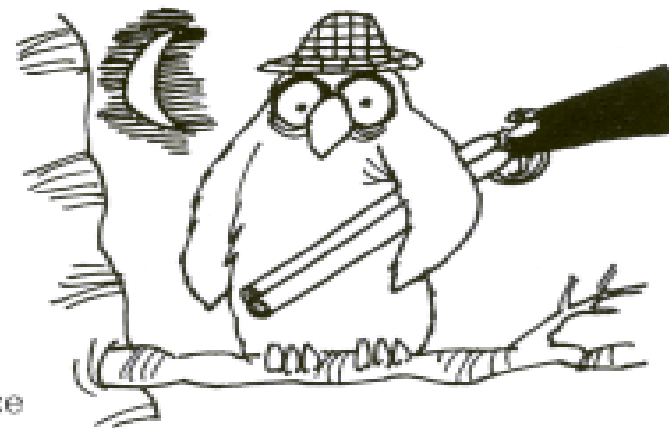
**3** Can you think of other types of writing that use opinions? Make a list. Then make a list of types of writing that use facts.

Use opinions: .....

Use facts: .....

**4** Read these sentences. Write F if the sentence is a fact, and O if the sentence is an opinion.

- a. .... Airfares have become too expensive.
- b. .... English is an easier language to learn than Arabic.
- c. .... Owls are birds that hunt at night.
- d. .... I was born in New York City.
- e. .... Exercise is the best way to stay healthy.
- f. .... Internet use has increased every year since its beginning.





## Modal auxiliaries

### ➤ Using modal auxiliaries

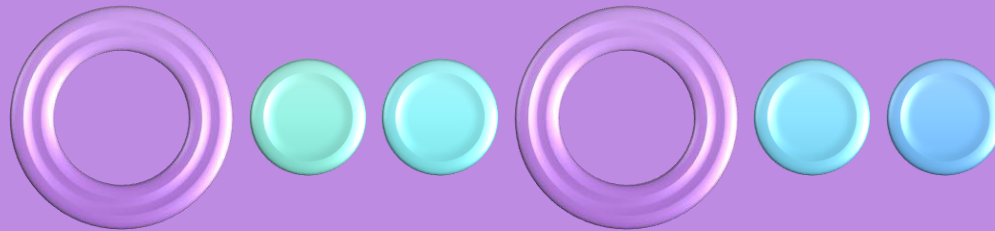
When you speak, you introduce opinions with phrases like *I think*, *In my opinion*, and *I believe*. In general, these introductory phrases are not needed in writing. They can even make you sound less sure of your ideas. Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to express their opinions. Modal auxiliary verbs show the strength of a writer's opinion or argument.

#### AFFIRMATIVE:

The city	could	add more cycle paths.	weakest
	should		▼
	ought to		strongest
	has to / must		

#### NEGATIVE:

The city	doesn't have to	allow more cars.	weakest
	shouldn't		▼
	can't / must not		strongest





- 7 Look again at the paragraph in exercise 1 on page 33. Circle the modal auxiliaries. How strong do you think the writer's opinions were? Discuss with a partner.
- 8 Read the paragraph below. Circle the most appropriate modal auxiliary in each sentence.

Dear Editor,

I agree with Bill Adams's opinion in his recent letter saying that people <sup>a</sup> *should / don't have to* ride their bicycles into town. However, there is one problem with this idea. The roads in town are so narrow and full of cars that you <sup>b</sup> *can't / ought to* ride safely on them. If people are going to ride bicycles into town, the city <sup>c</sup> *could / must* make some cycle paths for people to use. Maybe the city <sup>d</sup> *could / mustn't* charge a small additional tax on fuel to pay for the cycle paths. Motorists have created the problem, so motorists <sup>e</sup> *could / should* pay for the solution. The city <sup>f</sup> *ought to / doesn't have to* support cyclists like Bill Adams by making more cycle paths.

Melissa Green  
Greatford





### Expressing opinions: class survey

9 Read these statements that express opinions. Add three of your own.

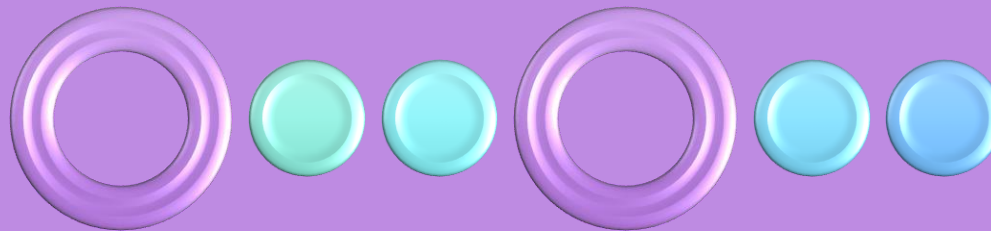
Name:	.....	.....	.....
1. Smoking must be banned in all restaurants and bars.	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
2. University students should not have part-time jobs.	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
3.	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
4.	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree
5.	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree	<input type="checkbox"/> agree <input type="checkbox"/> disagree



- 10** Share your statements with three classmates. Say how you feel about your partners' statements by saying, 'I agree' or 'I disagree', and then adding one sentence. Tick (✓) your partners' opinions about your statements.



- 11** Read the opinion paragraphs in exercise 1 on page 33 and exercise 8 on page 35 again. Then write a paragraph about one of the opinions you expressed in exercise 10 above. Brainstorm ideas, narrow down your topic, and then write. Remember to use modal auxiliaries.





## Connectors of cause and effect

### ➤ How to use connectors of cause and effect for expressing opinions

*Because, since, and so* are connectors of cause and effect. They join two ideas when one idea causes or explains the other. *Because* and *since* introduce the cause or reason, and *so* and *therefore* introduce the effect or result:

**cause / reason**

*petrol is becoming scarce and expensive*

**effect / result**

*we should develop electric cars*

For example:

**Because** *petrol is becoming scarce and expensive*, we should develop electric cars.

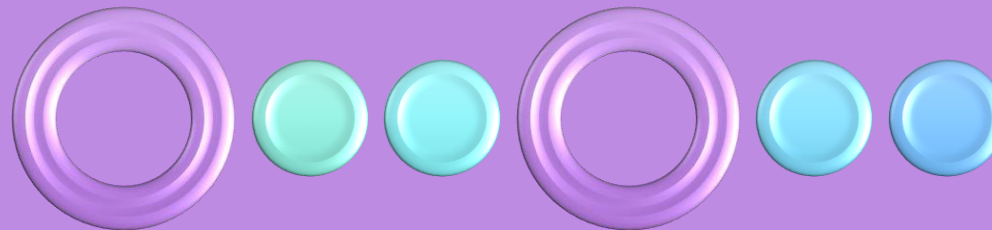
We should develop electric cars, **since** *petrol is becoming scarce and expensive*.

*Petrol is becoming scarce and expensive*, **so** we should develop electric cars.

*Therefore* is slightly different. It joins the ideas in two sentences:

*Petrol is becoming scarce and expensive. Therefore, we should develop electric cars.*

12 Read the sentences and underline the connectors. Circle the results. Do the connectors of cause





**12** In the examples above, underline the causes. Circle the results. Do the connectors of cause and effect come before the cause or before the result? Share your answers with a partner.

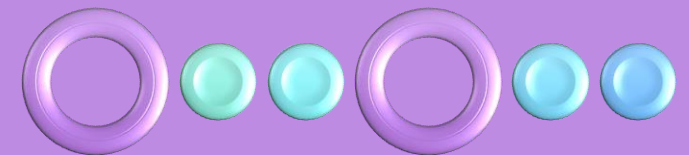
**Punctuation note**

- When *because* or *since* begin a sentence, use a comma after the first part of the sentence (the cause).
- When the effect or result comes first, don't use a comma before *because* and *since*.
- A result or effect beginning with *so* is usually the second part of a sentence. Use a comma before *so*.
- Use *Therefore* after a full stop.
- Use a comma after *Therefore*.

**13** Complete this opinion paragraph using *because* or *since*, *so*, or *Therefore*. Add punctuation where necessary.



Bruce Lee (1940–1973), the greatest action movie star of all time, should be given a lifetime achievement award for his work in films. Bruce died tragically in 1973 <sup>a</sup> ..... he wouldn't be able to receive the award himself, but his fans all over the world would love to see him honoured. Why was Bruce Lee so great? The fight scenes in his films were amazing <sup>b</sup> ..... Bruce was always in top physical condition. His body was almost perfect. He was also a great actor. <sup>c</sup> ..... he started acting when he was just six years old, he was very comfortable and natural in front of the camera. His face was very expressive <sup>d</sup> ..... he was able to communicate a lot of feeling with a simple look. Bruce always looked good on film <sup>e</sup> ..... he was so charming. Bruce Lee was a talented actor, a brilliant fighter, and an almost perfect example of physical fitness. <sup>f</sup> ..... he should receive an award that recognises his great contribution to the art of film making.





**14** Use the connectors of cause and effect in brackets to join these ideas. You may change the order of ideas. You may make one sentence or two. Use appropriate punctuation.

a. the city doesn't have enough money / we ought to increase council tax (so)

.....

b. I'm going to leave my part-time job / I don't have enough time for my homework (because)

.....

c. some plants and trees are dying / this summer has been very dry (since)

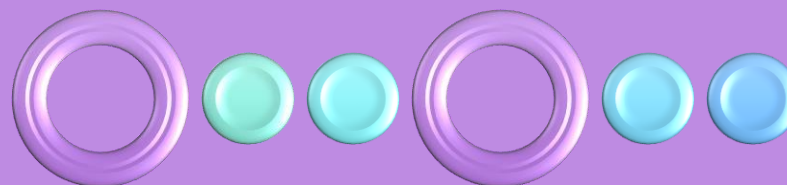
.....

d. many students are graduating with nursing degrees / it might be hard for nurses to find jobs in the future (Therefore)

.....

e. my friends all recommend that restaurant / I will try it this weekend (so)

.....



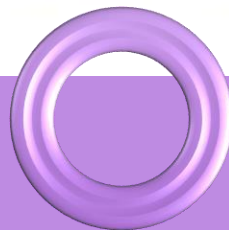
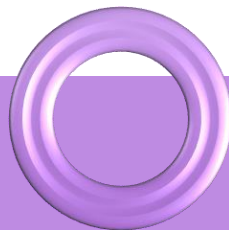


**15** Look again at the opinions that were expressed in exercise 9 on page 36. Complete these sentences in your notebook with your own ideas about these opinions. Use appropriate punctuation.

- a. Because .....
- b. .... since .....
- c. .... so .....
- d. Since .....
- e. .... because .....
- f. .... Therefore .....

### ***Writing an opinion paragraph***

**16** Write an opinion paragraph. First, answer this question: *What do I want my reader to think or do?* Then brainstorm ideas and narrow your topic. Use modal auxiliaries and connectors of cause and effect.

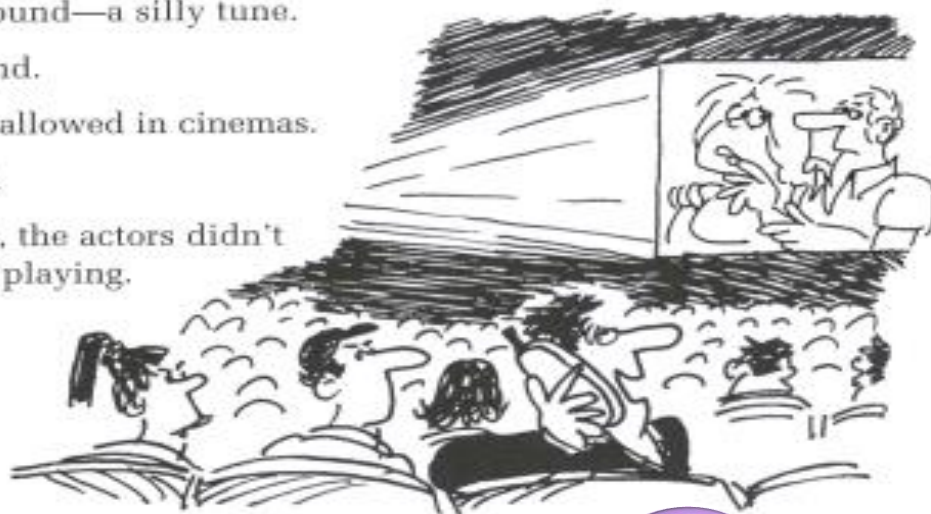




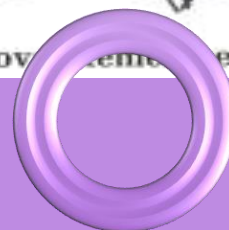
## Review

**17** Put these sentences in order to make a paragraph. Write 1 in front of the first sentence, 2 in front of the second sentence, and so on.

- a. .... He was receiving a call.
- b. .... My friend and I leaned forward, listening carefully to the film.
- c. .... It was very distracting.
- d. .... Last night, I went to see a film with my friend. It was a thriller.
- e. .... He decided to answer the call.
- f. .... We think that people should turn off their mobile phones when they watch a film, or not bring them at all!
- g. .... It was very exciting.
- h. .... The man next to us had a mobile phone.
- i. .... Suddenly, we heard a loud sound—a silly tune.
- j. .... He spoke out loud to his friend.
- k. .... Mobile phones should not be allowed in cinemas.
- l. .... My friend and I felt annoyed.
- m. .... At the most exciting moment, the actors didn't speak. Only quiet music was playing.



**18** With a partner, write a paragraph using the sentences in exercise 17 above. Remember





المحاضرة السابعة

الزمن: 120 دقيقة

## عنوان المحاضرة: Comparison \ Contrast Paragraphs موضوعات المحاضرة:



Comparison / contrast paragraphs and reasons for writing them

Writing about the advantages and disadvantages of a topic

- Organising comparison / contrast paragraphs

- Connecting words used for comparing and contrasting topics



## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة

الوسائل التعليمية

- القلم الملون
- السبوره

- النشاط: ممارسه كتابه  
بارار غرافات التعبيرات  
التناقض و المقارنات



## إجراءات تنفيذ الأساليب والأنشطة التدريبية

المحاضرة	الإجراءات	الزمن بالدقيقة
السابعة	تغذية راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	Comparison / contrast paragraphs and reasons for writing them	20
	Organising comparison / contrast paragraphs	20
	•Connecting words used for comparing and contrasting topics	20
	Writing about the advantages and disadvantages of a topic	20
	النشاط: ممارسه كتابه بارار غرافات التعبيرات التناقض و المقارنات	20
	اعطاء واجب بيتي	10



# 6

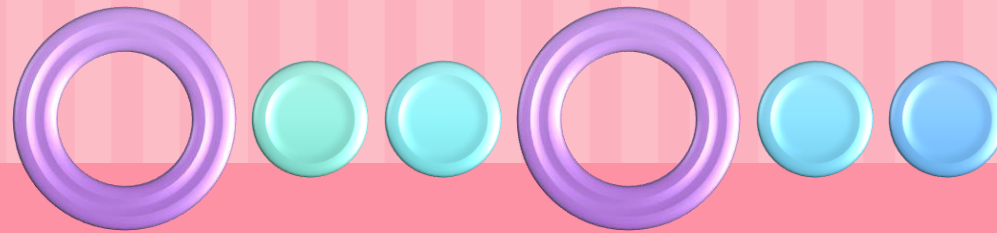
## Comparison / Contrast Paragraphs

In this unit, you will learn about ...

- comparison / contrast paragraphs and reasons for writing them.
- how to organise comparison / contrast paragraphs.
- connecting words used for comparing and contrasting topics.
- how to write about the advantages and disadvantages of a topic.

### ⌋ Paragraphs that compare and contrast

To *compare* means to discuss how two people, places, or things are *similar*: *Both teachers and students need to spend a lot of time preparing for classes.* To *contrast* means to discuss how two people, places, or things are *different*: *One main advantage of a bicycle over a car is that a bicycle doesn't create any pollution.*







### ***Choosing a topic***

- 1 Brainstorm ideas to compare and contrast. Think of people, places, and things. Then compare your lists with a partner.

People: ..... and .....

Places: ..... and .....

Things: ..... and .....





## Comparing and contrasting

### 2 Read Yuko's e-mail message to her friend and answer the questions.

- a. What two things does the second paragraph talk about?
- b. Is the second paragraph mostly comparing or mostly contrasting? How do you know?

**From:** yuko@toko.com

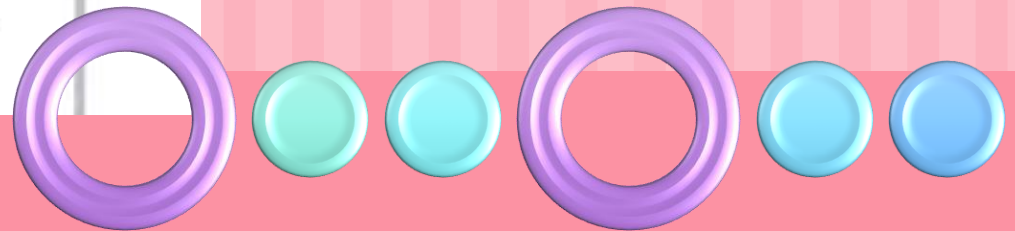
**To:** sharifa@abz.net

**Subject:** Stratford University

Hello Sharifa

How are you? I hope everything is OK with you. The English course has almost finished now – can you believe it? I was just talking to Yu Peng yesterday and she told me that you're planning to go to Stratford University. That's great. As I'm planning to go to St John's University, we'll be living in the same city!

Have you decided where you're going to live? My parents want me to live with a host family in the city, but I want to live in a shared flat in a hall of residence on the campus. I think they're both good places to live, but a flat in a hall would be better. When you live with a family, you usually have to fit in with their timetable. On the other hand, when you live in a flat in hall you can do what you want when you want. Another difference is that, with a family, you don't have to cook. In a flat in hall, of course, you have to cook for yourself! That would be good for me because I like cooking. My parents have pointed out that all the food is included in the price when you live with a family, but you have to pay extra for this in hall. Plus there could be complications about sharing the kitchen if everyone wants to cook at the same time. However, when you live in a flat in hall, you get to choose what you eat and when you eat it.





## Comparative and contrastive structures

### Using comparative structures

These words and phrases are used for writing comparisons:

and

*The man **and** the woman are tall.*

both

***Both** of the tables have broken legs.*

both ... and

***Both** my neighbour **and** I are selling our cars.*

also

*The shops are closing for the bank holiday. The post office is **also** closing.*

too

*Kathy is planning to go to the party, and I am, **too**.*

neither ... nor

***Neither** Joe **nor** Steve went to the meeting last night.*

similar to

*Their new computer is **similar to** the one my brother bought.*

the same as

*Is the restaurant where you had dinner **the same as** the place where I ate last month?*

(just) as + adjective + as

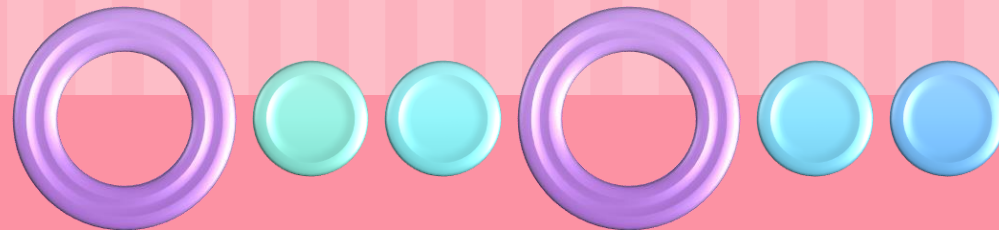
*His coat is **just as warm as** the more expensive one.*

likewise

*My parents were born in a small village. **Likewise**, my brothers and I also grew up in a small town.*

similarly

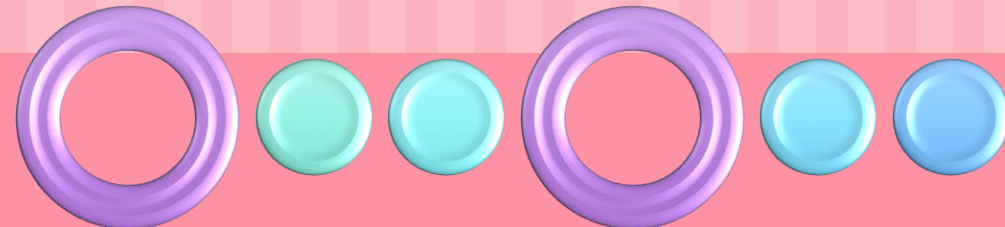
*There are many parks to visit in that city. **Similarly**, there are several parks in my hometown, too.*





**3 Complete these sentences with phrases from above.**

- a. The architecture of some modern government buildings is ..... the type of construction used hundreds of years ago.
- b. In recent years, new technology such as mobile telephones has made life more convenient. ...., the Internet has made a wide variety of information available to everyone.
- c. .... the rivers ..... the lakes are clear and beautiful.
- d. The capital city is just ..... modern ..... the cities in many other countries.







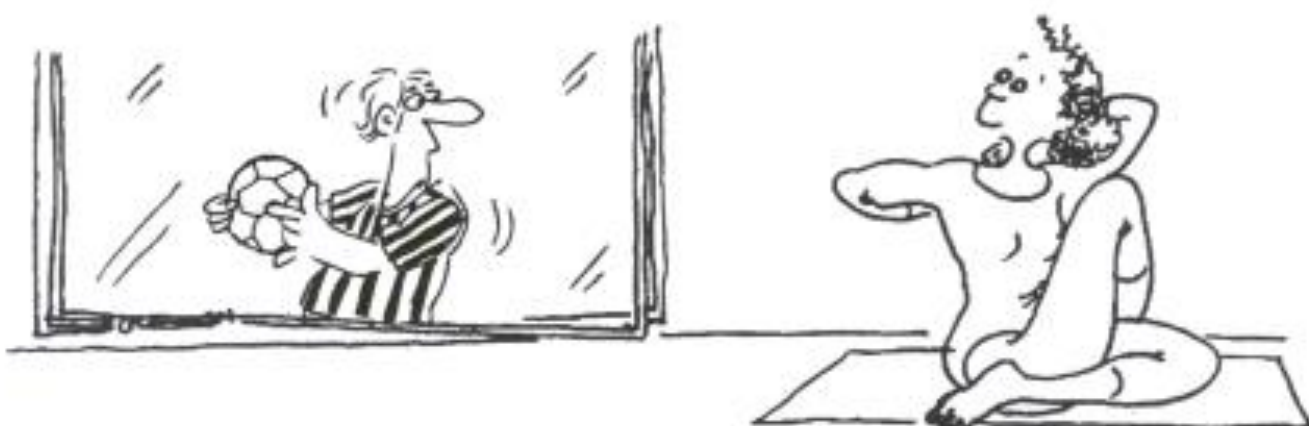
## Using contrastive structures

These words and phrases are used for writing contrasts:

more / less + adjective / adverb + than	<i>Eating out is usually <b>more expensive than</b> cooking at home.</i>
adjective + er + than	<i>My bedroom is <b>bigger than</b> my sister's room.</i>
but, while, though	<i>I enjoy eating fruit for dessert, <b>but / while / though</b> my friend likes chocolate.</i>
not the same as	<i>This book <b>isn't the same as</b> the one you bought.</i>
not as ... as	<i>Some people feel that doing exercise <b>isn't as fun as</b> watching TV.</i>
different from	<i>That style of shirt is <b>different from</b> the styles most people wear.</i>
in contrast	<i>The lakes we swam in were very clean and beautiful. <b>In contrast</b>, the lakes in my country are polluted.</i>
however	<i>The new shop sells its clothing at low prices. <b>However</b>, other shops have better quality clothing.</i>
on the other hand	<i>My boyfriend likes doing sport. <b>On the other hand</b>, I prefer doing yoga.</i>







**Complete these sentences with phrases from above.**

- a.** Some tourists enjoy going on organised tours, ..... many other tourists prefer travelling on their own.
- b.** The two books are very ..... each other.
- c.** The cost of studying in a college or university in Britain is very high. ...., in many other countries, the cost is much lower.
- d.** Changes in technology are occurring ..... quickly ..... in the past.



### Similarities and differences

- 5 Write eight sentences about these two cars. Write about four similarities and four differences.





## Comparison / contrast organisation

### Two methods for organising a comparison / contrast paragraph

#### Method 1: Block organisation

First, write about supporting points for the first topic. Then compare or contrast those same points to the second topic. This type of organisation could be outlined like this:

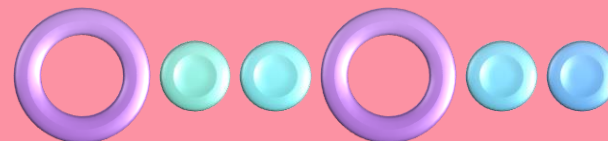
Topic sentence comparing / contrasting two topics (A and B)

Points of comparison / contrast about Topic A

Points of comparison / contrast about Topic B

Concluding sentence

*Reading a story in a book is often very different from seeing it as a film. When you read a story, you need to use your imagination. A book usually gives a lot of description about the people, places, and things in the story, so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help 'see' the characters in the story. However, when you see a film, it is a different experience. When you watch a film, you don't need to use your imagination. The pictures on the screen give all the details about the people, places, and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of the people come through their faces, body movements, and voices. Although a book and a film might tell the same story, reading a book and watching a film are very different experiences.*





### Block organisation: Paragraph 1

Topic sentence: Reading a story in a book is often very different from seeing it as a film.

Topic A—reading a book

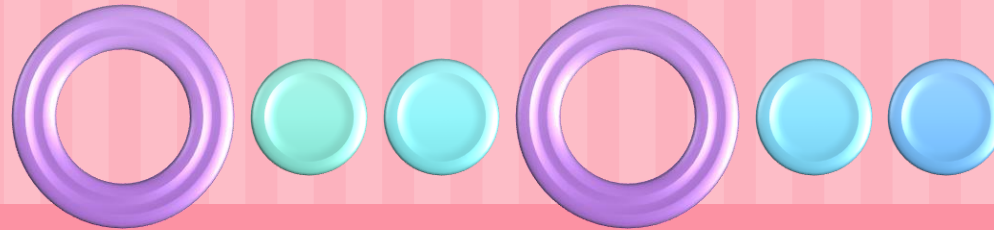
Supporting points:

1. ....
2. ....

Topic B— .....

Supporting points:

1. ....
2. ....





**Point-by-point organisation: Paragraph 2**

Topic sentence: Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities.

First point of comparison—difficult childhood

A1: .....

B1: Princess Diana—mother left family

Second point of comparison— .....

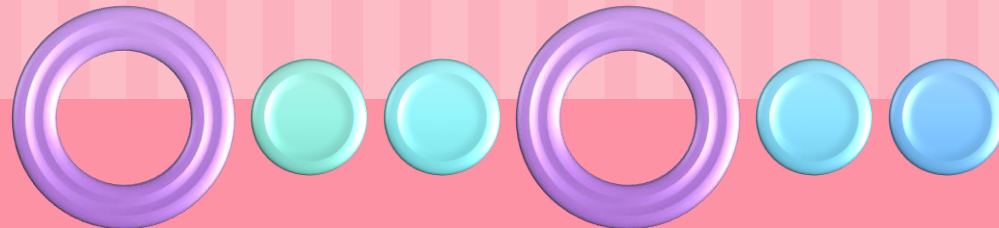
A2: Princess Diana—married Prince Charles, later separated from him

B2: .....

Third point of comparison— .....

A3: .....

B3: .....





- 8 Read this list of details about two popular sports. Then make a list of similarities and a list of differences below. Discuss your answers with a partner.

### Golf

played outdoors on a large, open area

played with at least two people

clubs are used to hit a ball

both men and women play

very expensive to play in some countries

accuracy is an important skill

few spectators

### Tennis

a racket is used to hit a ball

played by pairs of people

played on a court with a net

played outside or inside

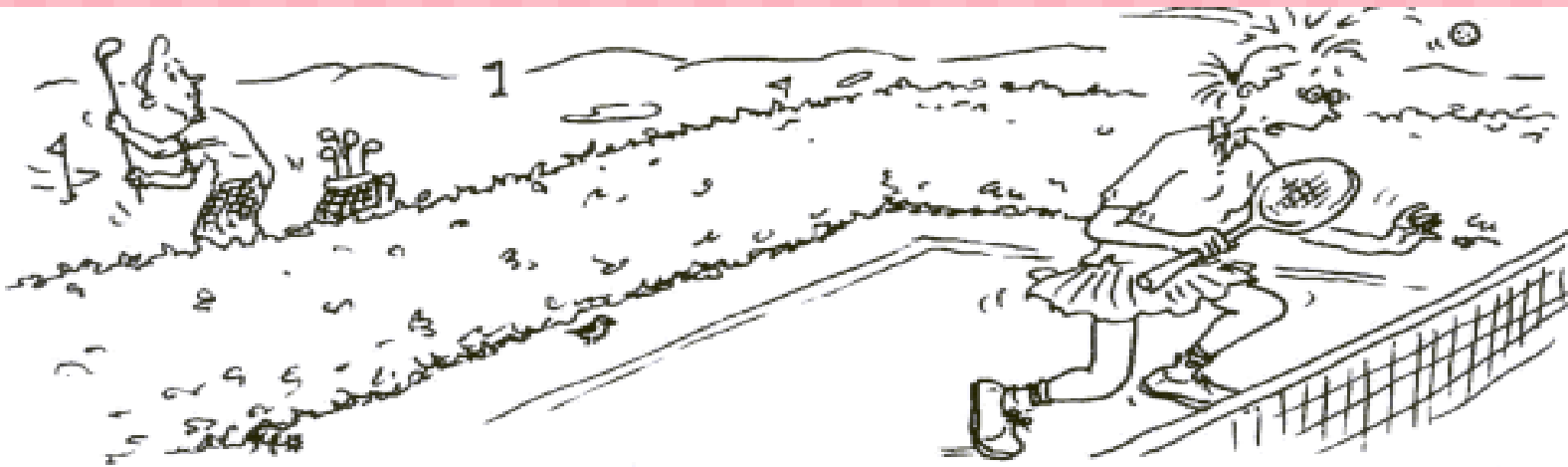
both men and women play

fairly cheap to play

speed is an important skill







### Similarities between the sports

.....

.....

.....

.....

.....

.....

.....

.....

### Differences between the sports

.....

.....

.....

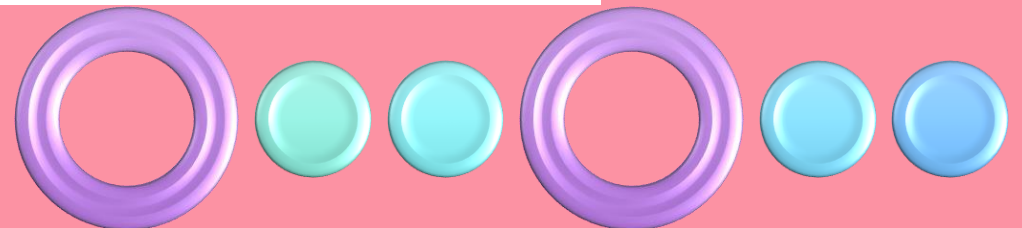
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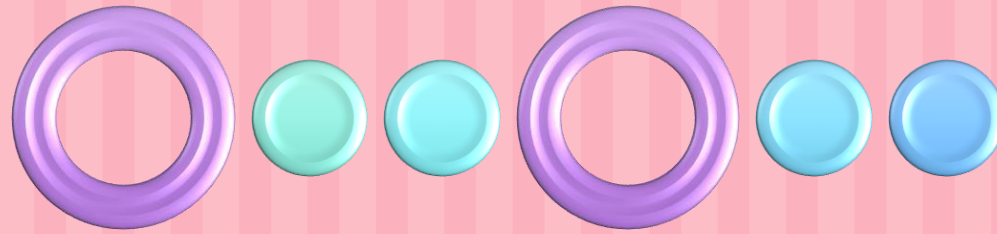




## ***Advantages and disadvantages***

### **➤ Writing about advantages and disadvantages**

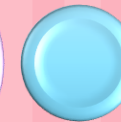
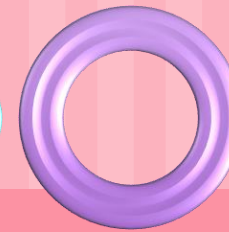
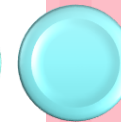
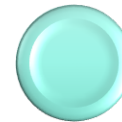
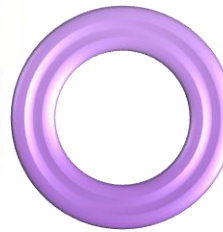
Another way to compare or contrast is to talk about *advantages* (positive points) or *disadvantages* (negative points) of a topic. If you are writing about one topic, it is usually best to discuss advantages and disadvantages in two separate paragraphs. If you are comparing or contrasting two topics, you could organise the paragraph in either point-by-point or block style.





- 10 Read this paragraph from a school newspaper. List the supporting points. Does the paragraph discuss advantages or disadvantages?

Studying abroad and studying in your own country both have definite benefits for a student. Living in another country can be an exciting experience because everything seems new and different. The challenge of living in a new environment can give you courage and self-confidence, too. If you want to learn another language, living abroad is a great way to do that because you can read magazines or newspapers, watch television programmes, or make friends with people who are native speakers. Another good reason to live abroad is to learn more about another culture. On the other hand, there are also advantages to staying in your own country to study. It is cheaper than living abroad, so you can save more money. Also, in your home country, everything is familiar. You don't need to worry about being taught in a foreign language, and you can understand the culture and the expectations of teachers. Finally, if you stay in your own country, you can be close to your family and friends. So, if you are thinking about where to study, consider all of these benefits and make a decision that is right for you.





## Review

- 12 List five words or phrases of comparison and five of contrast. Use them to compare and contrast two things at your university. Share your sentences with the rest of the class.

Comparison

.....

.....

.....

.....

.....

Contrast

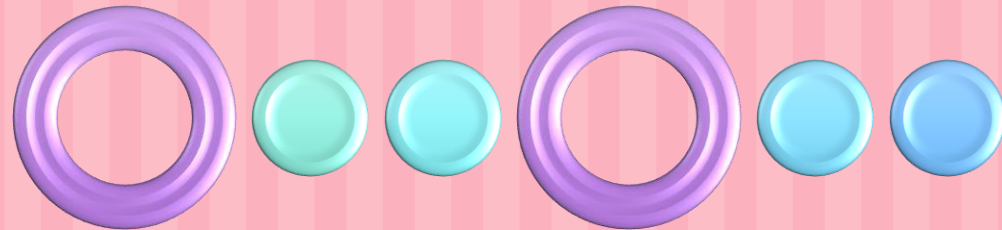
.....

.....

.....

.....

.....





المحاضرة الثامنة الزمن: 120 دقيقة  
عنوان المحاضرة: Problem \ Solution Paragraphs  
موضوعات المحاضرة:

Writing about problems  
and solutions

Using first conditionals

Writing a two-paragraph  
text with linking phrases





## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة
- الوسائل التعليمية
- القلم الملون
- السبوره

- النشاط: كتابه باراغرافات التعبير المشكله و الحل
- ممارسه ربط باراغرافين مع بعضهن ب استعمال ادوات الربط



## إجراءات تنفيذ الأساليب والأنشطة التدريسية

المحاضرة	الإجراءات	الزمن بالدقيقة
الثامنة	تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	Writing about problems and solutions	25
	• Using first conditionals	25
	Writing a two-paragraph text with linking phrases	25
	<ul style="list-style-type: none"> <li>- النشاط: كتابه بارار غرافات التعبير المشكله و الحل</li> <li>- ممارسه ربط باراغرافين مع بعضهن ب استعمال ادوات الربط</li> </ul>	25
	اعطاء واجب بيتي	10



# 7 Problem / Solution Paragraphs

In this unit, you will ...

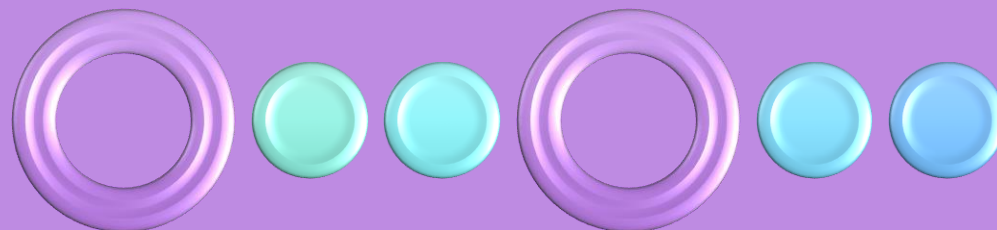
- write about problems and solutions.
- use real conditionals.
- write a two-paragraph text with linking phrases.

## ⌋ Problems and solutions

Problem / solution writing first explains a problem and then proposes one or more solutions to that problem. Often this type of writing requires more than one paragraph. In this unit, you will write a two-paragraph discussion of a problem and solution.

## ***Problems and solutions***

- 1 Read the article from a website on page 51. What is the main idea of the first paragraph? What is the topic sentence?





## Problems and solutions

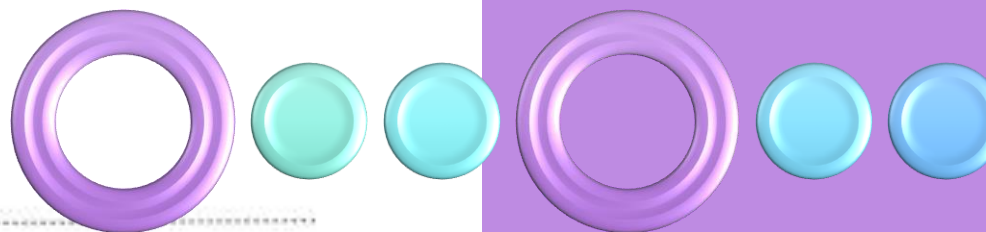
- 1 Read the article from a website on page 51. What is the main idea of the first paragraph? What is the topic sentence?
- 2 Answer these questions.
  - a. How is the first paragraph developed? What are the supporting ideas?
  - b. What do the supporting ideas show?
  - c. What is the main idea of the second paragraph? What is the topic sentence?
  - d. What solution does the writer offer? What details support or explain the solution?
  - e. Is there a concluding sentence in the first paragraph? In the second paragraph?

## Writing about problems

### ○ How to write a *problem paragraph*

A *problem paragraph* describes and discusses a problem issue. The topic sentence names the issue you will discuss. The supporting sentences show why this issue is a problem.

- 3 Work with a partner or small group. Discuss why these issues are problems. Then add two more issues and discuss them.
  - a. air pollution
  - b. traffic
  - c. overcrowded classrooms
  - d. ....
  - e. ....

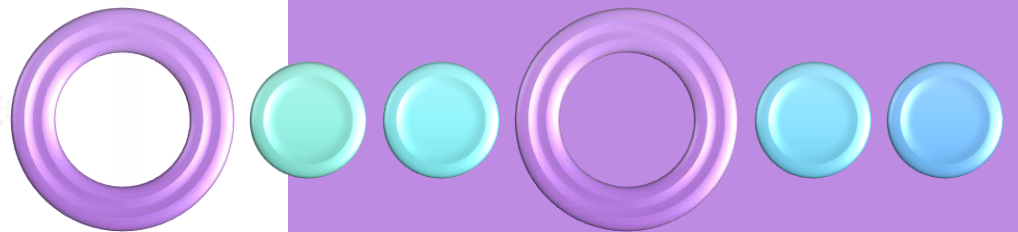






Deforestation is a serious problem because forests and trees aren't just pretty to look at, they do an important job making the earth's environment suitable for life. They clean the air, store water, preserve soil, and provide homes for animals. They also supply food, fuel, wood products, and paper products for humans. In the past fifty years, more than half of the world's rainforests have been destroyed. Today, the forests of the world are being cut down at a rate of fifty acres every minute! Scientists say that if deforestation continues, the world's climate may change, floods may become more common, and animals will die.

One solution to the problem of deforestation is to use less paper. If you use less paper, fewer trees will be cut for paper making. How can you use less paper? One answer is to reduce your paper use by using both sides of the paper when you photocopy, write a letter, or write an essay. A second answer is to reuse old paper when you can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when you write a rough draft of an essay, write it on the back of something else. A final answer is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling center. If you follow the three Rs—reduce, reuse, and recycle—you can help save the world's forests.





## ➤ Using conditional structures

The *first* conditional is a useful way to talk about both problems and solutions:

*Fish **will** get ill if factories **dump** their waste into streams.*

modal + main verb      present  
(will, can, could,  
should, etc)

*If you **eat** fish from polluted waters, you **could** get sick too.*

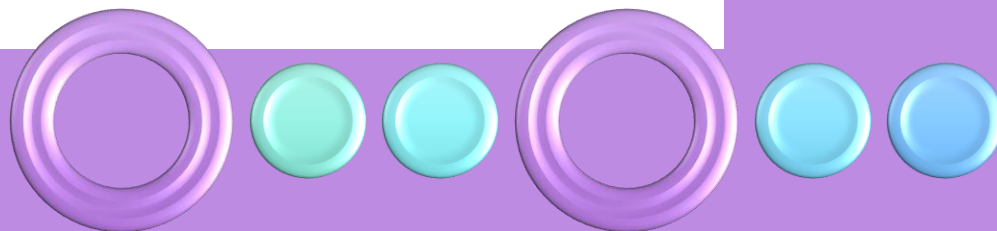
present      modal + main verb  
(will, can, could, should, etc)

**Punctuation note:** No comma is needed when the *if*-clause comes second:

*People can become ill if they eat the ill fish.*

The event in the *if*-clause is possible, or is likely to happen. The event in the result clause would logically follow. There are other types of conditional sentences, but first conditionals are the most common in writing about problems and solutions.

## 4 Read the paragraphs on page 51 again. Underline the conditional sentences.



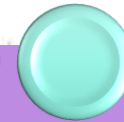
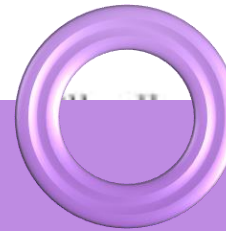


**5 Complete these sentences by circling the correct form of the verb.**

- a. If you *use / don't use* a map when you drive, you *get / could get* lost.
- b. Students *do / will do* badly in their exams if they *don't get / won't get* enough sleep.
- c. If you *want / could want* to lose weight, *exercise / don't exercise* three times a week and *eat / don't eat* junk food.
- d. If you *fly / could fly* there, it *will be / can* faster than taking the train.
- e. Many arguments *are / can be* avoided if you *think / will think* before you speak.
- f. I *will go / won't go* to that film if I *find / will find* someone to go with me.

**6 Complete these sentences with your own ideas. Then compare with a partner.**

- a. If it rains this weekend, .....
- b. If the library isn't open tomorrow, .....
- c. If petrol prices increase even more, .....





- 7 For each topic in exercise 3 on page 50, write one or two conditional sentences that explain the problem. Compare your sentences with a partner. Did you have similar or different ideas?
- 8 Choose one topic from exercise 3 on page 50. Brainstorm more ideas if necessary, then write a paragraph about it. Use conditional sentences.

### **Linking problems with solutions**

#### **☞ How to link a solution paragraph to a problem paragraph**

The first paragraph—the problem paragraph—explains the problem. The topic sentence of the second paragraph—the *solution paragraph*—introduces your solution or solutions. The supporting sentences show how your solution(s) will solve the problem. Use these phrases:

*In order to solve these problems, ...*

*To meet this need, ...*

*One answer is ...*

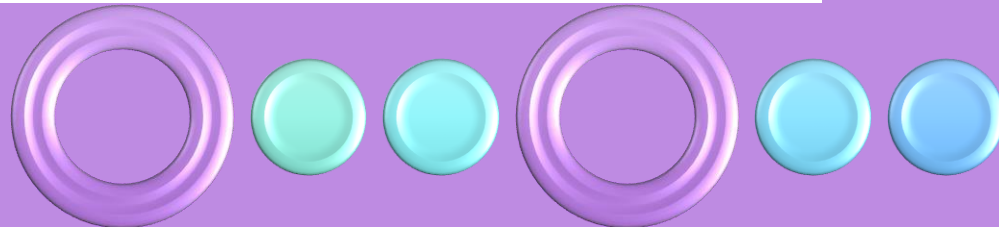
*A second / third / final answer is ...*

*In order to overcome these problems, ...*

*One solution is ...*

*One thing we can do is ...*

- 9 Read the solution paragraph on page 51 again. Circle the linking phrases.

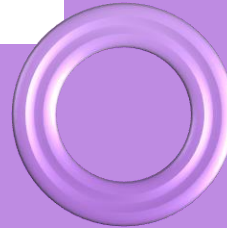
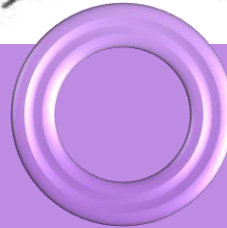




**9** Read the solution paragraph on page 51 again. Circle the linking phrases.

**10** Work with a group. For each of these topic sentences, brainstorm solutions. Introduce each solution with one of the phrases above. Then think of one more problem together, and give it to another group to discuss.

- a. We must reduce exam stress for secondary school students.
- b. Teenagers spend so much time using their mobile phones that they are no longer skilled at face-to-face interaction.





## Writing solutions

### ➤ Finding the best solution

After you have brainstormed solutions to your problem, you need to select the best one or ones to write about in your solution paragraph. A strong solution clearly and reasonably solves the problem. A weak solution doesn't really solve the problem or is not practical or not logical.

- II** With a partner, talk about the solutions that this student brainstormed for her topic. Mark each one *strong*, *OK*, or *weak*.



Topic sentence: I need more money while I am at university.

..... borrow money from my friends

..... sell some of my things

..... ask my parents for money

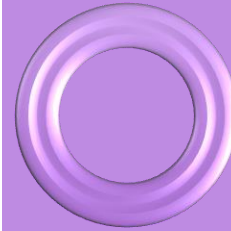
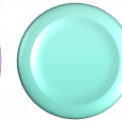
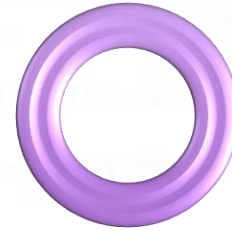
..... go busking with my guitar

..... get a part-time job

..... drop out of university and get a full-time job

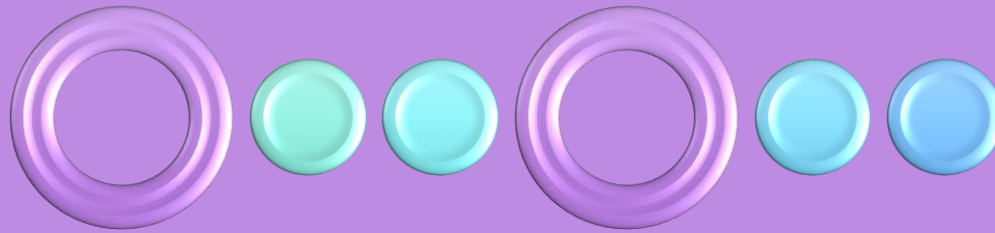
..... buy lottery tickets

..... ride my bike to university instead of using public transport





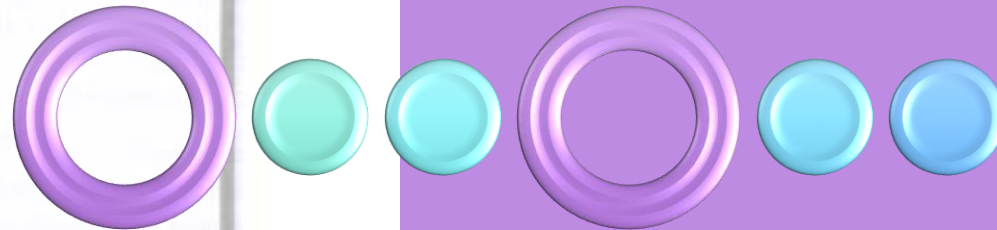
- 12** Use at least three solutions from the list in exercise 11 above to write a solution paragraph. Use linking phrases and conditional sentences to explain how the solutions will solve the problem. Share your paragraph with your partner.
- 13** For the problem paragraph you wrote in exercise 8 on page 53, brainstorm solutions. Edit your brainstorming, then write a solution paragraph. Use linking phrases and conditional sentences.





## Review

- 14 Look at this list of ideas that a student brainstormed about his topic. Work with a partner to divide the ideas into problems and solutions. Try to add one more problem and solution to the list.

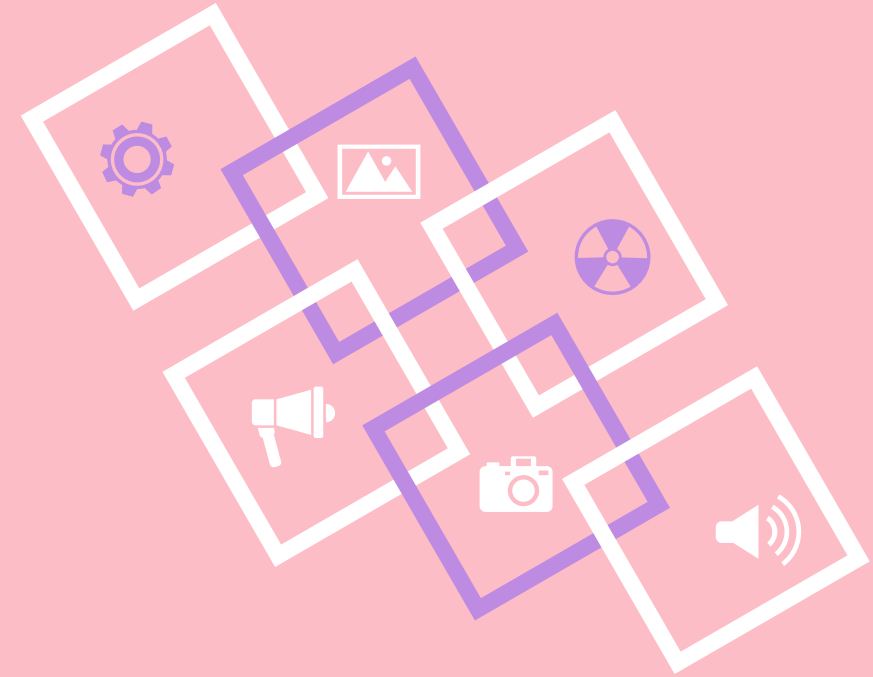




المحاضرة التاسعة  
موضوعات المحاضرة : امتحان  
الزمن 120 دقيقة

**إجراءات تنفيذ الامتحان**

المحاضرة	الإجراءات	الزمن بالدقيقة
	اعادة ترتيب المقاعد الدراسيه ترتيب الطلاب داخل القاعة توزيع الاسئلة المحافظه على الهدوء توضيح السؤال ان الزم عدم فتح مواضيع جانبيه و تشتيت الطلاب	120





الزمن: 120 دقيقة

المحاضرة العاشرة

عنوان المحاضرة: Outlining an Essay

موضوعات المحاضرة :

- The purpose of an outline
- Writing an outline
- 10 Introductions and Conclusions
- The purpose of an introduction
- Types of information in introductions
- The purpose of a conclusion
- Writing conclusions





## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة  
الوسائل التعليمية
- القلم الملون
- السبوره
- النشاط التدريب على كتابه المقدمه والخاتمه و ترتيب  
البارار غرافات دتخل مقاله



## إجراءات تنفيذ الأساليب والأنشطة التدريسية

المحاضرة	الإجراءات	الزمن بالدقيقة
العاشرة	تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	The purpose of an outline	10
	Types of information in introductions	20
	The purpose of a conclusion	20
	Writing conclusions	20
	النشاط التدريب على كتابه المقدمه والخاتمه و ترتيب البارار غرافات دتخل مقاله	30
	اعطاء واجب بيتي	10



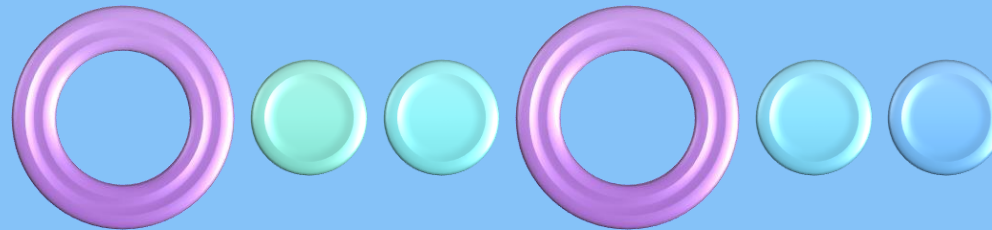
# 8 *The Structure of an Essay*

In this unit, you will learn ...

- the definition of an essay.
- how to format an essay.
- how to write a thesis statement.

## ⌋ What is an essay?

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.





## The structure of an essay

### ☞ The three main parts of an essay

#### The introduction

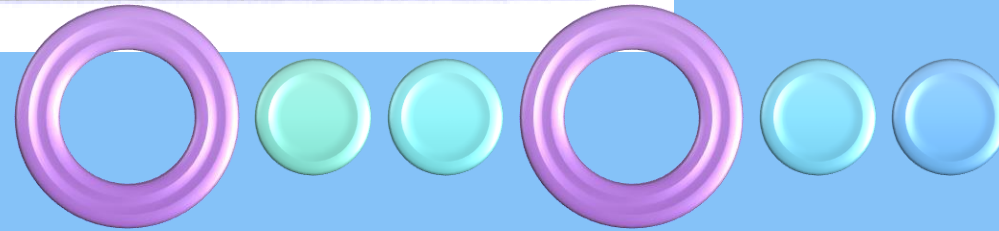
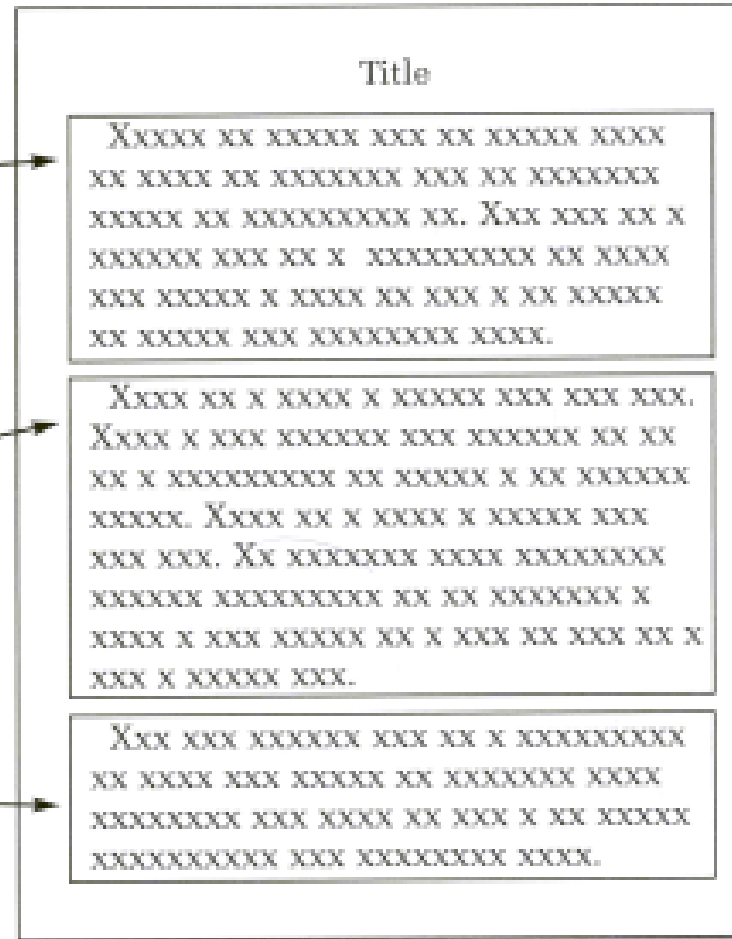
This is the first paragraph of an essay. It explains the topic with general ideas. It also has a *thesis statement*. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.

#### The main body

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

#### The conclusion

This is the last paragraph of an essay. It summarises or restates the thesis and the supporting ideas of the essay.





## ***Thesis statements***

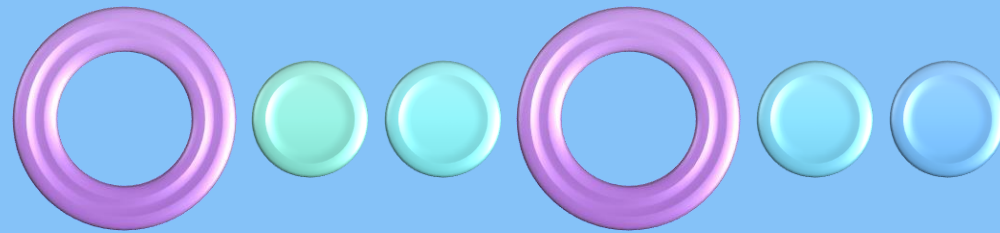
### **➤ What is a thesis statement?**

The *thesis statement* is the sentence that tells the main idea of the whole essay. It can be compared to a topic sentence, which gives the main idea of a paragraph. It usually comes at or near the end of the introductory paragraph.

**2 Look at the essay in exercise 1 on page 57 again. Underline the thesis statement.**

**3 In these introductory paragraphs, underline the thesis statement. Then circle the topic and draw another line under the main idea in each thesis statement. Share your answers with a partner.**

**a.**

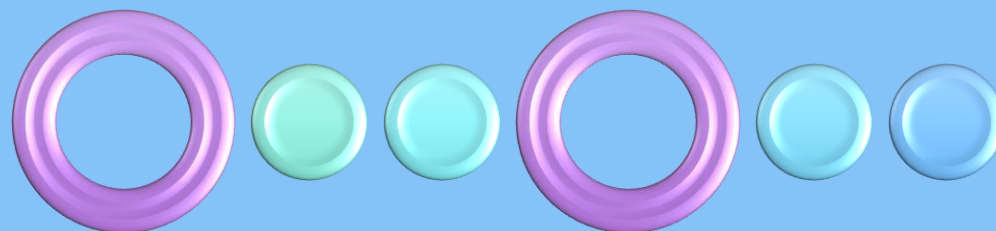




*Before I travelled to the UK last year, I thought that British food was just fish and chips, roast beef, apple pie, rice pudding and endless cups of tea. These foods are popular in Britain, but during my travels, I discovered that there is so much more to eating in the UK. People from all over the world have made their home in Britain, and they have brought with them their own food. Even in small towns, you can find Chinese, Indian and Italian restaurants, amongst others. The UK can be divided into different regions that each has its own characteristic foods influenced by the culture of the people who live there.*

**b.**

*Everybody knows the koala, that sweet Australian animal that resembles a teddy bear. Although koalas look like toys, they are actually strong climbers and spend their days in the treetops. Mother koalas carry their babies around from tree to tree in a pouch, or pocket, on their stomach. Although there were millions of koalas in Australia in the past, they are now a protected species of animal. As a result of human population growth, deforestation and hunting, the number of koalas has declined.*





## Writing a strong thesis statement

- A thesis statement gives the author's opinion or states an important idea about the topic. It should give an idea that can be discussed and explained with supporting ideas:

*The qualifications for getting into university in my country are unreasonable.*

*When studying a foreign language, there are several ways to improve your use of the language.*

These are strong thesis statements. They can be discussed or explained.

- A thesis statement should not be a sentence that only gives a fact about the topic:  
*In the Northern Hemisphere, the summer months are warmer than the winter months.*  
This is not a strong thesis statement. It cannot be discussed or argued about.

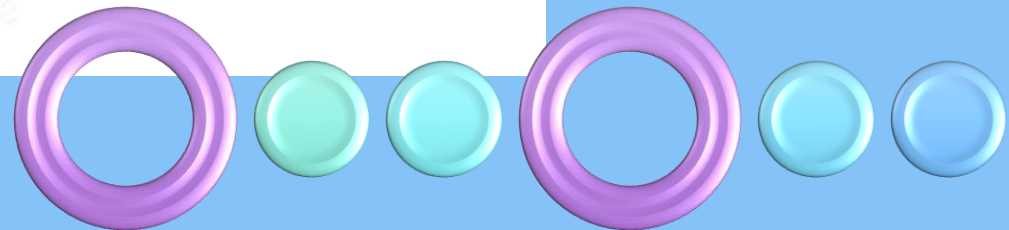
- A thesis statement should not state two sides of an argument equally:

*There are advantages and disadvantages to using nuclear power.*

This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:

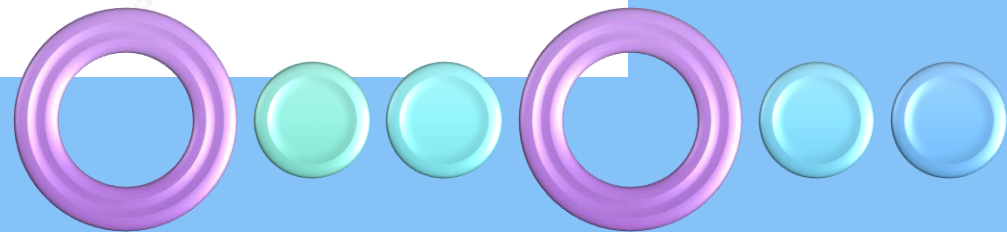
*Although there are some advantages, using nuclear power has many disadvantages and should not be a part of our country's energy plan.*

This is a strong thesis statement. It clearly gives the writer's opinion about nuclear power.





- 4 Read these thesis statements below. Write ✓ (strong thesis statement), F (fact only—a weak thesis statement), or N (no clear opinion—a weak thesis statement).
- a. .... The top government official in my country is the prime minister.
  - b. .... Some people prefer digital cameras, while others like traditional cameras.
  - c. .... India became an independent country in 1947.
  - d. .... To be a successful student, good study habits are more important than intelligence.
  - e. .... There are several advantages of owning a car, but there are also many disadvantages.
  - f. .... Half of the families in my country own a house.
  - g. .... Using public transport would be one of the best ways to solve the traffic and pollution problems in cities around the world.
  - h. .... While travelling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive.
  - i. .... Classical music concerts are very popular in my country.
  - j. .... In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the advert should be placed, and what type of advert should be made.





## Writing thesis statements

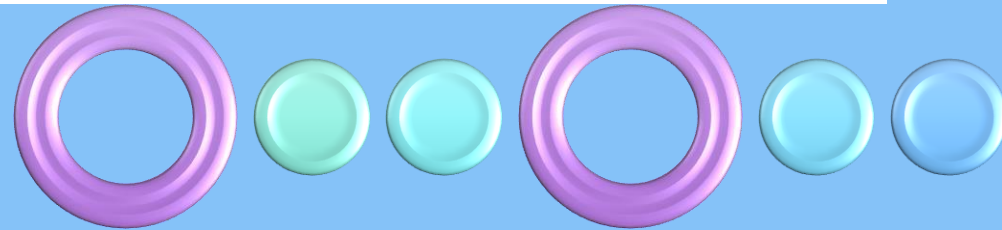
### ○ How to connect the thesis statement and the essay

The paragraphs in the main body of an essay should always explain the thesis statement. In addition, each paragraph in the main body should discuss *one* part of the thesis. Look at the following thesis statement. The topics to be discussed are underlined:

*To create a successful advertisement, it is necessary for advertisers to answer three questions: What are we selling?, Who are we selling it to?, and How can we make people want to buy it?*

Possible topic sentences for each paragraph in the main body:

1. *The first step in creating a successful advertisement is to completely understand the product that is being sold and how it can be used.*
2. *A second important part of creating an advertisement is deciding who is expected to buy the product.*
3. *Finally, a way must be found to create an ad that will make people want to buy the product.*





product.





- 5 Look at the introductory paragraphs in exercise 3 on page 58. What should the paragraphs in the main body discuss for each thesis statement? Write your ideas and then compare your answers with a partner.

☞ **How to develop a thesis statement**

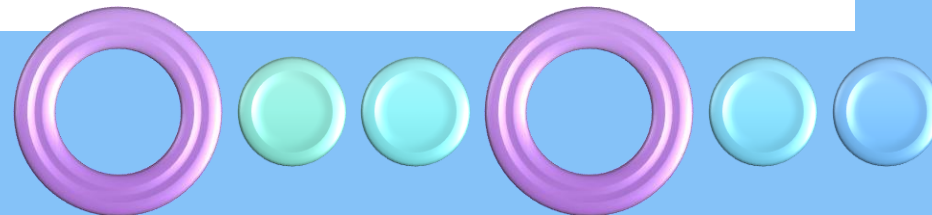
One way to develop a thesis statement for an essay is to write opinions you have about the topic. Begin, *I think that ...* and complete the sentence with your opinion. Then remove *I think that ...* and the remaining words make a possible thesis statement.

*Topic: diet / food*

~~*I think that*~~ *a vegetarian diet is one of the best ways to live a healthy life.*

~~*I think that*~~ *governments should restrict the use of chemicals in agriculture and food production.*

After you have written several opinion statements, choose the one that would make the best thesis. Remember to decide if the sentence gives a clear opinion, states a fact, or presents two sides without a clear argument.





## موضوعات المحاضرة :

The importance of unity in essay writing

Editing an essay for unity

The importance of coherence in essay writing

Creating coherence



المحاضرة الحادية عشر

الزمن: 120 دقيقة

عنوان المحاضرة: Unity and Coherence



## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة
- الوسائل التعليمية
- القلم الملون
- السبوره

- النشاط: التدريب على توحيد موضوع مقاله
- عمل مجموعات ثلاثيه لاستخراج الاخطاء من المقالات و نقدها بطريقه علميه تحت اشراف الاستاذ



## إجراءات تنفيذ الأساليب والأنشطة التدريبية

المحاضرة	الإجراءات	الزمن بالدقيقة
الحادية عشر	تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	The importance of unity in essay writing	10
	Editing an essay for unity	20
	The importance of coherence in essay writing	20
	Creating coherence	20
	<ul style="list-style-type: none"> <li>- النشاط: التدريب على توحيد موضوع مقاله</li> <li>- عمل مجموعات ثلاثيه لاستخراج الاخطأ من المقالات و نقدها بطريقه علميه تحت اشراف الاستاذ</li> </ul>	30
	اعطاء واجب بيتي	10



# 9 *Outlining an Essay*

In this unit, you will learn ...

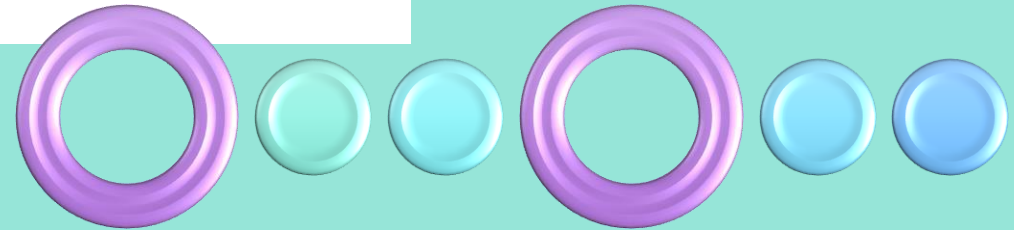
- the purpose of an outline.
- how to write an outline.

## ☞ What is an outline?

An outline is a list of the information you will put in your essay. You can see an example of an outline on page 65.

An outline ...

- begins with the essay's thesis statement.
- shows the organisation of the essay.
- tells what ideas you will discuss and shows which ideas will come first, second, and so on.
- ends with the essay's conclusion.



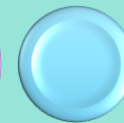
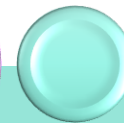
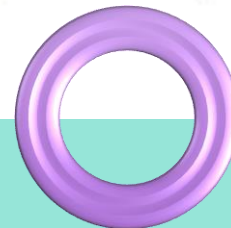
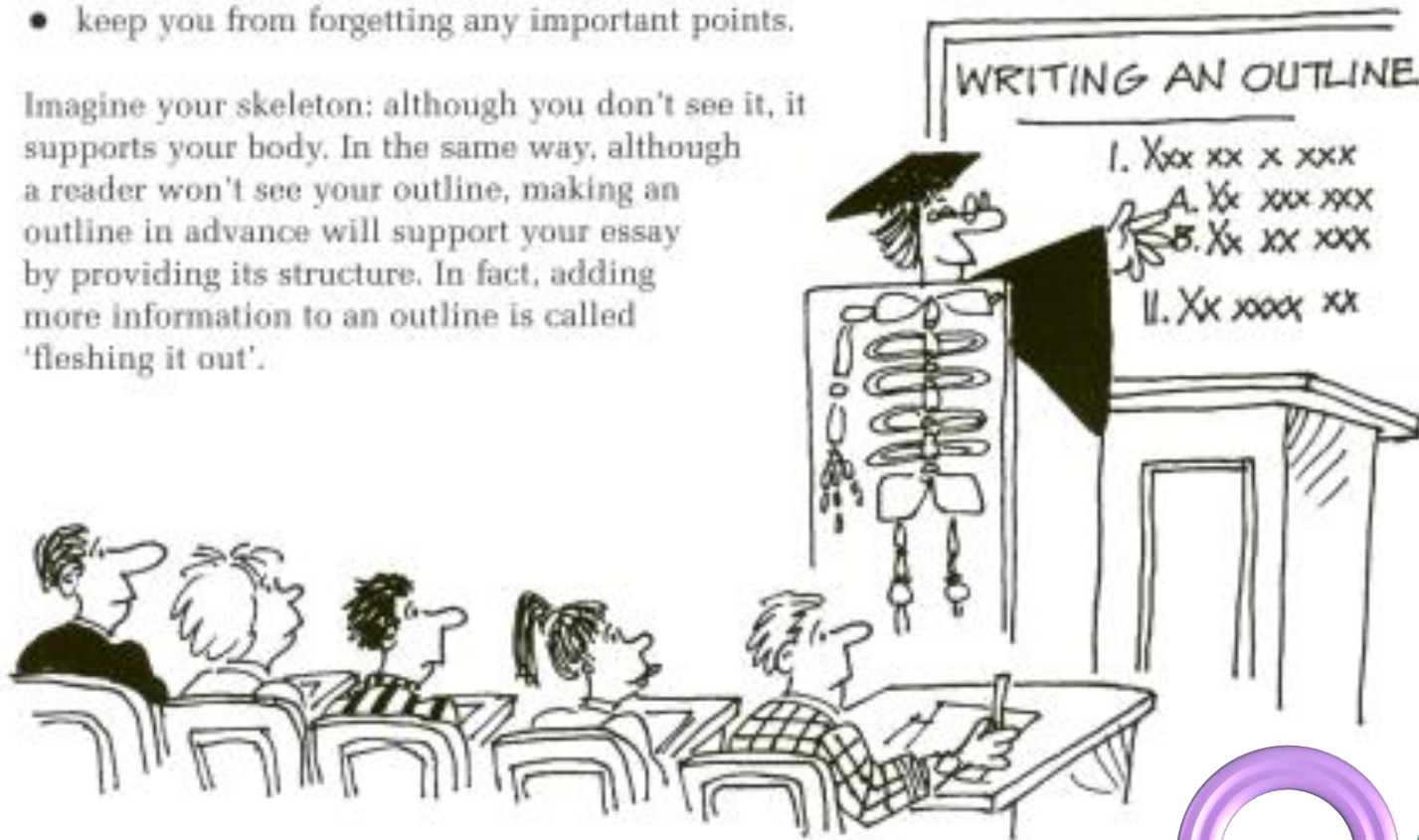


- ends with the essay's conclusion.

Writing an outline before you write an essay will ...

- show you what to write before you actually begin writing.
- help make your essay well organised and clearly focused.
- keep you from forgetting any important points.

Imagine your skeleton: although you don't see it, it supports your body. In the same way, although a reader won't see your outline, making an outline in advance will support your essay by providing its structure. In fact, adding more information to an outline is called 'fleshing it out'.





## Looking at an outline

I Read the outline on page 65. Answer the questions.

- a. What will the thesis statement of the essay be?
- b. How many paragraphs will there be in the main body?
- c. How many supporting points will the third paragraph have? What will they be?
- d. How many details will the fourth paragraph have? What will they be?

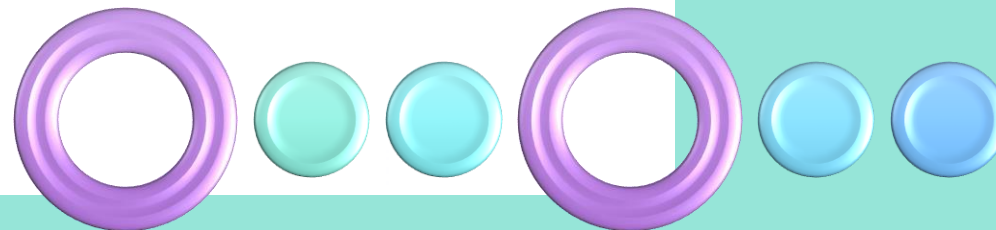
## Writing an outline

### ➤ How to write an outline

Before writing an outline, you must go through the usual process of gathering ideas, editing them, and deciding on a topic for your writing. Writing an outline can be a very useful way of organising your ideas and seeing how they will work together.

To show how the ideas work together, number them. To avoid confusion, use several different types of numbers and letters to show the organisation of the ideas. Use Roman numerals (I, II, III, IV, V, VI, etc.) for your essay's main ideas: your introduction and thesis statement, your main body paragraphs, and your conclusion. Write all of these first, before going into more detail anywhere.

- I. Introduction
- II. First main idea
- III. Second main idea
- IV. Third main idea
- V. Conclusion



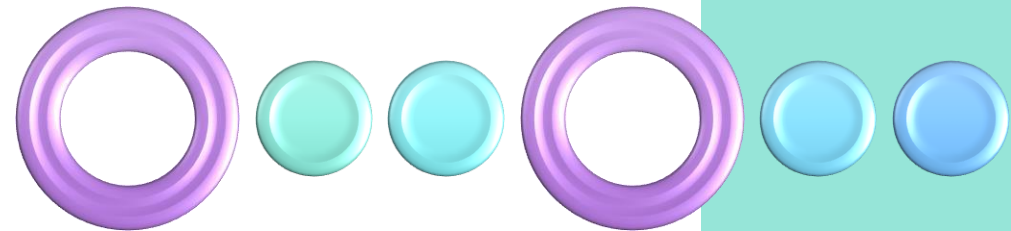


Next, fill in more information for the paragraphs in the main body by using capital Roman letters (A, B, C, etc.). Use one letter for each supporting idea in your main body paragraph. Complete this information for each paragraph in the main body before going into more detail.

- I. Introduction
- II. First main idea
  - A. First supporting point
  - B. Second supporting point
  - ... and so on.

Finally, use Arabic numerals (1, 2, 3, etc.) to give details for your supporting points. Not every supporting point will have details, and some points will have several. It is not important to have the same number of details for every supporting point.

- I. Introduction
- II. First main idea
  - A. First supporting point
    - 1. First detail
    - 2. Second detail
  - B. Second supporting point
    - 1. First detail
    - 2. Second detail
    - ... and so on.





## Don't Support Nuclear Energy!

I. Nuclear power is not a good energy source for the world.

II. Very expensive

A. Nuclear fuel is expensive

B. Nuclear power stations are expensive to build and operate

1. Cost of construction
2. Cost of training workers
3. Cost of safety features

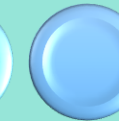
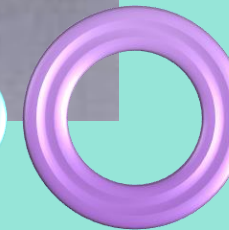
III. Nuclear materials are not safe

A. Nuclear fuels are dangerous

1. Mining fuels produces radioactive gas
2. Working with radioactive fuels can harm workers

B. Nuclear waste products are dangerous

1. Very radioactive
2. Difficult to dispose of or store safely





- 2** Fill in this outline for the essay in Unit 8, exercise 1 on page 57. Then compare with a partner.

The Changing Vocabulary of English

**I.** Thesis statement: .....

**II.** Words introduced by .....

**A.** .....

1. From an African language
2. Now used all over the world to mean .....

**B.** Jazz

1. Came from .....
2. Exact origin unknown

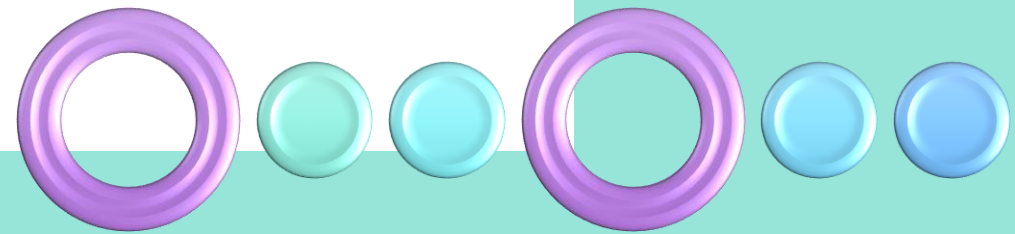
**III.** .....

**A.** Cool

1. ....
2. New meanings

**B.** .....

1. Original meaning
2. ....





- IV. ....: Existing ethnic groups in the United States as well as new immigrants will certainly continue to bring new words to English and give fresh meanings to existing words.





**3** Label each statement T for thesis statement, M for main idea, S for supporting point, or C for conclusion.

Title: The Benefits of Yoga

- |  |  |
|--|--|
| <b>a.</b> ..... Develops clear thinking          | <b>i.</b> ..... Develops self-confidence   |
| <b>b.</b> ..... Physical benefits                | <b>j.</b> ..... Doing yoga regularly can be good for your mind, your body, and your emotions.    |
| <b>c.</b> ..... Improves concentration           | <b>k.</b> ..... Makes you strong and flexible  |
| <b>d.</b> ..... Reduces fear, anger, and worry   | <b>l.</b> ..... Therefore, to build mental, physical, and emotional health, consider doing yoga. |
| <b>e.</b> ..... Mental benefits                  | <b>m.</b> ..... Emotional benefits   |
| <b>f.</b> ..... Improves blood circulation       |  |
| <b>g.</b> ..... Improves digestion               |  |
| <b>h.</b> ..... Helps you feel calm and peaceful |  |



## ***Evaluating an outline***

### **➤ The outline checklist**

Before you start writing your essay, check your outline for organisation, support, and topic development. If possible, ask a friend or your teacher to check your outline too.

#### **Organisation**

- ☐ paragraphs in the right order
- ☐ supporting points and details in the right order

#### **Support**

- ☐ each main idea related to the thesis statement
- ☐ each supporting point related to the paragraph's main idea
- ☐ each detail related to the paragraph's supporting points

#### **Topic development**

- ☐ enough (and not too many) main ideas to develop the thesis statement
- ☐ enough (and not too many) supporting points for each main point
- ☐ enough (and not too many) details for each supporting point



- 5** With a partner, check the outline on page 69 for organisation, support, and topic development. What should the author add, subtract, or change in this outline? Share your ideas with another pair. Did you make the same recommendations?

In 1848, gold was discovered in California. People from all over the world rushed to California to look for gold—they wanted to become rich. This was called ‘the gold rush’.

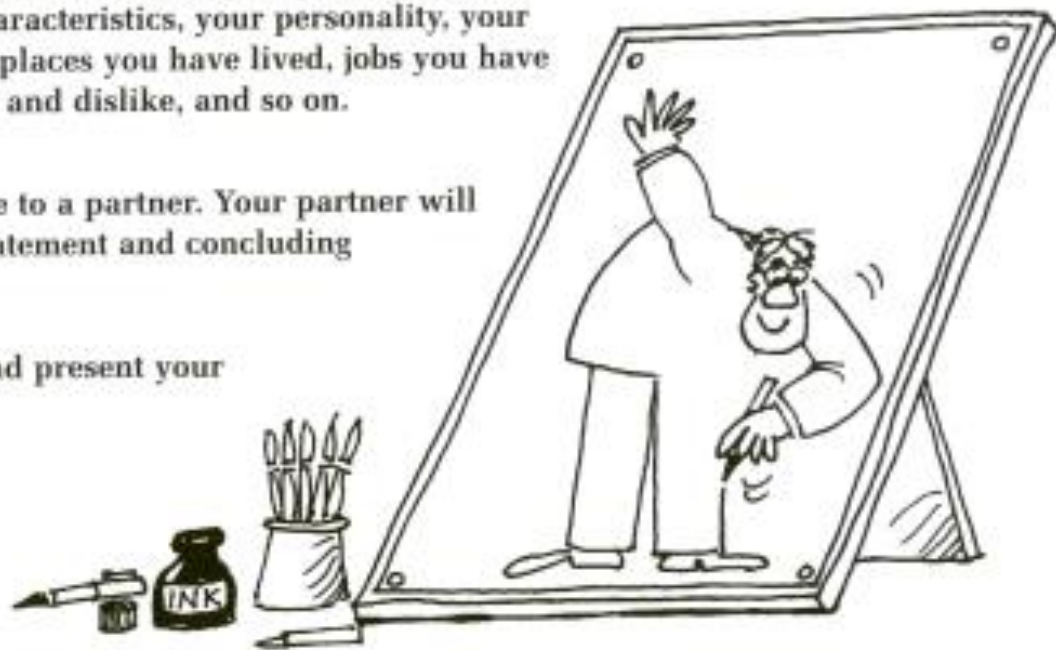




- 6 Look at the thesis statement and topic sentences you wrote in Unit 8, exercise 8 on page 62. Write an outline for your essay. Then write the essay.
- 7 Exchange the essay you wrote for exercise 6 above with a partner. As you read your partner's essay, write an outline of the main ideas, supporting points, and details. Your partner will outline your essay. Discuss the outlines.

### Review

- 8 Write a simple outline of yourself or your life. First, outline only the main body paragraphs. Your main ideas could include physical characteristics, your personality, your habits, your family, places you have lived, jobs you have had, things you like and dislike, and so on.
- 9 Explain your outline to a partner. Your partner will then add a thesis statement and concluding statement.
- 10 Join another pair and present your complete outlines.





الزمن: 120 دقيقة

المحاضرة الثانية عشر

عنوان المحاضرة: Essays for Examinations

موضوعات المحاضرة:

Common instructions  
for essay tests

Writing timed essays  
and managing time





## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
- القيام ب نشاط تحفيزي للطالب من خلال التغذية الراجعة عن المحاضرة
- الوسائل التعليمية
- القلم الملون
- السبوره

النشاط : التدرب على  
كتابه مقالات



## إجراءات تنفيذ الأساليب والأنشطة التدريسية

الزمن بالدقيقة

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15

70

10

الإجراءات

تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع

Common instructions for essay tests

Writing timed essays and managing time

النشاط : التدرب على كتابه مقالات

اعطاء واجب بيتي

المحاضرة

الثانية عشر



# 10 *Introductions and Conclusions*

In this unit, you will learn about ...

- the purpose of an introduction.
- types of information in introductions.
- the purpose of a conclusion.
- techniques for writing conclusions.

## ○ The importance of introductions and conclusions

Unit 8 explained that the introduction and the conclusion are two of the three main parts of an essay. Without an introduction and a conclusion, an essay is just a group of paragraphs. The introduction and the conclusion work together to make the topic and main ideas of the essay clear to the reader.



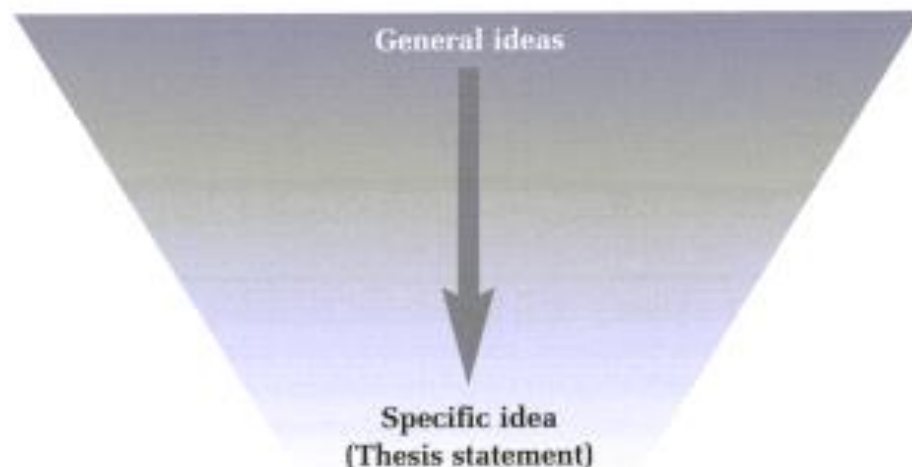
## ***The introduction***

### **○ What is an introduction?**

The first paragraph of an essay, as you learned in Unit 8, is called the introduction.  
The introduction ...

- is usually five to ten sentences.
- catches the reader's interest.
- gives the general topic of the essay.
- gives background information about the topic.
- states the main point (the thesis statement) of the essay.

The introduction is often organised by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement, like this:





- 1 Read the introduction to the essay in Unit 8, exercise 1 on page 57. Complete this diagram.

**General ideas:**

*Most Americans would probably say that their language comes from England.*

**Specific idea (Thesis statement):**



➤ **How to write a strong introduction**

A strong introduction ...

- introduces the topic clearly.
- gives several sentences of information about the topic.
- states the thesis (the main idea) of the essay.

Any of the following will make an introduction weak:

- It doesn't give enough information about the topic or gives too much information about it.
- It talks about too many different topics.
- It does not state a clear thesis.

**2 Read and discuss the following introductions with a partner. Mark the strong introductions with a tick (✓). Mark the weak introductions with a cross (X). What could the writers do to make the weak introductions strong?**

**a.** ☐

*Family structure has changed a lot in the last fifty years in Asia. The decrease in the number of extended families and nuclear families has caused several social changes.*

**b.** ☐

*The number of businesses using the Internet for selling products has increased greatly in recent years. Shoppers, too, are using the Internet in greater numbers to buy all types of products, such as books, cameras, and clothing. Although e-business has become popular, there are certain risks involved in Internet shopping that are a concern for both businesses and consumers.*



*Stargazing—looking at the stars—is something everyone should try. I love it. When looking at the night sky, most people observe that the moon, planets, and stars move from the east side of the sky to the west over a period of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun throughout the year, different stars are visible at different times.*





d.

The origins of Irish music can be traced back nearly 2,000 years to the time when the Celts arrived in Ireland. Music thrived under the rule of the Chieftans, but later declined during the British colonisation of Ireland. However, during the Great Famine of the 1840s, thousands of Irish people emigrated to North America in search of a better life, taking their music with them. Irish music soon became established in American cities with a high proportion of Irish immigrants, such as Chicago and Boston. These cities are popular tourist destinations with many interesting sights. However, Irish music really became known to a wider audience in the 1970s, when musicians experimented with more modern arrangements of traditional songs and fusion with rock, world music and jazz. Jazz originated in the American South in the early twentieth century. Now, in the twenty-first century, Irish music is more popular and successful than ever.

e.

*Adjusting to another culture's food can be a challenge for many travellers. The geography of a country can greatly affect the typical foods that are eaten by its people.*



## Types of information

### 2 How to make an introduction interesting

To make an introductory paragraph interesting for the reader, you can include ...

- interesting facts or statistics.
- a personal story or example.
- an interesting quotation.



- 3 Read the three introductions in Unit 8, exercise 3 on page 58 again. What types of information does each introductory paragraph contain?



**6 Match each of these introduction thesis statements with its rewritten version for a conclusion.**

- |  |   |
|--|---|
| <b>a.</b> ..... Supermarkets are the best places to buy food because of their convenience and lower prices.              | <b>1.</b> People can learn many things by travelling to other countries.  |
| <b>b.</b> ..... Travelling abroad is a valuable learning experience.   | <b>2.</b> Despite the challenges, being an entrepreneur can offer more benefits than other types of employment.                               |
| <b>c.</b> ..... Learning to play a musical instrument is very beneficial for children.                                   | <b>3.</b> The fact that larger supermarkets offer cheap prices and a large selection of products makes them the best place for shoppers.      |
| <b>d.</b> ..... Creating and owning a business offers more advantages than working as an employee in a company.          | <b>4.</b> The World Wide Web gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.              |
| <b>e.</b> ..... More houses should be adapted to use solar energy because it is clean and renewable.                     | <b>5.</b> When children are exposed to music and are taught to play instruments such as the piano or violin, there are many positive effects. |
| <b>f.</b> ..... The World Wide Web can be very useful for research, but it also contains a lot of incorrect information. | <b>6.</b> The sun gives a constant, free supply of clean energy, which more homes should take advantage of.                                   |





**7** Read paragraph a in Unit 8, exercise 3 on page 58 again. Choose the best concluding paragraph, below.

**a.**

*The British eat many different kinds of food, but the typical diet of many people includes eating a lot of fast food and ready-made dishes. The popularity of hamburger and pizza restaurants has increased greatly over the years. As a result of this diet, many British people have food-related health problems. To create a healthier society, people should learn about eating a good diet and should teach their children to do the same.*

**b.**

*Clearly, it is difficult to say that there is one type of British food. Every part of the country has its own special dishes based on the produce and tastes of that region. From the Ancient Britons and the Roman, Saxon and Viking invasions to present-day immigrants, the cuisine of the UK continues to change with its changing population.*

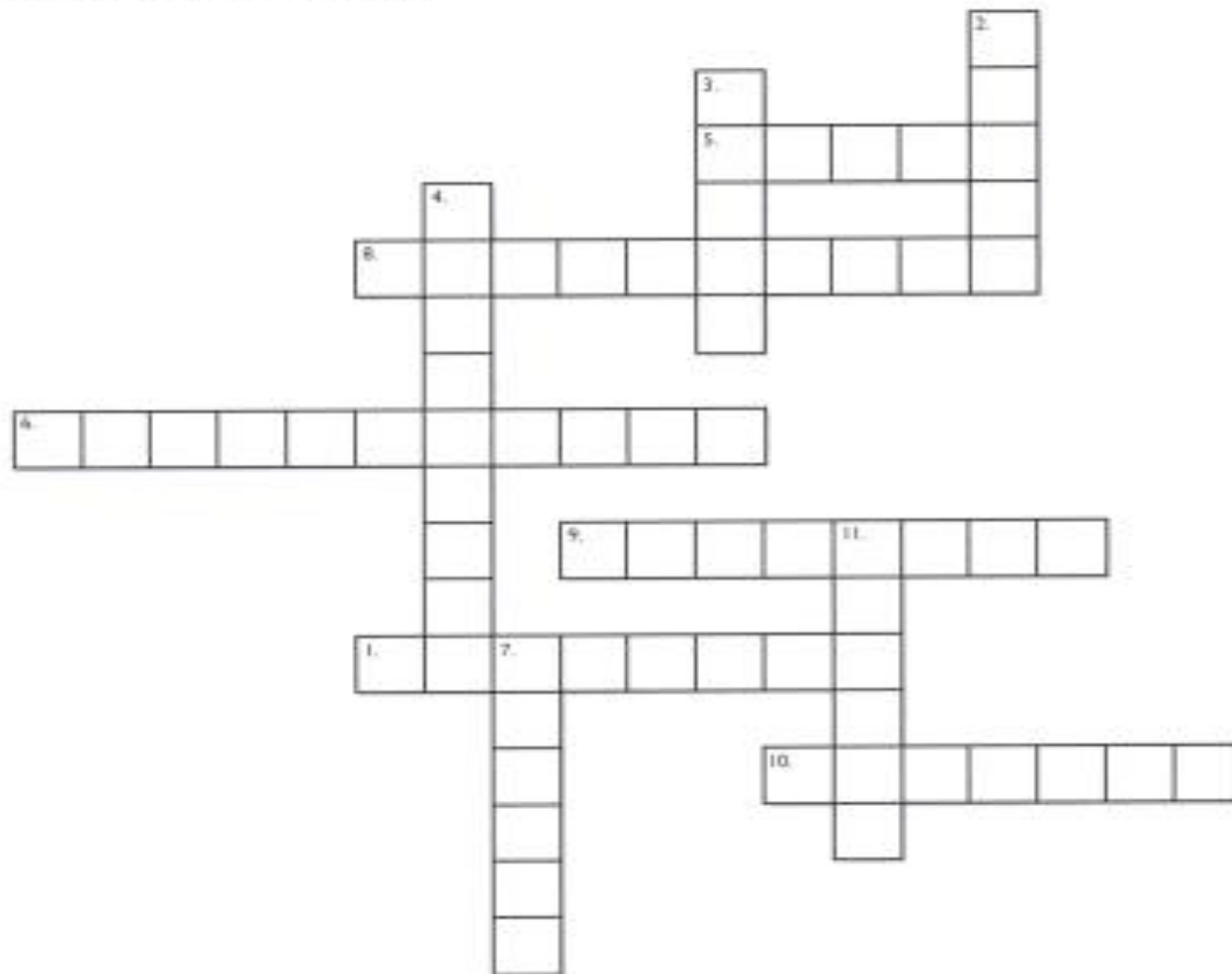
**c.**

*People who have come from other countries to live in the UK have brought their own traditions and customs with them and added them to British culture. It is possible to find restaurants from all different ethnic backgrounds, especially in larger cities around the country. Immigrants may also maintain their traditions by building places to practise their religion, such as mosques, temples and churches. By continuing to follow some of their customs and beliefs, immigrants can stay in touch with their past while also living a new life in a new country.*



## Review

9 Complete the crossword puzzle.





الزمن: 120 دقيقة

المحاضرة الثالثة عشر

## عنوان المحاضرة: Additional Materials

### موضوعات المحاضرة:

- Sample essay: brainstorming
- Sample essay: first draft
- Sample essay: second draft
- Punctuation
- Sample information letter
- Sample personal statement





## الأساليب والأنشطة والوسائل التعليمية

- اتباع الأسلوب التفاعلي في الصف بين المعلم و الطالب
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- القلم الملون
- السبوره

النشاط: التدرب على كتابه المقالات



## إجراءات تنفيذ الأساليب والأنشطة التدريبية

المحاضرة	الإجراءات	الزمن بالدقيقة
الثالثة عشر	تغذيه راجعه للطلاب عن معلوماتهم لهه الماده و الموضوع	10
	<ul style="list-style-type: none"> <li>• Sample essay: brainstorming</li> <li>• Sample essay: first draft</li> <li>• Sample essay: second draft</li> <li>• Punctuation</li> <li>• Sample information letter</li> <li>• Sample personal statement</li> </ul>	5
		5
		5
		5
		5
	النشاط: التدرّب على كتابه المقالات	75
	اعطاء واجب بيتي	10





## ***Unity and Coherence***

In this unit, you will learn ...

- the importance of unity in essay writing.
- how to edit an essay for unity.
- the importance of coherence in essay writing.
- methods of creating coherence.

### **➤ Writing effective essays**

You've already learned that an essay should be organised into an introduction, a body, and a conclusion. The next step is to make sure that all three parts of the essay work together to explain your topic clearly.





➤ **Writing effective essays**

You've already learned that an essay should be organised into an introduction, a body, and a conclusion. The next step is to make sure that all three parts of the essay work together to explain your topic clearly.

**Unity in writing**

➤ **What is unity?**

Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence.

**I Read the essay on page 79 about Chinese medicine. Then do these tasks.**

- a. Underline the thesis statement with two lines.
- b. Underline each topic sentence with one line.
- c. List the supporting ideas in each main body paragraph on a separate piece of paper.
- d. After you have finished, review the topic sentences and supporting ideas. With a partner, discuss how the topic sentences relate to the thesis statement and how the supporting sentences relate to the topic sentences. Is the essay unified?





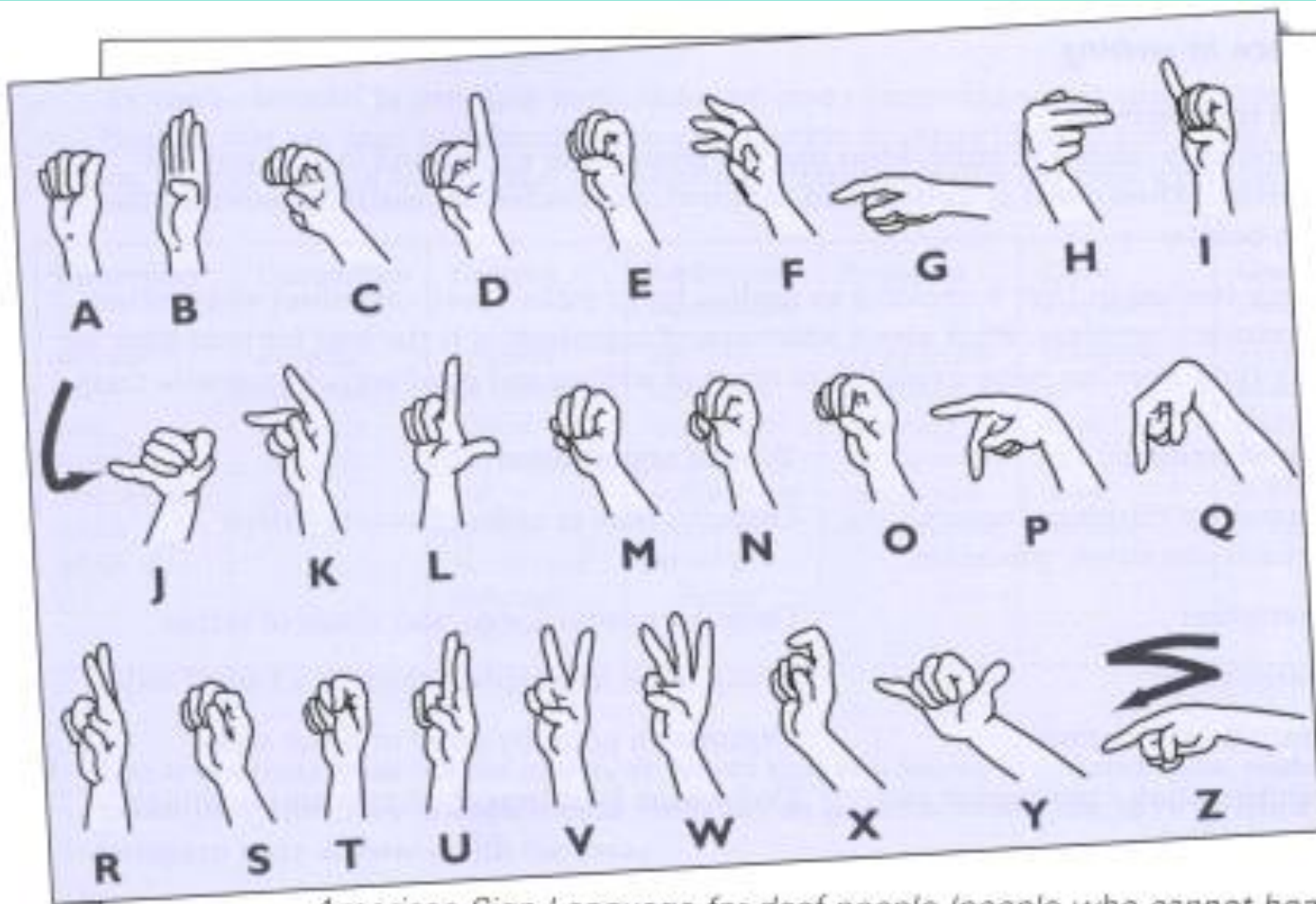
### ***Editing an essay for unity***

#### **➤ Keeping unity in an essay**

One way to keep unity in an essay is to edit the outline for ideas that are not relevant to the thesis statement or topic sentences, as you learned in Unit 9. Likewise, after you have written the essay, it is helpful to review the text and look for ideas that do not relate to the thesis or the topic sentences.

- 2** Read this thesis statement and main body paragraphs. The writer has begun to cross out sentences that do not belong. There is still one large piece of the text that should be removed because it isn't relevant to the thesis. Can you find it? Compare your answer with a partner. Then look at the edited version in exercise 6 on page 85.





*American Sign Language for deaf people (people who cannot hear)*



## Coherence in writing

### ➤ What is coherence?

Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points.

As you learned in Unit 9, creating an outline helps make a well-organised essay. When organising your ideas, think about what type of organisation is the best for your topic or essay type. Here are some examples of types of writing and good ways to organise them.

#### Type of writing

Chronology (historical events, personal narratives, processes)

Description

Classification

Comparison / contrast

Argumentation / persuasion and cause / effect

#### Type of organisation

Order by time or order of events / steps

Order by position, size, and shape of things

Group ideas and explain them in a logical order

Organise in point-by-point or block style

Order from least important to most important

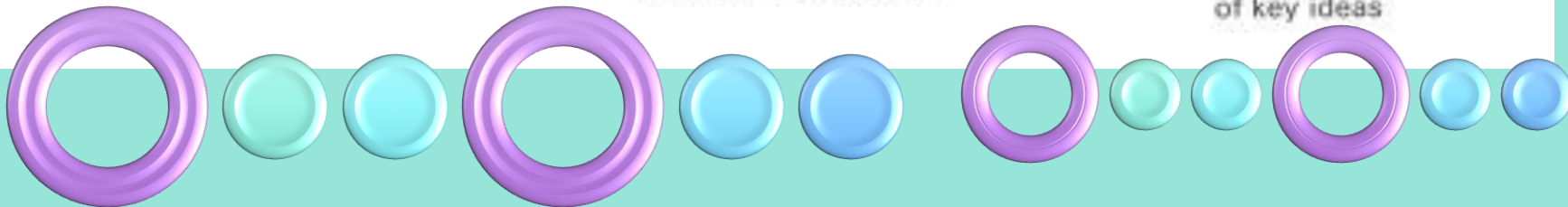
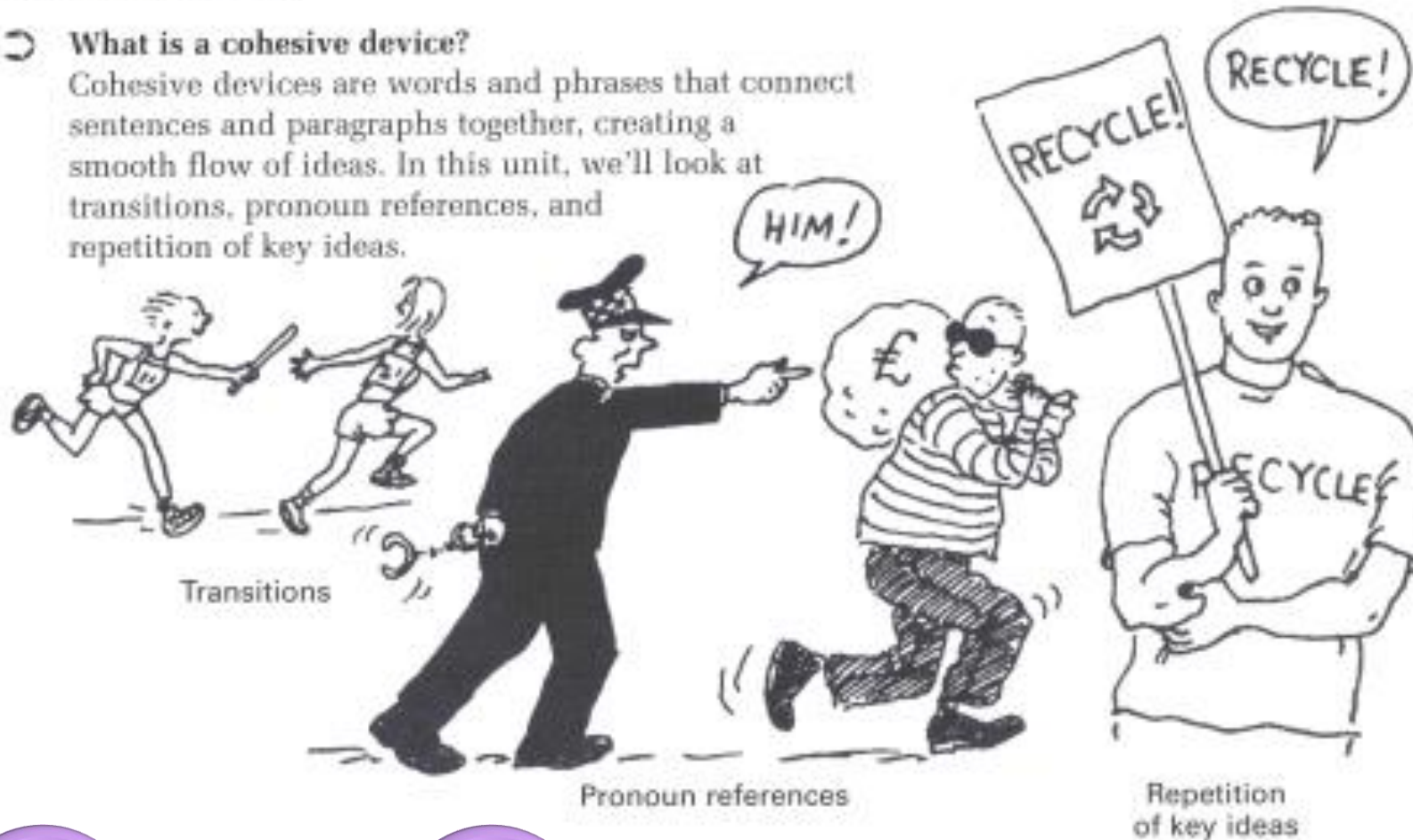


- 3 Look again at the essay in exercise 1 on page 79. What type of organisational pattern does the essay use? How do you know? What about the text in exercise 2 on pages 80 and 81?

### Cohesive devices

#### What is a cohesive device?

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. In this unit, we'll look at transitions, pronoun references, and repetition of key ideas.

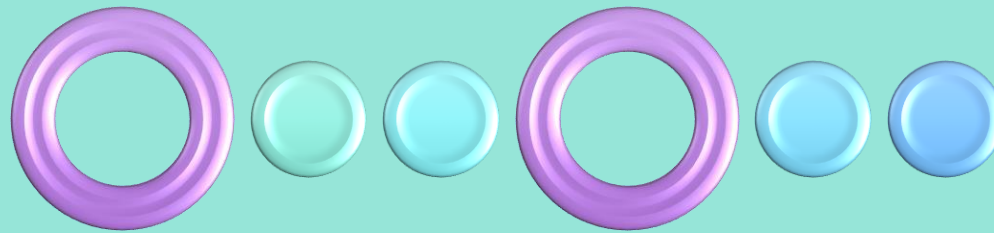




## ☞ Transitions

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

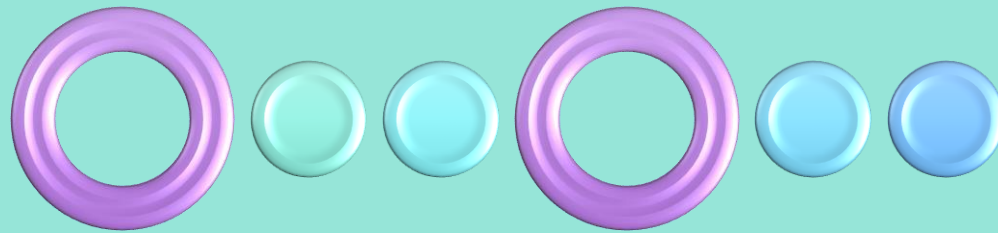
Chronology	Comparison	Contrast	Additional information	Examples	Cause and effect	Concluding ideas
<i>before</i> <i>after</i> <i>next</i> <i>since</i> <i>first, second</i> <i>while</i> <i>when</i>	<i>likewise</i> <i>compared to</i> <i>similarly</i> <i>as ... as</i> <i>and</i>	<i>however</i> <i>on the other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





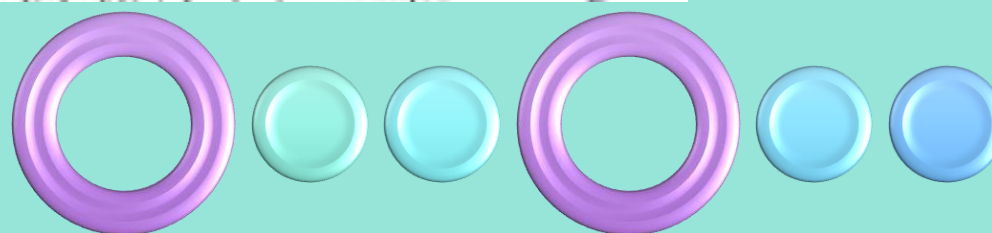
- 4** Use transitions from the list above, or others that you know, to connect these sentences taken from the essay about Chinese medicine on page 79. When you have finished, compare your answers with the essay.

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





- 5 For each of the *italicised* pronouns in this passage, identify the noun or noun phrase to which it refers. Write your answers on the lines below the text.

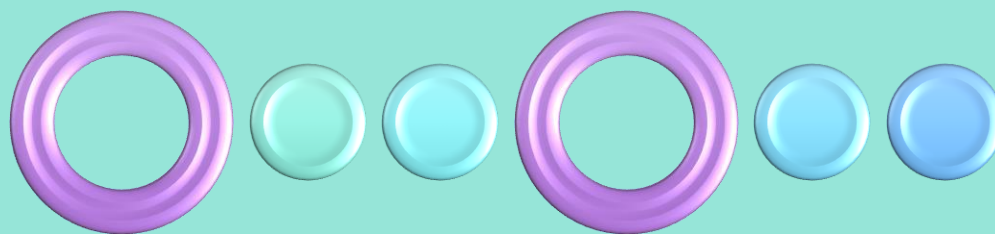




## ➤ Repetition of key nouns or ideas

Another way to connect ideas in an essay is by repeating important words and phrases. This will help the reader remember the main ideas in the text.

*Modern **medicine** focuses on illness. If a patient with a cough visits a modern doctor, then the doctor will give the patient a **medicine** to stop the cough. If the patient also has a fever, the doctor may give a different **medicine** to stop the fever. For every person with a cough, the doctor will probably recommend the same cough **medicine**. The philosophy of modern **medicine** is to stop problems like coughing and fever as quickly as possible.*





- 7 This paragraph needs more connection. Revise it. Then share your version with other classmates.

## Ho Chi Minh City



Ho Chi Minh City, in Vietnam, is a fascinating destination for travellers to Southeast Asia. It is located on the Mekong River. It was once an important trading center for the French in Southeast Asia. The influence of French culture can still be felt. Many people, especially the older generations, learned French in school and still can speak it very well. Some cafés serve French-style bread and pastries in Ho Chi Minh City. Expensive hotels and restaurants serve French food. Many of the buildings in the city are built in French style. The Vietnamese and the French fought. The French eventually left the country. There are museums and monuments documenting the country's long—and often bloody—history. If you are looking for a unique city to visit in Southeast Asia, Ho Chi Minh City is an attractive choice.



## Review

**II** These pairs of sentences need to be joined together to form English proverbs. Choose the best transition word or phrase to connect each pair. Compare your answers with a partner, and then discuss the possible meaning of each proverb.

a. Don't count your chickens ..... they hatch.

1. before      2. so      3. because

b. .... life gives you lemons, make lemonade.

1. Before      2. When      3. Because

c. Time flies ..... you're having fun.

1. after      2. although      3. when

d. You can lead a horse to water, ..... you can't make it drink.

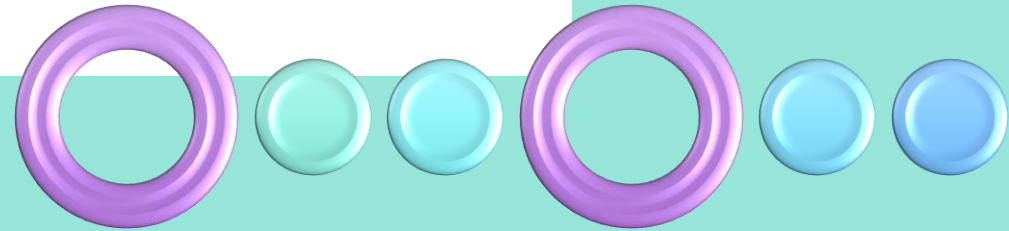
1. and      2. but      3. or

e. Laugh, ..... the world laughs with you. Cry, ..... you cry alone.

1. and, but      2. and, and      3. but, but

f. You don't know what water is worth ..... your well is dry.

1. because      2. after      3. until

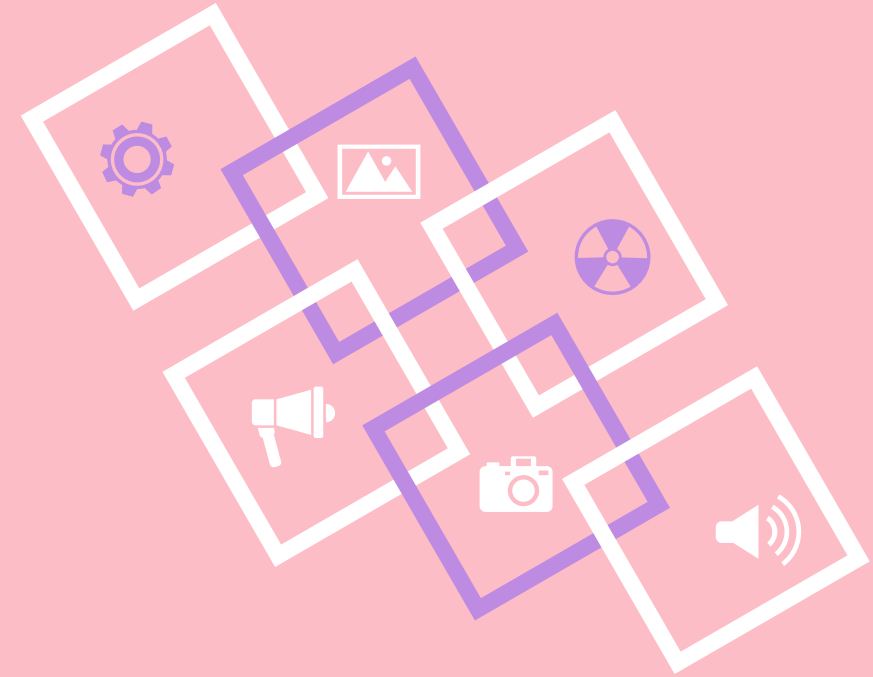




المحاضرة الرابعه عشر  
الزمن 120 دقيقة  
موضوعات المحاضرة : امتحان

إجراءات تنفيذ الامتحان

المحاضرة	الإجراءات	الزمن بالدقيقة
	اعادة ترتيب المقاعد الدراسيه ترتيب الطلاب داخل القاعه توزيع الاسئله المحافظه على الهدوء توضيح السؤال ان الزم عدم فتح مواضيع جانبيه و تشتيت الطلاب	120





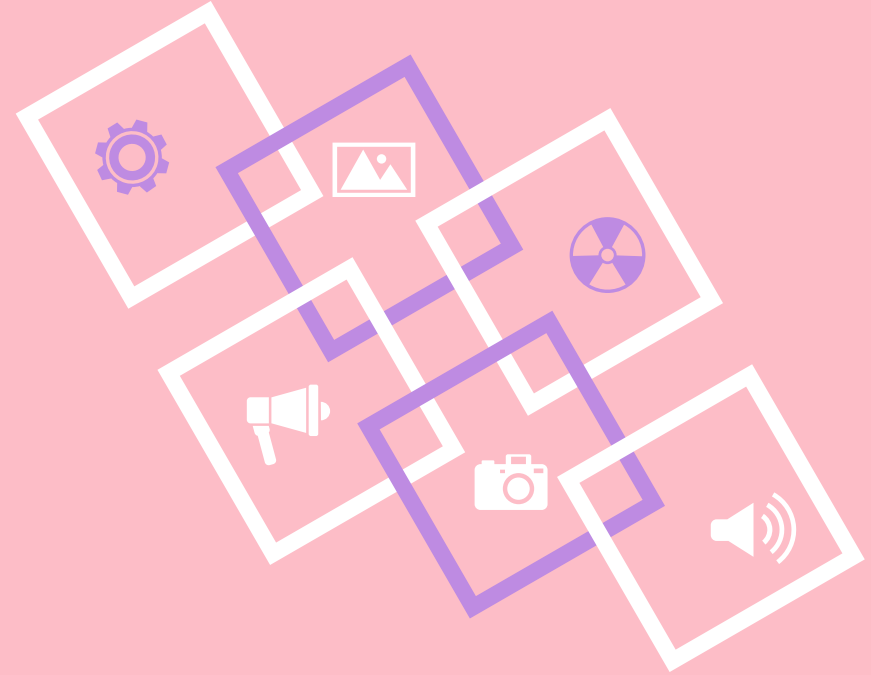
المحاضرة الخامسة عشر  
الزمن: 120 دقيقة  
عنوان المحاضرة : ملخص

عمل باوربوينت سهل و مبسط عن فصول  
الكتاب التي تم تغطيتها خلال الكورس

شرح هذه السلاييدات من قبل الطلاب و  
تحت اشراف الاستاذ

مناقشه الاسئلة الاكثر تكرارا و جدلا خلال  
الكورس

اعاده شرح بعض التعاريف المفتاحيه





# Thank you

