

Composition 2

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Om yazan 1920



Lecture 1

Chapter 1

Languages and Learning

Focus

By the end of the next lecture you will be expected to write a descriptive composition about “Learning a Language”.

Preparing to Write, page 4

Look at the photos on page 4 and think about how the people in these photos would benefit from learning a foreign language.

Airline representative

Businessman

A student

Health care worker

1. Why might these people need to speak more than one language?

They should learn another language because they are most likely to meet people who speak a language other than their own.

2. What are some reasons to learn a second language?

A couple of reasons I think are important are to communicate with more people, and get to know and understand another culture.

3. What are some ways to learn a second language?

One could learn a language on his or her own or he or she could ask someone to teach him or her. A proper way to learn a language though, is to take classes in a school or institute.

Reading Passage

Want to Learn a Language?

Don't Make It a Mount Everest

Let's read it together

Vocabulary

foreign language

Creole

cabdriver

bargain

Experts

telephone booth

proficiency

criterion

advantages

dialogue

likely

conjugate

technique

immersion

emphasize

individual

expensive

private tutoring

dialogue

opportunity

participate

conversation

Task 1

Respond to the following :

Give four reasons why you want to learn English.

Begin your answer like this

I want to learn English because

(Post your answer on the course forum)

Lecture 2

Chapter 1

Languages and Learning

Exercise 1, page 12

The meaning of some words and expressions in the reading passage.

Exercise 2, page 13

Using some prepositions.

Lecture 3

Chapter 1

Languages and Learning

Introducing the Essay

In an essay you can:

- ❖ expresses an idea or opinion
- ❖ analyze, explain, or describe someone or some thing
- ❖ show the relationship between two or more things
- ❖ solve a problem
- ❖ or all of the above

The Academic Essay

An academic essay usually contains four parts:

- ❖ An introductory paragraph
- ❖ A thesis or main idea statements
- ❖ Body paragraph
- ❖ A concluding paragraph

See exercise 2 and 3, page 15

Have your books ready.

Task 2

Do exercise 4 on page 18 as homework.

Remember to post your response on the course forum. Please do not send it as email.

Lecture 4

Chapter 2

Danger and Daring

Focus

In this chapter will try to learn how to write about an explorer.

Preparation

Take a look at the photos on page 24. All of these people are explorers. Notice the information about their names, their achievements, and the date of their achievements are written below each photo.

Annapurna: A Woman's Place

We will read this passage together. See page 27-28.

Task 3

Do exercise 4 on page 29 as homework. Do this exercise as best as you can.

Remember to post your response on the course forum. Please do not send it as email.

Lecture 5

Chapter 2

Danger and Daring

Words and Phrases page 32-33

1. **ardent** passionate; enthusiastic
2. **ascent** climb
3. **endeavor** effort; an attempt
4. **felt the urge** had a very strong desire
5. **summit** the top of a mountain
6. **legendary** famous
7. **notably absent** obviously not present
8. **pioneer** someone who is the first to explore a new place
9. **remote** far away from civilization
10. **rival** person who is competing against another

Describing personalities and achievements

Personalities:

be unafraid of
laugh at (fatigue)
not worry about (her next meal)
figure out a way to

Achievements

travel at high elevations
carry out
make significant contributions to
participate in expeditions

take part in expeditions

reach the summit of

Task 4

Do exercise 2 on page 33 as homework. Do this exercise as best as you can.

Remember to post your response on the course forum. Please do not send it as email

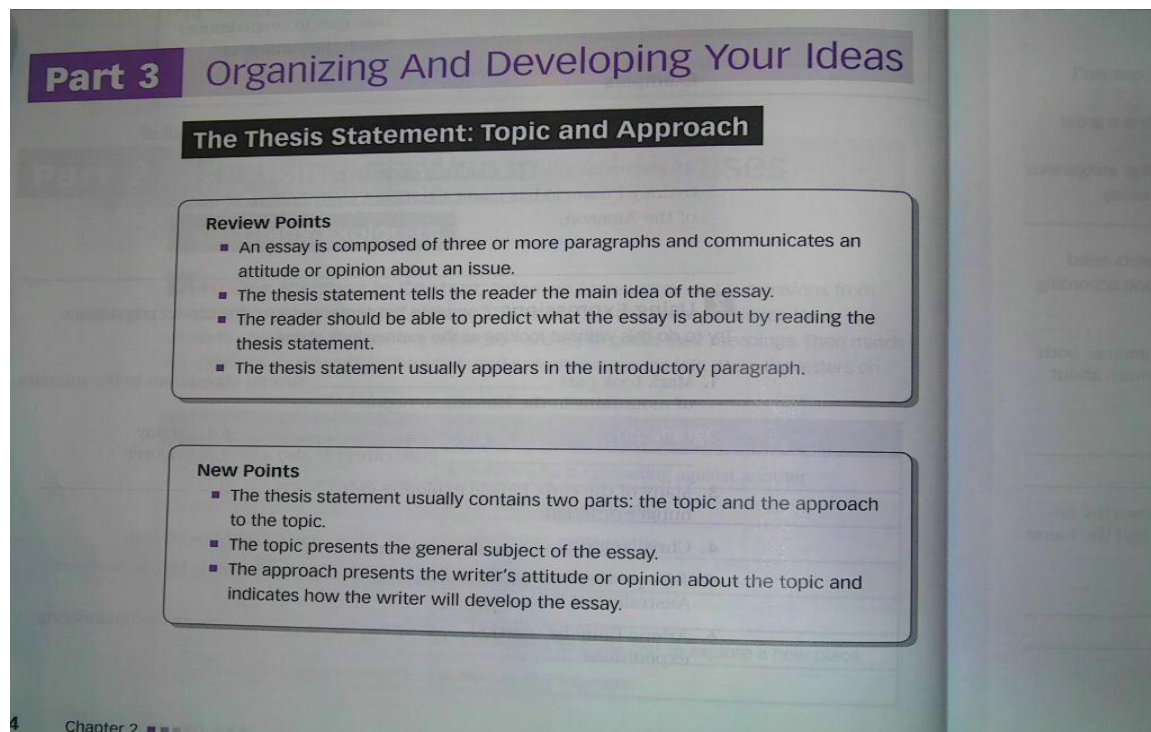
Lecture 6

Chapter 2

Danger and Daring

Thesis Statement and Supporting Ideas

Turn your books to page 34 - 37



Supporting Ideas

New Points


- The approach may include two or more supporting ideas about the topic.
- The writer will generally develop these ideas in separate paragraphs.
- Each supporting idea should have the same degree of generality or specificity.
- Each supporting idea should have the same degree of importance in relation to the topic.
- Each supporting idea should be distinct.

ANALYZING SUPPORTING IDEAS

In the thesis statement about Sydney Possuelo on page 35, the supporting ideas are (1) he has made significant contributions to our knowledge of the Amazon, and (2) he has worked to defend the rights of the indigenous people of Brazil.

Note the following:

- Making contributions and defending rights are equally general topics; one isn't more specific than the other.
- Both have the same degree of importance in relation to why Possuelo is a great explorer.
- They don't overlap; making contributions is different from defending indigenous people's rights. They can each be discussed in their own parts of the essay.

 **3 Revising Thesis Statements** The following three thesis statements need rewriting. Working with a partner, decide what's wrong and rewrite each one according to the guidelines above.

1. Space exploration and undersea exploration have two things in common: both are motivated by the thirst for knowledge and the desire to learn more about the world. What's wrong?

STUDYING AN EXAMPLE OF A THESIS STATEMENT

Read the following thesis statement:

Sydney Possuelo is a great explorer because he has not only made significant contributions to our knowledge of the Amazon but has also worked to defend the rights of the indigenous people of Brazil.

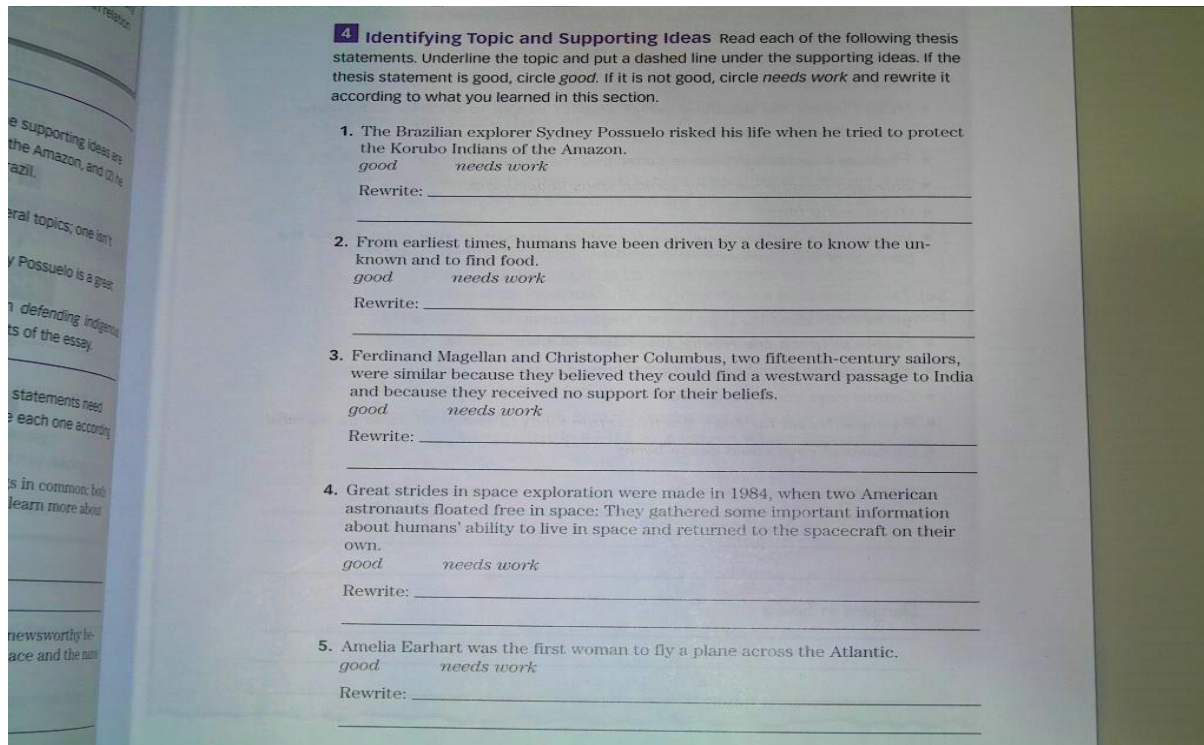
In this thesis statement, the topic is Sydney Possuelo. The writer's approach is to show why Possuelo is a great explorer. From this thesis statement, the reader can predict that the writer will explain that Possuelo has increased our knowledge of the Amazon while also defending the rights of the indigenous (native) people who live in that region.

1 Analyzing Thesis Statements For the thesis statements that follow, underline the topic and put a dashed line under the approach.

1. Many explorers have the urge to explore due to their own curiosity and a desire to make a contribution to the world.
2. The adventures of medieval travelers such as Marco Polo and Ibn Battuta led to cross-cultural exchange and expanded international trade.
3. Alexander the Great was one of the ancient world's greatest explorers because he solved many mysteries about the earth's geography and weather.

2 Making Predictions from Thesis Statements Look at the thesis statements in Activity 1. Predict how each writer will develop an essay based on the information in the thesis statement.

Thesis Statement 1: The writer will explain how curiosity and the desire to make a contribution motivate many explorers



Lecture 7

Chapter 3

Gender and Relationship

Focus

In this chapter, you will learn to write about communication style differences between men and women.

The Photos on Page 46

1. **Man:** Will you please go to the store for some eggs.
2. **Woman:** I really need a few things from the store, but I'm so tired.
3. **Man:** It's a nice day.
4. **Woman:** It's a nice day, isn't it.

The reading passage on page 48-49

Read the reading passage on page 48-49 before you continue with this lecture.



Questions on page 49

1. According to the reading passage, what are some differences in face-to-face communication styles between men and women?
2. According to the reading passage, what are some differences in the online communication styles of men and women?
3. Give an example from your own experience of each of these communication style differences:
(a) "debate vs. relate," (b) "report vs. rapport," and (c) "competitive vs. cooperative."
4. What does Gladys We mean when she says that online communication "is potentially liberating"? Do you agree?

Task 5

Try to answer the previous questions on your own. Try to write correct grammatical sentences as best as you can.

Remember to post your response on the course forum. Please do not send it as email.

Lecture 8

Chapter 3

Gender and Relationship

Vocabulary

Today we will try to do the vocabulary exercise on page 51 together.

Discussing Communication Differences

1 Finding Meaning in Context Here are some words and expressions from "Gender Differences in Communication" on pages 48–49. Find them in the passage. Notice their contexts—how they are used in a sentence—and try to guess their meanings. Then match the meanings on the right to the words and expressions on the left. Write the letters on the lines.

Words and Expressions	Meanings
____ 1. anonymous (Line 49)	a. different
____ 2. assertive (Line 38)	b. ways of speaking
____ 3. associated with (Line 7)	c. related to or caused by
____ 4. dominate (Line 22)	d. connect with; interact with another person
____ 5. empathy (Line 13)	e. having an understanding with another person; mutual understanding
____ 6. findings (Line 25)	f. closeness
____ 7. intimacy (Line 12)	g. feeling what another person feels
____ 8. liberating (Line 49)	h. stay with
____ 9. rapport (Line 9)	i. have control or power over
____ 10. relate (Line 9)	j. results of research
____ 11. speech characteristics (Line 6)	k. speaking with confidence
____ 12. stick to (Line 17)	l. freeing
____ 13. varying (Line 5)	m. unknown; not named

Lecture 9

Chapter 3

Gender and Relationship

Exercise 2 on page 52.

Turn your textbook to page 52 and follow the lecture.

Studying a well-developed paragraph

Consider exercise 1 on page 54.

Analyzing a Paragraph

Consider exercise 2 on page 54.

1 Studying a Well-Developed Paragraph Read the following well-developed paragraph and notice how the author anticipates and answers the readers' questions (in italics):

One way in which men's and women's speech differs is in the practice of interrupting. (*How?*) Studies have shown that men interrupt women much more often than they do other men, while women are less likely to interrupt either men or women. (*Prove it!*) At business meetings, for example, men typically engage in "competitive turn-taking," or grabbing the floor by interrupting another speaker. (*How are women different?*) Women, however, have been conditioned from childhood to believe that interrupting is impolite. (*Explain further, please.*) Instead, they sit for hours waiting for a turn to speak, while their male colleagues wonder if they'll ever have anything to say. (*What does this mean?*) This not only demonstrates a gender difference in speaking, it also illustrates one of the reasons that men and women do not understand each other.

—Georgia Dullea

How did the writer answer each of the readers' questions (shown in italics)? Find the details, examples, and explanations that answer each of the questions.

2 Analyzing a Paragraph Read the following paragraph. It is poorly developed because the writer did not anticipate the readers' questions and answer them. Try to answer the readers' questions (in italics) yourself, and then, on a separate piece of paper, rewrite the paragraph, developing it more fully.

One way to learn a foreign language is to watch the nonverbal communication of native speakers. (*Why?*) Watch how people behave when they talk to each other. (*Why?*) Observe the gestures they use and try to figure out what they mean. (*Give an example.*) You can learn many things about people just by watching their behavior as they speak. (*Why? What does this have to do with everything else you've said?*)

3 Improving a Paragraph Read the following paragraph. It is poorly developed because the writer did not anticipate possible questions. Write answers to the questions that a reader might ask on a separate piece of paper. As you write, add the questions you listed.

There are three areas of communication styles. (1) dominate, versus using it in the use of declarative and tolerating insults ref

Question #1: _____

Question #2: _____

Question #3: _____

Question #4: _____

Chapter 4

Beauty and Aesthetics

Focus

This chapter will focus on *cause* and *effect*. You will learn to write about personal aesthetics such as *clothing, body paint, body piercing, tattoos ...etc.*

The photos on page 62

Take a look at the photos on page 62 for examples of personal aesthetics.

Think about more examples.

- To enhance beauty
- To hide flaws
- To indicate one's place in a group or in society
- To indicate certain age (child or adult)
- To indicate wealth
- To disguise oneself or to become someone else
- To protect oneself from the environment

The Reading Passage page 64-66

We will read the passage on page 64-66 together, and try to explain some of the ideas presented in it.

Try to follow, and then try to read it on your own.

Lecture 11

Chapter 4

Beauty and Aesthetics

Understanding the reading

1. How old is the practice of tattooing?
2. Where did the word *tattoo* come from?
3. Why did the Britons wear tattoos?
4. How did the Romans change their minds about tattoos?
5. What is the purpose of *moko*?

Using a time line page 69

Consider the chart on page 69. We will try to do this exercise together.

Lecture 12

Chapter 4

Beauty and Aesthetics

Vocabulary

We will consider two exercises in this lecture.

Exercise 1 page 70.

and

Exercise 2 page 71.

Lecture 13

Chapter 4

Supporting Material Beauty and Aesthetics

We will consider the example on page 73 as an example of supporting ideas in a paragraph.

Lecture 14

Final Remarks

Examples of Exam Questions

Studying abroad offers ____1____ many advantages. First ____2____ all, students have the ____3____ to learn a ____4____ language by interacting ____5____ native speakers every ____6____. The students live ____7____ a new culture, ____8____ they can learn ____9____ in and out ____10____ the classroom. Studying ____11____ teaches students that ____12____ are other ways ____13____ looking ____14____ the ____15____. This is a ____16____ important part of ____17____. Students learn to ____18____ flexible because they ____19____ to adapt to ____20____ ways ____21____ living. ____22____ experience ____23____ culture ____24____ a much more ____25____ way than if ____26____ simply took a ____27____ to another country. ____28____ students are far ____29____ home. Therefore, they have ____30____ become responsible and ____31____. When they study ____32____, students have an ____33____ they will remember ____34____ their lives.

1. a. [students](#)
 b. players
 c. cats
 d. books

2. a. [of](#)
 b. off
 c. self
 d. car

3. a. scholar
 b. [opportunity](#)
 c. kindly
 d. copy

4.
 - a. old
 - b. [new](#)
 - c. some
 - d. something

5.
 - a. off
 - b. of
 - c. [with](#)
 - d. might

Match the words to their definitions.

Criterion

1.
 - a. [a quality used to make a judgment](#)
 - b. a person who speaks more than one language
 - c. being very good at something
 - d. the language you want to learn

2.
 - a. **crucial**
 - b. [extremely important](#)
 - c. a condition of being very good at something
 - d. the language you want to learn

3.
 - a. **institute**
 - b. a person who does not speak a second language

- b. a person who speaks more than one language
- c. a course of learning something you can use very soon
- d. [a school or organization where learning takes place](#)