

What is an Essay? ١.

The Three Parts of an Essay ٢.

a. Introduction

b. body

c. conclusion

Hint: Unity & Coherence

The Introductory Paragraph ٣.

a. General Statements

b. Different Models of Introductory Paragraph

Funnel, Dramatic, interesting or funny, surprising, statistics, facts, historical introductions

C. Thesis Statements

1. Writing strong thesis statements

2. How to develop thesis statement

4. Homework

What is an Essay? Essay is..

Several paragraphs long

One topic, just as a paragraph

Discussing too complex topic in several paragraphs

Tying or connect the paragraphs together by introduction and a conclusion

No more difficult than a paragraph, except it is longer.

The principles of organization are the same for both (paragraph and essay)

SO IF YOU CAN WRITE A GOOD PARAGRAPH, YOU CAN ESSAY WRITE A GOOD

The Three Parts 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.

Title

XXXXX XX XXXXX XXX XX XXXXX XXXX
XX XXXX XX XXXXXXXXXXXX XXX XX XXXXXXXX
XXXXXXXX XX XXXXXXXXXXXX XX. XXXX XXX XX X
XXXXXXXX XXX XX X XXXXXXXXXXXX XX XXXX
XXX XXXXX X XXXX XX XXXX X XX XXXXX
XX XXXXX XXX XXXXXXXXXXXX XXXX.

XXXX XX X XXXX X XXXXX XXX XXX XXX.
XXXX X XXX XXXXXXX XXX XXXXXXX XX XX
XX X XXXXXXXXXXXX XX XXXXXXX X XX XXXXXXX
XXXXX. XXXX XX X XXXX X XXXXXXX XXX
XXXX XXX. XX XXXXXXX XXX XXXXXXXX
XXXXXXXX XXXXXXXXXXXX XX XX XXXXXXXX X
XXXX X XXX XXXXXXX XX X XXX XX XXX XXX X
XXX X XXXXX XXX.

XXX XXX XXXXXXX XXX XX X XXXXXXXXXXXX
XX XXXX XXX XXXXXXX XX XXXXXXX XXXX
XXXXXXXXXX XXX XXXX XX XXXX X XX XXXXX
XXXXXXXXXXXX XXX XXXXXXXXXXX XXXX.

❖ 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.

ما هو مقال؟

الأجزاء الثلاثة من مقال

أ. مقدمة

ب. هيئة

ج. اختتام

تلميح: الوحدة والتماسك

الفقرة التمهيدية

أ. البيانات العامة

ب. نماذج مختلفة من الفقرة الاستهلالية

قمع، مثيرة، للاهتمام أو مضحك، من المستغرب، والاحصاءات

والحقائق، مقدمات تاريخية

البيانات C. الرسالة

١. كتابة أطروحة قوية البيانات

٢. كيفية تطوير بيان الرسالة

٤. الواجب المنزلي

ما هو مقال؟ المقال هو ..

عدة فقرات طويلة

موضوع واحد، تماما كما في الفقرة

مناقشة موضوع معقد جدا في عدة فقرات

ربط أو توصيل الفقرات معا من مقدمة وخاتمة

لا أصعب من فقرة، إلا أنها أطول.

مبادئ التنظيم هي نفسها بالنسبة لل(الفقرة والمقال) على حد سواء

إذا كان الأمر كذلك يمكنك كتابة فقرة جيدة، يمكنك كتابة مقال جيد

الأجزاء الثلاثة من مقال

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.

Title

XXXXXX XX XXXXX XXX XX XXXXX XXXX
XX XXXX XX XXXXXXXXXXXX XXX XX XXXXXXXX
XXXXXXXX XX XXXXXXXXXXXX XX. XXXX XXX XX X
XXXXXXXX XXX XX X XXXXXXXXXXXX XX XXXX
XXX XXXXX X XXXX XX XXXX X XX XXXXX
XX XXXXX XXX XXXXXXXXXXXX XXXX.

XXXX XX X XXXX X XXXXX XXX XXX XXX.
XXXX X XXX XXXXXXX XXX XXXXXXX XX XX
XX X XXXXXXXXXXXX XX XXXXX X XX XXXXXXX
XXXXX. XXXX XX X XXXX X XXXXXXX XXX
XXXX XXX. XX XXXXXXX XXX XXXXXXXX
XXXXXXXX XXXXXXXXXXXX XX XX XXXXXXXX X
XXXX X XXX XXXXXXX XX X XXX XX XXX XX X
XXX X XXXXX XXX.

XXX XXX XXXXXXX XXX XX X XXXXXXXXXXXX
XX XXXX XXX XXXXXXX XX XXXXXXX XXXX
XXXXXXXXXX XXX XXXX XX XXXX X XX XXXXX
XXXXXXXXXXXX XXX XXXXXXXXXXX XXXX.

٢ مقدمة

هذه هي الفقرة الأولى من مقال. وهذا ما يفسر الموضوع مع الأفكار العامة. كما أن لديها بيان الأطروحة.

هذه هي الجملة التي تعطي الفكرة الرئيسية. يتعلق الأمر عادة عند أو بالقرب من نهاية الفقرة.

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.

Hint

An essay has **UNITY** and **COHERENCE**, just as a paragraph does.

Transition signals and the **REPETITION OF KEY NOUNS** link the paragraphs into a cohesive whole.

Unity: a paragraph discusses one and only one main idea from beginning to end. For example, if your paragraph is about the advantages of having a Toyota car, discuss only that. **Do not discuss the disadvantages**

Coherence: the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth, without sudden jumps.

There are two ways to achieve coherence:

1. Repeated key words
2. Transition signals

Transition Signals

To introduce an additional idea: in addition, furthermore, moreover, besides, also, too, and.

To introduce an opposite idea or contrast: on the other hand, in contrast, however, nevertheless, instead, still, and nonetheless, but, yet, although, while, whereas, though, even though..

To introduce a choice or alternative: otherwise, or, if, unless.

To introduce a restatement or explanation: in fact, indeed, that is .

To list in order: first, second, third, next, last, finally, the first, second, the next, last, final...

To introduce an example: for example, for instance

To introduce a conclusion or summary: clearly, in brief, in conclusion, indeed, in short, in summary

To introduce a result: accordingly, as a result, as a consequent, therefore, consequently, hence, thus, so

الجسم الرئيسي

هذه هي الفقرات التي تشرح ودعم أطروحة بيان، وتأتي بين مقدمة وخاتمة. يجب أن يكون هناك واحد أو أكثر الفقرات في الجزء الرئيسي من مقال

اختتام

هذا هو الفقرة الأخيرة من مقال. وهو يلخص أو تعيد صياغة أطروحة والأفكار الداعمة للمقال.

تلميح

مقال له **الوحدة والتماسك**، تماما كما يفعل فقرة.

إشارات الانتقالية وتكرار الأسماء KEY ربط الفقرات في شكل كلي متماسك.

الوحدة: يناقش فقرة واحد فقط الفكرة الرئيسية من البداية إلى النهاية. على سبيل المثال، إذا الفقرة الخاصة بك حول مزايا وجود سيارة تويوتا، ومناقشة هذا فقط. **لا تناقش مساوئ**

بالانساق: يجب أن يحمل الجمل معا، وهذا هو، والحركة من جملة واحدة إلى أخرى يجب أن تكون منطقية وسلسلة، دون قفزات مفاجئة.

هناك طريقتان لتحقيق التماسك:

١. مفتاح الكلمات المكررة
٢. الانتقال إشارات

الانتقال إشارات

لتقديم فكرة إضافية: وبالإضافة إلى ذلك، وعلاوة على ذلك، فضلا عن ذلك، الى جانب ذلك، أيضا، أيضا، و.

لتقديم فكرة أو العكس النقيض: من ناحية أخرى، في المقابل، ومع ذلك، ومع ذلك، بدلا من ذلك، ومع ذلك، ورغم ذلك، ولكن، حتى الآن، على الرغم من الوقت، في حين، على الرغم، على الرغم من ..

لإدخال خيار أو بديل: خلاف ذلك، أو إذا ما لم.

لإدخال إعادة صياغة أو شرح: في الحقيقة، في الواقع، وهذا هو.

إلى قائمة من أجل: الأولى والثانية والثالثة، التالي، الأخير، وأخيرا، الأولى والثانية، القادم، مشاركة والنهائي ...

لتقديم مثال على ذلك: على سبيل المثال، على سبيل المثال

لإدخال نتيجة أو خلاصة القول: بشكل واضح، وبإيجاز، في الختام، باختصار، في ملخص

لإدخال النتيجة: وفقا لذلك، ونتيجة لذلك، كما يترتب على ذلك وبناء على ذلك، وبالتالي، وبالتالي، لذلك

Changing English: the African influence

If you ask average Americans where their language comes from, they will probably say "England" **However**, English vocabulary has **also** been influenced by other countries **and** groups of people. Some words are borrowed from other language, **such as** *typhoon*, which originally came from the Chinese word, 'tai-fung', meaning 'big wind'. *Skunk*, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African American, **too**, have both contributed new words to English **and** changed the meanings of some existing words

African Americans, many of whose ancestors were brought to the states as slaves hundreds of years ago, have introduced a number of words to English from language that they spoke in their native countries. The common English word *OK* is used around the world today, **but** it was not always part of English vocabulary. One theory is that slaves in America used a phrase **and** started using it. Today, almost everyone in the world uses *OK* to mean 'all right'. Another good **example** of a 'new' word is the word *jazz*. African American musicians living in the United States began playing jazz music in the city of New Orleans, **and** they used the word *jass* or *jazz* to describe the music and certain kinds of dancing. No one is sure where the word originally came from, **but** as jazz music became more **and** more popular, the word *jazz* became a common English word.

The meanings of words sometimes change over time. The *cool* is a good **example**. *Cool* has been used in English for a long time to describe a temperature that is 'not warm **but** not **too** cold' or to describe a person who is 'calm or unemotional'. **However**, an additional meaning was given to the word *cool* in the past 100 years. Just like the word *jazz*, African American musicians used the word *cool* to describe the music they were playing. For them, *cool* meant 'good', as jazz music and other forms of music played by African American musicians became popular, more and more

تغيير الإنجليزية: تأثير الأفريقية

إذا كنت تسأل الأميركيين العاديين حيث غتهم يأتي من، سيقولون على الأرجح "إنجلترا"
ومع ذلك، كما **تم** المفردات الإنجليزية تتأثر بلدان أخرى ومجموعات من الناس. واقترضت بعض الكلمات من اللغات الأخرى، **مثل** الأعصار، الذي جاء أصلاً من الكلمة الصينية،
"تاي فونغ"، 'رياح عاتية' معنى. جاء الظربان، اسم، رائحة كريهة صغيرة الحيوان الأسود والأبيض، إلى الإنكليزية من اللغة الأميركية الأصلية. الأميركيين من أصل أفريقي، **أيضاً**، وقد ساهم كل من كلمات جديدة إلى اللغة الإنجليزية وتغيير معاني بعض الكلمات الموجودة

الأمريكيون الأفارقة، وأدخلت العديد من الأجداد الذين نقلوا إلى الولايات عن مئات العبيد من سنة مضت، عدد من الكلمات من اللغة الإنجليزية إلى أنها تحدث في بلدانهم الأصلية. كلمة **OK** الإنجليزية شيوعاً وتستخدم في جميع أنحاء العالم اليوم، **ولكنه** لم يكن دائماً جزءاً من المفردات الإنجليزية. نظرية واحدة هو أن العبيد في أمريكا تستخدم عبارة وبدأت استخدامه. اليوم، والجميع تقريباً في العالم يستخدم ليغني **OK** "كل الحق". مثال جيد آخر لكلمة "جديدة" هي كلمة الجاز. بدأ الموسيقيين الأميركيين من أصل أفريقي الذين يعيشون في الولايات المتحدة تلعب موسيقى الجاز في مدينة نيو أورليانز، واستخدموا كلمة أو **JASS** الجاز لوصف الموسيقى وأنواع معينة من الرقص. ليس هناك من هو متأكد من حيث الكلمة جاءت أصلاً من، ولكن كما موسيقى الجاز أصبحت أكثر وأكثر شعبية، وموسيقى الجاز كلمة أصبحت كلمة شائعة الإنجليزية.

معاني الكلمات في بعض الأحيان تغيير مع مرور الوقت. بارد هو مثال جيد. وقد استخدم باردة في اللغة الإنجليزية لفترة طويلة لوصف درجة الحرارة التي هي "لا الحارة ولكن ليس بارداً جداً" أو لوصف الشخص الذي هو التهدة أو غير عاطفي. ومع ذلك، تم إعطاء معنى إضافي لكلمة بارد في ١٠٠ years الماضية. تماماً مثل موسيقى الجاز كلمة، وتستخدم الموسيقيين الأميركيين من أصل أفريقي كلمة بارد لوصف الموسيقى كانوا يلعبون. بدأ الناس أكثر وأكثر بالنسبة لهم، يعني بارد "جيدة"، وموسيقى الجاز وغيرها من أشكال الموسيقى لعبت من قبل الموسيقيين الأميركيين من أصل أفريقي أصبحت شعبية، لاستخدام كلمة بارد في المحادثة. اليوم، فإنه لا يزال كلمة شائعة الاستخدام، خاصة من قبل الشباب، على أنها تعني "جيد" أو "كبير". كلمة مع المعنى الآخر من هو بارد مربع. مربع هو، بطبيعة الحال، شكل، ولكنه أيضاً يستخدم لوصف الشخص الذي ليست باردة. قد يكون هذا لأن الشخص الذي هو

people started to use the word *cool* in conversation. Today, it is still a commonly used word, especially by younger people, to mean 'good' or 'great'. A word with the opposite meaning of *cool* is *square*. Square is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabulary to African American. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meaning to existing words. Who knows what the 'cool' words of tomorrow will be?

Native American Influences on modern U.S. Culture

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.(1)

First of all, Native Americans lift a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American language words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes, as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American language the words for animals and plants found in the Americas. Chipmunk, moose, raccoon, skunk, tobacco, and squash are just a few examples(2)(1)

من الطراز القديم جدا ومرنة لا يشبه شكل مع أربعة أضلاع مستقيمة وزوايا الأربعة.

الإنجليزية تدين بعض مفرداتها للاهتمام والملونة للأميريكيات أصول أفريقية. والمجموعات العرقية الموجودة في الولايات المتحدة، فضلا عن المهاجرين الجدد مواصلة بالتأكيد لجلب كلمات جديدة إلى اللغة الإنجليزية وإعطاء معنى جديد لعبارة الحالية. من يدري ما «رائع» كلمات غدا سيكون؟

التأثيرات الأمريكية الأصلية على الثقافة الأمريكية الحديثة

اجهوا عندما جاء أول الأوروبيين إلى القارة الأمريكية الشمالية، وثقافات جديدة تماما من شعوب أمريكا الأصليين لأمريكا الشمالية. الأميركيين الأصليين، الذين قد وضعت للغاية في كثير من النواحي الثقافات، يجب أن يكون وغريبة عن أخلاق الأوروبية غريبة والجمركية حيث إن الأوروبيين كانوا غريبة عنهم. كما يحدث دائما عندما اثنين أو أكثر من الثقافات تتلامس، كان هناك تبادل ثقافي. اعتمدت بعض الأميركيين الأصليين من الطرق الأوروبية، والأوروبيين اعتمدت بعض طرقهم. ونتيجة لذلك، الأميركيين الأصليين لها العديد من الإسهامات القيمة للثقافة الأمريكية الحديثة، وخاصة في مجالات اللغة والفن، والغذاء، والحكومة.

بادئ ذي بدء، الأميركيين الأصليين رفع علامة دائمة على اللغة الإنجليزية. في وقت مبكر الناطقة بالانكليزية المستوطنين اقترضت من مختلف الأصلية عدة كلمات باللغة الأمريكية للأماكن في هذه الأرض الجديدة. في جميع أنحاء البلاد من المدن والبلدات والأنهار والدول التي لديها أسماء الأميركية الأصلية. على سبيل المثال، تتم تسمية الولايات من ولاية ديلاوير، Iowa، إلينوي، والاباما بعد قبائل الأميركيين الأصليين، وكذلك مدينتي شيكاغو وميامي، وسبوكان. بالإضافة إلى أسماء الأماكن، اعتمدت اللغة الإنجليزية من مختلف الأميركية الأصلية عبارة عن الحيوانات والنباتات وجدت في الأمريكتين. السنجاب، موز، الراكون، ملفوف، والتبغ، والاسكواش ليست سوى أمثلة قليلة

Although the vocabulary of English is the area that shows the most **Native American** influence, it is not the only area of U.S. culture that has been shaped by contact with **Native Americans**. **Art is another area of important Native American contributions**. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. **Native American** jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art, and handicrafts are a treasured part of U.S. culture.(3)(2)

In addition to language and art, agriculture is another area of important in which Native American had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia.

Being skilled farmers, the Native American of North American taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of hoe Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native American. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.(4)(3)

Finally, it may surprise some people to learn citizens of the Unites States are also-indebted

To the native people for their form of government. The Iroquois who were an extremely large tribe with many branches called "nations," had developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called "The league of the Iroquois." Under the league, each nation was autonomous in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after

على الرغم من أن اللغة الإنجليزية هي مفردات المنطقة التي يظهر التأثير الأكثر الأمريكيين الأصليين، ليس المجال الوحيد للثقافة الأمريكية التي تشكلت عن طريق الاتصال مع الأمريكيين الأصليين. الفن هو مجال آخر من مساهمات هامة الأمريكية الأصلية. تعتبر ذات قيمة عالية سجاد من الصوف المنسوجة من قبل النساء من قبيلة نافاجو في أريزونا ونيو مكسيكو الأعمال الفنية في الولايات المتحدة. المجوهرات الأمريكيين الأصليين المصنوعة من الفضة والفيروز هو أيضا شعبية كبيرة ومكلفة للغاية. وخاصة في المناطق الغربية والجنوبية الغربية من الولايات المتحدة، يمكن العثور على الحرف المحلية مثل الفخار، والمنتجات الجلدية، والخرز في كثير من البيوت. في الواقع، والفن الأصلي، والحرف اليدوية هي جزء عزيز من الثقافة الأمريكية.

بالإضافة إلى اللغة والفن والزراعة مجال آخر من المهمة التي الأمريكيين كان لها تأثير كبير ودائم على الشعوب الذي وصل الى هنا من أوروبا وأفريقيا وآسيا.

يجري المزارعين المهرة، وعلم أمريكي أصلي من أمريكا الشمالية القادمين الجدد أشياء كثيرة عن التقنيات الزراعية والمحاصيل. وقد سمع كل تلميذ أمريكي قصة الهنود الحمر مجرفة علم المستوطنون الأوائل لوضع السمك الميت في حفرة زرع لتوفير الأسمدة لمحصول. وعلاوة على ذلك، وانها تدرس طرق الري المستوطنين وتناوب المحاصيل. تم إدخال العديد من الأطعمة شخص في الولايات المتحدة، اليوم لتناول الطعام الأوروبيين من قبل الأمريكيين. على سبيل المثال، كانت الذرة والشوكولاته غير معروف في أوروبا. الآن هم المواد الغذائية في النظام الغذائي الأمريكي.

وأخيرا، فإنه قد يفاجئ بعض الناس لمعرفة مواطني الولايات يجمع أيضا بالديون إلى السكان الأصليين لشكلها من الحكومة. الإيروكوا الذين كانوا قبيلة كبيرة للغاية مع العديد من الفروع تسمى "الأمم"، قد وضعت نظام متطور للغاية من الحكومة لتسوية المنازعات التي تنشأ بين الفروع المختلفة. انضمت خمس دول من الاتحاد معا في ما يسمى ب "جامعة الإيروكوا". تحت الدوري، وكان لكل أمة مستقلة في إدارة شؤونها الداخلية، ولكن الدول بمثابة وحدة عند التعامل مع الغرباء. أبقى الدوري الإيروكوا من القتال فيما بينهم، وكان أيضا قيمة في العلاقات الدبلوماسية مع القبائل الأخرى. اقترح شخص ما عندما يفكرون في ١٣ مستعمرة أي نوع من الحكومة بإنشاء بعد أن فاز على استقلالها من بريطانيا، وأنها تستخدم نظام مماثل لجامعة الإيروكوا. وبموجب هذا النظام، فإن كل دولة مستعمرة أو المستقل تكون مستقلة في إدارة شؤونها الخاصة ولكن ستضم إلى القوات مع الدول الأخرى لمعالجة المسائل التي تهم كل منهم. هذا هو بالضبط ما حدث. ونتيجة لذلك، ويمكن تتبع النموذج الحالي لحكومة الولايات المتحدة مباشرة إلى نموذج الأمريكية الأصلية.

they had won their independence from Britain, someone suggested that they use a system similar to that of the league of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model.(5)(4)

In conclusion, it can be easily seen from these few examples the extent of Native American influence the U.S. culture through the language, the art forms, the peoples' eating habits, and government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.(6)

How many paragraphs does this essay contain? ..6
How many paragraphs are in the body?.....4
underline the topic sentence of each body paragraph, ٢
and double underline the topic. (Note: the topic sentence
(.is not necessarily the first sentence in every paragraph
Notice which noun phrase appears four times in the ٣
introduction. Circle each repetition of this key noun in the
.other paragraphs of the essay

The Introductory Paragraph

It has two parts: •

A. General statements

1. introduce the general topic of the essay
2. capture the reader's interests

B. Thesis statements

1. states the specific topic
2. may list subtopics or subdivisions of the main topics
3. may indicate the pattern of organization of the essay
4. is normally the last sentence in the introductory paragraph

وفي الختام، فإنه يمكن رؤيتها بسهولة من هذه الأمثلة القليلة على مدى تأثير الثقافة الأميركية الأصلية الولايات المتحدة من خلال اللغة، وأشكال الفن، والشعوب" عادات الأكل، والحكومة. وشعب الولايات المتحدة هي مدينون للأميركيين الأصليين لمساهماتها في الولايات المتحدة الثقافة.

كم عدد الفقرات لا تحتوي على هذا المقال؟ .. (٦) (اللي منشتر بالاحمر كم عدد الفقرات في الجسم؟ (٤) (اللي منشتره بالاخضر ٢. التأكيد على موضوع الجملة من كل فقرة الجسم، وتسطير مزدوج الموضوع. (ملاحظة: في الجملة الموضوع ليس بالضرورة الجملة الأولى في كل فقرة.) (اللي محدد بالاحمر هو الموضوع ٣. لاحظت العبارة التي يظهر اسم أربع مرات في المقدمة. دائرة كل تكرار هذا اسم الرئيسية في فقرات أخرى من المقال. (اللي منشتر بالاصفر وهي موجوده في القطع انت ابحت عنها

ملاحظه اتمنى ان تشاهدون المحاضر المسجله من اجل توضيح لك اكثر

الفقرة التمهيدية

فقد اثنين من أجزاء:

A. البيانات العامة

١. أعرض هذا الموضوع العام للمقالة
٢. القبض على مصالح القارئ

B. الرسالة

١. تنص على موضوع محدد
٢. قد قائمة المواضيع الفرعية أو التقسيمات الفرعية من المواضيع الرئيسية
٣. قد يشير إلى نمط من التنظيم للمقال
٤. عادة الجملة الأخيرة في الفقرة الاستهلالية

Notice: General Statements

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government

Notice how the general statements in the introductory paragraph of the model essay introduce the topic. The first sentence is about the arrival of Europeans and their encounter with new cultures.

The Next sentence points out that there were large differences between European and Native Americans.

The next two sentences say that two-way cultural exchange happened, but the direction of the exchange and the specific items are not identified.

The last sentence is the thesis statement. It is specific; it gives the direction of exchange (N. American influences on modern U.S. culture) and lists the subtopics (language, art, food, and government)

Different Models of Introductory Paragraph

Funnel Introduction: ١.

The funnel introduction begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about. Writing a funnel introduction is like focusing a camera. You start with a wide picture and gradually narrow the focus so that just one object appears in the camera's viewfinder: your thesis statement. Let's Go and read the following example !!!

إشعار: البيانات العامة

اجهوا عندما جاء أول الأوروبيين إلى القارة الأمريكية الشمالية، وثقافات جديدة تماما من شعوب أمريكا الأصليين لأمريكا الشمالية. الأميركيين الأصليين، الذين قد وضعت للغاية في كثير من النواحي الثقافات، يجب أن يكون غريبة عن أخلاق الأوروبية غريبة والجمركية حيث إن الأوروبيين كانوا غريبة عنهم. كما يحدث دائما عندما اثنين أو أكثر من الثقافات تتلامس، كان هناك تبادل ثقافي.

اعتمدت بعض الأميركيين الأصليين من الطرق الأوروبية، والأوروبيين اعتمدت بعض طرقهم. ونتيجة لذلك، الأميركيين الأصليين لها العديد من الإسهامات القيمة للثقافة الأمريكية الحديثة، وخاصة في مجالات اللغة والفن، والغذاء، والحكومة

لاحظ كيف أن البيانات العامة في الفقرة التمهيدية للمقال نموذج إدخال الموضوع. الجملة الأولى هي عن وصول الأوروبيين واللقاء مع الثقافات الجديدة.

النقاط الجملة التالية إلى أن هناك اختلافات كبيرة بين الأميركيين والأوروبيين الأصليين.

والجملتان التاليتان القول بأن اتجاهين التبادل الثقافي حدث، ولكن لم يتم تحديد اتجاه الصرف وبنود محددة.

الجملة الأخيرة هي أطروحة بيان. فمن محددة، بل يعطي الاتجاه الصرف (N). التأثيرات على الثقافة الأمريكية الولايات المتحدة الحديث) ويسرد المواضيع الفرعية (اللغة، الفن، والغذاء، والحكومة)

نماذج مختلفة من فقرة تمهيدية

توجيه مقدمة:

إدخال قمع تبدأ مع واحد أو جملتين عامة جدا حول هذا الموضوع. كل جملة لاحقة يصبح تركيز بشكل متزايد على الموضوع حتى الجملة الأخيرة، التي تنص بشكل محدد جدا ما سيكون مقال عنه. كتابة مقدمة قمع مثل التركيز على الكاميرا. عليك أن تبدأ مع صورة واسعة وتضييق تدريجيا بحيث تركز فقط كائن واحد يظهر في عدسة الكاميرا الكاميرا: بياناتكم أطروحة.

دعنا نذهب وقراءة المثال التالي!

Underline the Thesis Statement

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive. Seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem **stressful rather than stimulating**, and delight turns into discomfort. This is the phenomenon known as **culture shock**. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture – tourists, business travelers, diplomats, and students alike. **Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.**

Dramatic, interesting, or funny story introduction

A dramatic, humorous, or otherwise interesting opening will generate interest in the reader. It is important, after all, to capture the reader's attention. For process paper's it is often useful to begin with a description of a scene that establishes the need for a process explanation. Observe here how one student uses a description to set up a process essay.

Underline the Thesis Statement

The rain pours down as if running from a faucet, lightning streaks across the dark restless sky, and thunder pounds the roof and walls of the house. All of a sudden the wind kicks up. Trees sway madly back and forth; loose objects are picked up and thrown all around. The house creaks and moans with every gust of wind. Windows are broken by pieces of shingle from a neighbor's roof or by loose objects picked up by the wind. Power lines snap like thread. The unprepared house and its occupants are in grave danger as the awesome hurricane approaches. Had they prepared for the hurricane, they might not be in such danger. **Indeed, careful preparation before a hurricane is essential to life and property.**

يمكن الانتقال إلى بلد جديد تكون مثيرة، تجربة مبهجة حتى. في بيئة جديدة، تشعر بطريقة ما أكثر على قيد الحياة. رؤية مشاهد جديدة، وتناول الأغذية الجديدة، سماع الأصوات الخارجية في لغة جديدة، والشعور مناخ مختلف على الجلد تحفيز حواسك كما لم يحدث من قبل. ولكن سرعان ما يصبح هذا القصف الحسية الزائد الحسي. **فجأة، وتجارب جديدة يبدو مرهقة بدلا من تحفيز، وفرحة يتحول إلى الانزعاج.** هذه هي الظاهرة المعروفة باسم **صدمة ثقافية**. الصدمة الثقافية هي أكثر من اضطراب الرحلات الجوية الطويلة أو الحنين إلى الوطن، وأنه يؤثر على الجميع تقريبا الذي يدخل ثقافة جديدة - السياح ورجال الأعمال والدبلوماسيين، والطلاب على حد سواء. **على الرغم من أن ليس كل من يواجه صدمة ثقافية في نفس الطريقة تماما، العديد من الخبراء يتفقون على أن لديها ما يقرب من خمسة مراحل.**

مثيرة، مقدمة قصة مثيرة للاهتمام، أو مضحك

وبطريقة مثيرة، وفتح فكه، أو مثيرة للاهتمام إلا إثارة الاهتمام في القارئ. من المهم، بعد كل شيء، لالتقاط انتباه القارئ. للورق عملية ليكون من المفيد غالبا أن تبدأ مع وصفا لمشهد التي تحدد الحاجة للحصول على شرح العملية. نلاحظ هنا كيف طالب واحد يستخدم وصفا لإنشاء مقال العملية.

التأكيد على بيان الرسالة

المطر ينهمر كما لو تشغيل من الشرائط صنوبر البرق، عبر السماء لا يهدأ الظلام، والرعد جنبيه سقف وجدران المنزل. كل ريح مفاجئة حتى ركلات. أشجار تتمايل بجنون ذهابا وإيابا؛ يتم التقاطها كائنات فضفاضة والقيت في كل مكان. البيت صرير ويشنكي مع كل عاصفة من الرياح. يتم تقسيم ويندوز عن طريق قطع من لوحة خشبية من سقف أحد الجيران أو عن طريق كائنات فضفاضة التقطت بواسطة الرياح. مثل خطوط الكهرباء المفاجئة الموضوع. بيت غير مستعد وركابها للخطر بالغ مع اقتراب الإعصار رهيب. كانوا قد أعدت للإعصار، لأنها قد لا تكون في خطر من هذا القبيل. **في الواقع، وإعداد دقيق قبل إعصار ضروري للحياة والممتلكات.**

Surprising Statistics or Facts Introduction

Got high blood pressure? Try a truffle. Worried about heart disease? Buy a bon-bon. It's the best news in years! Studies in two prestigious scientific journals say dark chocolate is good for you. It seems that eating a small piece of dark chocolate regularly can reduce the risk of heart disease because dark chocolate – but not milk chocolate or white chocolate – contains high amounts of flavonoids, powerful cholesterol-fighting compounds. What is the next health food going to be? Ice cream? Sugar cookies? There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket

Historical Background Introduction

The Pilgrims who arrived in Massachusetts in 1620 came to find religious freedom. In the seventeenth and eighteenth centuries, large numbers of African men and women were brought as slaves to work on large plantations in the South. Immigrants from northern and southern Europe came in the early nineteenth century to escape poor economic conditions at home. Later in the nineteenth century, the first immigrants from China came as contract laborers to build the railroads connecting East and West. In the twentieth century, political and economic refugees arrived from Asia, Eastern Europe, and Latin America. Indeed, the United States has seen immigrants come from many different parts of the world, and they have come for many different reasons. Their ability to adjust to life in their adopted land has depended on several factors.

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.

من المستغرب الاحصائيات مقدمة أو حقائق

حصلت ارتفاع ضغط الدم؟ حاول الكمأة. قلق أمراض القلب؟ شراء بون بون. هذا هو أفضل صحفي في سنوات! دراسات في مجلات علمية مرموقة ٢ يقول الشوكولاته الداكنة هي جيدة بالنسبة لك. يبدو أن تناول قطعة صغيرة من الشوكولاتة السوداء بانتظام يمكن أن تقلل من خطر الإصابة بأمراض القلب بسبب الشوكولاته الداكنة - ولكن ليس شوكولاته الحليب أو الشوكولاته البيضاء - يحتوي على كميات عالية من فلافينويدس، قوية الكوليسترول القتال المركبات. ما هو الغذاء الصحي القادمة ستكون؟ الأيس كريم؟ ملفات تعريف الارتباط السكر؟ هناك الكثير من القصص الإخبارية متضاربة حول الأطعمة التي هي جيدة بالنسبة لك أنه غالبا ما يكون من الصعب اتخاذ الخيارات الصحيحة في السوبر ماركت

خلفية تاريخية مقدمة

جاء الحجاج الذين وصلوا في ماساتشوستس في عام ١٦٢٠ للعثور على الحرية الدينية. في القرنين السابع عشر والثامن عشر، تم جلب أعداد كبيرة من الرجال والنساء الأفارقة كعبيد للعمل في مزارع كبيرة في الجنوب. جاء المهاجرون من شمال وجنوب أوروبا في أوائل القرن التاسع عشر هربا من الظروف الاقتصادية السيئة في المنزل. في وقت لاحق في القرن التاسع عشر، وجاء أول المهاجرين من الصين كعمال بعقد لبناء خطوط السكك الحديدية التي تربط الشرق والغرب. في القرن العشرين، وصل اللاجئين السياسية والاقتصادية من آسيا، وأوروبا الشرقية، وأمريكا اللاتينية. المهاجرين والواقع أن الولايات المتحدة شهدت تأتي من مختلف أنحاء كثيرة من العالم، وانهم وصلوا لأسباب عديدة ومختلفة. وقد اعتمدت قدرتها على التكيف مع الحياة في أرضهم اعتمد على عدة عوامل.

أطروحة البيانات

ما هو بيان الرسالة؟

بيان الرسالة هو الجملة التي تقول الفكرة الرئيسية للمقال كله. ويمكن مقارنة ذلك إلى جملة الموضوع، والتي تعطي الفكرة الرئيسية للفقرة. يتعلق الأمر عادة عند أو بالقرب من نهاية الفقرة الاستهلالية.

Underline the Thesis Statement

Changing English: the African influence

If you ask average Americans where their language comes "from, they will probably say "England However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other language, such as typhoon, which 'originally came from the Chinese word tai-fung', meaning 'big wind'. Skunk, the name of a small, 'smelly, black-and-white animal, came to English from a Native American language. African American, too, have both contributed new words to English and changed the meanings of some existing words

African Americans, many of whose ancestors were brought to the states as slaves hundreds of years ago, have introduced a number of words to English from language that they spoke in their native countries. The common English word *OK* is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase and started using it. Today, almost everyone in the world uses *OK* to mean 'all right'. Another good example of a 'new' word is the word *jazz*. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the word *jass* or *jazz* to describe the music and certain kinds of dancing. No one is sure where the word originally came from, but as jazz music became more and more popular, the word *jazz* became a common English word.

The meanings of words sometimes change over time.

The *cool* is a good example. *Cool* has been used in English for a long time to describe a temperature that is 'not warm but not too cold' or to describe a person who is 'calm or unemotional'. However, an additional meaning was given to the word *cool* in the past 100 years. Just like the word *jazz*, African American musicians used the word *cool* to describe the music they were playing. For them, *cool* meant 'good', as jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word *cool* in conversation.

المطلوب من المقال فقط اخرج بيناتالمحدد بالاختصار

التأكيد على بيان الرسالة

تغيير الإنجليزية: تأثير الأفريقية

إذا كنت تسأل الأميركيين العاديين حيث غتهم يأتي من، سيقولون على الأرجح "إنجلترا" ومع ذلك، كما تم المفردات الإنجليزية تتأثر بلدان أخرى ومجموعات من الناس. واقترضت بعض الكلمات من اللغات الأخرى، مثل الأعصار، الذي جاء أصلا من الكلمة الصينية، "تاي فونغ"، رباح عاتية 'معنى. جاء الظربان، اسم، رائحة كريهة صغيرة الحيوان الأسود والأبيض، إلى الإنكليزية من اللغة الأمريكية الأصلية. الأمريكيين من اصل أفريقي، أيضا، وقد ساهم كل من كلمات جديدة إلى اللغة الإنجليزية وتغيير معاني بعض الكلمات الموجودة.

الأميريكيون الأفارقة، وأدخلت العديد من الاجداد الذين نقلوا الى الولايات عن مئات العبيد من سنة مضت، عدد من الكلمات من اللغة الإنجليزية إلى أنها تحدث في بلدانهم الأصلية. كلمة *OK* الإنجليزية شيوعا وتستخدم في جميع أنحاء العالم اليوم، ولكنه لم يكن دائما جزءا من المفردات الإنجليزية. نظرية واحدة هو أن العبيد في أمريكا تستخدم عبارة وبدأت استخدامه. اليوم، والجميع تقريبا في العالم يستخدم *OK* "كل الحق". مثال جيد آخر لكلمة "جديدة" هي كلمة الجاز. بدأ الموسيقيين الأمريكيين من أصل أفريقي الذين يعيشون في الولايات المتحدة تلعب موسيقى الجاز في مدينة نيو أورليانز، واستخدموا كلمة أو *JASS* الجاز لوصف الموسيقى وأنواع معينة من الرقص. ليس هناك من هو متأكد من حيث الكلمة جاءت أصلا من، ولكن كما موسيقى الجاز أصبحت أكثر وأكثر شعبية، وموسيقى الجاز كلمة أصبحت كلمة شائعة الإنجليزية.

معاني الكلمات في بعض الأحيان تغيير مع مرور الوقت. بارد هو مثال جيد. وقد استخدم باردة في اللغة الإنجليزية لفترة طويلة لوصف درجة الحرارة التي هي "لا الحارة ولكن ليس باردا جدا" أو لوصف الشخص الذي هو التهدئة أو غير عاطفي. ومع ذلك، تم إعطاء معنى إضافي لكلمة بارد في ١٠٠ years الماضية. تماما مثل موسيقى الجاز كلمة، وتستخدم الموسيقيين الأمريكيين من أصل أفريقي كلمة بارد لوصف الموسيقى كانوا يلعبون. بدأ الناس أكثر وأكثر بالنسبة لهم، يعني بارد "جيدة"، وموسيقى الجاز وغيرها من أشكال الموسيقى لعبت من قبل الموسيقيين الأمريكيين من أصل أفريقي أصبحت شعبية، لاستخدام كلمة بارد في المحادثة. اليوم، فإنه لا يزال كلمة شائعة الاستخدام، خاصة من قبل الشباب، على أنها تعني "جيد" أو "كبير". كلمة مع المعنى الآخر من هو بارد مربع. مربع هو، بطبيعة الحال، شكل، ولكنه أيضا يستخدم

Today, it is still a commonly used word, especially by younger people, to mean 'good' or 'great'. A word with the opposite meaning of *cool* is *square*. Square is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabulary to African American. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meaning to existing words. Who knows what the 'cool' words of tomorrow will be?

Underline the Thesis Statement above

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

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 other. 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.

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.

لوصف الشخص الذي ليست باردة. قد يكون هذا لأن الشخص الذي هو من الطراز القديم جدا ومرنة لا يشبه شكل مع أربعة أضلاع مستقيمة وزوايا الأربعة.

الإنجليزية تدين بعض مفرداتها للاهتمام والملونة للأميركيات من أصول أفريقية. والمجموعات العرقية الموجودة في الولايات المتحدة، فضلا عن المهاجرين الجدد مواصلة بالتأكيد لجلب كلمات جديدة إلى اللغة الإنجليزية وإعطاء معنى جديد لعبارة الحالية. من يدري ما «رائع» كلمات غدا سيكون؟

التأكيد على بيان الرسالة أعلاه

في هذه الفقرات التمهيدية، يؤكد البيان أطروحة. ثم دائرة الموضوع ورسم خط آخر تحت الفكرة الرئيسية في كل بيان الأطروحة. مشاركة إجاباتك مع شريك (طلعتنا الفكره من تكرار الكلمة)

قبل سافرت إلى المملكة المتحدة في العام الماضي، كنت أعتقد أن الغذاء البريطاني كان السمك والبطاطا فقط، ولحم البقر المشوي، فطيرة التفاح، بودنغ الأرز والكؤوس التي لا نهاية لها من الشاي. هذه الأطعمة هي شعبية في بريطانيا، ولكن خلال رحلاتي، اكتشفت أن هناك أكثر من ذلك بكثير لتناول الطعام في المملكة المتحدة. جعلت الناس من جميع أنحاء العالم منزلهم في بريطانيا، والتي جلبت معها طعامهم. حتى في المدن الصغيرة، يمكنك العثور على المطاعم الصينية والهندية والإيطالية، من بين أخرى. ويمكن تقسيم المملكة المتحدة إلى أقاليم المختلفة التي لكل منها الأطعمة المميزة الخاصة به تتأثر ثقافة الناس الذين يعيشون هناك.

الجميع يعرف كوالا، هذا الحيوان الاسترالي الحلو يشبه دمية دب. على الرغم من أن تبدو وكأنها لعب الكوالا، فإنها في الواقع قوية والمتسلقين يقضون أيامهم في رؤوس الأشجار. الكوالا الأم تحمل أطفالهن حول من شجرة إلى شجرة في الحقيبة، أو الجيب، وعلى بطونهم. وإن كانت هناك الملايين من الكوالا في أستراليا في الماضي، وهم الآن من الأنواع المحمية من الحيوانات. نتيجة لإزالة الغابات الإنسان السكان والنمو والصيد، وانخفض عدد الكوالا.

Taoism is an ancient philosophy from Asia that places great impertinence on the natural world. Taoists believe that spirit can be found in every person or thing, living or non-living. For the **Taoist**, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher, said, 'people follow earth. Earth follows heaven follows the Tao. The Tao follows what is natural'. For thousands of years in China and other Asia countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. **No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings and bridges**

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 statement. 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

الطاوية هي فلسفة قديمة من آسيا أن يضع قاحة كبيرة على العالم الطبيعي. الطاويين نعتقد ويمكن الاطلاع على هذه الروح في كل شخص أو شيء، حية أو غير حية. للطاوية، حتى جبل أو حجر يحتوي على الروح. وقال لاو تسو، وهو كاتب وفيلسوف الطاوية، "الناس اتباع الأرض. الأرض السماء يلي يتبع تاو. تاو يلي ما هو طبيعي. منذ آلاف السنين في الصين وغيرها من دول آسيا، وكانت الحدائق وسيلة هامة لخلق مكان حيث يستطيع الناس أن يشعر روح العالم الطبيعي. إنشاء حديقة الطاوية هو الفن. لا حديقتين الطاوية هي بالضبط على حد سواء، ولكن كل الحدائق الطاوية تشمل أربعة عناصر أساسية: الماء والجبال والمباني والجسور

كتابة أطروحة بيان قوي
[?] بيان أطروحة يعطي رأي المؤلف أو الدول صاحبة فكرة هامة حول الموضوع. ينبغي أن يعطي فكرة يمكن مناقشتها وأوضح بدعم الأفكار:

مثال
للحصول على مؤهلات في الجامعة في بلدي غير معقولة.
عند دراسة لغة أجنبية، وهناك طرق عديدة لتحسين استخدامك للغة.
هذه هي قوية أطروحة بيان. **يمكن مناقشتها أو شرح.**

وينبغي أن يكون بيان الرسالة لا يمكن أن يكون الحكم الذي يعطي سوى الحقيقة حول هذا الموضوع:

مثال
في نصف الكرة الشمالي، وأشهر الصيف هي أكثر دفئا من أشهر الشتاء.

هذه ليست أطروحة بيان قوي. **لا يمكن مناقشتها أو يتجادل.**

[?] وينبغي أن يكون بيان الرسالة لا تذكر جهان لحجة على قدم المساواة:

مثال
هناك مزايا وعيوب لاستخدام الطاقة النووية.

هذا يمكن أن يكون موضوع الجملة، ولكنها ليست أطروحة بيان. أنه يعطي الجانبين من حجة دون إعطاء رأي واضح من الدعم أو الخلاف. يمكن تنقيح على هذا النحو:

وإن كانت هناك بعض المزايا، وذلك باستخدام الطاقة النووية لديها عيوب كثيرة ويجب أن لا يكون جزءا من خطة الطاقة بلدنا.

writer's opinion about nuclear power.

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).

The top government official in my country is the prime ministr(F)

.b

Some people prefer digital cameras, while others like traditional cameras (N)

.c

India became an independent country in 1947 (F)

.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 (N)

.f

Half of the families in my country own a house (F)

.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 (N)

.i

Classical music concerts are very popular in my country (F)

.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

هذا هو بيان أطروحة قوية. أنه يعطي بوضوح رأي الكاتب حول الطاقة النووية.

قراءة هذه البيانات أطروحة أدناه. كتابة (بيان قوي أطروحة)، F (حقيقة فقط - بيان أطروحة ضعيفة)، أو N (أي رأي واضح - بيان أطروحة ضعيفة).

المسؤول الحكومي الأعلى في بلدي هو ministr الوزراء.

ب. بعض الناس يفضلون الكاميرات الرقمية، والبعض الآخر مثل الكاميرات التقليدية.

ج. أصبحت الهند دولة مستقلة في عام ١٩٤٧.

د. أن يكون الطالب ناجحاً، عادات الدراسة الجيدة هي أكثر أهمية من الذكاء.

هـ. هناك العديد من المزايا من امتلاك سيارة، ولكن هناك أيضاً مساوئ كثيرة.

و. نصف الأسر في بلدي منزل.

ز. وباستخدام وسائل النقل العام تكون واحدة من أفضل الطرق لحل مشاكل المرور والتلوث في المدن في جميع أنحاء العالم.

ح. أثناء السفر، والبقاء في فندق يوفر المزيد من الراحة، ولكن النوم في خيمة أقل تكلفة.

ط. حفلات الموسيقى الكلاسيكية هي شعبية جداً في بلدي

ط. حفلات الموسيقى الكلاسيكية هي شعبية جداً في بلدي.

ي. من أجل إنشاء إعلان ناجحة، لا بد من النظر في ثلاث قضايا: من ينبغي أن تستهدف، حيث ينبغي أن توضع في الاعلان، وينبغي بذل أي نوع من الاعلان.

كتابة البيانات أطروحة

☞ كيفية توصيل الرسالة بيان ومقال

ينبغي أن الفقرات في الجزء الرئيسي من مقال يشرح دائماً أطروحة البيان.

وبالإضافة إلى ذلك، يجب على كل فقرة في النص الرئيسي مناقشة جزء واحد من الأطروحة. إلقاء نظرة على بيان أطروحة التالية. وشدد على المواضيع التي سيتم مناقشتها:

لإنشاء إعلان ناجحة، من الضروري للمعلنين للرد على ثلاثة أسئلة: ماذا نحن ببيعه ل؟، من نحن وبيعها إلى؟، وكيف يمكننا أن نجعل الناس يرغبون في شراء ذلك؟

advertisers to answer three questions:

What are we selling it to?, and 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 people want to buy the product.

Look at these introductory paragraphs. What should the paragraphs in the main discuss for each thesis statement?

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 other. **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.**

Taoism is an ancient philosophy from Asia that places great impertinence on the natural world. Taoists believe that spirit can be found in every person or thing, living or non-living. For the Taoist, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher, said, 'people follow earth.

موضوع العقوبات المحتملة لكل فقرة من النص الرئيسي:

١. الخطوة الأولى في خلق الإعلان الناجح هو أن نفهم تماماً المنتج الذي يباع وكيف يمكن استخدامها.
٢. والجزء الثاني من المهم تهيئة الإعلان هو البت الذي من المتوقع أن شراء المنتج.
٣. وأخيراً، لا بد من العثور على طريقة لإنشاء إعلان أن الناس سوف يرغبون في شراء المنتج.

انظر الآن إلى تلك الفقرات الاستهلاكية. ما ينبغي أن الفقرات الرئيسية في مناقشة أطروحة لكل بيان؟

أ.
قبل سافرت إلى المملكة المتحدة في العام الماضي، كنت أعتقد أن الغذاء البريطاني كان السمك والبطاطا فقط، ولحم البقر المشوي، فطيرة التفاح، بودنغ الأرز والكؤوس التي لا نهاية لها من الشاي. هذه الأطعمة هي شعبية في بريطانيا، ولكن خلال رحلاتي، اكتشفت أن هناك أكثر من ذلك بكثير لتناول الطعام في المملكة المتحدة. جعلت الناس من جميع أنحاء العالم منزلهم في بريطانيا، والتي جلبت معها طعامهم. حتى في المدن الصغيرة، يمكنك العثور على المطاعم الصينية والهندية والإيطالية، من بين أخرى. ويمكن تقسيم المملكة المتحدة إلى أقاليم المختلفة التي لكل منها الأطعمة المميزة الخاصة به تتأثر ثقافة الناس الذين يعيشون هناك.

ب.
الجميع يعرف كوال، هذا الحيوان الاسترالي الحلو يشبه دمية دب. على الرغم من أن تبدو وكأنها لعب الكوالا، فإنها في الواقع قوية والمتسلقين يقضون أيامهم في رؤوس الأشجار. الكوالا الأم تحمل أطفالهن حول من شجرة إلى شجرة في الحقيبة، أو الجيب، وعلى بطونهم. وإن كانت هناك الملايين من الكوالا في أستراليا في الماضي، وهم الآن من الأنواع المحمية من الحيوانات. **نتيجة لإزالة الغابات الإنسان السكان والنمو والصيد، وانخفض عدد الكوالا.**

الطاوية هي فلسفة قديمة من آسيا أن يضع قاحة كبيرة على العالم الطبيعي. الطاويين نعتقد ويمكن الاطلاع على هذه الروح في كل شخص أو شيء، حياة أو غير حياة. للطاوية، حتى جبل أو حجر يحتوي على الروح. وقال لاو تسو، وهو كاتب وفيلسوف الطاوية، "الناس اتباع الأرض. الأرض السماء يلي يتبع تاو. تاو يلي ما هو طبيعي. منذ آلاف السنين في الصين وغيرها من دول آسيا،

Earth follows heaven follows the Tao. The Tao follows what is natural'. For thousands of years in China and other Asia countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings and bridges

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.

For each of these topics, write two or three opinions you have, starting with *I think that*.

exercise

I think people should start to exercise the words beautiful

وكانت الحدائق وسيلة هامة لخلق مكان حيث يستطيع الناس أن يشعروا روح العالم الطبيعي. إنشاء حديقة الطاوية هو الفن. لا حديقتين الطاوية هي بالضبط على حد سواء، ولكن كل الحدائق الطاوية تشمل أربعة عناصر أساسية: الماء والجبال والمباني والجسور

كيفية وضع بيان الرسالة

طريقة واحدة لوضع بيان الرسالة لمقال هو أن يكتب لديك آراء حول الموضوع.

بدء، أعتقد أن ... وإكمال الجملة مع رأيك. ثم إزالة أعتقد أن ... والكلمات المتبقية يدلي ببيان أطروحة ممكن.

الموضوع: النظام الغذائي / الغذاء

أعتقد أن اتباع نظام غذائي نباتي هو واحد من أفضل الطرق للعيش حياة صحية.

أعتقد أن الحكومات أن تحد من استخدام المواد الكيميائية في الزراعة وإنتاج الغذاء.

بعد أن كنت قد كتبت عدة بيانات الرأي، اختيار واحد من شأنها أن تجعل أفضل أطروحة. تذكر أن تقرر ما إذا كان الحكم يعطي رأي واضح، تنص على حقيقة، أو يعرض جهان دون حجة واضحة.

لكل من هذه المواضيع، وكتابة اثنين أو ثلاثة آراء لديك، بدءاً أعتقد ذلك.

ممارسة

أعتقد ان الناس يجب ان تبدأ ممارسة الكلمات الجميلة

السلام عليكم ورحمة الله وبركاته
هذه الترجمة للمحاضرة الاولى وانا ترجمتها من المحتوى اللي موجود يارب الكل يستفيد منها ما كتبت اذا اصبت فهو من الله وحده واذا اخطئة فهو مني ومن الشيطان

...

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم اخوكم

أبو عبدالعزيز (رفيق الصمت)

Elements of the Lecture

Body Paragraph

- a. logical division of ideas
- b. Three Keys to Organize Logical Division Essay
- c. Paired Conjunction
- (:) d. Colon
- e. Parallelism
- f. Parallelism with correlative conjunctions
- g. Thesis Statement Pitfalls
- h. Transition Signals For Logical Division of Ideas
- j. Transitions between Paragraphs

Body Paragraphs

The body paragraph in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You should organize your body paragraph according to some sort of pattern, such as

- Chronological order -
- Comparison/ contrast -
- or both -

a. Logical division of Ideas

(.basic pattern for essays is logical division of ideas)

In this pattern, you divide your topic into subtopics and .then discuss each subtopic in a separate paragraph

Logical division is an appropriate pattern for explaining causes, reasons, types, kinds, qualities, methods, advantages, and disadvantages, as these typical college .exam questions ask you to do

:For Example: College questions are as the following
Economic Explain the three **causes** of inflation
Agriculture/ Landscape design Describe the **basic types** of soils and additives needed to prepare .each type for planting

U.S. History Discuss the **causes** of the U.S. Civil .War

Business explain the three **main forms** of business organization

Health Sciences Describe the **various classes** of drugs used to treat depression

عناصر المحاضرة

- الفقرة الجسم
- أ. المنطقي تقسيم الأفكار.
- ب. ثلاثة مفاتيح لتنظيم المنطقي مقال شعبة
- ج. إقران حروف العطف
- د. النقطتين (:)
- هـ. التوازي
- و. التوازي مع العطف المترابطة
- ز. مطبات أطروحة بيان
- ح. إشارات الانتقالية لشعبة المنطقي للأفكار
- ي. الانتقال بين الفقرات

جسم الفقرات

الفقرة الجسم في مقال مثل الجمل في فقرة دعم. فهي المكان المناسب لوضع الموضوع الخاص بك وإثبات النقاط الخاصة بك. يجب عليك تنظيم الفقرة جسمك وفقا لنوع من نمط، مثل

- التسلسل الزمني ترتيب
- مقارنة / النقيض
- أو كليهما

أ. المنطقي تقسيم الأفكار.

(النمط الأساسي لتقسيم المقالات هو المنطقي للأفكار.)
 في هذا النمط، تقوم بتقسيم الموضوع الخاص بك إلى مواضيع فرعية ومن ثم مناقشة كل موضوع فرعي في فقرة منفصلة.

التقسيم المنطقي هو نمط المناسب لأسباب شرح، الأسباب، أنواع، وأنواع، والصفات، وطرق، ومزايا، وعيوب، وهذه الأسئلة النموذجية امتحان كلية تطلب منك أن تفعل.

على سبيل المثال: الأسئلة كلية هي كما يلي:
 الاقتصادية شرح الأسباب ثلاثة من التضخم
 الزراعة / تصميم المناظر الطبيعية وصف أنواع أساسية من التربة والمواد المضافة اللازمة لإعداد كل نوع للزراعة.

أمريكي التاريخ مناقشة الأسباب التي أدت إلى الحرب الأهلية الأمريكية.
 الأعمال شرح الثلاثة الأشكال الرئيسية لتنظيم الأعمال التجارية

العلوم الصحية وصف للفئات مختلفة من العقاقير المستخدمة لعلاج الاكتئاب

b. Three Keys to Organize Logical Division Essay

Divide your topic **into subtopics**, and then discuss each subtopic in a separate paragraph

.Write a thesis statement that indicates logical division

Use transitions between paragraphs to guide your reader from one subtopic to the next

c. Thesis Statements for Logical Division of Ideas

The thesis statement of a logical division essay - often indicates the number of subtopics:

- a. Native Americans have made valuable contributions to modern U.S. culture in **four** main areas.
 - b. Inflation has **three** causes.
- The thesis statement may even name the subtopics

- a. Native Americans have made valuable contributions to modern U.S. culture, particularly in the areas of **language, art, food, and government**.
- b. **inflation has three causes:** **excessive government spending, unrestrained consumer borrowing, and an increase in the supply of paper money.**

c. Paired Conjunctions

Paired conjunctions (**both... and, not only... but also**) are an especially effective way to list two subtopics

- c. Young people in my culture have less freedom than young people in the United States **not only in their choice of lifestyle but also in their choice of careers**
- d. Puppies, like children, need **both love and discipline** to become responsible members of society

ب. ثلاثة مفاتيح لتنظيم المنطقي مقال شعبة

تقسيم الموضوع **إلى مواضيع فرعية** الخاص بك، ومن ثم مناقشة كل موضوع فرعي في فقرة منفصلة.

كتابة بيان الرسالة التي تشير إلى تقسيم منطقي.

استخدام الانتقال بين الفقرات لتوجيه القارئ من الموضوع الفرعي إلى أخرى.

ج. أطروحة لبيانات قسم المنطقي للأفكار

البيان أطروحة مقال تقسيم منطقي في كثير من الأحيان إلى عدد من المواضيع الفرعية:

- أ. جعلت الأميركيين الأصليين مساهمات قيمة في الثقافة الأميركية الحديثة في **أربعة** مجالات رئيسية.
- ب. **ثلاثة** أسباب التضخم.

للتوضيح :

نلاحظ انه فقره (أ) و (ب) مواضيع رئيسيه وتوجد فيها مواضيع فرعيه و (أ) لها اربعة و (ب) ثلاثة ونلاحظ اسفل بتوضيح اكثر وانا جعلت لكل موضوع فرعي لون من اجل توضيح لكم اكثر

- قد اطروحة البيان اسم حتى المواضيع الفرعية
- أ. جعلت الأميركيين الأصليين مساهمات قيمة في الثقافة الأميركية الحديثة، وخاصة في مجالات **اللغة والفن، والغذاء، والحكومة**.
 - ب. التضخم ثلاثة أسباب: **الإفراط في الإنفاق الحكومي، غير المقيد الاقتراض الاستهلاكي، وزيادة في المعروض من النقود الورقية.**

ج. إقران العطف

العطف المقترنة (**سواء ... و، ليس فقط ... لكن أيضا**) هي وسيلة فعالة خاصة **تطرح إصدارين من المواضيع الفرعية.**

- ج. الشباب في ثقافتني لا يتمتعن بحرية كبيرة من الشباب في الولايات المتحدة **ليس فقط في اختيار نمط الحياة ولكن أيضا في اختيارهم للمهن.**
- د. الجراء، مثل الأطفال، والحاجة على **حد سواء الحب والانضباط** لتصبح عضوا مسؤولا في المجتمع.

للتوضيح

both... and تستخدم الكلمتين مع بعض من أجل تحديد المواضيع الفرعية وكذلك **not only... but also** , تستخدم مع بعض من أجل تحديد المواضيع الفرعي .. وأنا حددت لكم الموضوع الفرعية بلون الاحمر لكي من أجل توضيح لكم أكثر ،، وللمعلومية هي فقط تخرج لنا فقط موضوعين فقط لاغير ولا أكثر

د. النقطتين (:) :

* A النقطتين غالبا ما يكون من المفيد قبل اثنين من قوائم المواضيع الفرعية الثلاثة، أو أكثر، في بيان الرسالة:

ه. الشباب في ثقافتنا لا يتمتعن بحرية كبيرة من الشباب في الولايات المتحدة في ثلاثة مجالات هي: المكان الذي يعيشون فيه، ومنهم تزوجوا، وما هو عملهم.

و. يعتقد أب التحليل النفسي، سيجموند فرويد، أن العقل البشري لديه ثلاثة أجزاء منفصلة: الهوية، الأنا، والأنا العليا و.

* للتوضيح

أن المواضيع الفرعية هي في شكل مواز، وهو ما يعني أن لديهم نفس الشكل النحوية: نرجع للامثلة السابقة ونشاهد في المثال A،، وكلها الأسماء، وفي B سبيل المثال، وكلها صفة + الجمل الاسمية، وفي المثال C كل شيء، هي عبارات الجر لأنها بدة بحرف جر وهو IN ، في E المثال، وكلها يوجد فيها فعل وفاعل نرجع لها ونشاهد مثل thy فاعل و live فعل وهكذا يعني النقطتين يكون لديها ثلاث مواضيع فرعية كما واضح لنا في الجمل وملونه بالاون مختلفه احمر واسود واخضر

ه. تواز

هو عنصر هام في الكتابة باللغة الإنجليزية، وخصوصا عندما كنت إدراج ومقارنة وتباين العناصر أو الأفكار. التوازي يعني أن كل عنصر في قائمة أو مقارنة يتبع نفس النمط النحوية. إذا كنت تكتب قائمة والعنصر الأول في القائمة الخاصة بك اسما، وكتابة جميع البنود التالية الأسماء أيضا. إذا كان العنصر الأول هو ing كلمة، وجعل جميع الكلمات الآخرين ing، وإذا كان هو شرط ظرف، وجعل كل ظرف الآخرين شرط.

d. Colon (:) :

A colon is often useful before lists of two, three, or * :more subtopics in a thesis statement

e. Young people in my culture have less freedom than young people in the United States in three areas: where they live, whom they marry, and what their job is.

f. The Father of Psychoanalysis, Sigmund Freud, believed that the human mind had three separate parts: the id, the ego, and the superego

Notice that subtopics are in parallel form, which * means that they have the same grammatical form: In example a, d, and f all are nouns; in example b, all are adjective + noun phrases; in example c all, are prepositional phrases, in example e, all are dependent clauses

e. Parallelism

is an important element in English writing, especially when you are listing and comparing and contrasting items or ideas. Parallelism means that each item in a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a noun, write all the following items as nouns also. If the first item is an -ing word, make all the others -ing words; if it is an adverb clause, make all the others adverb clause

Not Parallel	Parallel
My English conversation class is made up of Chinese, Spaniards, and some are from Bosnia.	My English Conversation class is made up of Chinese, Spaniards, and Bosnians. (The items are all nouns)
Before you write a paper or before you take a test, you must organize your thoughts.	Before you write a paper or take a test, you must organize your thoughts.

Chinese, Spaniards, and some are from Bosnia

Chinese, Spaniards, and Bosnians.

Before you write a paper or before you take a test, you must organize your thoughts.

write a paper or take a test,

f. Parallelism with correlative conjunctions

Use parallel forms with the paired conjunctions **both...and**, **either...or**, **neither...nor**, and **not only...but also**.

Paired conjunctions are placed directly before the elements that join in the sentence. Notice the parallel sentences in these clauses joined by paired conjunctions:

- A new law provides the means for **both regulating pesticides and ordering their removal** if they are dangerous.
- Air pollutants may come **either from the ocean as natural contaminants given by sea life or from the internal combustion engines of automobiles.**

Not Parallel	Parallel
My English conversation class is made up of Chinese, Spaniards, and some are from Bosnia.	My English Conversation class is made up of Chinese, Spaniards, and Bosnians. (The items are all nouns)
Before you write a paper or before you take a test, you must organize your thoughts.	Before you write a paper or take a test, you must organize your thoughts.

نلاحظ في .. Not Parallel ..
التي ليس متوازي يوجد فيها الاولى اسميه والثانيه اسميه اما الثالثه يوجد فيها فاعل وفعل

اما Parallel
الجملة الاولى كل الكلمات الاخيره اسميه
الجملة الثانيه
الجملة الثالثه فعل واسم

و. التوازي مع العطف المتلازم

استخدام أشكال بالتوازي مع إقران العطف كل... و إما... أو، لا... ولا، وليس فقط... لكن أيضا.

توضع العطف المقترنة مباشرة أمام العناصر التي تنضم في الجملة. لاحظ الجمل المتوازية في هذه الشروط المقترنة انضم اليهم العطف:

- قانون جديد يوفر وسيلة لتنظيم كل من المبيدات الحشرية وطلب إزالتها إذا كانت خطيرة.
- قد تأتي إما ملوثات الهواء من المحيط في شكل ملوثات الطبيعية التي قدمها الحياة البحرية أو من محركات الاحتراق الداخلي للسيارات.

Practice: 3 (B) page 66

Analyze the following thesis statements. Note: you may want to use one of the topics in this practice or the next for your own essay at the end of the chapter.

Step 1 Locate the main topic and the subtopics in each of the following thesis statements.

Step 2 Draw a box around the topic.

Step 3 Underline the subtopics.

Step 4 Draw a circle around the words or punctuation marks that introduce the subtopics.

The first one has been done for you as an example:

1. Capital punishment should be abolished not only because it deprives another person of life but also because it does not stop crimes.

Practice: 3 (B) page 66

Analyze the following thesis statements. Note: you may want to use one of the topics in this practice or the next for your own essay at the end of the chapter.

Step 1 Locate the main topic and the subtopics in each of the following thesis statements.

Step 2 Draw a box around the topic.

Step 3 Underline the subtopics.

Step 4 Draw a circle around the words or punctuation marks that introduce the subtopics.

The first one has been done for you as an example:

1. Capital punishment should be abolished not only because it deprives another person of life but also because it does not stop crimes.

Do This By Yourself 😊

2. Women generally live longer than men for two main reasons: They tend to take better care of their health and they have better resistance to stress.
3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.
4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.
5. An architect should be both an artist and an engineer.
6. A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep at night.

Do This By Yourself 😊

2. Women generally live longer than men for two main reasons: They tend to take better care of their health and they have better resistance to stress.
3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.
4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.
5. An architect should be both an artist and an engineer.
6. A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep at night.

.g. Thesis statement Pitfalls

A thesis is the most important sentence in your essay, so write it with special thought and care. Avoid these :common problems

Problem 1: The thesis is too general
TOO GENERAL

. A college education is a good investment
IMPROVED

A college education is a good investment for four
.reasons

. TOO GENERAL Lasers are very useful
IMPROVED Lasers have several applications in industry
.and medicine

. مطالب أطروحة البيان.

أطروحة هي الجملة الأكثر أهمية في مقالتك، والكتابة على الرغم من ذلك مع ورعاية خاصة. تجنب هذه المشاكل الشائعة:

مشكلة ١: هو أطروحة عامة جداً.

TOO عامة

A التعليم الجامعي هو استثمار جيد. **هنا عام**
تحسن

التعليم الجامعي هو استثمار جيد لأربعة أسباب. **هنا محدد**
عامة جداً: ليزر مفيدة جداً. **هنا عام**

تحسن : الليزر لها تطبيقات عدة في الصناعة والطب. **هنا محدد**

.g. Thesis Statement Second Pitfall

.Problem 2: The thesis makes a simple **announcement**

ANNOUNCEMENT

.I am going to write about sports injuries

IMPROVED

Avoid sports injuries by taking a few simple
.precautions

.Problem 3: The Thesis stats an **obvious fact**

OBVIOUS FACT The internet is a communication
.superhighway

IMPROVED The explosion of the internet has had both
. positive and negative consequences

Practice 4: Writing Logical Division Thesis Statements

Write thesis statement for logical division essay on each of the following topics. For items 1-3, suggestions for subtopics are given in parentheses, which you do not have to use if you have ideas of your own. For items 4 and 5, use your own ideas

(Clothing, hair, or shoe style in your school (three styles
Three clothing styles you can see at my university
.include Uniforms dress, Dishdash, and pants

2. Dangerous automobile drivers (speeders, cell-phone
(users, teens
There are three types of drivers that make our street
.unsafe: speeders, cell-phone users, and teenagers

. Disneyland's or Disney World's appeal (children and adults)

4. The advantages (or the disadvantages) of living in a large city/ a small town.

Living in a small town has several advantages: little traffic, a low crime rate, friendly neighbors, and community spirits.

5. Kinds of appeals television advertisers use to sell automobiles/beer/ any product or service.

ز. أطروحة البيان المأزق الثانية.
المشكلة ٢: أطروحة يجعل إعلان **بسيطة**.

الاعلانات

وانا ذاهب الى الكتابة عن الإصابات الرياضية.

تحسن

تجنب الإصابات الرياضية عن طريق اتخاذ بعض الاحتياطات البسيطة.

المشكلة ٣: رسالة جامعية احصائيات حقيقة واضحة.

حقيقة واضحة الانترنت هو بالطريق السريع الاتصالات.

تحسن الانفجار للإنترنت تمت زيارتها كل من النتائج الإيجابية والسلبية.

الممارسة ٤: كتابة الرسالة المنطقية بيانات شعبية

كتابة أطروحة بيان للمقال التقسيم المنطقي على كل من المواضيع التالية. لبنود ١-٣، يتم إعطاء اقتراحات لمواضيع فرعية بين قوسين، والتي لم يكن لديك لاستخدام إذا كان لديك أفكار خاصة بك. لالبنتين ٤ و ٥، واستخدام الأفكار الخاصة بك.

الملابس، والشعر، أو نمط الأحذية في مدرستك (ثلاثة أنماط)
ثلاثة أنماط الملابس يمكنك ان ترى في جامعتي تشمل الزي الرسمي واللباس، dishdash، والسراويل.

٢. سائقي السيارات الخطرة (السرعة، الهاتف الخليوي المستخدمين، والمراهقين)
هناك ثلاثة أنواع من برامج التشغيل التي تجعل شارعنا غير آمنة: السرعة، للمستخدمين الهاتف الخليوي، والمراهقين.

. ديزني لاند ديزني لأو الاستئناف العالم (الأطفال والكبار)

٤. مزايا (أو عيوب) من الذين يعيشون في مدينة كبيرة / مدينة صغيرة. تعيش في بلدة صغيرة فيها العديد من المزايا: حركة المرور ضعيفة، وانخفاض معدل الجريمة والجيران ودية، والمشروبات الروحية المجتمع.

٥. أنواع من المعلنين التلفزيون نداءات لبيع السيارات استخدام / البيرة / أي منتج أو خدمة.

...h. Transition Signals For Logical Division of Ideas

Transition signals for logical division essays include many that you may already know

Transition Words or Phrases

first, first of all, second, third, etc.
next, last, finally,
also, in addition, moreover, furthermore

First, excessive government spending can lead to inflation.

In addition, unrestrained consumer borrowing can cause inflationary tendencies.

Finally, an increase in the supply of paper money gives rise to inflation.

Coordinators

and
both... and
not only... but also

Both an increase in the supply of paper money and unrestrained consumer borrowing can cause inflationary tendencies.

To lose weight, one must not only exercise regularly but also eat wisely.

Others

the first cause, reason, factor, etc.
the /a second problem, result, advantage, etc.
one problem, reason, important factor, etc.
another way, reason, disadvantage, etc.
an additional problem, result, etc.
in addition to math and science...

A second cause is an increase in the supply of paper money.

Regular exercise is one way to get fit and lose weight.

In addition to government spending, unrestrained consumer borrowing can cause inflationary tendencies.

ح. إشارات الانتقال لشعبة المنطقي للأفكار ...

إشارات الانتقال لتقسيم المقالات منطقية تشمل العديد من أنك قد تعرف بالفعل.

Transition Words or Phrases

first, first of all, second, third, etc.
next, last, finally,
also, in addition, moreover, furthermore

First, excessive government spending can lead to inflation.

In addition, unrestrained consumer borrowing can cause inflationary tendencies.

Finally, an increase in the supply of paper money gives rise to inflation.

شوف في المقال المنطق وترتيب الانتقال

Coordinators

and
both... and
not only... but also

Both an increase in the supply of paper money and unrestrained consumer borrowing can cause inflationary tendencies.

To lose weight, one must not only exercise regularly but also eat wisely.

Others

the first cause, reason, factor, etc.
the /a second problem, result, advantage, etc.
one problem, reason, important factor, etc.
another way, reason, disadvantage, etc.
an additional problem, result, etc.
in addition to math and science...

A second cause is an increase in the supply of paper money.

Regular exercise is one way to get fit and lose weight.

In addition to government spending, unrestrained consumer borrowing can cause inflationary tendencies.

هدف هذي الكلمات تجعل الافكار بشكل منظم

J. Transition Signals Between Paragraphs

Linking paragraphs with transitions helps your reader see how the subtopics are related. Link one paragraph to the next by adding a transition to the topic sentence of the second paragraph. This transition may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the preceding paragraph.

Study the following model, and notice how the paragraphs are linked.

إشارات الانتقال بين الفقرات J.

ربط الفقرات مع التحويلات يساعد القارئ على رؤية كيف ترتبط المواضيع الفرعية. ربط فقرة واحدة إلى أخرى عن طريق إضافة الجملة الانتقال إلى موضوع الفقرة الثانية. قد يكون هذا الانتقال كلمة واحدة أو عبارة، أو فقرة أو التابعة التي يكرر summarizes الفكرة الرئيسية في الفقرة السابقة.

دراسة النموذج التالي، ولاحظ كيف يتم ربط الفقرات.

MODEL

PARAGRAPH TRANSITIONS

INTRODUCTORY PARAGRAPH

The number of vehicles on freeways and streets is growing at an alarming rate. The increase of motor vehicles is creating hazardous conditions. Moreover, drivers are in such a rush to get to their destinations that many become angry or impatient with other motorists who are too slow or who are in their way. Aggressive drivers react foolishly toward others in several dangerous ways.

TRANSITION WORDS

BODY PARAGRAPH 1

One way an angry driver may react is to cut off another motorist. (+ supporting sentences)

TRANSITION WORDS

BODY PARAGRAPH 2

Another way is to tailgate the other car. (+ supporting sentences)

TRANSITION WORDS

BODY PARAGRAPH 3

In addition to cutting off and tailgating other cars, aggressive drivers often use rude language or gestures to show their anger. (+ Supporting sentences)

TRANSITION WORDS

BODY PARAGRAPH 4

Although law enforcement authorities warn motorists against aggressive driving, the number who cut out their angry impulses has not declined. (+ Supporting sentences)

CONCLUDING PARAGRAPH

To conclude, aggressive drivers are endangering everyone because they create hazardous conditions by acting and driving foolishly. They should control their anger and learn to drive safely. After all, the lives they save could be their own.

هذا النموذج أتمنى تدخلون وتشاهدون شرح الدكتور من أجل يوضح لكم الشرح .. أكثر

المحاضره الثالثه

Elements of the Lecture

Concluding Paragraph
Essay Outline

Concluding Paragraph

The conclusion is your last chance to make your point clear.

The concluding paragraph consists of

- A summary of the main points, or a restatement of your thesis in different words

- Your final comment on the subject, based on the information you have provided

The concluding paragraph should be introduced with a conclusion transition signal

in conclusion, in summary, in brief, in short, indeed

Here are some basic principles you should follow to write an effective conclusion

1. The conclusion should follow logically from the body of the essay.

2. The conclusion must summarize the whole essay, not just one or two major points.

3. The conclusion should not raise any new points but must be related to the thesis statement or body of the essay.

You can use different devices to make your final comment more interesting. Some of them are

- emphasize the result of the ideas in the essay

- offer a solution to the problems stated in the essay

- predict a situation that will result or occur from the ideas introduced in the essay

- make a recommendation concerning material presented in the essay

عناصر المحاضرة

الفقرة الختامية
مقال تفصيلي

الفقرة الختامية؟

والاستنتاج هو فرصتك الأخيرة لجعل وجهة نظرك واضحة.

الفقرة الختامية يتألف من:

- ملخص للنقاط الرئيسية، أو إعادة بيان أطروحة الخاص في كلمات مختلفة؛

- تعليقك النهائي بشأن هذا الموضوع، استناداً إلى المعلومات التي قمت بتقديمها.

ينبغي إدخال الفقرة الختامية مع إشارة إلى نتيجة التحول:

في الختام، و خلاصة القول، وباختصار، في الواقع، قصيرة

وهنا بعض المبادئ الأساسية التي ينبغي اتباعها لكتابة اختتام فعالة:

1. ينبغي اختتام منطقياً من جسم المقال.

2. يجب اختتام تلخيص مقال كله، وليس فقط واحد أو اثنين النقاط الرئيسية.

3. ينبغي أن لا تثير أي اختتام نقاط جديدة ولكن يجب أن تكون ذات صلة لأطروحة بيان أو هيئة للمقال.

يمكنك استخدام أجهزة مختلفة لجعل تعليقك النهائي أكثر إثارة للاهتمام. بعض منهم:

- التأكيد على نتيجة من الأفكار في المقال؛

- تقديم حلول للمشاكل جاء في مقال؛

- التنبؤ وهو وضع سوف يؤدي أو يحدث من الأفكار التي أدخلت في مقال؛

- جعل مادة التوصية المتعلقة المعروضة في المقال.

Here are techniques that you can use to write a memorable conclusion.

Here are techniques that you can use to write a memorable conclusion.

Make a prediction.
We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

Suggest results or consequences.
To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

Suggest a solution, make a recommendation, or call for action.
It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

Quote an authority on the topic.
In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann argued in his Fifth Annual Report, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

هنا التقنيات التي يمكن استخدامها لكتابة خاتمة لا تنسى.

Here are techniques that you can use to write a memorable conclusion.

Make a prediction.
We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

Suggest results or consequences.
To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

Suggest a solution, make a recommendation, or call for action.
It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

Quote an authority on the topic.
In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann argued in his Fifth Annual Report, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

ينصح مشاهدة لمحاضره للفهم طريقة التقنيات التي تستخدم للخاتمة

From Paragraph to Essay

Step 1 Read the following essay and the two possible concluding paragraphs.

Step 2 Then answer the questions

Step 1: Read the following essay and the two possible concluding paragraphs. Step 2: Then answer the questions.

Culture Shock
Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive: seeing new sights, hearing new food, hearing the foreign sounds of a new language, and feeling a new climate against your skin stimulate your senses as never before. Suddenly, new experiences seem almost as if they were old, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is the feeling of being lost, disoriented, and almost helpless when you enter a new culture—tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

As time passes, differences in behavior and customs become more noticeable. The second stage of culture shock. Because you do not yet know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service, or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an obsession, and you spend a lot of time planning, shopping for, and cooking food from home.

In the fourth stage, you feel even more isolated. You have made some friends, but you still feel lonely. You are beginning to feel that the new culture is "wrong," and you are beginning to feel that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop headaches, dizziness, sleeplessness, or other physical symptoms. You are now in the fifth stage. At this stage, you are beginning to feel that you are in a new world. You are beginning to feel that you are in a new world. You are beginning to feel that you are in a new world. You are beginning to feel that you are in a new world.

Concluding Paragraph A
To sum up, culture shock is a very real phenomenon that has been studied for more than 30 years by psychologists and anthropologists. Its five phases are (1) positive feelings toward the new culture, (2) awareness of small differences, (3) growing discomfort and need for contact with home culture, (4) negative feelings, and (5) acceptance and adjustment. Symptoms may vary, and not all people experience all five phases. In the end, however, people who suffer culture shock are able to overcome the difficulties and frustrations of adjusting to life in a new land.

Concluding Paragraph B
In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the new language and social customs are keys to overcoming the difficulties and frustrations of adapting to life in a new land.

1. Which concluding paragraph is a summary of the subtopics? Which one paraphrases the thesis statement?
2. Which concluding paragraph gives suggestions? Which one makes a prediction?

1. Paragraph A gives a summary of the subtopics. Paragraph B paraphrases the thesis statement.
2. Paragraph B gives suggestions. Paragraph A makes a prediction.

Step 1: Read the following essay and the two possible concluding paragraphs. Step 2: Then answer the questions.

Culture Shock
Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive: seeing new sights, hearing new food, hearing the foreign sounds of a new language, and feeling a new climate against your skin stimulate your senses as never before. Suddenly, new experiences seem almost as if they were old, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is the feeling of being lost, disoriented, and almost helpless when you enter a new culture—tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

As time passes, differences in behavior and customs become more noticeable. The second stage of culture shock. Because you do not yet know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service, or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an obsession, and you spend a lot of time planning, shopping for, and cooking food from home.

In the fourth stage, you feel even more isolated. You have made some friends, but you still feel lonely. You are beginning to feel that the new culture is "wrong," and you are beginning to feel that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop headaches, dizziness, sleeplessness, or other physical symptoms. You are now in the fifth stage. At this stage, you are beginning to feel that you are in a new world. You are beginning to feel that you are in a new world. You are beginning to feel that you are in a new world. You are beginning to feel that you are in a new world.

Concluding Paragraph A
To sum up, culture shock is a very real phenomenon that has been studied for more than 30 years by psychologists and anthropologists. Its five phases are (1) positive feelings toward the new culture, (2) awareness of small differences, (3) growing discomfort and need for contact with home culture, (4) negative feelings, and (5) acceptance and adjustment. Symptoms may vary, and not all people experience all five phases. In the end, however, people who suffer culture shock are able to overcome the difficulties and frustrations of adjusting to life in a new land.

Concluding Paragraph B
In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the new language and social customs are keys to overcoming the difficulties and frustrations of adapting to life in a new land.

1. Which concluding paragraph is a summary of the subtopics? Which one paraphrases the thesis statement?
2. Which concluding paragraph gives suggestions? Which one makes a prediction?

1. Paragraph A gives a summary of the subtopics. Paragraph B paraphrases the thesis statement.
2. Paragraph B gives suggestions. Paragraph A makes a prediction.

الفقرة A يعطي ملخصا لمواضيع فرعية.

الفقرة B يعيد صياغة البيان أطروحة.

الفقرة B يعطي اقتراحات.

الفقرة A يجعل التنبؤ

الفقرة A يعطي ملخصا لمواضيع فرعية.

الفقرة B يعيد صياغة البيان أطروحة.

الفقرة B يعطي اقتراحات.

الفقرة A يجعل التنبؤ

Step 1 Read the following "skeleton" essays. Only the introductory paragraph and topic sentences for the body paragraphs are given

Step 2 Write a concluding paragraph for each essay
Essay 1

Controlling Stress

Introductory Paragraph

The busy schedules that most adults face every day have created a growing health problem in the modern world. Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. It can cause a variety of physical disorders ranging from headaches to stomach ulcers and even alcoholism. Stress, like the common cold, is a problem that cannot be cured; however, it can be controlled. **A person can learn to control stress in four ways**

Topic Sentences for Body Paragraphs

- A. Set realistic goals
- B. Take up a hobby
- C. Exercise regularly
- D. Maintain close relationships with family and friends

Concluding Paragraph

To Summarize, stress is a health issue for those of us who live in modern, industrialized societies. Unless we want to move to a quiet village in the middle of nowhere, we need to follow the advice of health professionals by setting realistic goals, taking up a hobby, getting regular exercise, and above all, staying close to our families and friends.

Essay 2

Studying in Great Britain

Introductory Paragraph

People come from all over the world to the United Kingdom to pursue education. Some come for a year, while others may stay four years or longer to complete a program or earn a degree. Of course, **the first few weeks in a new country are always a little stressful, but knowledge of a few British characteristics and customs can smooth the path for new arrivals**

Topic Sentences for Body Paragraphs

- A. British people are usually reserved
- B. British people are very orderly, so waiting in a queue for a bus or in a shop is a must
- C. The weather is no joke-it rains a lot
- D. Cars drive on the left side of the road, and stepping off a curb can be dangerous if you are not used to looking to the right instead of to the left

الخطوة ١ قراءة ما يلي "هيكل عظمي" المقالات. وترد الفقرة الاستهلالية فقط وموضوع العقوبات على الفقرات الجسم.

الخطوة ٢ اكتب فقرة الختامية لكل مقال.
مقال ١

السيطرة على الإجهاد

الفقرة التمهيدية

خلقت جدول الأعمال المزدحم أن معظم البالغين تواجه كل يوم مشكلة صحية نموا في العالم الحديث. الإجهاد يؤثر على الجميع تقريبا، من السلطة التنفيذية لضغوط شديدة لربة منزل مشغول أو الطالب. يمكن أن يسبب مجموعة متنوعة من الاضطرابات الجسدية التي تتراوح بين الصداع الى قرحة المعدة وإدمان الكحول حتى. الإجهاد، مثل نزلات البرد، هو المشكلة التي لا يمكن علاجه، ولكن يمكن السيطرة عليه. **يمكن لأي شخص تعلم كيفية السيطرة على الإجهاد في أربع طرق.**

موضوع العقوبات للفقرات الجسم

- A. تعيين أهداف واقعية.
- B. تناول هواية.
- C. ممارسة الرياضة بانتظام.
- D. الحفاظ على علاقات وثيقة مع العائلة والأصدقاء.

الفقرة الختامية

لتلخيص، والإجهاد هو مسألة صحية بالنسبة لأولئك منا الذين يعيشون في الحديث، نحو التصنيع المجتمعات. إلا إذا كنا نريد للانتقال إلى قرية هادئة في وسط اللا مكان، ونحن بحاجة لمتابعة المشورة من المهنيين الصحيين من خلال وضع أهداف واقعية، مع الأخذ في هواية، والحصول على ممارسة التمارين الرياضية بانتظام، وقبل كل شيء، والبقاء على مقربة من عائلاتنا والأصدقاء.

مقال ٢

الدراسة في بريطانيا العظمى

الفقرة التمهيدية

يأتي الناس من جميع أنحاء العالم إلى المملكة المتحدة لمتابعة التعليم. يأتي البعض لمدة عام، في حين أن آخرين قد تبقى أربع سنوات أو أطول لإتمام برنامج أو الحصول على درجة علمية. وبالطبع، **فإن الأسابيع القليلة الأولى في بلد جديد هي دائما مرهقة قليلا، ولكن معرفة خصائص البريطانية قليلة والجمارك يمكن تمهيد الطريق للوافدين الجدد.**

موضوع العقوبات للفقرات الجسم

- A. الشعب البريطاني وعادة ما تكون مخصصة.
- B. الشعب البريطاني منظم جدا، والانتظار حتى في طابور لحافلة أو في متجر أمر لا بد منه.
- C. الطقس الامطار ليس نكتة، ذلك كثيرا.
- D سيارات. القيادة على الجانب الأيسر من الطريق، ونزوله لكبح يمكن أن تكون خطيرة إذا كنت لا تستخدم ل النظر إلى الحق بدلا من اليسار.

Concluding Paragraph

In conclusion, studying in the United Kingdom can be a wonderful experience. The British people may be more or less friendly than people at home, the weather may be rainier than the weather you are used to, and you may encounter some frosty stares the first time you forget to queue at the bus stop. Also, it may take you a few days to remember which direction traffic is coming from. However, with time and by maintaining a positive attitude, you will soon adapt to the ways of the British and soon feel comfortable in your temporary home.



What's Essay Outlining

Before you begin writing the first draft of your essay, it is best to make an outline. An outline is a general plan of what you are going to write. You can compare making an outline to drawing plans to build a house. Before one begins to build a house, it is best to draw up plans to make sure that a house is built in the way you want. The same is true with writing an essay and making an outline.

Introduction

The Benefits of an Outline

○ An outline of an essay can be very helpful for two reasons:

- An outline will help make your essay more organized. A careful plan will help your body paragraphs stay focused on the ideas in your thesis statement.
- An outline saves time for writers. Preparing an outline can take time, but when you are finished, you will be able to write the rough draft of your essay more quickly than if you didn't have an outline.

الفقرة الختامية

في الختام، يمكن دراسة في المملكة المتحدة يمكن أن يكون تجربة رائعة. الشعب البريطاني قد تكون أكثر أو أقل ودية من الناس في الداخل، قد يكون الطقس الطقس ربيعيه من كنت تستخدم ل، والتي قد تواجهها بعض يحدق فائرة مرة الأولى كنت قد نسيت أن قائمة الانتظار في محطة للحافلات. أيضا، قد يستغرق بضعة أيام كنت تذكر حركة المرور التي تأتي من الاتجاه. ومع ذلك، مع مرور الوقت، والحفاظ على موقف إيجابي، وسوف سرعان ما تكيف مع طرق البريطانيين وتشعر بالراحة قريبا في منزلك مؤقتة.



ما مخطط تفصيلي للمقال؟

قبل أن تبدأ في كتابة المسودة الأولى لمقالك، فمن الأفضل لجعل المخطط التفصيلي. مخطط هو الخطة العامة لما كنت أريد أن أكتب. يمكنك مقارنة إجراء مخطط لرسم خطط لبناء منزل. قبل أن تبدأ لبناء منزل، فمن الأفضل لوضع خطط للتأكد من أن يتم بناء منزل في الطريقة التي تريدها. وينطبق الشيء نفسه مع كتابة مقال، وجعل مخطط تفصيلي.

مقدمة

قوائد مخطط تفصيلي

يمكن عرض موجز للمقال أن تكون مفيدة جدا لسببين:

وسوف تساعد على جعل مخطط مقالك أكثر تنظيماً. وهناك خطة دقيقة تساعد الاستمرار في التركيز على الفقرات جسمك الأفكار في بيان أطروحة الخاص بك.

مخطط يوفر الوقت للكتاب. يمكن إعداد مخطط تفصيلي يستغرق وقتاً طويلاً، ولكن عند الانتهاء، سوف تكون قادرة على كتابة مسودة لمقالك بسرعة أكبر مما لو كنت لم يكن لديك مخطط تفصيلي.

Example Outline

✳ Here is an example of how a blank outline might look:

Essay Outline

I. Introduction Thesis: _____

II. Body Paragraph #1- Topic Sentence: _____

A. supporting idea

B. supporting idea

III. Body Paragraph #2- Topic Sentence: _____

A. supporting idea

B. supporting idea

IV. Body Paragraph #3- Topic Sentence: _____

A. supporting idea

B. supporting idea

V. Conclusion

The Process

Making an Outline

In a formal outline, Roman numerals can be used to represent paragraphs. Capital letters can be used to represent supporting details for the paragraphs. Click here to see a list of Roman numerals

The Process

Thesis Statement

To begin an outline, you need to start with your thesis statement. The thesis statement will be your guide throughout the process of writing your essay. From the thesis statement, you can begin writing the topic sentences for the body paragraphs in the outline

The Process

Topic Sentences

The topic sentence for each body paragraph should support the thesis statement. The topic sentences need to agree with the main idea or supporting in the thesis statement; otherwise the essay could be confusing

مثال مخطط

هنا مثال عن كيفية مخطط قد تبدو فارغة:

مقال مخطط

I. مقدمة الرسالة: _____

II. الفقرة رقم ١ الجسم - الجملة موضوع: _____

A. دعم فكرة

B. دعم فكرة

III. الفقرة الجسم # ٢ - الجملة موضوع: _____

A. دعم فكرة

B. دعم فكرة

IV. الفقرة الجسم # ٣ - الجملة موضوع: _____

A. دعم فكرة

B. دعم فكرة

V. خاتمة

عملية

جعل مخطط تفصيلي

في مخطط رسمي، يمكن استخدام الأرقام الرومانية لتمثيل الفقرات. ويمكن استخدام الحروف الكبيرة لتمثيل التفاصيل الداعمة للفقرات. انقر هنا لمشاهدة قائمة من الأرقام الرومانية.

عملية

أطروحة بيان

لبدء مخطط، عليك أن تبدأ مع بيان أطروحة الخاص بك. سوف تكون أطروحة البيان دليلك طوال عملية كتابة مقالك. من أطروحة بيان، يمكنك أن تبدأ في كتابة موضوع العقوبات لهيئة الفقرات في مخطط.

عملية

الموضوع الجمل

ينبغي للموضوع الجملة لكل فقرة الجسم دعم أطروحة البيان. موضوع الجمل تحتاج إلى الاتفاق مع الفكرة الرئيسية أو دعم في بيان أطروحة، وإلا، يمكن للمقال أن يكون مربكا.

The Process Topic Sentences

Thesis Statement

A job interview can often make or break your chances of getting your dream job. There are several things that you can do in an interview to increase the possibility of your success such as dressing properly, answering interview questions thoroughly, and asking good questions at the end of the interview.

Topic Sentence Paragraph #1:

The way you dress can have a big impact on an interview panel's first impressions of you.

Topic Sentence-Paragraph #2:

An interview is an opportunity for potential employers to get to know you better, so it is important that you answer each question as completely as possible.

Topic Sentence-Paragraph #3:

By preparing some thoughtful questions for the end of the interview, you can show the panel that you have prepared for the interview and want the job.

The Process

Supporting Details

Under the topic sentence for each paragraph, list some of the supporting details, examples, or ideas you want to include in each paragraph.

Example Outline

I. Introduction-Thesis Statement: A job interview can often make or break your chances of getting your dream job. There are several things that you can do in an interview to increase the possibility of your success such as dressing properly, answering interview questions thoroughly, and asking good questions at the end of the interview.

II. Body Paragraph #1:
Topic Sentence: The way you dress can have a big impact on an interview panel's first impressions of you.
A. Men and women should consider wearing dark suits.
B. Conservative dress will show the interview panel you are serious about what you do.
C. Don't carry too many things into the interview. A notebook, pens, and/or laptop computer should be carried in a briefcase.
D. Hair and nails should be clean and neat.

III. Body Paragraph #2:
Topic Sentence: An interview is an opportunity for potential employers to get to know you better, so it is important that you answer each question as completely as possible.

IV. Body Paragraph #3:
Topic Sentence: By preparing some thoughtful questions for the end of the interview, you can show the panel that you have prepared for the interview and want the job.
A. Research the job and/or company before you go to the interview.
B. The interview is your opportunity to get to know your potential employer. Ask questions about company goals, mission, expectations of employees, etc.
C. Don't ask questions about benefits or salary during the interview. You should try to get this information before you apply for the job.

V. Conclusion: Don't underestimate the importance of a job interview.

•supporting details
examples, and ideas

:II. Body Paragraph #1

Topic Sentence: The way you dress can have a big impact on an interview panel's first impressions of you

- A. Men and women should consider wearing dark suits
- B. Conservative dress will show the interview panel you are serious about what you do
- C. Don't carry too many things into the interview. A notebook, pens, and/or laptop computer should be carried in a briefcase
- D. Hair and nails should be clean and neat

The Process Topic Sentences

Topic Sentence Paragraph #1:

The way you dress can have a big impact on an interview panel's first impressions of you.

Topic Sentence-Paragraph #2:

An interview is an opportunity for potential employers to get to know you better, so it is important that you answer each question as completely as possible.

Topic Sentence-Paragraph #3:

By preparing some thoughtful questions for the end of the interview, you can show the panel that you have prepared for the interview and want the job.

Thesis Statement

A job interview can often make or break your chances of getting your dream job. There are several things that you can do in an interview to increase the possibility of your success such as dressing properly, answering interview questions thoroughly, and asking good questions at the end of the interview.

عملية

دعم تفاصيل

تحت موضوع الجملة لكل فقرة، قائمة بعض التفاصيل الداعمة، أمثلة، أو الأفكار التي تريد أن تدرج في كل فقرة.

Example Outline

I. Introduction-Thesis Statement: A job interview can often make or break your chances of getting your dream job. There are several things that you can do in an interview to increase the possibility of your success such as dressing properly, answering interview questions thoroughly, and asking good questions at the end of the interview.

II. Body Paragraph #1:
Topic Sentence: The way you dress can have a big impact on an interview panel's first impressions of you.
A. Men and women should consider wearing dark suits.
B. Conservative dress will show the interview panel you are serious about what you do.
C. Don't carry too many things into the interview. A notebook, pens, and/or laptop computer should be carried in a briefcase.
D. Hair and nails should be clean and neat.

III. Body Paragraph #2:
Topic Sentence: An interview is an opportunity for potential employers to get to know you better, so it is important that you answer each question as completely as possible.

IV. Body Paragraph #3:
Topic Sentence: By preparing some thoughtful questions for the end of the interview, you can show the panel that you have prepared for the interview and want the job.
A. Research the job and/or company before you go to the interview.
B. The interview is your opportunity to get to know your potential employer. Ask questions about company goals, mission, expectations of employees, etc.
C. Don't ask questions about benefits or salary during the interview. You should try to get this information before you apply for the job.

V. Conclusion: Don't underestimate the importance of a job interview.

دعم من التفاصيل،
الأمثلة، والأفكار

II. الفقرة رقم ١ الجسم:

موضوع الجملة: طريقة لبسك يمكن أن يكون لها تأثير كبير على عدد مرات الظهور لجنة مقابلة أول من أنت.

A. وينبغي للرجال والنساء النظر يرتدون البدلات السوداء.

B سوف تظهر. اللباس المحافظ لوحة مقابلة كنتم جادين في ما تفعله.

C. لا تحمل أشياء كثيرة جدا في المقابلة.

ينبغي أن يتم جهاز كمبيوتر محمول، والأقلام، و / أو جهاز كمبيوتر محمول في حقيبة.

D. يجب الشعر والأظافر تكون نظيفة ومرتبطة.

.D. Hair and nails should be clean and neat

Roman Numerals

I = 1
II = 2
III = 3
IV = 4
V = 5
VI = 6
VII = 7
VIII = 8
IX = 9
X = 10
XI = 11
XII = 12
XIII = 13
XIV = 14
XV = 15

أرقام رومانية

I = 1
II = 2
III = 3
IV = 4
V = 5
VI = 6
VII = 7
VIII = 8
IX = 9
X = 10
XI = 11
XII = 12
XIII = 13
XIV = 14
XV = 15

المحاضره الرابعه مراجعه

مهم مشاهده المحاضره مع

الدكتور

Review Exercises -

this chapter. These are the important points covered in Main Parts of an Essay

1. An essay has three main parts: an introduction, a body, and a conclusion

2. The introductory paragraph consists of two parts: a few general statements to attract your reader's attention and a thesis statement to state your main idea. A thesis statement may also name the major subdivisions of the topic, and it may indicate how you will organize the essay

3. The body of an essay discusses the subtopics, one by one. It contains as many paragraphs as necessary to explain all subtopics

4. The concluding paragraph reminds your reader of what you have said. In it, you summarize your main ideas or paraphrase your thesis. You may also make a final comment on the topic for your reader to remember

2. Use the logical division of ideas pattern to divide a topic into separate paragraphs.

3. Link paragraphs with transitions; that is, show how one paragraph is related to the next by using appropriate transition words, phrases, or clauses.

4. Prepare an outline to organize your ideas before you begin to write.

These are the important points covered in this chapter:

Main Parts of an Essay

1. An essay has three main parts: an introduction, a body, and a conclusion.

• The introductory paragraph consists of two parts: a few general statements to attract your reader's attention and a thesis statement to state your main idea. A thesis statement may also name the major subdivisions of the topic, and it may indicate how you will organize the essay.

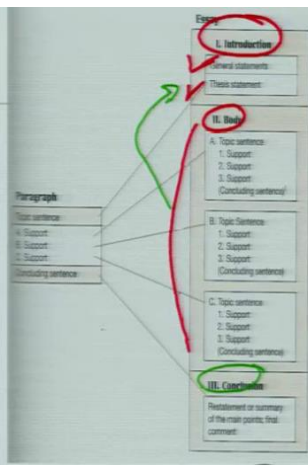
• The body of an essay discusses the subtopics, one by one. It contains as many paragraphs as necessary to explain all subtopics.

• The concluding paragraph reminds your reader of what you have said. In it, you summarize your main ideas or paraphrase your thesis. You may also make a final comment on the topic for your reader to remember.

2. Use the logical division of ideas pattern to divide a topic into separate paragraphs.

3. Link paragraphs with transitions; that is, show how one paragraph is related to the next by using appropriate transition words, phrases, or clauses.

4. Prepare an outline to organize your ideas before you begin to write.



مراجعة - تمارين

هذه هي النقاط الهامة التي يشملها هذا الفصل الرئيسية أجزاء من مقال

1. مقال من ثلاثة أجزاء رئيسية هي: مقدمة، جسم، وخاتمة.

2. الفقرة التمهيديّة يتكون من جزئين: بيانات عامة قليلة لجذب الانتباه القارئ الخاص بك وأطروحة بيان أن أذكر فكرتك الرئيسية. قد أطروحة بيان تسمية أيضا التقسيمات الرئيسية للموضوع، وأنه قد تبين كيف سيتم تنظيم المقال.

3. على جثة مقال يناقش مواضيع فرعية، واحدا تلو الآخر. أنه يحتوي على ما يصل إلى الفقرات اللازمة لشرح جميع المواضيع الفرعية.

4. الفقرة الختامية تذكر القارئ ما قلته. في ذلك، يمكنك تلخيص الأفكار الرئيسية الخاصة بك أو إعادة صياغة أطروحة الخاص بك. قد جعل أيضا تعليقا على الموضوع النهائي للقارئ أن يتذكر

2. استخدام نمط تقسيم منطقي للأفكار لتقسيم الموضوع إلى فقرات منفصلة.

3. الفقرات الرابط مع التحولات، وهذا هو، وتبين كيف يرتبط فقرة واحدة إلى أخرى باستخدام الكلمات المناسبة الانتقال والعبارات، أو شروط.

4. إعداد مخطط لتنظيم أفكارك قبل أن تبدأ في الكتابة.

These are the important points covered in this chapter:

Main Parts of an Essay

1. An essay has three main parts: an introduction, a body, and a conclusion.

• The introductory paragraph consists of two parts: a few general statements to attract your reader's attention and a thesis statement to state your main idea. A thesis statement may also name the major subdivisions of the topic, and it may indicate how you will organize the essay.

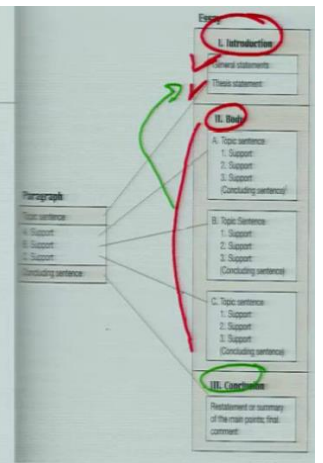
• The body of an essay discusses the subtopics, one by one. It contains as many paragraphs as necessary to explain all subtopics.

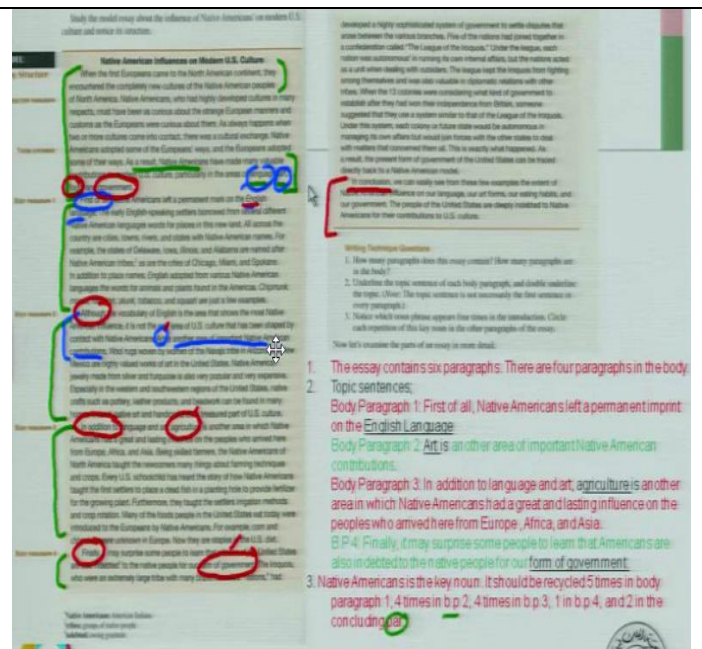
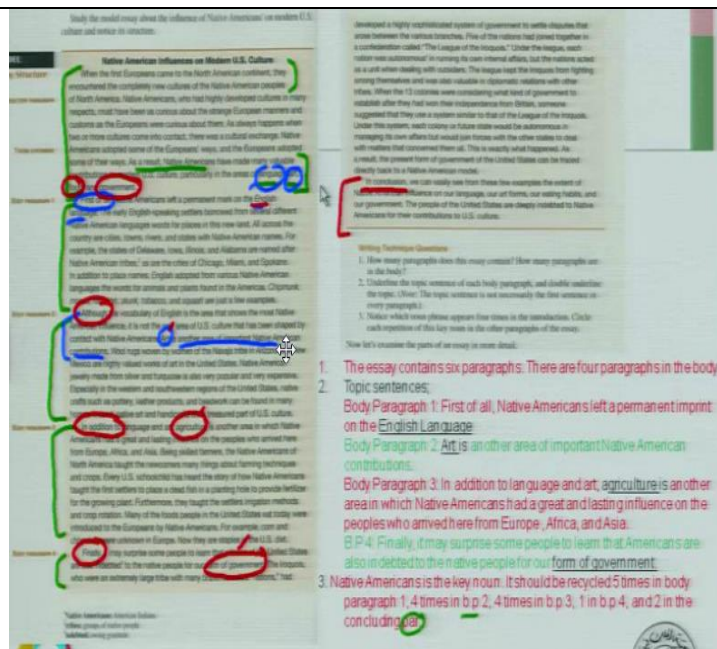
• The concluding paragraph reminds your reader of what you have said. In it, you summarize your main ideas or paraphrase your thesis. You may also make a final comment on the topic for your reader to remember.

2. Use the logical division of ideas pattern to divide a topic into separate paragraphs.

3. Link paragraphs with transitions; that is, show how one paragraph is related to the next by using appropriate transition words, phrases, or clauses.

4. Prepare an outline to organize your ideas before you begin to write.





The essay contains six paragraphs. There are four paragraphs in the body

Topic sentences

Body Paragraph 1: First of all, Native Americans left a permanent imprint on the English Language

Body Paragraph 2: Art is another area of important Native American contributions

Body Paragraph 3: In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia

B.P 4: Finally, it may surprise some people to learn that Americans are also indebted to the native people for our form of government

Native Americans is the key noun. It should be recycled 5 times in body paragraph 1, 4 times in b.p 2, 4 times in b.p 3, 1 in b.p 4, and 2 in the concluding par

المقال يحتوي على ست فقرات. هناك أربع فقرات في الجسم. الموضوع الجملة

الفقرة الجسم ١: أولاً وقبل كل شيء، ترك الأميركيين الأصليين بصمة دائمة على اللغة الإنجليزية

الفقرة الجسم ٢: الفن هو مجال آخر من مساهمات هامة الأميركية الأصلية.

الفقرة الجسم ٣: بالإضافة إلى اللغة والفن والزراعة في مجال آخر الهنود الذي كان له تأثير كبير ودائم على الشعوب الذي وصل الى هنا من أوروبا وأفريقيا وآسيا.

BP 4: وأخيراً، فإنه قد يفاجئ بعض الناس أن تعلم أن الأميركيين هم أيضاً مدينون لشعب أصلي شكل حكومتنا.

٣. الأميركيين الأصليين هو إسم المفتاح. وينبغي إعادة تدويرها ٥ مرات في الفقرة الجسم ١، ٤ مرات في بي بي بي ٢، بي بي ٤ مرات في ٣، ١ في بي بي ٤، و ٢ في الختام قدم المساواة.

Step 1: Read each of the following sets of sentences. When put in the correct order, they will form introductory paragraphs.

Step 2: Write each paragraph, beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.

Step 3: Identify the type of introduction (funnel, dramatic/interesting/funny story, surprising statistics, historical).

Paragraph 1:

(1) If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty. (2) In some cultures, people bow, and in others, they shake hands. (3) In English-speaking countries, shaking hands is the custom. (4) A proper handshake has four ingredients: pressure, pumps, eye contact and verbal message.

Type of Introduction: Funnel

Paragraph 2:

(1) To celebrate the occasion, Mr. X decided to throw a big party at the plant. (2) Mr. X went to Mexico from England to manage a milk pasteurization plant. (3) For eight months, he tried every way possible... (4) The response was always, "yes, yes, yes"... (5) Then one day an impressive new pasteurization unit arrived and was installed. (6) The employees did most of the planning and draped the new unit with garlands. (7) The party was a great success, and everybody had a good time. (8) During the party one of Mr. X's supervisors... (9) And so it was—neither punctuality nor quality checks were any longer needed. (10) This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.

Type of Introduction: Interesting story

Step 1: Read each of the following sets of sentences. When put in the correct order, they will form introductory paragraphs.

Step 2: Write each paragraph, beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.

Step 3: Identify the type of introduction (funnel, dramatic/interesting/funny story, surprising statistics, historical).

Paragraph 1:

(1) If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty. (2) In some cultures, people bow, and in others, they shake hands. (3) In English-speaking countries, shaking hands is the custom. (4) A proper handshake has four ingredients: pressure, pumps, eye contact and verbal message.

Type of Introduction: Funnel

Paragraph 2:

(1) To celebrate the occasion, Mr. X decided to throw a big party at the plant. (2) Mr. X went to Mexico from England to manage a milk pasteurization plant. (3) For eight months, he tried every way possible... (4) The response was always, "yes, yes, yes"... (5) Then one day an impressive new pasteurization unit arrived and was installed. (6) The employees did most of the planning and draped the new unit with garlands. (7) The party was a great success, and everybody had a good time. (8) During the party one of Mr. X's supervisors... (9) And so it was—neither punctuality nor quality checks were any longer needed. (10) This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.

Type of Introduction: Interesting story

Paragraph 3:

Note: The order of sentences 2, 3, and 4 can vary.

1. Currently under study are four main methods for predicting when and where the next Big One will occur.

2. In 1976, an earthquake in Tangshan, China, killed over 250,000 people.

3. In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage.

4. Iran suffered more than 80,000 deaths in two massive quakes in 1990 and 2003.

5. Scientists keep trying to find ways to predict earthquakes—so far without much success.

Type of introduction:

Paragraph 3: (2) In 1976, an earthquake in China killed over 250,000 people. (4) Iran suffered more than 80,000 deaths. (3) In an average year, earthquakes kill 10,000 people worldwide... (5) Scientists keep trying to find ways to predict earthquakes... (1) currently under study are 4 main methods of predicting when and where the next BIG ONE will occur

Type of Introduction: Surprising Statistics or Facts

Paragraph 3:

Note: The order of sentences 2, 3, and 4 can vary.

1. Currently under study are four main methods for predicting when and where the next Big One will occur.

2. In 1976, an earthquake in Tangshan, China, killed over 250,000 people.

3. In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage.

4. Iran suffered more than 80,000 deaths in two massive quakes in 1990 and 2003.

5. Scientists keep trying to find ways to predict earthquakes—so far without much success.

Type of introduction:

Paragraph 3: (2) In 1976, an earthquake in China killed over 250,000 people. (4) Iran suffered more than 80,000 deaths. (3) In an average year, earthquakes kill 10,000 people worldwide... (5) Scientists keep trying to find ways to predict earthquakes... (1) currently under study are 4 main methods of predicting when and where the next BIG ONE will occur

Type of Introduction: Surprising Statistics or Facts

Remember : 4 types of Introduction

Funnel Introduction . ١

Dramatic, Interesting or funny story . ٢

Surprising Statistics or Facts . ٣

Historical Background . ٤

تذكر: ٤ أنواع من مقدمة

١. توجيه مقدمة

٢. مثيرة، قصة مثيرة للاهتمام أو مضحك

٣. من المستغرب الاحصائيات أو حقائق

٤. الخلفية التاريخية

PRACTICE 2
thesis statements

A. Study these thesis statements from two different essays on the topic of the status of women in Xanadu, an imaginary country. One of the essays uses a comparison/contrast pattern; the other a time sequence/chronological order pattern. Which statement indicates which pattern?

1. Beginning in World War II and continuing through the period of economic boom, the status of women in Xanadu has changed remarkably.
Pattern of organization: _____

2. Although the status of women in Xanadu has improved remarkably in recent years, it is still very low when compared to the status of women in the countries of the industrial world.
Pattern of organization: _____

B. In each of the following two thesis statements, both the method of organization and the major subdivisions of the topic are indicated. Each subdivision will itself become the topic of a separate paragraph in the body of the essay. Underline the topics of each paragraph. How many paragraphs will the body of each essay probably contain?

1. The status of women in Xanadu has changed remarkably in recent years due to increased educational opportunities and changes in the country's laws.
Probable number of body paragraphs: _____

2. The status of women in Xanadu has improved remarkably in recent years in the areas of economic independence, political rights, educational opportunities, and social status.
Probable number of body paragraphs: _____

A. 1. Chronological Order.
2. Comparison and contrast

B. 1. Two Paragraphs:
Increased educational opportunities and changes in the country's laws.
2. Four Paragraphs:
economic independence, political rights, educational opportunities, and social status/.

PRACTICE 2
thesis statements

A. Study these thesis statements from two different essays on the topic of the status of women in Xanadu, an imaginary country. One of the essays uses a comparison/contrast pattern; the other a time sequence/chronological order pattern. Which statement indicates which pattern?

1. Beginning in World War II and continuing through the period of economic boom, the status of women in Xanadu has changed remarkably.
Pattern of organization: _____

2. Although the status of women in Xanadu has improved remarkably in recent years, it is still very low when compared to the status of women in the countries of the industrial world.
Pattern of organization: _____

B. In each of the following two thesis statements, both the method of organization and the major subdivisions of the topic are indicated. Each subdivision will itself become the topic of a separate paragraph in the body of the essay. Underline the topics of each paragraph. How many paragraphs will the body of each essay probably contain?

1. The status of women in Xanadu has changed remarkably in recent years due to increased educational opportunities and changes in the country's laws.
Probable number of body paragraphs: _____

2. The status of women in Xanadu has improved remarkably in recent years in the areas of economic independence, political rights, educational opportunities, and social status.
Probable number of body paragraphs: _____

A. 1. Chronological Order.
2. Comparison and contrast

B. 1. Two Paragraphs:
Increased educational opportunities and changes in the country's laws.
2. Four Paragraphs:
economic independence, political rights, educational opportunities, and social status/.

PRACTICE 3
thesis statements
logical division
thesis

A. Check (✓) the thesis statements that suggest logical division as a method of organization.

1. Teenagers demonstrate their independence in several ways. ✓

2. My eighteenth birthday was the most memorable day in my life so far. ✓

3. On their eighteenth birthdays, U.S. citizens assume two important responsibilities. They can vote, and they can sign legal contracts. ✓

4. In many occupations, women are still regarded as less than their male counterparts. ✓

5. Living in a dormitory offers several advantages to first-year students. ✓

6. Phenolphthalein is the process by which plants manufacture their own food. ✓

7. A college degree in international business requires (1) a knowledge of business procedures and (2) a knowledge of cultural differences. ✓

8. A computer is both faster and more accurate than a human. ✓

9. Giving a surprise birthday party requires careful planning. ✓

10. Being an only child has both advantages and disadvantages. ✓

B. Analyze the following thesis statements:

NOTE: This may want to use one of the topics in this practice or the next for your own essay at the end of the chapter.

Step 1: Locate the main topic and the subtopics in each of the following thesis statements.

Step 2: Draw a line around the topic.

Step 3: Underline the subtopics.

Step 4: Draw a circle around the words or punctuation marks that introduce the subtopics.

The first one has been done for you as an example.

1. Capital punishment should be abolished because it is cruel and inhumane, it costs more money than life imprisonment, and it does not deter crime. ✓

2. Women generally live longer than men for two main reasons: (1) they tend to take better care of their health, and they have better resistance to stress. ✓

3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk. ✓

4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions. ✓

B. Women generally live longer than men for two main reasons: (1) they tend to take better care of their health, and they have better resistance to stress.

3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.

4. In choosing a major, a student has to consider various factors, (such as) personal interest, job opportunities, and the availability of training institutions.

PRACTICE 3
thesis statements
logical division
thesis

A. Check (✓) the thesis statements that suggest logical division as a method of organization.

1. Teenagers demonstrate their independence in several ways. ✓

2. My eighteenth birthday was the most memorable day in my life so far. ✓

3. On their eighteenth birthdays, U.S. citizens assume two important responsibilities. They can vote, and they can sign legal contracts. ✓

4. In many occupations, women are still regarded as less than their male counterparts. ✓

5. Living in a dormitory offers several advantages to first-year students. ✓

6. Phenolphthalein is the process by which plants manufacture their own food. ✓

7. A college degree in international business requires (1) a knowledge of business procedures and (2) a knowledge of cultural differences. ✓

8. A computer is both faster and more accurate than a human. ✓

9. Giving a surprise birthday party requires careful planning. ✓

10. Being an only child has both advantages and disadvantages. ✓

B. Analyze the following thesis statements:

NOTE: This may want to use one of the topics in this practice or the next for your own essay at the end of the chapter.

Step 1: Locate the main topic and the subtopics in each of the following thesis statements.

Step 2: Draw a line around the topic.

Step 3: Underline the subtopics.

Step 4: Draw a circle around the words or punctuation marks that introduce the subtopics.

The first one has been done for you as an example.

1. Capital punishment should be abolished because it is cruel and inhumane, it costs more money than life imprisonment, and it does not deter crime. ✓

2. Women generally live longer than men for two main reasons: (1) they tend to take better care of their health, and they have better resistance to stress. ✓

3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk. ✓

4. In choosing a major, a student has to consider various factors, (such as) personal interest, job opportunities, and the availability of training institutions. ✓

B. Women generally live longer than men for two main reasons: (1) they tend to take better care of their health, and they have better resistance to stress.

3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.

4. In choosing a major, a student has to consider various factors, (such as) personal interest, job opportunities, and the availability of training institutions.

UNIT 6: Native American Influence on Modern U.S. Culture

Practice 6: Essay Outlining (pages 76-77)

Responses will vary. Suggested completions:

Native American Influence on Modern U.S. Culture

I. Introduction

Thesis statement: Native Americans have made many valuable contributions to American culture, particularly in the areas of language, art, food, and government.

II. Body

A. Native Americans left a permanent mark on the English language

- Names of places—cities, towns, rivers, and states
- States: Delaware, Iowa, Illinois, Alabama
- Cities: Chicago, Miami, Spokane
- Names of animals and plants
- Animals: chipmunk, moose, raccoon, skunk
- Plants: tobacco, squash

B. Art is another area of important Native American contributions

- Navajo rugs
- Handicrafts
- Leather products
- Bracelets

C. Agriculture is another area in which Native Americans had a great and lasting influence on the people who arrived here from Europe, Africa, and Asia

- Farming techniques
- Utilization of plants with great skill
- Irrigation methods and crop rotation techniques
- New foods
- Coffee
- Chocolate

D. Finally, it was because some people in these four colonies of the United States are also indebted to the native people for our form of government

- Ingepau—large tribe with many branches ("nations")
- Needed to settle disputes among various branches
- Five nations formed League of Ingepau
- Acted together when dealing with outsiders
- After independence, 13 colonies adopted similar system
- Each colony future state was autonomous in managing own affairs

III. Conclusion

We can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government.

IV. Choose one thesis statement from Practices 1B, 1C, or 4 on pages 66-68. Follow the steps in the writing process, which you will find in Appendix A at the back of the book. Brainstorm for ideas, and then organize your ideas into a formal outline like the model.

UNIT 6: Native American Influence on Modern U.S. Culture

Practice 6: Essay Outlining (pages 76-77)

Responses will vary. Suggested completions:

Native American Influence on Modern U.S. Culture

I. Introduction

Thesis statement: Native Americans have made many valuable contributions to American culture, particularly in the areas of language, art, food, and government.

II. Body

A. Native Americans left a permanent mark on the English language

- Names of places—cities, towns, rivers, and states
- States: Delaware, Iowa, Illinois, Alabama
- Cities: Chicago, Miami, Spokane
- Names of animals and plants
- Animals: chipmunk, moose, raccoon, skunk
- Plants: tobacco, squash

B. Art is another area of important Native American contributions

- Navajo rugs
- Handicrafts
- Leather products
- Bracelets

C. Agriculture is another area in which Native Americans had a great and lasting influence on the people who arrived here from Europe, Africa, and Asia

- Farming techniques
- Utilization of plants with great skill
- Irrigation methods and crop rotation techniques
- New foods
- Coffee
- Chocolate

D. Finally, it was because some people in these four colonies of the United States are also indebted to the native people for our form of government

- Ingepau—large tribe with many branches ("nations")
- Needed to settle disputes among various branches
- Five nations formed League of Ingepau
- Acted together when dealing with outsiders
- After independence, 13 colonies adopted similar system
- Each colony future state was autonomous in managing own affairs

III. Conclusion

We can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government.

IV. Choose one thesis statement from Practices 1B, 1C, or 4 on pages 66-68. Follow the steps in the writing process, which you will find in Appendix A at the back of the book. Brainstorm for ideas, and then organize your ideas into a formal outline like the model.

السلام عليكم ورحمة الله وبركاته
هذه الترجمة للمحاضرة الثانية والثالثة والرابعة وأنا ترجمتها من
المحتوى اللي موجود يارب الكل يستفيد منها ما كتبت إذا أصبت فهو
من الله وحده وإذا أخطأت فهو مني ومن الشيطان

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم لي في ظهر
الغيب اخوكم أبو عبد العزيز (رفيق الصمت)

المحاضرة الخامسة

عملية مقال

معلومات أساسية

عملية المقال هو وصف الاجراء خطوة بخطوة وتحليل وشرح عملية.

العديد من المهام التي نقوم بها كل يوم هي العمليات التي نتبعها في ترتيب معين.
ويتناول عملية مألوفة ما نقوم به حالياً بمنظم أو أن قمت به في الماضي.
أنت "الخبير" لتنظيم مقال ويخضع عن طريق الترتيب الزمني، لذلك ينبغي أن يكون أسهل لكتابة مقال لك

استخدام الشخص الأول

أنا أسأل الذي شرح العملية، واستخدام عبارات مثل:

"فعلت (أو نحن) هذا، وبعد ذلك (أو نحن) فعل ذلك (أول شخص)"

لا تستخدم مثل الشخص ٢:

"القيام بذلك المقبلة، وسوف ترون ... (الشخص الثاني)."

أبداً، من أي وقت مضى استخدام الشخص الثاني في هذا المقال بالنسبة لي!

جمهور

جمهورك هو القارئ.

إبقاء القارئ (لي) في الاعتبار، ونفترض أن لايعرف شيئاً أو القليل جداً عن الموضوع الخاص بك. ولذلك، يجب عليك تعريف أي مصطلح I قد لا تكون مألوفه.

لا نفترض أنني خبير في أجهزة الكمبيوتر أو في أي موضوع آخر.

توضيح الأوصاف بحيث أن أي شخص عاقل يفهم معنى الخاص بك.

لا يكلف لي على كيف يمكن تنفيذ المهمة قمت به. بالاحرى ، شرح كيف يمكنك فعل ذلك.

Process Essay

Basic Info

A Process essay is a description of a procedure, a step-by-step analysis and explanation of a process.

Many tasks that we do every day are processes that we follow in a **specific** order.

It addresses a familiar process that we currently do regularly or that you have done in the past.

You are "the expert" and the organization of the essay is **governed by chronological order**, so it should be the easiest essay to write for you.

Use First Person

I am asking that you explain a process, and use :expressions such as

I (or we) did this, and then **I (or we)** did that (first "person)

:Do not use 2nd person such as

".(you do this next, and you will see...(second person"

!!never, ever use second person in this essay for me

Audience

.Your audience is your reader

Keep your reader (me) in mind, and **assume** that I know .nothing or very little about your topic

Therefore, you must define any terms I may not be .familiar with

Don't **assume** that I am an expert in computers or in any .other subject

Clarify your descriptions so that any **reasonable** person .would understand your meaning

Do not instruct me on how I can perform the task you .have done. **Rather**, explain how YOU did it

Writing Style

- This is not a **diary** or **journal** exercise. It is not a **narrative** or story.
- It must describe a procedure that can be broken down into steps or **stages**.
- I suggest that you should try to organize your topic **into three main categories**
- When you are organizing, first make sure your thesis statement is written correctly.
- The **thesis** should immediately lead to the three divisions you make for your body categories.
- Make sure that each paragraph then has a suitable topic sentence **that outlines** that stage of the process.

Organizing the Essay

- The organization of the process essay should look like this:
 - Introduction paragraph
 - Stage one paragraph
 - Transition, stage two paragraph
 - transition, stage three paragraph
 - {any other stages if **necessary**}
 - transition, conclusion

Organization continued...

- Each body paragraph will be one step in the process, and **various** sub-steps should be explained **within** each body paragraph.
- Be sure to use transitions to tie steps and sub-steps together: to act as **bridges** so that your writing **flows** more smoothly and **coherently**.
- Most of the transitions will refer to time because the process paper analyzes steps of a process in time: **first, second, third, next, then, soon after, later, last, finally, and so on**.
- A body paragraph should have a minimum of five sentences, so **avoid** having them be too short.

The Intro Paragraph

- Good process intros open with a general subject and gradually move **toward** the THESIS STATEMENT.
- A good intro flows well, with no **choppy** sentences appearing out of nowhere.
- They transition well.
- The reader knows immediately that the essay will be about a procedure.

أسلوب الكتابة

- هذه ليست **مذكرات** أو **مجلة** ممارسة. أنها ليست **رواية** أو قصة.
- يجب أن تصف الإجراءات التي يمكن تقسيمها إلى خطوات أو **مراحل**.
- أقترح عليك أن تحاول أن تنظم الموضوع الخاص بك **إلى ثلاث فئات رئيسية**
- عند تنظيم، تأكد أولاً من هو مكتوب ببيانكم أطروحة بشكل صحيح. **(هذه تكون في المقدمة للمقال)**
- ينبغي للأطروحة، سيؤدي مباشرة إلى الانقسامات الثلاث التي تقوم بها لفئات جسمك. **(هذا تابع الفقرة الأولى التي فوقها)**
- تأكد من أن كل فقرة لها تناسب موضوع الجملة التي **تحدد الخطوات العريضة** التي مرحلة من مراحل العملية.

تنظيم مقال

تنظيم عملية مقال وينبغي بهذا الشكل:

- مقدمة الفقرة
- المرحلة فقرة واحدة
- تمر بمرحلة انتقالية، المرحلة الثانية الفقرة
- تمر بمرحلة انتقالية، المرحلة الثالثة الفقرة
- {أي مراحل أخرى إذا لزم الأمر}
- تمر بمرحلة انتقالية، الاختتام

واصلت التنظيم ...

- كل الجسم فقرة سوف تكون خطوة واحدة في العملية الخطوات الفرعية **شئتي** ، ينبغي شرح **ضمن** كل الجسم فقرة.
- تأكد من استخدام الانتقالات لادراك التعادل خطوات وشبه الخطوات معا: لتكون بمثابة **الجسور** بحيث كتاباتك **يتدفق** أكثر سلاسة **متماسك** .
- ومعظم التحولات تشير إلى الوقت لأن عملية الورقة تحليل خطوات عملية في الوقت المناسب: **الأولى والثانية والثالثة، التالي، ثم، بعد فترة وجيزة، في وقت لاحق، الماضي، وأخيرا، وهلم جرا**.
- الجسم الفقرة وينبغي أن يكون لديك لا تقل عن خمس جمل، لذلك **تجنب** وجود لهم أن تكون قصيرة جدا.

مقدمة الفقرة

- عملية جيدة مقدمات مفتوح مع موضوع عام والانتقال تدريجيا **نحو** أطروحة البيان.
- A مقدمة جيدة تدفقات جيدا، مع عدم وجود **متقطع** الجمل تظهر من العدم.
- أنها تمر بمرحلة انتقالية أيضا.
- القارئ يعرف على الفور أن المقال سيكون عن إجراء.

First, always remember that the thesis statement of your essay is the LAST sentence in your introductory paragraph

It is the most important sentence of your essay, so a great deal of **thought** goes into that sentence

All of the ideas you present in your body paragraphs must flow from that sentence, and in many ways, your thesis controls your conclusion as well

The Thesis

Do not **"announce"** or **"talk"** to the reader as in the following examples of bad writing:

- "In this essay, I will explain....,"
- "As I mentioned above....,"
- "As I have shown....,"
- "I have chosen to write about....,"
- "the above reasons,"

Never use the following expressions:

- "I think,"
- "I feel,"
- "In my opinion."

The thesis continued...

If you are somewhat creative, you can begin with a creative introduction

Even if you aren't especially creative, your thesis statement must set the tone for the rest of your essay.
It must have a subject and a comment about it.

Sample Thesis Statements

(General introductory material comes before the thesis)
...Once those decisions have been made, the difficulty of learning all the steps involved in **diaper** changing comes: preparation, procedure, and clean-up.
...There are many delicious shrimp recipes. However, I enjoy preparing a French appetizer called "Shrimp Bordelaise."

أولاً، تذكر دائماً أن البيان أطروحة من مقالك هو الجملة الأخيرة في الفقرة التمهيدية الخاصة بك.

فمن معظم أهم الجمل في مقالك، قدراً كبيراً من **الفكر** يذهب إلى تلك الجملة.

يجب على جميع من الأفكار التي تقدم في جسم الفقراتك تتدفق من تلك الجملة، وبطرق كثيرة، أطروحاتك يتحكم خاتمتك أيضاً.

الأطروحة

لا **"تعلن"** أو **"نقاش"** إلى القارئ كما في الأمثلة التالية من الكتابة السيئة:

- "في هذا المقال، سوف أشرح ..."
- "كما ذكرت أعلاه ..."
- "وكما هو مبين ..."
- "لقد اخترت أن أكتب عن ..."
- "أسباب المذكورة أعلاه،"

أبدأ استخدام التعبيرات التالية:

- "أعتقد"
- "أشعر"
- "في رأيي."

لا نستخدمهم تلك الأطروحات التي في الأعلى فقط نستخدم **first, second, third, next, then, soon after, later, last, finally**

واصلت أطروحة ...

إذا كنت الإبداعية إلى حد ما، يمكنك أن تبدأ مع مقدمة الإبداعية

حتى لو كنت لا الإبداعية خاصة، يجب أن بيانكم أطروحة ضبط نغمة لبقية مقالك.

يجب أن يكون موضوع وتعليقاً حول هذا الموضوع.

بيانات عينة الأطروحة

(مواد تمهيدية العامة يأتي قبل أطروحة)
مرة واحدة تم إجراء تلك القرارات، وصعوبة تعلم كل الخطوات المتبعة في تغيير **حفاضات** يأتي: إعداد والإجراء وتنظيف.

هناك العديد من وصفات الروبيان اللذيذة. ومع ذلك، أنا أستمتع إعداد المقبلات الفرنسية تسمى **Bordelaise** الروبيان."

The actual process of preparing a bowl of cereal is not .difficult; what is hard is selecting what I want

to maintain a healthy, attractive, and happy Shih-Tzu, a regimen of weekly grooming is required. (**Regimen** .indicates a process, something repeated

To make this popular "Y" shaped necklace, several easy .steps must be followed

Writing Topic Sentences

One of the dangers of this type of essay is to write a topic .sentence that is too narrow or limited

:For example, if your topic sentence is
"Next, I wrote a **resume**"
.that body paragraph can discuss ONLY writing the resume
You cannot switch the subject matter in the middle of the paragraph and begin discussing how you contacted .employment agencies or how you phoned for interviews

Mistakes witnessed by Mr. Sholtis

Remember, all of your body paragraphs' topic •
sentences must flow from the thesis statement, so
pick a thesis statement that is broad enough to
cover all of your stages in your process.
For example, I had a lady who wrote about her •
daughter's birthday party and wrote her thesis
like this:
"After selecting the theme, the next step •
was to prepare the food."
Then, the entire essay must be about the •
food preparation.
No other topic, such as the games, the •
location, or the invitations could be
mentioned, so she painted herself into a
corner.
Therefore, if she had wanted to discuss •
those issues, she could have written:
After selecting the theme of the party, •
preparations focused on planning the invitations,
the games, and the food. (Also notice that active
verbs such as preparations focused on planning is
better than the next step was. To be verbs are
usually boring.)

العملية الفعلية لإعداد وعاء من الحبوب ليست صعبة، وما هو الصعب
هو اختيار ما أريد.

للحفاظ على بيئة صحية وجذابة، وسعيدة شي تزو، مطلوب نظام من
الاستمالة الأسبوعية. (**حمية يشير إلى عملية، وهو أمر يتكرر.**)

لجعل هذا شعبية "Y" على شكل قلادة، يجب أن يتبع عدة خطوات
سهلة.

كتابة موضوع الجمل

واحدة من مخاطر هذا النوع من المقال هو لكتابة موضوع الجملة التي
هي ضيقة جداً أو محدودة.

على سبيل المثال، إذا جملتك الموضوع هو:
"وبعد ذلك، كتبت **السيرة الذاتية**، و"
أن الفقرة الجسم يمكن مناقشة الكتابة فقط استئناف.
لا يمكنك تبديل الموضوع في منتصف الفقرة وتبدأ مناقشة كيف اتصلت
وكالات التوظيف أو كيف اتصل لإجراء المقابلات.

الأخطاء التي شهدتها السيد شولتيس

تذكر جسمك الفقرات ، كل موضوع الجمل يجب أن تتدفق من أطروحة
بيان، بحيث تتنقي بيان أن أطروحة واسع بما يكفي لتغطية جميع مراحل
الخاص في العملية.
على سبيل المثال، كان لي السيدة التي كتبت عن حفلة عيد ميلاد ابنتها
وكتب أطروحة لها مثل هذا:

"وبعد اختيار الموضوع، هو الخطوة التالية لإعداد الطعام."
ثم، يجب أن يكون مقال كامل **عن إعداد الطعام.**
يمكن ذكر أي موضوع آخر، مثل الألعاب، والموقع، أو الدعوات، وحتى
أنها رسمت نفسها في مأزق.

لذلك، إذا كان يريد أنها لمناقشة تلك القضايا، كان من الممكن أن كتبت:

بعد تحديد موضوع الحفلة ، والأعمال التحضيرية التي تركز على
التخطيط لدعوات، والألعاب، والغذاء. (لاحظ أيضا أن الأفعال النشطة
مثل الاستعدادات التي تركز على التخطيط أفضل من الخطوة القادمة. أن
تكون الأفعال وعادة ما تكون مملة.)

Suggestions to Aid Paragraph Development

- Not only tell what to do but also tell why to do it
- Sometimes it's important to tell the readers what not to do. And why
- Inform readers of necessary cautions or warnings
- Include not only information about the process but also enough text to "prove" your point of view about the process
- Define any terms with which the readers may not be familiar
- Use pictures or diagrams that are helpful

Conclusions

- As in any essay, your conclusion of a process paper summarizes the essay. It brings the reader "up to date" on the process, such as explaining the results of this process. For example:
- you might discuss how much the family enjoys the patio you built
 - how pleased your sister was with the quilt you made her
 - how much everyone enjoyed the party you planned
 - how you got a promotion for handling your procedure so well
- Whatever the current status is on the project you did.
- Even if you just do a recipe, you can tell about how people feel when they see it or taste it, and how satisfied you become when you see others' reactions to your work.
 - There is a sense of completion to the essay
 - It just doesn't stop abruptly causing the reader to wonder how it all turned out.
- One way to see if your conclusion is good is to read your introduction and then jump directly to the conclusion and see if the two flow together well, or do they seem to be part of two different essays.
- They should be similar in tone; if you start your intro humorously, your conclusion should be also.
 - Similarly, if your intro is formal, your conclusion should be formal as well

اقتراحات لمساعدات لتطوير الفقرة

- لا أقول فقط ما يجب القيام به ولكن أقول أيضا لماذا نفعل ذلك.
- في بعض الأحيان من المهم ان نقول للقراء ما لا تفعل. والسبب في ذلك.
- أبلغ قراء يحذر اللازمة أو تحذيرات.
- تتضمن ليس فقط معلومات حول عملية ولكن أيضا ما يكفي من النص ل "إثبات" وجهة نظرك حول هذه العملية.
- تحديد أي شروط مع القراء التي قد لا تكون مألوفة.
- استخدام الصور أو الرسوم البيانية التي هي مفيدة.

الخلاصة

- كما هو الحال في أي مقال، خاتمتك ورقة عملية يلخص المقال.
- ان يجلب القارئ "محدثا" على العملية، مثل شرح نتائج هذه العملية.
- على سبيل المثال:
- قد مناقشة مدى تتمتع الأسرة كنت بنيت في الفناء
مدى سعادة أختك كان مع لحاف جعلك لها
كم واحد يتمتع في الحفلة من خطتك
- كيف حصلت على ترقية للتعامل مع الإجراء الخاص بك على ما يرام
- أيا كان الوضع الراهن غير المشروع فعلتم.
- حتى لو كنت تفعل وصفة، يمكن أن أقول لكم عن كيف يشعر الناس عندما يرون ذلك أو تدوقه، وكيف تصبح رضاك عندما ترى ردود فعل الآخرين لعملك.
- هناك شعور الإنجاز للمقال
- انها فقط لا تتوقف فجأة مما تسبب للقارئ أن يتساءل كيف تحول كل شيء.
- طريقة واحدة لمعرفة ما اذا كان خاتمتك هو جيد هو مقدمة لقراءة الخاص ومن ثم القفز مباشرة إلى الخاتمة ومعرفة ما إذا كان تدفق اثنين معا بشكل جيد، أو أنها لا يبدو أن تكون جزءا من مقاليتين مختلفة.
- ينبغي أن تكون مماثلة في لهجة، وإذا كنت تبدأ مقدمة الخاص بك بخفة دم، يجب أن تكون اختتام أيضا.
- وبالمثل، إذا مقدمة الخاص بك هو رسمي، يجب أن يكون خاتمتك الرسمية وكذلك

المحاضره السادسه

عملية مقال
عناصر المحاضرة
العملية مقال (الممارسة)
السبب وتأثير المقال

مراجعة

هذه هي مهمة تغطيه في هذا الفصل.
١. باستخدام الترتيب الزمني لتنظيم مقال يعني وضع الأفكار في ترتيب أو تسلسل من حدوث في الوقت المناسب.
٢. الترتيب الزمني لاستخدام المقالات السرد (قصص، التاريخ، السيرة الذاتية، قصة الحياه) وعملية المقالات (كيفية القيام بعمل ما أو تقديم شيء).
٣. وفيما يلي ثلاثة مفاتيح النجاح في كتابة مقال الترتيب الزمني:

مجموعة الخطوات أو الأحداث في الفقرات حيث تحدث فواصل الطبيعية.

كتابة بيان الرسالة الذي يشير إلى الترتيب الزمني.

استخدام الترتيب الزمني لإشارة كلمات والعبارات لإظهار سلسلة من الخطوات (في العملية) أو الأحداث (في رواية).

Process Essay

Elements of the Lecture
Process Essay (Practice)
Cause and Effect Essay

Review

.These are the important covered in this chapter

١. Using chronological order to organize an essay means putting the ideas in order or sequence by occurrence in time

٢. Use chronological order for narrative essays (stories, history, biography, and autobiography) and for process essays (how to do or make something)

٣. Following are the three keys to success in writing a

: **chronological order essay**

Group the steps or events into paragraphs where natural breaks occur

Write a thesis statement that indicates chronological order

Use chronological order signal words and phrases to show the sequence of steps (in a process) or events (in a narration)

MODEL
Chronological
Order Essay
(Process)

Understanding Chernobyl

Clouds of radioactive steam shoot into the sky. Fires burn unstopably, sending radioactive smoke and particles into the atmosphere. Men dressed in protective clothing work feverishly to extinguish the fires and contain the contamination. Hundreds of residents hastily grab their possessions and flee their homes. Roadblocks are erected to keep strangers away. This was the scene at the Chernobyl nuclear power plant in the former USSR in April 1986. The plant's nuclear reactor had exploded, spreading radioactive contamination over an area that stretched as far away as Norway and Sweden. This catastrophic accident renewed fears about the safety of nuclear reactors around the world. Are such fears justified? To understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates.

How do nuclear reactors produce electricity? First, a series of nuclear fissions are produced by bombarding the nuclei of uranium-235 with neutrons. When a neutron strikes a nucleus, the nucleus splits, releasing energy. The released energy then heats the water surrounding the rods, whose outer shells are made of zirconium. The hot water is pumped to a heat exchanger, where steam is produced. Finally, the steam passes to a turbine that drives a generator to produce electricity.

How did the accident at Chernobyl happen? It happened because on the day of the accident, the safety system on the reactor had been disabled while operators performed an experimental test. During the test, the reactor cooled excessively and threatened to shut down. If this had happened, the operators would not have been able to restart the reactor for a long period of time. To avoid this situation, they removed most of the control rods, which was against all safety rules. Soon, the reactor began to overheat. When the reactor overheated, the fuel rods melted and spilled their radioactive contents into the superheated water, which then flashed into steam. Next, the increased pressure from the steam blew the top off the reactor, and because there was no confinement shell around the reactor, radioactive material shot into the sky. At the same time, hot steam reacted with the zirconium shells of the fuel rods and with the graphite in the coolant water to produce hydrogen gas, which then ignited. The graphite burned for a long time, spreading even more radioactivity into the atmosphere. In the end, the cost of the Chernobyl accident was enormous. Thirty-one people died, and several hundred were hospitalized. Thousands had to be evacuated and resettled. The soil around Chernobyl will remain contaminated for years. The lesson from Chernobyl is this: A well-designed nuclear power plant using normal fuel is not dangerous as long as proper safety procedures are followed. However, poor design and/or disregard for safety regulations can lead to catastrophe.

Writing Technique Questions

1. What is the thesis statement? How does it indicate that at least part of this essay will use chronological organization?
2. Which two paragraphs explain processes (how something works or how something happens)? What two processes are explained?
3. Which paragraph describes the design of a nuclear power plant?
4. What kind of introduction does this essay have—"funnel" or attention-getting?
5. What kind of conclusion does it have? Does it summarize the main points or paraphrase the thesis, or is it a different kind? Does it give a final comment? In your opinion, is this kind of conclusion appropriate for this essay?

Answer

1. Thesis statement: To understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates. It indicates chronological order by indicating that the essay will explain (1) how the accident happened and (2) how a nuclear power plant is built and how it operates.
2. Body paragraph 2 explain how nuclear reactors produce electricity. Body paragraph 3 explain how the Chernobyl accident happened.
3. Body paragraph 1 explains the design of a nuclear power plant.
4. It has an attention-getting introduction.
5. It is a different kind (neither a summary nor a paraphrase). It gives a final comment that a well-designed nuclear power plant is safe as long as safety procedures are followed.

ينصح مشاهدة المحاضرة من أجل فهم شرح الدكتور أكثر وحل الاسئلة اسفل

Writing Technique Questions

1. What is the thesis statement? How does it indicate that at least part of this essay will use chronological organization?
2. Which two paragraphs explain processes (how something works or how something happens)? What two processes are explained?
3. Which paragraph describes the design of a nuclear power plant?
4. What kind of introduction does this essay have—"funnel" or attention-getting?
5. What kind of conclusion does it have? Does it summarize the main points or paraphrase the thesis, or is it a different kind? Does it give a final comment? In your opinion, is this kind of conclusion appropriate for this essay?

Answer

1. Thesis statement: To understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates. It indicates chronological order by indicating that the essay will explain (1) how the accident happened and (2) how a nuclear power plant is built and how it operates.
2. Body paragraph 2 explain how nuclear reactors produce electricity. Body paragraph 3 explain how the Chernobyl accident happened.
3. Body paragraph 1 explains the design of a nuclear power plant.
4. It has an attention-getting introduction.
5. It is a different kind (neither a summary nor a paraphrase). It gives a final comment that a well-designed nuclear power plant is safe as long as safety procedures are followed.

Step 1 check (✓) the thesis statements that suggest a chronological order. Put a double check (✓✓) next to the thesis statements that suggest the essay will describe a process or procedure.

Step 2 In the sentences you have checked, circle the word or words that indicate chronological order. The first one has been done for you as an example.

- ✓✓ 1. A child learns to handle responsibility in a series of small **steps**.
2. A person's intelligence is the product of both heredity and environment.
3. There are two main reasons I believe women in the army should not be allowed in a war zone along with men.
- ✓✓ 4. The **procedure** for submitting expense reports has recently changed.
- ✓✓ 5. The tensions that led to last year's student riots **had been developing for several years**.
6. North American directness often conflicts with Asian modesty.
7. The two busiest travel days in the United States are the Wednesday before and the Sunday after Thanksgiving.
8. Cultures celebrate the end of winter and the arrival of spring in different ways.
- ✓✓ 9. The preparation of the poisonous puffer fish for eating is a delicate **process** that is not for amateur chefs.
- ✓✓ 10. The **life cycle** of the monarch butterfly is an interesting phenomenon.

الخطوة ١ الاختيار (2) أطروحة البيانات التي تشير إلى ترتيب زمني. وضع الاختيار المزدوجة (2 2) وإلى جانب البيانات التي تشير إلى أطروحة مقال يصف عملية أو الإجراء.

الخطوة ٢ في الجمل التي تحققت، دائرة حول الكلمة أو الكلمات التي تشير إلى ترتيب زمني. وقد تم ذلك أول واحد بالنسبة لك كمثال على ذلك.

1. A الطفل يتعلم للتعامل مع المسؤولية في سلسلة من **الخطوات** الصغيرة.

2. A. الاستخبارات شخص هو نتاج الوراثة والبيئة على حد سواء.

3. There. سببان رئيسيان أعتقد لا ينبغي أن النساء في الجيش أن يسمح في منطقة حرب جنبا إلى جنب مع الرجال.

4. **الإجراء** قد تغير The لتقديم التقارير حساب في الأونة الأخيرة.

5. **The** التوترات التي أدت إلى اضطرابات الطلبة في العام الماضي **تم تطوير** **لعدة سنوات**.

6. North. الأمريكية المباشرة في كثير من الأحيان صراعات مع التواضع الآسيوية.

7. The. يومين ازدحاما السفر في الولايات المتحدة هي والاربعاء قبل يوم الأحد بعد عيد الشكر.

8. Cultures. احتفال نهاية فصل الشتاء وقدم الربيع بطرق مختلفة.

9. **The** إعداد من الأسماك السامة البخاخ لتناول الطعام هي عملية دقيقة ليست للطهاة الهواة.

10. The. **دورة حياة** الفراشة من العاهل ظاهرة مثيرة للاهتمام.

Chronological Order Signal Words and Phrase	
first, first of all, second, third, etc	First , choose a destination for your camping trip.
then, next, after that, soon, later, later on	Then make a list of supplies and equipment.
finally last, last of all, ...subsequently,	Last of all , have a good time.
finally, last, last of all,	Meanwhile , have a supply of clean rags ready
Meanwhile, at the same time, now	Gradually increase your child's allowance.
gradually, eventually	
subordinators	
After - since	After you have chosen a destination, make a list of equipment and supplies that you will need
as - until	
as soon as - when	
before - while	when he or she does something well
others	
the first (second, last, final) step	The last step is to decorate the cake.
on the third day	Continue stirring the soup for five minutes .
after leaving home	In 2004 , scientists announced a major discovery.
later that morning	After leaving home , I began to appreciate my parents.
for five minutes	My parents emigrated to the United States several years ago .
in 2004	The court announced the a few weeks later .
Several years ago	
a few weeks later	
in the next (past, last) 15 years	

الترتيب الزمني وإشارات الكلمات والعبارات	
الأولى، في المقام الأول، الثاني والثالث والخ ثم، التالي، بعد ذلك، في وقت قريب، في وقت لاحق، في وقت لاحق مشاركة وأخيراً، مشاركة جميع، ... وبعد ذلك، وأخيراً، مشاركة، مشاركة للجميع، وفي الوقت نفسه، في نفس الوقت، والآن تدريجياً، في نهاية المطاف	أولاً، اختر وجهة للرحلة التخييم الخاصة بك. ثم جعل قائمة اللوازم والمعدات. الأخير من كل شيء، لديك وقتاً طيباً. وفي الوقت نفسه، لديها إمدادات من الخرق نظيفة جاهزة تدريجياً تزيد بدل طفلك.
بعد - منذ كما - حتى في أقرب وقت - عندما قبل - في حين	بعد كنت قد اخترت الوجهة، تقديم قائمة من المعدات واللوازم التي ستحتاج. الحمد طفلك عندما كان هو أو هي لا شيء أيضاً.
آخرون	
أول (الثاني، الماضي، النهائي) خطوة في اليوم الثالث بعد مغادرة المنزل في وقت لاحق من صباح ذلك اليوم لمدة خمس دقائق في عام ٢٠٠٤ قبل عدة سنوات وبعد أسابيع قليلة في التالي (في الماضي، الماضي) ١٥ سنة	الخطوة الأخيرة هي لتزيين الكعكة. مواصلة التحريك الحساء لمدة خمس دقائق. في عام ٢٠٠٤، أعلن العلماء اكتشاف الكبري. بعد مغادرة المنزل، بدأت لتقدير والدي. هاجر والدي إلى الولايات المتحدة قبل عدة سنوات. أعلنت المحكمة أسابيع قليلة.

Reread the model essay on pages 82-83. Find circle all chronological order signals, including time words, time phrases, and time clauses

Introduction : in April 1986

Body paragraph 2 : first, when a neutron strikes a nucleus, then, finally

Body paragraph 3 : On the day of the accident, while operators performed an experimental test during the test, soon, when the reactor overheated, next, at the same time

Conclusion : in the end

B. Fill in each blank an appropriate chronological order signal from the list provided. Use each signal only once. Change small letters to capital letters and add commas where necessary

as soon as the lesson begins - when you return - When he or she asks you

In conclusion - first - To speak up - next

In the next few minutes - finally - second

then - a third time - Before you sit down

how to annoy a teacher

It is quite easy to annoy a teacher-even the most patient, kind-hearted teacher in the world-if you follow these simple steps

First always come to class just a little late. (2) **Second** make as much noise as possible as you enter the room. (3) **Then**, greet all your friends with a cheerful wave-or even better, with a shouted greeting. (4) **Before you sit down**, slam your heavy backpack down on the floor next to your desk and do a few stretching exercise. (After all, you will be sitting still for the next 40 minutes (for so

Finally make a big, gaping yawn and take your seat. (6) **As** soon as the lesson begins, raise your hand and ask to be excused to go to the restroom. (7) **Second**, be sure to slam the door, and again, make as much noise as possible while taking your seat. In (8) **The next few minutes**, turn the pages of your book noisily, search in your backpack for a pencil, ask your neighbor if you can borrow an eraser, and announce in a loud voice that you cannot find your homework. (9) **Next**, raise your hand and ask to be excused to look for it in your locker

If the teacher should happen to call on you during the class, mumble an answer. (10) **When he or she asks you to speak up**, mumble again-maybe a little louder this time, but still not loudly enough to be heard. If the teacher dares to ask you (11) **a third time**, give a loud and clear answer to the previous question-the one your classmate answered a minute ago-and smile smugly as you do so

In conclusion, if these techniques do not achieve the desired results, you can always fold your arms across your desk, put your head down, and take a nap. Just do not forget to snore

نعيد قراءة مقال على صفحات نموذج ٨٢-٨٣. البحث عن كل دائرة إشارات الترتيب الزمني، بما في ذلك الكلمات الوقت، عبارات الوقت، والشروط الوقت. مقدمة: في أبريل ١٩٨٦

الفقرة الجسم ٢: الأولى، عندما النيوترون نواة الضربات، ثم أخيراً

الفقرة الجسم ٣: في يوم الحادث، بينما يقوم مشغلو اختبار تجريبي،

أثناء الاختبار، في أقرب وقت، عندما المفاعل محمومًا، القادم، في نفس الوقت. الخلاصة: في النهاية

B. تعبئة في كل فارغة إشارة الترتيب الزمني المناسب من القائمة التي تظهر. استخدام كل إشارة مرة واحدة فقط. تغيير الحروف الصغيرة إلى رأس المال والفواصل عند الضرورة إضافة

حالما يبدأ الدرس - عند العودة - عندما قال انه او انها يسألك

في الختام - أولاً - للتحدث - المقبل

في الدقائق القليلة المقبلة - وأخيراً - ثانياً

ثم - للمرة الثالثة - قبل الجلوس

كيفية يؤذون معلم

فمن السهل جداً أن تزج المعلم، وحتى الأكثر المرضى، طيب القلب معلم في العالم، إذا كنت تتبع هذه الخطوات البسيطة.

(١) **الأولى** تأتي دائماً إلى فنة فقط في وقت متأخر قليلاً. (٢) **ثانياً** جعل الضوضاء إلى أقصى حد ممكن وأنت تدخل الغرفة. (٣) **ثم** أحبي جميع أصدقائك مع موجة أو البهجة حتى أفضل، مع صاح تحية. (٤) **قبل أن يجلس**، انتقاد حقبة ظهرك لأسفل الثقيلة في الطابق بجوار مكتبك والقيام ممارسة تمتد القليلة. (بعد كل شيء، وسوف يكون لا يزال جالساً في الدقائق الـ ٤٠ المقبلة أو نحو ذلك!)

(٥) **وأخيراً** جعل كبيرة، التناوب خطينة واتخاذ مقعدك. (٦) **بمجرد أن يبدأ الدرس**، ورفع يدك وتطلب إلى الحصول على إعفاء للذهاب إلى الحمام. (٧) **ثانياً**، تأكد من يغلق الباب، ومرة أخرى، وجعل الضجيج بقدر الإمكان مع الأخذ مقعدك. في (٨) **دقائق القليلة المقبلة**، نقلب صفحات كتابك بصخب، البحث في حقيبة ظهرك لقلم رصاص، اسأل جارك إذا كنت تستطيع أن تقترض محاة، ويعطى بصوت عال أنه لا يمكن العثور المنزلية الخاصة بك. (٩) **وبعد ذلك**، رفع يدك وتطلب إلى الحصول على إعفاء للبحث عنها في خزانة الخاص بك.

إذا كان يجب أن يحدث المعلم لأدعوك خلال الطبقة، كلام غير واضح جواباً. (١٠) **عندما قال انه او انها تطلب منك الكلام**، كلام غير واضح، وربما مرة أخرى بصوت أعلى قليلاً هذه المرة، ولكن لا يزال لا يكفي أن تسمع بصوت عال. إذا كان يجرو المعلم أن أسألك (١١) **مرة الثالثة**، إعطاء إجابة واضحة وبصوت عال إلى الأسئلة السابقة لديك واحدة للإجابة عن زميل منذ يوم ويبتسم بشكل متعجرف كما كنت تفعل ذلك.

(١٢) **وفي الختام**، إذا كانت هذه التقنيات لا تحقق النتائج المرجوة، يمكنك دائماً أضعاف ذراعيك عبر مكتبك، ووضع رأسك إلى أسفل، وأخذ غفوة. فقط لا نسيت أن شخير!

In this magazine article, the author tells us how to keep our computers operating efficiently by performing regular maintenance chores. Even though his purpose is instructional, his tone is informal. By using humor (*Your PC is basically your backup brain*) and slang (*crud, guts, dust bunnies*), he makes the process entertaining to read.

Reading 1

Spring Cleaning, No Mops

The messiest place in your house may be your hard drive.

***You don't do Windows? It's time to fix that.*⁴**

- 1 April is upon us, and it's time to do some serious spring cleaning. I'm not talking about the fridge, the attic and the shoe closet. If you're like me, your PC is basically your backup brain, and if you really want that warm feeling of renewal that comes but once a year, you've got to clean up your computer.
- 2 The most visible messes are the easiest to deal with. A moist paper towel will freshen up your monitor; a cotton swab can scrape the crud off the rollers in your mouse; a good burst from a can of compressed air will get the dust out of your keyboard. If your computer desktop is as messy as your real one, that's easily corrected, too. You just have to be merciless. Dump those obsolete documents.

Delete old e-mails without looking back. Trash any program you haven't used since the last millennium.

- 3 Unfortunately, out of sight is not necessarily out of mind. Operating systems have a way of surreptitiously backing up everything you do, and some programs tend to grow roots. Just because you put something in the recycling bin or ran an uninstall program doesn't mean you got rid of it. On Windows machines there are several different files associated with each program, and to do a thorough cleaning job, you have to root out every one.

- 4 The problem is that deleting the wrong files can give your computer serious fits, so tread lightly. There are several popular utilities that will do the work safely for you. As a rule, you should stay out of the real guts of the machine—the files and settings that run your operating system—unless you really know your stuff.

- 5 You may still have to get rid of the temporary backup files that your computer made when you didn't hit Save often enough. Windows users can try to find and delete all files that end in .tmp. You'll be surprised how many hundreds have piled up; just don't delete any that the system says it still needs. After that, run your built-in mop-up programs—in Windows, look in System Tools for Disk Cleanup; with Macs, it's Disk First Aid in Utilities—and let the computer check itself for errors.

- 6 Now it's time to deal with everything your Internet browser brought home from its travels on the World Wide Web. Use Options or Preferences to get rid of unwanted cookies and clean out your cache files. Give your computer a blood test by going on the Web and downloading the latest in antivirus software. Then run a disk defragmenter to straighten out the tangle of files stored on your hard drive. This can speed up your computer's performance. But as with any major renovation, you should back up important documents beforehand, just to be safe.

- 7 The last step for desktop-computer owners is often the most satisfying. Grab your can of compressed air, unplug and open up your computer's box and behold—without touching anything—the dust bunnies that have been breeding in there ever since you brought it home. Eek!

About the Organization 1)

Which sentence is true about the thesis statement of this magazine article?

- a. The thesis statement announces the topic and indicates that this is going to be a "how to" essay.
- b. The thesis statement announces the topic without indicating what pattern of organization it will use
- c. There is no clear thesis statement. ☒

Which sentence best describes the conclusion?

- a. The conclusion restates the thesis in different words.
- b. There is no formal conclusion; the conclusion is actually a final step. ☒

What pattern of organization does the article use?

- a. Chronological order: process
- b. Logical division of ideas
- c. A combination of chronological process and logical division of ideas ☒

About the Support 4)

Which sentence would best serve as a topic sentence for paragraph 2?

- a. The first step is to clean the exterior of your computer.
- b. The first step is to clean up what you can easily see. ☒

Paragraphs 3, 4, and 5 all discuss the same general topic, but only one paragraph has a topic sentence.

- a. Which paragraph has a topic sentence? _____
Write the topic sentence here:

Paragraph 5 has a topic sentence. You may still have to get rid of the temporary backup files that your computer made when you didn't hit SAVE often enough.

About Coherence

6) Look for chronological order signal words and phrases.

- a. Which paragraphs begin with chronological order signals? _____ and _____

Write the signals here:

➤ Paragraphs 6 and 7 begin with chronological transition signals: "Now" and "The last step."

- b. What other chronological order signals can you find in paragraphs 5 and 6? List them here:

➤ After that and then.

عن المنظمة ١)

الجملة التي يصح عن البيان أطروحة من هذه المادة مجلة؟
أ. أطروحة البيان تعلن عن الموضوع وتشير إلى أن هذا سيكون على "كيفية" مقال.
ب. أطروحة البيان تعلن عن الموضوع دون الإشارة إلى ما نمط التنظيم فإنه يستخدم
ج. لا يوجد أي بيان واضح الأطروحة.

الجملة التي تصف الختامية؟
أ. اختتام تعيد صياغة أطروحة في كلمات مختلفة.
ب. لا يوجد أي استنتاج رسمي، والاستنتاج هو في الواقع الخطوة الأخيرة. ☒

ما نمط التنظيم لا استخدام المادة؟
أ. النظام الزمني: عملية
ب. المنطقي تقسيم الأفكار
ج. مزيج من عملية التقسيم الزمني والمنطقي للأفكار ☒

حول الدعم ٤)

التي من شأنها أن تخدم الجملة أفضل كحكم الموضوع فيما يتعلق بالفقرة ٢؟
أ. الخطوة الأولى هي لتنظيف الجزء الخارجي من جهاز الكمبيوتر الخاص بك.
ب. الخطوة الأولى هي لتنظيف ما يمكن أن نرى بسهولة. ☒

الفقرات ٣ و ٤ و ٥ مناقشة جميع نفس الموضوع العام، ولكن فقرة واحدة فقط لديها الجملة الموضوع.
أ. الفقرة التي لديها الجملة الموضوع؟ _____
كتابة الجملة الموضوع هنا:

الفقرة ٥ الجملة لديه الموضوع. قد لا يزال لديك للتخلص من ملفات النسخ الاحتياطي المؤقتة التي جعلت جهاز الكمبيوتر الخاص بك عندما كنت لا له توفير ما يكفي في كثير من الأحيان.

حول بالاتساق

٦) ابحث عن الكلمات الزمنية إشارة النظام والعبارات.
أ. الفقرات التي تبدأ مع إشارات الترتيب الزمني؟ _____ and _____

إرسال الإشارات هنا:

الفقرتين ٦ و ٧ تبدأ إشارات الانتقال الزمني: "الآن" و "الخطوة الأخيرة".

ب. ما يمكن الإشارات الأخرى حسب الترتيب الزمني تجد في الفقرتين ٥ و ٦؟ قائمة بهم هنا:
بعد ذلك وبعد ذلك.

What is a cause? What is an effect

Cause and effect depend on each other. You can't have one without the other. A plane crashed. That is the effect. What are the possible causes? Was it a mechanical or human error? Was it due to the weather? Was it a terrorist action? Obviously there are many possible causes

How to write a cause and effect essay

Step one

Select a significant topic, for example, a social phenomenon or a social trend

Examples

Social phenomena

Teenage rebellion

Teenage violence

Domestic abuse

Environmental crisis

Pollution

Social trends

Increasing number of teenage pregnancies

Increases in computer science majors

Step two

Decide whether you want to examine the cause or effect or both



Step three

Examine each cause and effect thoroughly, using sufficient evidence to prove your points



ما هو السبب؟ ما هو التأثير؟

السبب والنتيجة تعتمد على بعضها البعض. لا يمكنك الحصول على واحد دون الآخر. تحطمت طائرة. هذا هو المعنى. ما هي الأسباب المحتملة؟ كان خطأ ميكانيكي أو الإنسان؟ كان بسبب الطقس؟ كان ذلك العمل الإرهابي؟ من الواضح أن هناك العديد من الأسباب المحتملة.

كيفية كتابة مقال سبب وتأثير.

خطوة واحدة:

اختيار موضوع كبير، على سبيل المثال، ظاهرة اجتماعية أو الاتجاه الاجتماعي.

أمثلة:

الظواهر الاجتماعية:

في سن المراهقة التمرد

في سن المراهقة العنف

الاعتداء المنزلي

الأزمة البيئية

التلوث

الاتجاهات الاجتماعية:

زيادة عدد حالات الحمل بين المراهقات

الزيادات في التخصصات علوم الحاسب الآلي

الخطوة الثانية

تقرر ما إذا كنت ترغب في فحص السبب أو الأثر أو كليهما.



الخطوة الثالثة

فحص كل السبب والنتيجة تماما، وذلك باستخدام أدلة كافية لإثبات النقاط الخاصة بك.



The patterns of cause and effect essays are the following

Cause-to-Effect Pattern

Introduction, Thesis

Effect 1

Effect 2

Effect 3

Conclusion

Effect-to-Cause Pattern

Introduction, Thesis

Cause 1

Cause 2

Cause 3

Conclusion

Guideline for Writing Cause and Effect Essays

Introduction

Lead-in: Introduce the topic

Transition: Present popular assumption of the cause or the effect concerning the topic

Thesis Statement: Present your speculation about the causes or effects of the topic (at least three cause or effects)

Body

Body Paragraph 1

1. **Topic Sentence:** Present the first cause or the first effect.
2. **Supporting Details:** Explain and provide examples.
3. **Closing Remarks:** Link the examples back to the topic sentence.

Body Paragraph 2

1. **Topic Sentence:** Present the second cause or the second effect.
2. **Supporting Details:** Explain and provide examples.
3. **Closing Remarks:** Link the examples back to the topic sentence.

أنماط من المقالات السبب والنتيجة هي التالية

السبب إلى تأثير نمط

مقدمة، الرسالة

التأثير ١

تأثير ٢

تأثير ٣

اختتام

إلى تأثير نمط السبب

مقدمة، الرسالة

السبب ١

السبب ٢

السبب ٣

اختتام

التوجيهي لكتابة مقالات السبب والنتيجة

مقدمة

يؤدي في: تقديم الموضوع

الانتقال: افتراض الشعبية الحالية للسبب أو تأثير المتعلقة بالموضوع

بيان الرسالة: الحاضر التكهانات حول الأسباب الخاصة بك أو آثار للموضوع (ثلاثة على الأقل سبب أو التأثيرات)

الجسم

الفقرة ١ الجسم

١. موضوع الجملة: عرض السبب الأول أو تأثير الأولى.
٢. دعم التفاصيل: شرح وتقديم أمثلة على ذلك.
٣. ملاحظات ختامية: رابط الأمثلة عودة إلى موضوع الجملة.

الفقرة ٢ جسم

١. موضوع الجملة: عرض السبب الثاني أو التأثير الثاني.
٢. دعم التفاصيل: شرح وتقديم أمثلة على ذلك.
٣. ملاحظات ختامية: رابط الأمثلة عودة إلى موضوع الجملة.

Body Paragraph 3

1. **Topic Sentence:** Present the third cause or the third effect.
2. **Supporting Details:** Explain and provide examples.
3. **Closing Remarks:** Link the examples back to the topic sentence.

□ Conclusion

1. Restate the thesis statement.
2. Offer a solution or share insight.

الفقرة الجسم ٣

١. **موضوع الجملة:** عرض ثالث سبب أو تأثير الثالث.
٢. **دعم التفاصيل:** شرح وتقديم أمثلة على ذلك.
٣. **ملاحظات ختامية:** رابط الأمثلة عودة إلى موضوع الجملة.

الخلاصة

١. إعادة التأكيد على بيان الرسالة.
٢. تقدم حلاً أو البصيرة سهم.

السلام عليكم ورحمة الله وبركاته
هذه الترجمة للمحاضرتين **الخامسة والسادسة** وأنا ترجمتها من
المحتوى الذي موجود وهو اجتهاد شخصي ادعو الله الكل يستفيد منها
ما كتبت **إذا أصبت فهو من الله وحده وإذا أخطأته فهو مني**
ومن الشيطان

...

وادعو الله ان يوفق الجميع اخوكم **ابوعبدالعزيز (رفيق الصمت)**

.

المحاضرة السابعة

سبب وتأثير المقال

عناصر المحاضرة

- ما هو السبب و تأثير مقال ؟
- أنواع السبب والتأثير المنظمات مقال.
- أ. كتلة منظمة
- ب. سلسلة منظمة

ما هو سبب وتأثير مقال؟

* سبب وتأثير المقال يوفر أسباب وتفسيرات للأحداث والظروف، أو السلوكيات.

* وهو ينطوي تتبع الآثار المحتملة أو المعروفة لقضية معينة أو فحص واحدة أو أكثر الآثار ومناقشة سبب معقول أو معروف (s).

مقدمة: السبب و الأثر

- * السبب و الأثر يحلل لماذا يحدث شيء.
- بعض الآثار هي سبب * لأسباب متعددة.
- بعض الأسباب، بدوره، يمكن أن يؤدي إلى آثار متعددة.
- كل حدث له سبب وسبب له كل نتيجة.

تلميح: السبب و الأثر

* في هذه الوحدة، سوف ننظر إلى الوضع (تأثير) ودراسة أسباب (أسباب) لذلك.

* عادة ما تكون هناك أكثر من سبب لهذا الوضع.

* عندما يكون هناك العديد من الأسباب، هناك عادة واحدة وهذا هو الأهم.

تذكر

تذكر النقاط التالية عند الكتابة عن أسباب تأثير:
ننظر في الأسباب المحتملة ومناقشتها.
دعم جميع الأسباب. إعطاء أمثلة جيدة.
تنص قائمة أهم سبب. وهذا سيجعل مقالك أكثر إثارة للاهتمام.

Cause & Effect Essay

Elements of the Lecture

- What's Cause & Effect Essay
- Types of Cause & Effect Essay Organizations
- a. Block Organization
- b. Chain Organization

What is a Cause and Effect Essay

A Cause and Effect Essay provides reasons and * explanations for events, conditions, or behaviors

It involves tracing probable or known effects of a * certain cause or examining one or more effects and (discussing the reasonable or known cause(s)

Intro : Cause and Effect

- * Cause and Effect analyzes why something happens *
- * Some effects are caused by multiple causes *
- * Some causes, in turn, can result in multiple effects
- * Every event has a cause and every cause has a result

Hint: Cause and Effect

In this unit, you will look at the situation (effect) * and examine the reasons (causes) for it

Usually there are more than one reason for the * situation

When there are many reasons, there is usually * one that is most important

Remember

Remember the following points when you write about the :causes of an effect

- Look at the possible causes and discuss them
- Support all the causes. Give good examples
- State your most important cause list. This will make your essay more interesting

Understanding the Assignment

Cause and Effect Essay assignments typically use *
:the following language

"What are the causes of X"

"What led to X"

"Why did X occur"

"Why does X happen"

"What would be the effects of X"

Define recession and discuss the probable effects a recession would have on American society.

Transitions

* Transitions for showing cause: **because** and **as**
Because and **as** introduce a reason clause. •

They both answer the question "why?" Both **because** and **as** can be used at the beginning of the sentence or in the middle.

* Use a comma after the reason if you start the sentence with **because** and **as**.

Two Ways of Organization:

* There are two ways to organize a cause-and-effect essay: **block organization** and **chain organization**.

* Some topics work better when organized in block, while others work better when organized in a chain. If the causes and effects are closely related, it is better to use a **chain** organization.

First Type:

Block organization

You discuss all of the causes in one block (one, two or three paragraphs, depending on the number of causes). Then you discuss all the effects in another block.

فهم الاحالة

تسبب وتأثير المقال الاحالة تستخدم نموذجيا الصيغة التالية:

"ما هي أسباب X"

"ما أدى إلى X"

"لماذا لم تحدث X"

"لماذا يحدث X"

"ما إذا سيكون الآثار X"

مثال

تعريف الركود الاقتصادي ومناقشة الآثار المحتملة الركود الاقتصادي سيكون على المجتمع الأمريكي.

التحويلات

* التحويلات لإظهار السبب: لأن وكما

لأن وإدخال باعتبارها شرط السبب. كلاهما الإجابة على السؤال "لماذا؟" وكلاهما **لأن** وكما يمكن استخدامها by في بداية الجملة أو في وسطها.

* استخدم فاصلة بعد السبب إذا كنت تبدأ الجملة مع **لأن** وكما.

طريقتان لمنظمة:

* هناك طريقتان لتنظيم السبب وتأثير المقال: **كتلة منظمة و سلسلة تنظيم**.

* بعض المواضيع تعمل على نحو أفضل عندما نظمت في كتلة، والبعض الآخر تعمل على نحو أفضل عندما نظمت في سلسلة. إذا أسباب وآثار ترتبط ارتباطا وثيقا، فإنه معرف من الأفضل ان تستخدم **السلسلة منظمة**.

النوع الأول: كتلة منظمة ؟

عليك مناقشة كافة الأسباب في كتلة واحدة (واحد أو اثنين أو ثلاث فقرات، اعتمادا على بني مصفر ن من الأسباب). ثم عليك مناقشة جميع الآثار في كتلة أخرى

Cause-and-Effect Structure Words

Cause structure words:

the first reason is, the next cause, because

Effect structure words:

the first effect, as a result, consequently

Note: use a semicolon before and a comma after *consequently* and *therefore*.

Transition Paragraph

In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks. Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy.

كلمات الهيكل السبب والاثار؟

تسبب هيكل الكلمات:

السبب الأول هو، والسبب القادمة، وذلك لأن

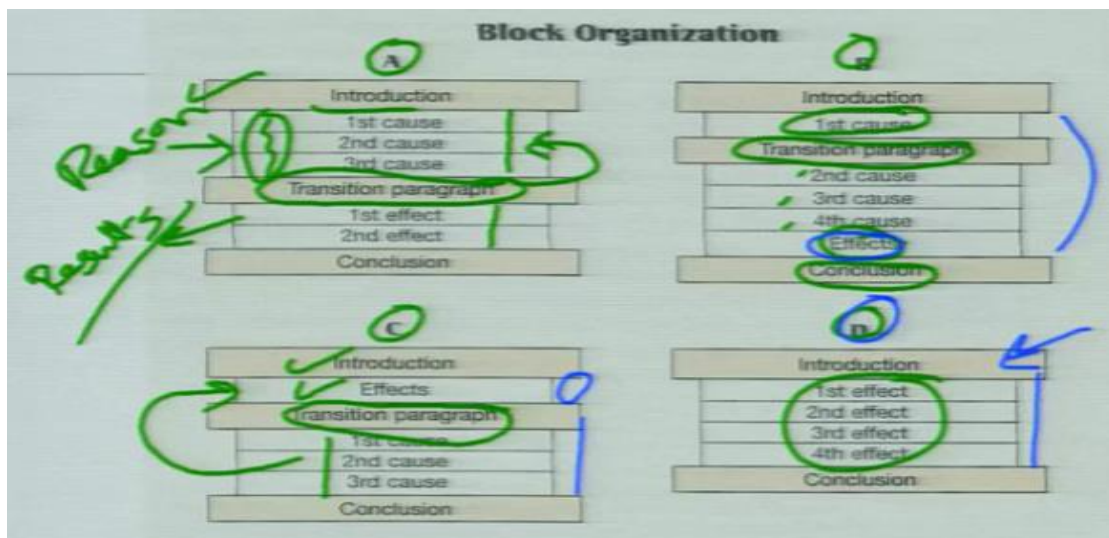
الكلمات تأثير هيكل:

تأثير الأولى، ونتيجة لذلك، وبناء على ذلك

ملاحظة: استخدم فاصلة منقوطة قبل وبعد فاصلة بناء على ذلك ولذلك.

الانتقال الفقرة

في منظمة كتلة، فقرة قصيرة تفصل في كثير من الأحيان من باب واحد رئيسي قسم آخر كبير. وتسمى هذه الفقرة فقرة الانتقال. والغرض منه هو أن تختتم مقطع واحد وإدخال قسم آخر. لم يكن لديك دائما لكتابة فقرة تمر بمرحلة انتقالية، لكنه مفيد عندما الخاص بك هو موضوع طويل ومعقد. على سبيل المثال، قد مقالا عن ظاهرة الاحتباس الحراري تشمل عدة فقرات حول أسباب وعدة فقرات عن الآثار، مع فقرة الانتقال بين الكتلتين. قد المقالات التي تناقش أساسا (أو فقط) الأسباب أو الآثار أساسا (أو فقط) لديها الفقرة الانتقالية بين كتل من أنواع مختلفة من الأسباب أو بين كتل من أنواع مختلفة من الآثار. على سبيل المثال، قد تستخدم فقرة الانتقال لفصل الأمتعة الشخصية من المتوقع زيادة حياتنا من الآثار الكثيرة على الاقتصاد.



وباختصار، يمكن للكتلة على طراز سبب / اثار المقال لها أنماط عديدة ومختلفة. وترد أدناه بعض الاحتمالات.

يفضل مشاهدة المحاضرة من اجل يوضح لكم الشرح الجداول

Shyness

¹ If you suffer from shyness, you are not alone, for shyness is a universal phenomenon.¹ According to recent research, "close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives" (Payne, par. 3).² As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

² Recent research reveals that some individuals are genetically predisposed to³ shyness. In other words, some people are born shy. Researchers say that between 15 and 20 percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles⁴ and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children more often say that they were shy as children than parents and grandparents of non-shy children (Henderson and Zimbardo 6).⁵

³ However, environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults, a fact that points to environmental or experiential causes.

⁴ The first environmental cause of shyness may be a child's home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited⁶ in social interactions. Another factor is the fact that today's children are growing up in smaller and smaller families, with fewer and fewer relatives living nearby. Growing up in single-parent homes or in homes in which both parents work full time, children may not have the socializing experience of frequent visits by neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited, or shy, when they start school (7).

⁵ A second environmental cause of shyness in an individual may be one's culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel, where the rate was 31 percent.

Researchers Henderson and Zimbardo say, "One explanation of the cultural difference between Japanese and Israelis lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person." Therefore, Japanese learn not to take risks in public and rely instead on group-shared decisions. "In Israel, the situation is entirely reversed," according to Henderson and Zimbardo. "Failure is externally attributed to parents, teachers, coaches, friends, anti-Semitism, and other sources, while all performance success is credited to the individual's enterprise." The consequence is that Israelis are free to take risks since there is nothing to lose by trying and everything to gain (10).

⁶ In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (10). The rising numbers of shy young people may be "due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology" (Payne, par. 4). Watching television, playing video games, and surfing the Web have displaced recreational activities that involve social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face-to-face interactions with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with coworkers. Everyone texts, e-mails, and converses anonymously⁷ in online chat rooms. As a result, people have less opportunity to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

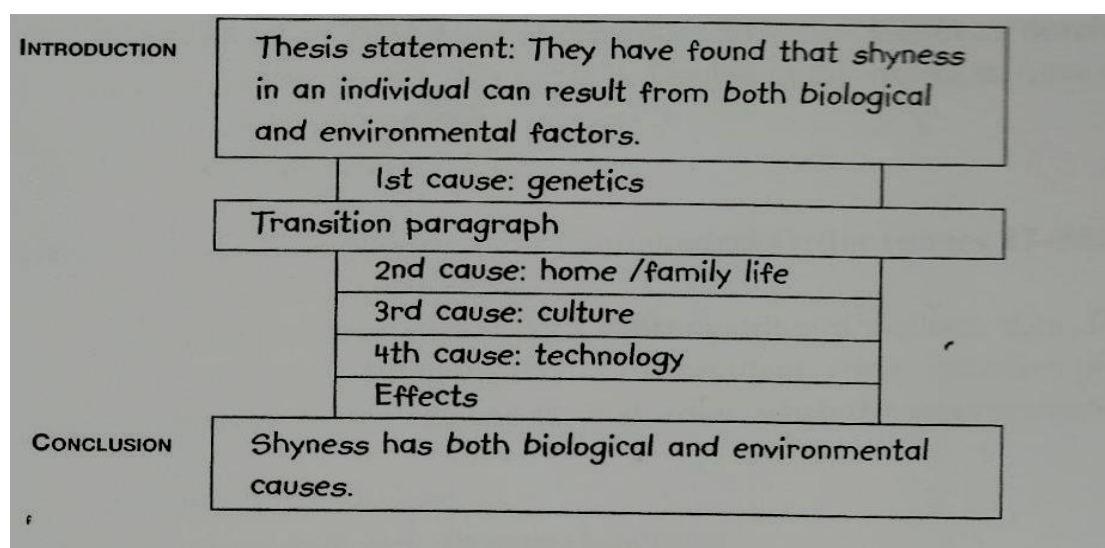
⁷ While being shy has some negative consequences, it has positive aspects, too. For one thing, it has been mentioned that shy people are good listeners ("Shyness").⁸ Furthermore, a university professor writing about his own shyness says, "Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic⁹ behavior" (Benton).¹⁰

⁸ To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

Writing Technique Questions

1. Is the topic of this essay primarily the causes or the effects of shyness?
➤ It discusses mainly the causes of shyness.
2. Which paragraph(s) discuss(es) the causes?
➤ Paragraph 2, 4, 5, and 6
3. Which paragraph(s) discuss(es) the effects?
➤ Paragraph 7
4. What two subtopics are named in the thesis statement?
➤ biological and (2) environmental factors.
5. Which paragraph(s) discuss(es) the first subtopic?
➤ Paragraph 2
6. Which paragraph(s) discuss(es) the second subtopic?
➤ Paragraphs 4, 5, and 6
7. What is the function of paragraph 3?
➤ Paragraph 3 is a transition paragraph. It divides the biological from the environmental causes
8. Which pattern (A, B, C, or D) does the model follow?
➤ Pattern B

الأفضل مشاهدة المحاضرة من أجل فهم طريقة حل الاسئلة



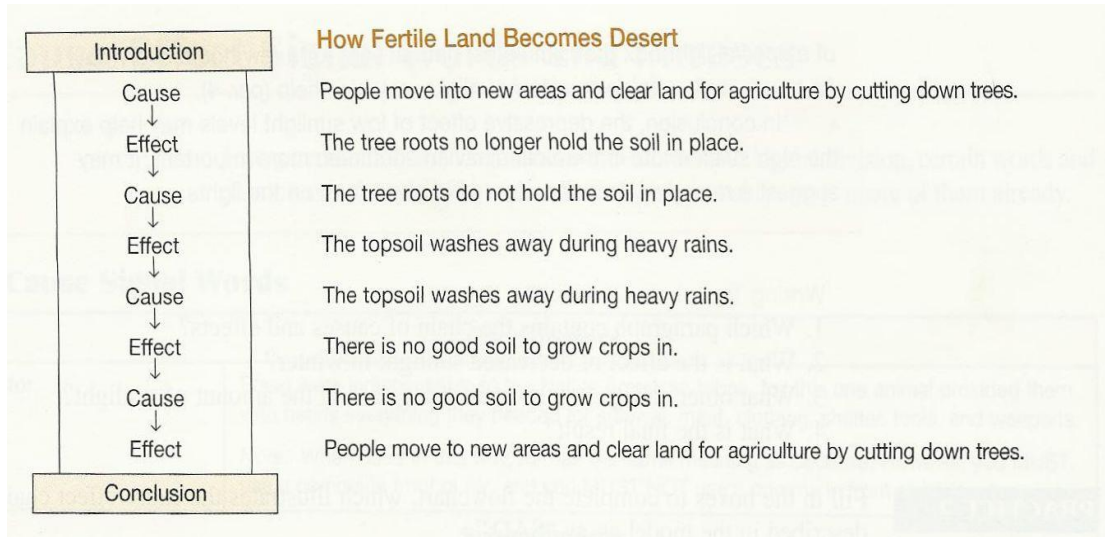
Second Type:

❄ Chain organization

You discuss a first cause and then the effect, a second cause and its effect, a third cause and its effect, and so on.

النوع الثاني: سلسلة منظمة

عليك مناقشة قضية أولاً ثم النتيجة، والسبب الثاني والنتيجة ، وهو ثالث سبب والنتيجة، وهلم جرا.



في هذا الجدول نلاحظ انه يوجد السبب والنتيجة وهذا هو النوع الثاني من المنظمه وهو سلسلة التنظيم

فقط يعطينا السبب والنتيجة متسلسل ليس مثل البوك الاسباب في كئلته والنتيجة في كئلته اخرى

The following short essay describes a simple chain reaction.

SAD

1 Years ago, medical researchers identified a psychological disorder that they appropriately named **Seasonal Affective Disorder**, or SAD. People who suffer from SAD become very depressed during the winter months. Doctors now understand the causes of this condition, which affects millions of people, particularly in areas of the far north where winter nights are long and the hours of daylight are few.

2 SAD results from a decrease in the amount of sunlight sufferers receive. Doctors know that decreased sunlight increases the production of melatonin, a sleep-related hormone that is produced at increased levels in the dark. Therefore, when the days are shorter and darker, the production of this hormone increases. Shorter, darker days also decrease production of serotonin, a chemical that helps transmit nerve impulses. Lack of serotonin is known to be a cause of depression ("Seasonal" HH, par. 1).¹ Depression may result from the resulting imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body's natural clock ("Seasonal" NMHA, par. 2).² Doctors believe that the combination of chemical imbalance and biological clock disturbance results in symptoms such as lethargy,³ oversleeping, weight gain, anxiety, and irritability—all signs of depression.

3 Since absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front

of a special light box that simulates¹ natural light for a few hours every day. An hour's walk outside in winter sunlight may also help (par. 4).

⁴ In conclusion, the depressive effect of low sunlight levels may help explain the high suicide rate in the Scandinavian countries; more important, it may suggest a remedy: When the days grow short, turn on the lights.

Writing Technique Questions

1. Which paragraph contains the chain of causes and effects?
2. What is the effect of decreased sunlight in winter?
3. What other change results from a decrease in the amount of sunlight?
4. What is the final result?

Writing Technique Questions

1. Which paragraph contains the chain of causes and effects?
➤ Paragraph 2 |
2. What is the effect of decreased sunlight in winter?
➤ Chemical imbalance.
3. What other change results from a decrease in the amount of sunlight?
➤ Disturbance in the body's natural clock.
4. What is the final result?
➤ Lethargy, oversleeping, weight gain, anxiety, and irritability – all signs of depression

المحاضره الثامنه

Comparison and Contrast Essay

Introduction to Academic Writing 2: Comparison and Contrast Essays

What are Comparison and Contrast Essays?

Comparing things is something we do every day when we have to make decisions. For example, you might think of similarities or differences when we are buying a new MP3 player or choosing a place to study English. You may need to **evaluate** two sides of an issue you have studied in a class or two proposals for research or projects at your workplace. In these cases, you will need to write an essay or report to discuss your ideas about the topic. This is a comparison and contrast essay.

Comparison/Contrast Essay Organization

Like other types of essays, a comparison and contrast essay must have a clear introduction and conclusion.

The body of the essay can be organized many ways. We will look at two organizational styles.

Point by point organization

Block organization

The Introduction

For both types of organization, the introduction is the same.

Presents the topic or subject that is being compared and contrasted in the topic sentence.

Gives some general information about the topic

Ends with a thesis statement that tells the reader specifically what will be compared and contrasted.

المقارنة والنقيض مقال

مقدمة في الكتابة الأكاديمية ٢: مقارنة والنقيض المقالات

ما هي مقارنة والنقيض المقالات؟

مقارنة الأشياء هو شيء نقوم به كل يوم عندما يكون لدينا لاتخاذ القرارات. على سبيل المثال، قد تعتقد من أوجه التشابه أو الاختلاف عندما نشترى لاعب جديد MP3 أو اختيار مكان لدراسة اللغة الإنجليزية. قد تحتاج إلى **تقييم** الجانبين من مسألة كنت قد درست في فئة أو اقتراحين للبحوث أو مشاريع في مكان عملك. في هذه الحالات، وسوف تحتاج إلى كتابة مقال أو تقرير لمناقشة الأفكار حول الموضوع. هذه مقارنة وعلى النقيض مقال

مقارنة / النقيض منظمة مقال

مثل الأنواع الأخرى من المقالات، المقارنة والتباين للمقال يجب يكون مقدمة واضحة والاستنتاج.

الجسم للمقال يمكن تنظيم نواح كثيرة. سوف نلقي نظرة على اثنين من الأساليب التنظيمية.

النقطة تكون نقطه المنظمة

كتلة منظمة

مقدمة

لكلا النوعين من التنظيم، مقدمه هو نفسه.

يعرض الموضوع أو الموضوع الذي يبدأ المقارنة ويتناقض في الموضوع الجملة.

يعطي بعض المعلومات العامة حول الموضوع

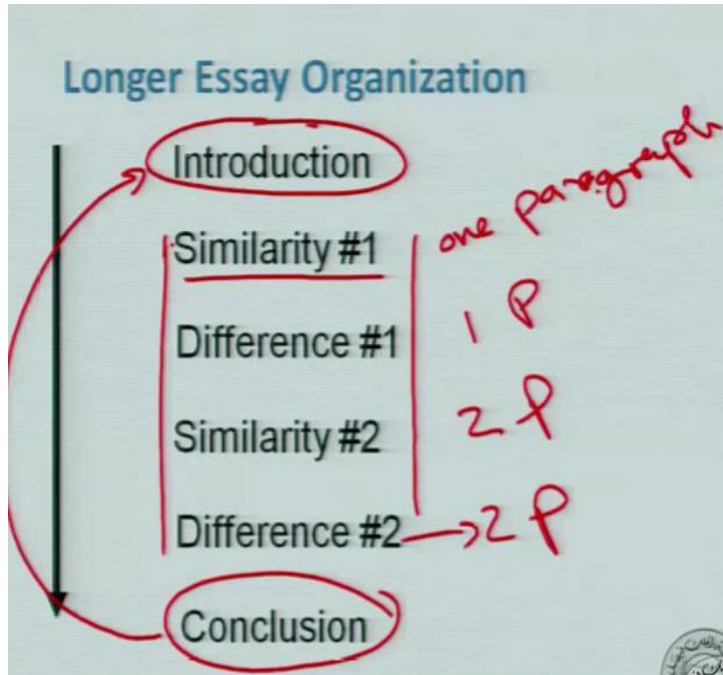
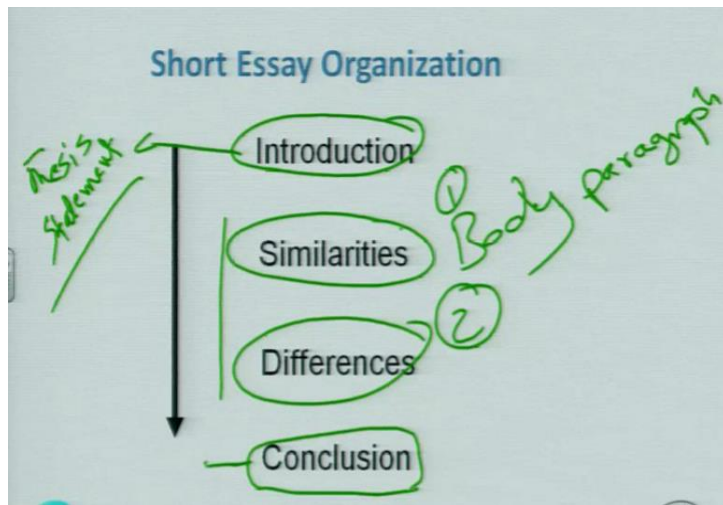
ينتهي أطروحة بيان أن يقول للقارئ خصيصا أن يقارن ما يتناقض.

Point by Point Organization

The body paragraphs alternate between similarities and differences.

In a short essay, one body paragraph will explain the similarities between the two subjects and one paragraph will explain the differences.

In a longer essay, one paragraph will explain similarities between one main idea in the two subjects and one paragraph will deal with differences in the same main idea, and so on.



النقطة بنقطة المنظمه

الجسم الفقرات بالتناوب بين أوجه التشابه والاختلاف.

في مقال قصير، الجسم واحدة لفقرة سوف شرح أوجه التشابه بين الموضوعين وفقرة واحدة سوف يشرح الفروق.

في مقال أطول، فقرة واحدة سوف تشرح أوجه التشابه بين فكرة رئيسية واحدة في الموضوعين وفقرة واحدة ستتعامل مع وجود اختلافات في الفكرة الرئيسية نفسها، وهلم جرا.

هذا المقال القصير
مقدمة
التشابه
الخلافا
اختتام

هذا للمقال الطويل

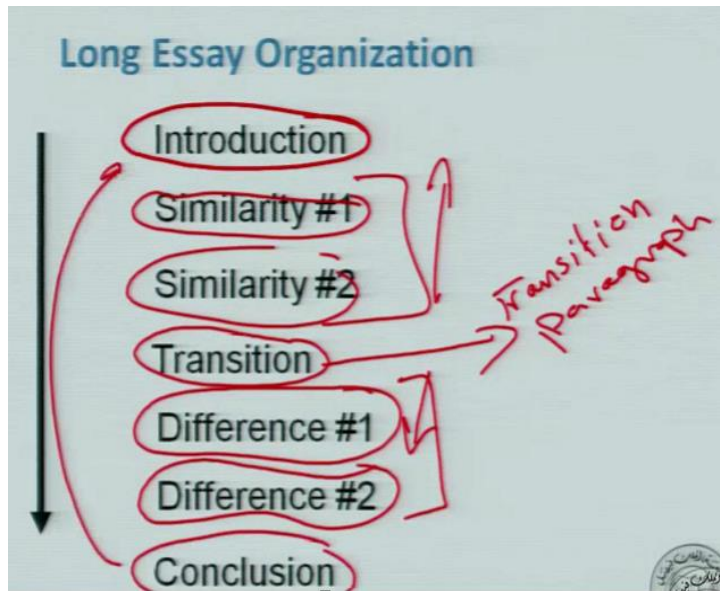
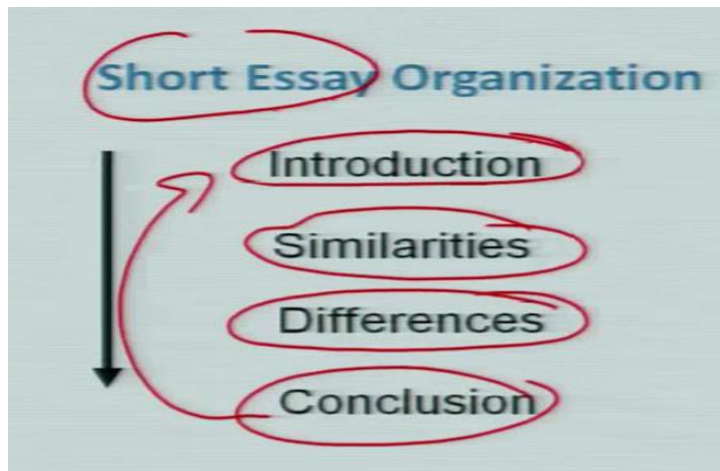
مقدمة
التشابه
الخلافا
التشابه
الخلافا
اختتام

Block Organization

In block organization, the body paragraphs first present the similarities in the two subjects. Then, in separate paragraphs, the differences are presented

For the short essay, the organization is similar to Point by Point Organization

For the longer essay, the body paragraphs first present the similarities as a set then, after a transition, present the differences as a separate set



كتلة منظمة

في كتلة المنظمة ، الفقرات الجسم يقدم أولاً أوجه التشابه في الموضوعين. ثم، في فقرات منفصلة، وتعرض الاختلافات.

للمقال قصير، ومنظمة يشبه النقطة بنقطة المنظمة.

للمقال الطويل، الفقرات الجسم يقدم أولاً أوجه التشابه كمجموعة ثم، بعد فترة انتقالية، عرض الاختلافات على أنها مجموعة منفصلة.

مقدمة
التشابه
الخلافا
اختتام

مقدمة
التشابه
التشابه
الانتقالية
الخلافا
الخلافا
اختتام

For both types of comparison and contrast essay, the conclusion is the same

Restate or summarize the similarities and differences between the two topics

Give your opinion or feeling about the topic make a prediction, or explain the results

وخاتمة

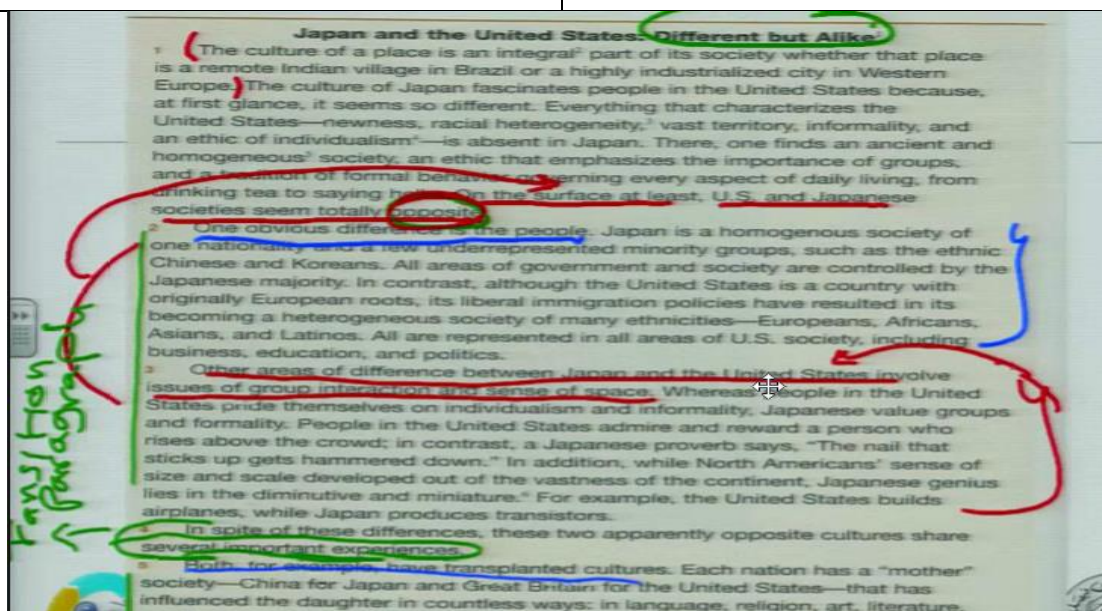
لكلا النوعين من المقارنة ومقال النقيض، فإن الخاتمة هو نفسه.

مجدداً عن الموضوع

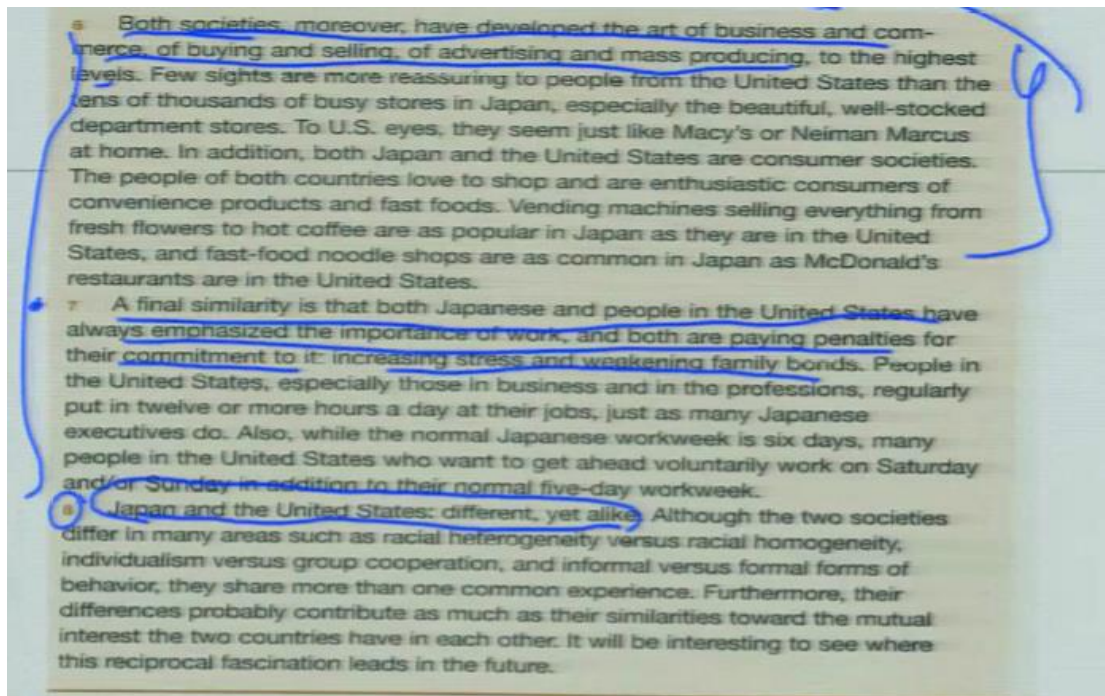
مجدداً أو تلخيص أوجه التشابه والاختلاف بين الموضوعين

تعطى رأيك أو الانفعالات حول الموضوع جعل التنبؤ، أو شرح النتائج

دعونا نلقى نظرة على بعض المقالات عينة



ينبغي مشاهدة المحاضرة من اجل تفهم شرح الدكتور



Writing Technique Questions

1. In which paragraph(s) are the similarities discussed? In which paragraph(s) are the differences discussed?

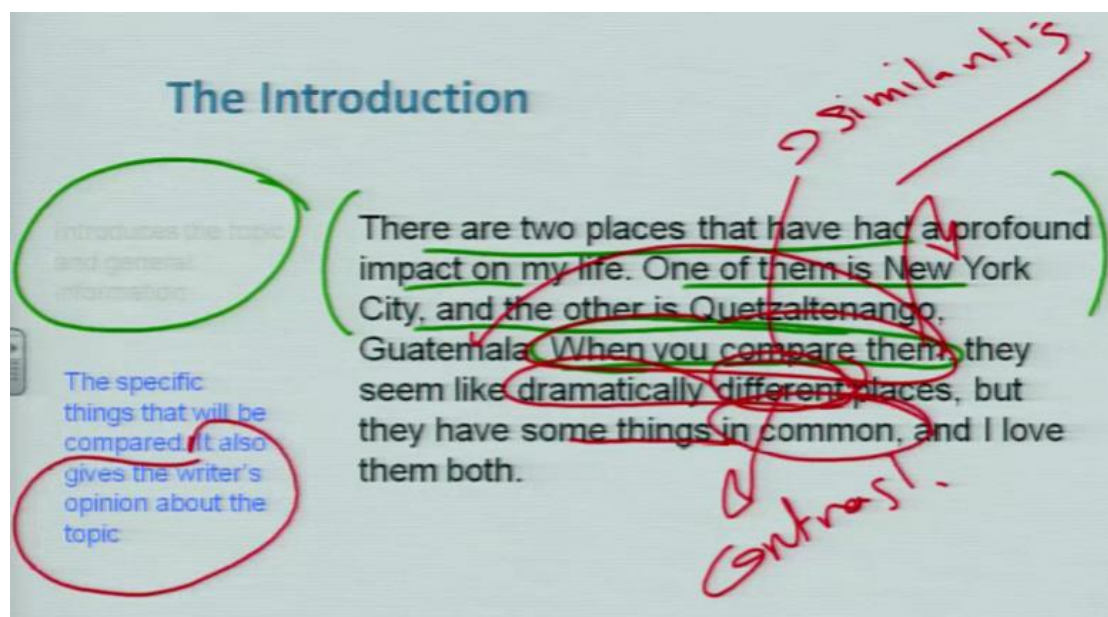
- Similarities are discussed in paragraphs 5, 6, and 7.
- Differences are discussed in paragraph 2 and 3.

2. What is the function of paragraph 4?

- It is a transition paragraph introducing the second half of the essay.

A Short Essay

Point by Point or Block Organization



introduces the similarities with general statements

Examples of similarities between the two cities explain why the writer likes the two cities

There are many reasons why New York seems like my home away from home. Both cities are striking and distinctive. For example, each has its own nickname. Everyone knows New York is "the Big Apple." Quetzaltenango is known as "Xela" (pronounced (shey-la), which is a lot easier to say! Second, both cities have a "Central Park" where people like to go and walk. Although Central Park in Xela is smaller, its tropical flowers and colonial architecture mean it is just as beautiful as New York's. Furthermore, when you walk around Xela, you find many tourists and people from other countries, just like New York. For me, this means conversations in Xela are just as interesting as conversations in New York.

introduces the differences

Specific examples of the differences

Despite their similarities, these cities are different. Life in Xela is more colorful and the pace of life is slower. For this reason, whenever I return to Xela, it is like an escape. When I arrive, the first thing I notice is the color. In New York, many people wear black to be stylish, but in Xela stylish clothing is the rainbow-colored clothing of the indigenous people. And because Xela is smaller, the beautiful green mountains outside the city are always visible. The second thing I notice is the pace of life.

Comparison Signal Words

Transition Words and Phrases	
similarly likewise	Human workers can detect malfunctions in machinery; similarly/likewise , a robot can be programmed to detect equipment malfunctions.
also	Human workers can detect malfunctions in machinery; a robot can also .
too	Human workers can detect malfunctions in machinery; a robot can too .
Subordinators	
<i>as</i> <i>just as</i>	Robots can detect malfunctions in machinery, as/just as human workers can. <i>Note: Use a comma when as and just as show comparison even when the dependent clause follows the independent clause as in the above example.</i>

Comparison Signal Words (continued)

Coordinators	
and	Robots and human workers can detect malfunctions in machinery.
both . . . and	Both robots and human workers can detect malfunctions in machinery.
not only . . . but also	Not only robots but also human workers can detect malfunctions in machinery.
neither . . . nor	Neither robots nor human workers are infallible. ¹
Others	
like (+ noun) just like (+ noun) similar to (+ noun)	Robots, like/just like/similar to human workers, can detect malfunctions in machinery.
(be) like (be) similar (to) (be) the same as	Robots are like/are similar to/are the same as human workers in their ability to detect malfunctions in machinery.
(be) the same	In their ability to detect malfunctions in machinery, robots and human workers are the same .
(be) alike (be) similar	Robots and human workers are alike/are similar in their ability to detect malfunctions in machinery.
to compare (to/with)	Robots can be compared to/be compared with human workers in their ability to detect malfunctions in machinery.

Contrast Signal Words

Contrast signal words fall into two main groups according to their meaning. The words in the first group show a relationship that is called *concession*. The words in the second group show an opposition relationship.

Contrast Signal Words: Concession (Unexpected Result)

Concession signal words indicate that the information in one clause is not the result you expect from the information given in the other clause.

Although I studied all night, ^{UNEXPECTED RESULT} I failed the exam.

My failing the exam is not the result you might expect from the information in the first clause: *I studied all night*.

Look at both Contrast Clauses and Concession Clauses on pages 222–223 for additional examples of contrast subordinators.

Transition Words and Phrases	
however nevertheless nonetheless still	Millions of people go on diets every year; however/nevertheless/nonetheless/still , very few succeed in losing weight.
Subordinators	
although even though though	Although/Even though/Though most dieters initially lose a few pounds, most gain them back again within a few weeks.
Coordinators	
but yet	Doctors say that "fad" diets do not work, but/yet many people still try them.
Others	
despite (+ noun) in spite of (+ noun)	Despite/In spite of 10 years of dieting, I am still fat.

Contrast Signal Words: Direct Opposition

The second group of contrast signal words shows that two things are direct opposites. With direct opposites, the signal word can introduce either piece of information.

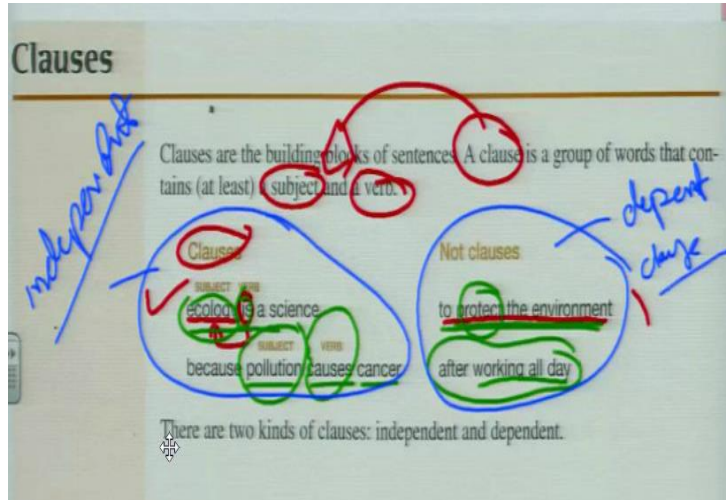
I am short, whereas my brother is tall. OR My brother is tall, whereas I am short.

Transition Words and Phrases	
however in contrast in (by) comparison on the other hand	Rock music is primarily the music of white performers; however/in contrast/in comparison/by comparison/on the other hand , jazz is performed by both white and black musicians.
on the contrary	Jazz is not just one style of music; on the contrary , jazz has many styles such as Chicago jazz, Dixieland, ragtime, swing, bebop, and cool jazz, to name just a few. <i>Note: On the contrary</i> contrasts a truth and an untruth.
Subordinators	
while whereas	New Orleans-style jazz features brass marching-band instruments, while/whereas ragtime is played on a piano. <i>Note: Use a comma with while and whereas even when the dependent clause follows the independent clause.</i>
Coordinators	
but	Jazz music was born in the southern part of the United States, but it now enjoys a worldwide audience.
Others	
differ (from)	Present-day rock music differs from early rock music in several ways.
compared (to/with)	Present-day rock music has a harder sound compared to/compared with early rock.
(be) different (from) (be) dissimilar to	The punk, rap, grunge, and techno styles of today are very different from/dissimilar to/unlike the rock music performed by Elvis Presley 50 years ago, but they have the same roots.
(be) unlike	Unlike rock, a music style started by white musicians, rhythm-and-blues styles were influenced primarily by black musicians.

المحاضرة التاسعة

أنواع شرط المستقلة وغير مستقل
ثم
- أنواع الجمل

Types of Clause Independent & Dependent
and then
Types of Sentences -



أي clause لابد يكون به على الأقل subject and verb

ولاحظنا الجمل التي تحتوي الفعل والفاعل تسمى **Independent**
والجمل التي لا تحتوي لافعل ولافاعل تسمى **Dependent**

Independent Clauses

An independent clause contains a **subject and a verb and expresses a complete thought**. It can stand alone as a sentence by itself. An independent clause is formed with a subject and a verb and often a complement

فقرات مستقلة

شرط مستقل يحتوي على **فعل وفاعل ويعبر عن الفكر كاملة**. يمكن أن تقف وحدها كحكم في حد ذاته. يتم تشكيل شرط مستقل مع فعل والفعل وغالبا ما يكون مكملًا.

Subject + Verb (+ complement)

Dependent Clauses

A **dependent clause** begins with a subordinator such as **when, while, if, that, or who**.

A dependent clause does not express a complete thought, so it is not a sentence by itself.

A dependent clause is also called a sentence fragment. By itself, it is an incomplete sentence, and it is an error. A dependent clause is formed with a subordinator, a subject, and a verb

الغير مستقلة

A **الغير مستقلة** يبدأ subordinator كما هو الحال عندما، في حين، إذا، أن، أو الذي.

A **الغير مستقلة** لا تعبر عن الفكر كاملة، لذلك فإنه ليس من حكم في حد ذاته. ويسمى أيضا الغير مستقل جزء الجملة. في حد ذاته، فمن جملة غير كاملة، وأنه هو خطأ. تتكون جملة تعتمد مع subordinator، الفاعل، والفعل على

Subordinators + subject + verb (+ complement)

Subordinators				
after	before	that	when	which
although	even though	though	whenever	while
as, just as	how	unless	where	who
as if	if	until	wherever	whom
as soon as	since	what	whether	whose
because	so that			

هذه الكلمات التي يبدأ معها الغير مستقل وهي تسمى subordinator

وهذه القاعدة له

Subordinators + subject + verb (+ complement)

Adding Variety to Sentence Structure

To make your writing more interesting, you should try to vary your sentences in terms of length and structure. You can make some of your sentences long and others short. Read the two paragraphs on the next page.

Read the paragraphs below. Choose the paragraph that is more effective.

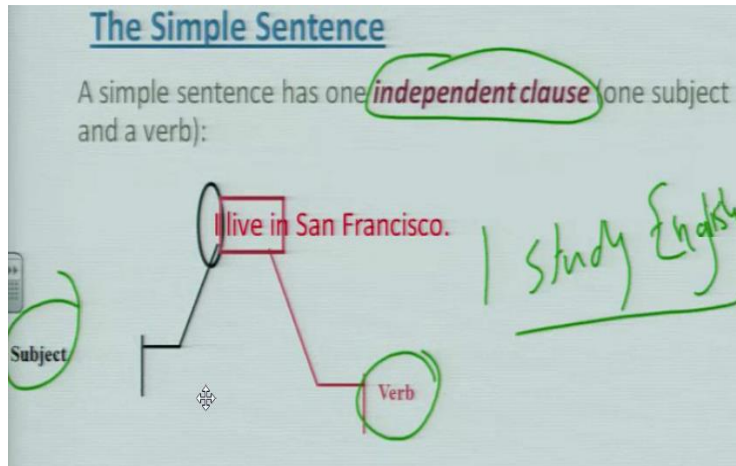
1# I love living in the city. I have a wonderful view of the entire city. I have an apartment. I can see the Golden Gate Bridge. I can see many cargo ships pass under the bridge each day. I like the restaurants in San Francisco. I can find wonderful food from just about every country. I don't like the traffic in the city.

2# I love living in the city of San Francisco. I have a wonderful view of the entire city from my apartment window. In addition, I can see the Golden Gate Bridge under which many cargo ships pass each day. I also like San Francisco because I can find wonderful restaurants with food from just about every country; however, I don't like the traffic in the city.

How do you vary sentence structure?

You will want to use a variety of sentence structures in your writing. There are three types of sentences we will study in this lesson:

- Simple Sentence
- Compound Sentence
- Complex Sentence



مضيفا متنوعا إلى بنية الجملة

لجعل الكتابة أكثر إثارة للاهتمام، يجب أن تحاول أن تختلف جملك من حيث الطول والبنية. يمكنك جعل بعض من الجمل خبرتك الطويلة وغيرها القصير. قراءة الفقرتين في الصفحة التالية

قراءة الفقرات الواردة أدناه. اختيار الفقرة التي هي أكثر فعالية.

١ أنا أحب الذين يعيشون في المدينة. لدي عرض رائع للمدينة بأكملها. لدي شقة. أستطيع أن أرى جسر البوابة الذهبية. أستطيع أن أرى العديد من سفن الشحن المرور تحت الجسر كل يوم. أنا أحب المطاعم في سان فرانسيسكو. يمكن أن أجد الطعام الرائع من البلاد فقط عن كل. أنا لا أحب حركة المرور في المدينة.

نلاحظ هنا فقط جمل بسيطه وقصيره وتستخدم

Subject + Verb (+ complement)

٢ أنا أحب الذين يعيشون في مدينة سان فرانسيسكو. لدي عرض رائع للمدينة بأكملها من نافذة شقتي. وبالإضافة إلى ذلك، أستطيع أن أرى جسر البوابة الذهبية في ظلها تمرير العديد من سفن الشحن كل يوم. أود أيضا سان فرانسيسكو لأنني أستطيع العثور على المطاعم رائعة مع الطعام من كل بلد تقريبا، ولكن أنا لا أحب حركة المرور في المدينة.

ولكن نلاحظ هنا في الجمل القوي التي تحتوي على جمل طويله وقصيره وتختلف في بنيتها

كيف تختلف بناء الجملة؟

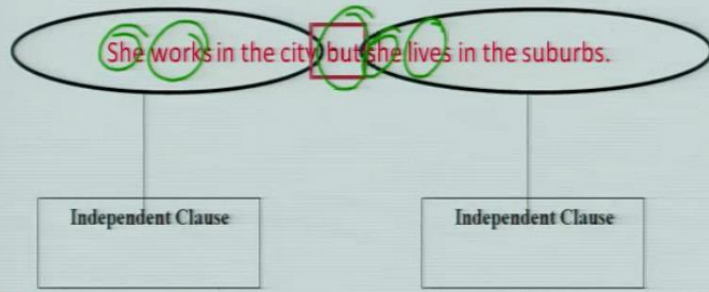
سوف تحتاج إلى استخدام مجموعة متنوعة من الهياكل الجملة في الكتابة. هناك ثلاثة أنواع من الأحكام سندرس في هذا الدرس:

- جملة بسيطة
- الجملة مجمعه
- جملة مركبة

الجملة البسيطة لابد تحتوي على شرط واحد مستقل و فعل وفاعل

Compound Sentence

A **compound sentence** contains two independent clauses that are joined together.



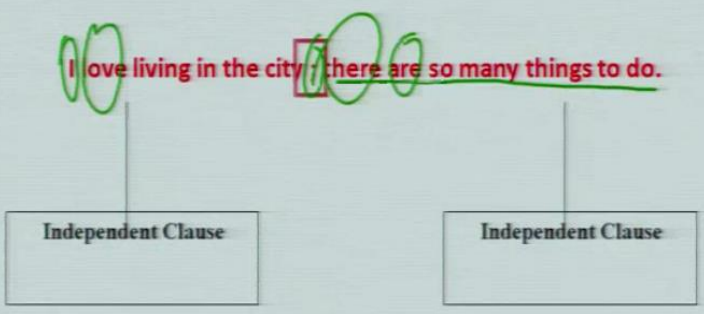
You can make a **compound sentence** by joining two logically related independent clauses by using...

- ♦ a semicolon
- ♦ a coordinating conjunction
- ♦ a transition

Independent Clause + Coordinator + independent Clause

Using a Semicolon

Independent Clause ; Independent Clause



الجملة المجمع هي تحتوي على شرطين مستقلين ويعني هي جملتين كل جملة تحتوي على فعل وفاعل وجمعة مع بعض بكلمة **but**

يمكنك جعل الجملة مجمع من خلال الانضمام بندين مستقلين المرتبطة منطقيا باستخدام ...

١ فاصلة منقوطة ;

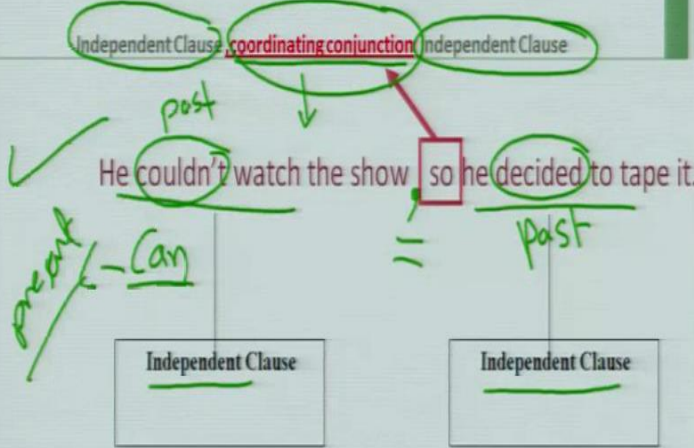
٢ تنسيقي حروف العطف **but .and . or** وغيرها كثر ولكن هذي الاساسيه الانتقال ٣

شرط مستقلة + منسق يكون من الثلاثة الموجوده في الاعلى + شرط مستقلة

هنا استخدمنا الفاصل للجملة المجمع

كما نلاحظ الجملتين تحتوي على فاعل والفعل والربط بينهم الفاصله

Using a Coordinating Conjunction



باستخدام حروف العطف التنسيق

الشرط المستقل والتنسيق حروف العطف والشرط المستقل
نلاحظ بالحرف العطف فاصله قبل so وهي مهمه
التنسيق حروف العطف هي ليس بس تربط بين الجمل هي ايض تساعد
لتحقيق التوازن بين الجمل
يعني اذا كانت الجملة الاولى تتكلم عن الماضي مثل كلمة **couldn't** يجب
على الجملة الاخرى تكون للماضي مثل كلمة **decided**

Coordinating Conjunctions

Logical Relationship	Coordinating Conjunction
Addition	And
Contrast	But, yet
Choice	Or, nor
Cause	For
Result	So

هذه حروف العطف

تستخدم الاولى للاضافه
الثانيه النقيض
الثالثه للاختيار
الرابعه السبب
الخامسه النتيجة

Coordinators (Coordinating Conjunctions)

To add a reason	
for	Japanese people live longer than most other nationalities, for they eat healthful diets.
To add a similar, equal idea	
and	They eat a lot of fish and vegetables, and they eat lightly.
To add a negative equal idea	
nor	They do not eat a lot of red meat, nor do they eat many dairy products. Note: Nor means "and not." It joins two negative independent clauses. Notice that question word order is used after nor.
To add an opposite idea	
but	Diet is one factor in how long people live, but it is not the only factor.
To add an alternative possibility	
or	However, people should limit the amount of animal fat in their diets, or they risk getting heart disease.
To add an unexpected or surprising continuation	
yet	Cigarette smoking is a factor in longevity, yet Japanese and other long-lived Asians have a very high rate of tobacco use.
To add an expected result	
so	Doctors say that stress is another longevity factor, so try to avoid stress if you wish to live a longer life.

For لاضافة السبب

And لاضافة فكره متساويه او متشابهها

Nor لاضافة فكره سلبيه متساويه

But لاضافة فكره معاكسه

Or لاضافة امكانيه بديله

Yet لإضافة غير متوقعة أو مفاجئة استمرار

So لإضافة النتيجة المتوقعة

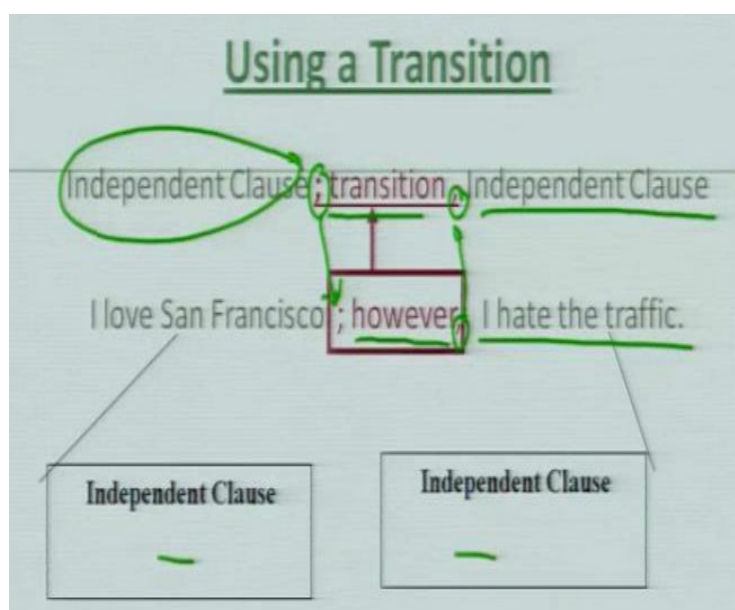
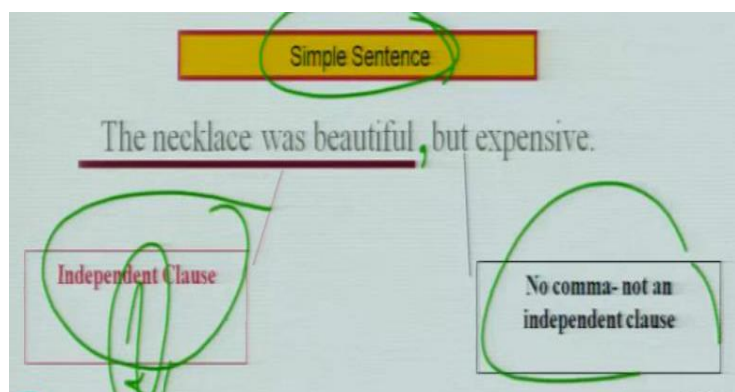
There are 7 coordinators: FANBOYS

Another way to remember these is...

For →	F
And →	A
Nor →	N
But →	B
Or →	O
Yet →	Y
So →	S

! CAUTION

Do NOT use a comma every time you use the words and, or, but, nor, for, so, yet. Use a comma only when the coordinating conjunction joins two independent clauses.



تنسيق حروف العطف من أجل نذكرها تختصر في كلمة وهي **FANBOYS** وهي اختصار للحروف العطف من بداية كل كلمة

تنبيه!

لا تستخدم الفاصلة في كل مرة كنت تستخدم الكلمات و، أو، ولكن، كما، على سبيل، لذلك، حتى الآن. استخدام فاصلة فقط عندما يكون تنسيق حروف العطف تنضم بندين مستقلين فعل وفاعل لكل الجملتين .
أما إذا كانت تستقل بند واحد يعني فعل وفاعل والجمله الأخرى لا يوجد فعل ولا فاعل فلا تستخدم الفاصل

كما واضح لك في الصورة

الانتقاله كما واضح لنا تكون بين فاصله منقوطة وبين فاصله بالآخر والاهم من ذلك يجب ان تكون الجملتين تحتوي على فعل وفاعل

PRACTICE 1

Independent and Dependent Clauses

Remember that an independent clause by itself is a complete sentence, but a dependent clause by itself is an incomplete sentence. Write *Indep.* next to the complete sentences and put a period (.) after them. Write *Dep.* next to the incomplete sentences. The first two have been done for you as examples.

- Indep. 1. Globalization means more travel for businessmen and women.
Dep. 2. As business executives fly around the globe to sell their companies' products and services
Indep. 3. Jet lag affects most long-distance travelers.
4. Which is simply the urge to sleep at inappropriate times
5. During long journeys through several time zones, the body's inner clock is disrupted.
6. For some reason, travel from west to east causes greater jet lag than travel from east to west.

7. Also, changes in work schedules can cause jet lag
8. When hospital nurses change from a day shift to a night shift, for example
9. Although there is no sure way to prevent jet lag
10. There are some ways to minimize it
11. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep
12. A traveler should plan to arrive at his or her destination as late as possible
13. Upon arriving, he or she should immediately go to bed
14. Then the traveler should start to live in the new time zone immediately
15. Even when the traveler arrives early in the morning and cannot go to bed immediately

١ مستقل independent لانه يحتوي على فعل وفاعل

٢ غير مستقل dependent لانه بدايته كانت من Subordinators وتعتبر غير مستقل كما واضح لنا

٣ مستقل independent لانه يحتوي على فعل وفاعل

٤ غير مستقل dependent لانه بدايته كانت من كلمات

Subordinators

٥ مستقل independent

٦ مستقل independent

٧ مستقل independent

٨ غير مستقل dependent لانه بدايته كانت من كلمات

Subordinators وهي when

٩ غير مستقل dependent لانه بدايته كانت من كلمات

Subordinators وهي although

١٠ مستقل independent

١١ غير مستقل dependent لانه بدايته كانت من كلمات

Subordinators وهي because

١٢ مستقل independent

١٣ مستقل independent

١٤ مستقل independent

١٥ غير مستقل dependent لانه بدايته كانت من كلمات

Subordinators وهي when

Homework

Practice 4, pages, 167 , 168

Practice 5, page 170

Practice 4 pages, 167 , 168

Compound sentences with coordinators

A. Form compound sentences by adding another independent clause to the following independent clauses. Be sure to write a complete clause containing a subject and a verb. Circle the coordinator and add punctuation.

1. The college campus is located in the center of the city, **so** it is very easy to get there by public transportation.

2. According to the Big Bang Theory, the universe began expanding about 13.7 billion years ago, **and** it has been expanding every since.
3. Does the universe have an outer edge, **or** is it infinite?
4. Scientists predict that intelligent life exists somewhere in the universe, **but** we have not been able to find any sign of it yet.
5. Mars probes have photographed rocks with water markings on them, **yet** there is no water there now.
6. We may not be able to communicate with other life forms, **for** we will not know their language.
7. Instead of taking the psychology final exam, we can write a ten-page research paper, **or** we can give a presentation.
8. I want to write a research paper, **yet** I do not know what to write about.
9. Three weeks before the end of the term, I had not started my paper, **nor** had I even chosen a topic.
10. I needed help choosing a topic, **so** I went to the professor to ask for suggestions.

B. For each pair of the following sentences form a compound sentence by joining the two independent clauses with a coordinator that best fits the meaning. Use each FAN BOYS coordinator once. Write your new sentences on a separate sheet of paper, and punctuate them correctly.

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.
 - Nuclear accidents can happen, **so** nuclear power plants must have strict safety controls.
2. The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the former Soviet Union confirmed them.
 - The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source, **and** the disaster at Chernobyl in the former Soviet Union confirmed them.
3. Solar heating systems are economical to operate. The cost of installation is very high.
 - Solar heating systems are economical to operate, **but** the cost of installation is very high.

4. Energy needs are not going to decrease. Energy sources are not going to increase. (Use *nor* and question word order in the second clause, deleting the word *not*).

➤ Energy needs are not going to decrease, **nor** are energy sources going to increase.

5. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.

➤ Burning fossil fuels causes serious damage to our planet, **so** we need to develop other sources of energy.

6. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.

➤ Ecologists know that burning fossil fuels causes holes in the ozone layer, **yet** people continue to do it.

7. Developing nations especially will continue this harmful practice. They do not have the money to develop "clean" energy sources.

➤ Developing nations especially will continue this harmful practice, **for** they do not have the money to develop "clean" energy sources.

8. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

➤ All nations of the world must take action, **or** Our children and grandchildren will suffer the consequences.

Practice 5 , page 170

Compound Sentences with Conjunctive adverbs

A. Form compound sentences by adding a second independent clause to each independent clause. Be sure to add a complete clause containing a subject and a verb. Circle the conjunctive adverb and add punctuation.

1. The college campus is located in the center of the city ; **therefore** , it is very easy to get there by public transportation.

2. According to the Big Bang Theory, the universe began expanding about 13.7 billion years ago; **moreover** , it has been expanding every since.

3. Students must pay their tuition and fees before they register for classes; **otherwise** , they will have to pay a late fee.

4. Scientists predict that intelligent life exists somewhere in the universe; **however** , we have not been able to find any sign of it yet.

5. Mars probes have photographed rocks with water markings on them; **nevertheless** , there is no water there now.

6. My roommate scored high on the English placement test ; **as a result** , he is exempt from taking English classes.

7. Tuition and fees increase every year ; **for example** , tuition this year is \$50 more per unit than it was last year.

8. The class thought the teacher would give a test last Friday ; **instead** , she gave a party.

B. Using conjunctive adverbs instead of coordinators. Punctuate your new sentences correctly.

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.

➤ Nuclear accidents can happen; **therefore**, nuclear power plants must have strict safety controls.

2. Solar heating systems are economical to operate. The cost of installation is very high.

➤ Solar heating systems are economical to operate; **however**, the cost of installation is very high.

3. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.

➤ Burning fossil fuels causes serious damage to our planet; **therefore**, we need to develop other sources of energy.

4. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.

➤ Ecologists know that burning fossil fuels causes holes in the ozone layer; **nevertheless**, people continue to do it.

5. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

➤ All nations of the world must take action; **otherwise**, our children and grandchildren will suffer the consequences.

المحاضرة العاشرة

Elements of the Class

- Complex Sentences
- With adverb clause
- With adjective clause
- With noun Clauses

عناصر من الطبقة

- الجمل المعقدة

- شروط ظرف

- مع شرط الصفة

- مع شروط الاسم

Complex Sentences

A **complex sentence** contains at least one independent clause and one dependent clause.

John cannot set up his typewriter

Independent Clause

because the wall has no outlet.

Dependent Clause

Subordinating
Conjunction

Example- Complex Sentence

A **complex sentence** contains at least one independent clause and one dependent clause.

She will go to school in the city

Independent Clause

until she finds a job.

Dependent Clause

Subordinating
Conjunction

الجمل المعقدة

الجملة المعقدة يحتوي على شرط واحد مستقل **independent**

القاعده لها (Subject + Verb (+ complement))

وعلى شرط غير مستقل **dependent**

القاعده لها (Subordinators + subject + verb (+ complement))

وهذه مثل اخرى نفس القاعده للجملة المعقدة

Use a comma after a dependent clause if it begins the sentence

Complex Sentences

Use a comma after a dependent clause if it begins the sentence.

When I first moved to the city,

Subordinating Conjunction

Use a comma if the dependent clause is the first part of the sentence.

I was afraid to drive the steep and narrow streets.

Independent Clause

استخدام فاصلة بعد الغير مستقلة إذا كانت بداية الجملة

الجملة الاولى غير مستقلة لانه بدة مع احد كلمات Subordinating وضعنا في نهاية الجملة فاصلها هذه قاعده ولا بد ننتبه لها

الجملة الثانيه مستقلة لانها تحتوي على فعل وفاعل

A **complex sentence** contains one independent clause and one (or more) dependent clause(s). In a complex sentence, one idea is generally more important than the other. We place the more important idea in the independent clause and the less important idea in the dependent clause.

There are three kinds of dependent clauses: adverb, adjective, and noun. You will study all of these kinds of clauses in greater detail in Chapters 12, 13, and 14.

Complex Sentences with Adverb Clauses

An adverb clause acts like an adverb; that is, it tells where, when, why, and how. An adverb clause begins with a subordinator, such as *when*, *while*, *because*, *although*, *if*, *so*, or *that*. It can come before or after an independent clause.

Although women in the United States could own property, they could not vote until 1920.

A citizen can vote in the United States when he or she is 18 years old.

Complex Sentences with Adjective Clauses

An adjective clause acts like an adjective; that is, it describes a noun or pronoun. An adjective clause begins with a relative pronoun, such as *who*, *whom*, *which*, *whose*, or *that*, or with a relative adverb, such as *where* or *when*. It follows the noun or pronoun it describes.

Men who are not married are called bachelors.

Last year we vacationed in Cozumel, which features excellent scuba diving.

Complex Sentences with Noun Clauses

A noun clause begins with a *wh*-question word, *that*, *whether*, and sometimes *if*. A noun clause acts like a noun; it can be either the subject or an object of the independent clause.

That there is a hole in the ozone layer of Earth's atmosphere is well known.

Scientists know what caused it.

In the first example, *That there is a hole in the ozone layer of Earth's atmosphere* is the subject of the verb *is*. In the second example, *what caused it* is the object of the verb *know*.

الجدول هذه مهم والدكتور قال ممكن يجيب اسئله منه وانت تحدد الغير مستقل هل هو صفة او ظرف او اسم من خلال الكلمات الموجودة في كل عنوان مهم ركزوا عليه

complex sentences with Adjective clauses

adjective clause begins with a relative pronoun, such as *who*, *whom*, *which*, *whose*, or *that* or with a relative adverb

complex sentences with Noun clauses

begins with a *wh*-question word, *that*, *whether*, and sometimes

complex sentences with adverb clauses

An adverb clause begins with a subordinator, such as *when*, *while*, *because*, *although*, *if*, *so*, or *that*.

Conjunctive Adverbs

To add a similar, equal idea

also besides furthermore in addition moreover	Community colleges offer preparation for many occupations; also/besides/furthermore/in addition/moreover , they prepare students to transfer to a four-year college or university.
as well	Community colleges offer preparation for many occupations; they prepare students to transfer to a four-year college or university as well .
too	Community colleges offer preparation for many occupations; they prepare students to transfer to a four-year college or university, too .

To add an unexpected or surprising continuation

however nevertheless nonetheless still	The cost of attending a community college is low; however/nevertheless/nonetheless/still , many students need financial aid.
---	---

To add a complete contrast

on the other hand in contrast	Tuition at a community college is low; on the other hand/in contrast , tuition at private schools is high.
----------------------------------	---

To give an alternative possibility

otherwise	Students must take final exams; otherwise , they will receive a grade of Incomplete.
-----------	---

To add an expected result

accordingly as a result consequently hence therefore thus	Native and nonnative English speakers have different needs; accordingly/as a result/consequently/hence/therefore/thus , most schools provide separate English classes for each group.
--	--

To add an example

for example for instance	Most colleges now have a writing requirement for graduation; for example/for instance , students at my college must pass a writing test before they register for their final semester.
-----------------------------	---

هذه مهم الجدول والدكتور حرص عليه ولا بد ننتبه من الفواصل بين الكلمات التي موجوده
لانه الدكتور يقول ممكن اجيب لكم الكلمه ولكن ما اضع الفواصل فاعرف انه الجمله خاطئه
ونعرف مكان الكلمات كما واضح لنا في الجدول

Relationship	Transition
Addition	Moreover Furthermore In addition besides
Contrast	However On the contrary In contrast On the other hand
Result or Effect	Consequently Accordingly Thus Hence Therefore As a result
Reinforcement/Emphasis	Indeed In fact
Relationship	Transition
Exemplification	For example For instance In particular
Time	Meanwhile (at the same time) Subsequently (after) Thereafter (after)

Step 1 Underline the independent clause of each sentence with a solid line.

Step 2 Underline the dependent clause with a broken line. One sentence has two dependent clauses.

Step 3 Write *Sub.* Above the subordinator. Refer to the list of subordinators on page 163.

إضافة

النقيض

نتيجة تأثير أو

تعزيز / التشديد

التمثيل

الوقت

الخطوة ١ تسطير جملة مستقلة عن كل جملة مع خط متصل.

الخطوة ٢ تسطير جملة تعتمد مع خط كسر. جملة واحدة واثنين من الغير المستقلة

خطوة ٣ اكتب الفرعية. فوق subordinator. الرجوع إلى قائمة subordinators في الصفحة ١٦٣.

1. ^{Sub} Because the cost of education is rising, many students must work part-time.
2. ^{Sub} When students from other countries come to the United States, they often suffer from culture shock.
3. ^{Sub} Because financial aid is difficult to obtain, many students have to work part-time.
4. ^{Sub} Please tell me where the student union is.
5. ^{Sub} Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
6. ^{Sub} While the contractor follows the blueprint, the engineer checks the construction in progress.
7. ^{Sub} Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
8. ^{Sub} Students should declare a major by their junior year unless they have not made up their minds.
9. ^{Sub} Even though students declare a major now, they can change it later.
10. ^{Sub} The government says that inflation is holding steady.
11. ^{Sub} Economists are concerned that the rate of inflation will double if the government does not take immediate steps to control it.

المستقل خط متصل والغير مستقل يكون خط متقطع و subordinator نكتب عليها sub كما واضح لكم

- B. **Step 1** Add a logical independent clause to each of the dependent clauses.
Step 2 Punctuate each sentence correctly.

1. I cannot register for classes until I pay my tuition.
2. Unless I take 12 units each term, I am not a full-time student.
3. My adviser told me that computer engineering is a popular major.
4. Do you know who taught this course last term?
5. Because I had to look for a part-time job, I could not take as many classes as I wanted to.
6. I have to leave home at 6:00 in the morning if I want to get to school on time.
7. My math teacher will tell me whether I should take advanced calculus.
8. This is my new friend John, whom I met at the math club meeting last month.
9. When I left my country, I felt both sad and excited.
10. I will take the classes that my college adviser recommends.

Step 1 Underline the independent clauses with a solid line and the dependent clauses with a broken line.

Step 2 Add commas and/or semicolons as necessary.

- Q1. Information and communication technology is reaching out to help people in the poorest countries improve their lives for example fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
- Information and communication technology is reaching out to help people in the poorest countries improve their lives; for example, fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
- Q2. Furthermore, when the fishermen bring in a boatload of fish they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
- Furthermore, when the fishermen bring in a boatload of fish, they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
- Q3. The cost of the cheapest computer is at least \$200 and since this is more than an individual fisherman can afford several fishing villages together can pool their money and buy one to share.
- The cost of the cheapest computer is at least \$200, and since this is more than an individual fisherman can afford, several fishing villages together can pool their money and buy one to share.
- Q4. The worldwide reach of the Internet is also providing employment opportunities in developing countries and as greater numbers of people learn the technology these opportunities will expand.
- The worldwide reach of the Internet is also providing employment opportunities in developing countries, and as greater numbers of people learn the technology, these opportunities will expand.
- Q5. When you call your U.S. bank you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico and when you need technical support for your home computer you will probably get help from a programmer in New Delhi.
- When you call your U.S. bank, you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico, and when you need technical support for your home computer, you will probably get help from a programmer in New Delhi.

السلام عليكم ورحمة الله وبركاته

ادعو الله الكل يستفيد من ما كتبت اذا اصبحت فهو من الله وحده واذا اخطانة فهو مني ومن الشيطان

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم لي في ظهر الغيب

اخوكم ابو عبد العزيز (رفيق الصمت)

المحاضرة الحادي عشر

ما هو التوازي؟

العطف

ما هو التوازي في النحو؟

أفضل طريقة لفهم فكرة التوازي هو أن ننظر إلى أمثلة

What's Parallelism

Conjunctions

What is parallelism in grammar

The best way to understand the idea of parallelism is to look at examples

What is parallelism in grammar?

The best way to understand the idea of parallelism is to look at examples.

For example:

(Not parallel)

We wanted to cook and to go swimming.

(Parallel)

We wanted to cook and to swim.

نلاحظ انه في المثال الاول

اتت حرف العطف وهي تربط بين الجمل المتشابهة في المصدر ولكن الجملة الاولى تختلف عن الثانية وهذه يعتبر غير متوازي

اما المثال الثاني

فهو متشابه في الصيغة المصدر ويعتبر متوازي

What is parallelism?

Parallelism means using similar structures to express similar ideas.

Parallel structures make sentences clearer and easier to read.

Editing for parallel structure helps you avoid awkward sentences and keeps you from breaking your promise to the reader.

Using parallel structure in your writing will help with

- 1) economy
- 2) clarity
- 3) equality
- 4) delight.

ما هو التوازي؟

التوازي يعني استخدام هياكل مماثلة للتعبير عن أفكار مماثلة.

الهياكل الموازية جعل الجمل أكثر وضوحاً وأسهل في القراءة.

تحرير موازية للهيكل يساعدك على تجنب الجمل محرجاً ويبقى لك من كسر الوعد الخاص بك للقارئ

وباستخدام هيكل موازية في كتاباتك مع مساعدة

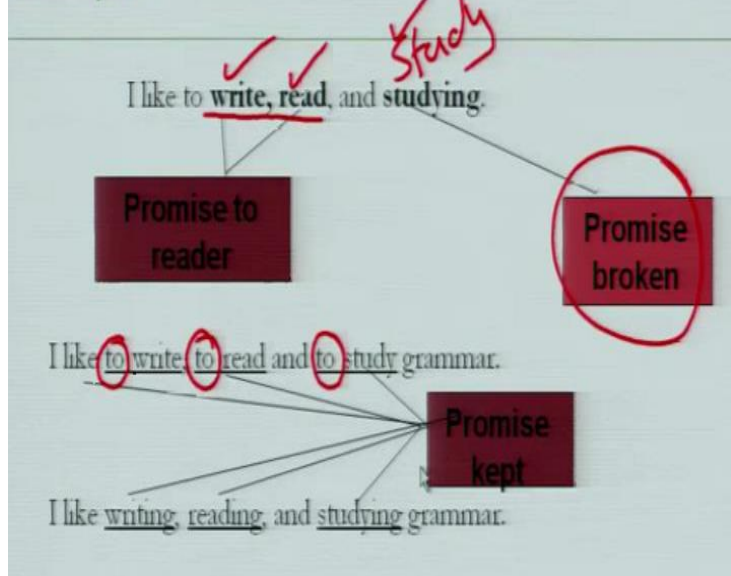
(١) الاقتصاد

(٢) وضوح

(٣) المساواة

(٤) فرحة.

Example:



في المثال الاول في النهاية فاجئ القارئ بال **studying** وهذا اختلاف في الهيكلة الجملة او الموزانه لانه اصبحت صيغة الفعل **gerund**

اما الجملة الثانيه على هيكله واحده او بنيه واحده مع اضافة **to** وتعتبر متوازي

والجملة الثالثه كذلك متوازيه في نهاية كل كلمة **ing** واصبحت متوازيه

Now you try. Which sentence is parallel?

- ☐ This semester I'm studying art, music, and taking a math course.
- ☐ This semester I'm studying art, music, and math.

الان نحاول نبحت عن أي الجمل هي **parallel**

الاوله بدايتها مع الاسماء ولكن اختلقة في الكلمة الاخر اصبحت صيغة الفعل **gerund**

الجملة الثانيه هي الصحيح لانها كلها اسماء التي مؤشر تحتها خط وتبع هي الجملة الموازيه **parallel**

Use parallel structure with elements in lists or in a series.

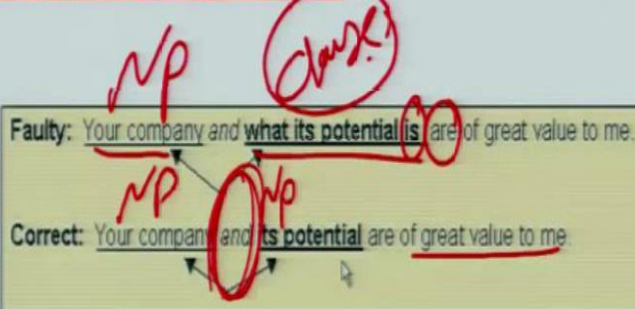


في المثال الاول كانت عبارته اسميه وفي الاخير صيغه فعليته واختلقة

اما المثال الاخر كلها عبارته اسميه واصبحت كلها متوازيه

How Can we make a paralleled structure?

Use parallel structure with elements joined by coordinating conjunctions.



What is a Conjunction?

A conjunction is like glue. It helps things to stick together.



A conjunction joins words, phrases, and sentences, which are called clauses.

المثال الاول يوجد عبارته اسميه ولكن يوجد في الجملة الاخره شرطين فعل واصبحة فعلين في نفس الجملة is و are وهكذا تصبح غير متوازيه وعلى الاقل تكون عبارته اسميه وشرط واحد وليس شرطين هكذا يوجد خلل في الجملة

ونشاهد الجملة الثانيه هي الصحيح لانه الجملة الاول عبارته اسميه والجملة الثانيه عبارته اسميه وتكون هكذا متوازيه

وتنسيق العطف هو and

conjunction العطف لربط الكلمات والعبارات، والجملة، والتي تسمى شروط.

clauses هو object + Subject + Verb + complement

يعني فيه اختلاف بين العطف والشروط وهو conjunction و clauses

لا بد نعرفها

What is a Conjunction?

Conjunctions join two or more words.

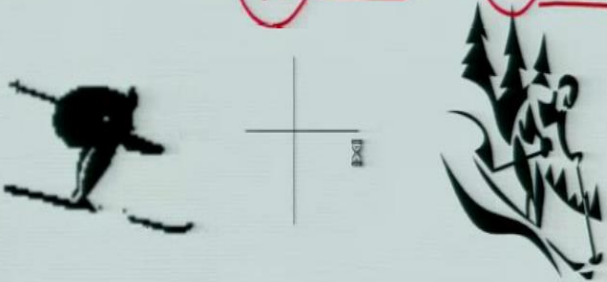
Example: I went to the store to buy eggs, milk, and bread.



What is a Conjunction?

Conjunctions can join two prepositional phrases.

Ex. I went skiing down the hill and past the trees.

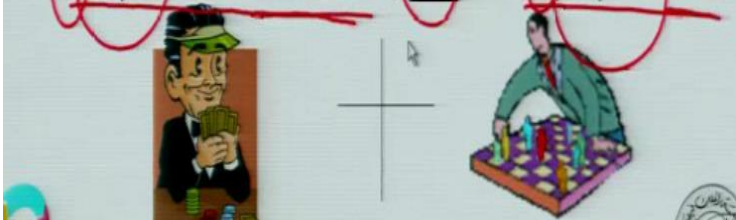


What is a Conjunction?

Conjunctions can connect two clauses or sentences.

When two sentences are joined, a comma MUST be placed before the conjunction.

Ex. I played cards for awhile, but then I played chess.



العطف تربط بين الكلمات كلمتين او اكثر كما هو واضح
ربط بين الكلمات وهي نفس النوع يعني من نوع الاطعمه ولاننسى الفاصله
بين الكلمات وبعدها العطف والكلمه كما واضح في الصورة

العطف يربط بين حروف الجر و عبارات الجر

down the hill **and** **past** the trees

كما واضح لنا بالامثله **down** حرف جر the hill عبارة الجر
و **past** حرف جر the trees عبارة الجر
يعني ما نستطيع ان نربط عبارة الجر مع العبارة الاسمية يكون فيه خطأ في
الجملة

العطف ايضا يربط شرطتين clauses ولكن يجب ان نضع فاصله قبل حرف
العطف لبداية الجملة الاخرى والكل منا يعلم مدى اهمية الفاصله

clauses نعرف هم **object + Subject + Verb + complement**

نلاحظ في المثال انه في الجملتين فعل وفاعل

Types of Conjunctions

One type of conjunction is the coordinating conjunction. They connect words, phrases, and clauses, which are sentences.

They connect things of equal value.

(This means that they would connect a noun with another noun or a prepositional phrase with another prepositional phrase.)

CONJUNCTIONS

Conjunctions are words used as joiners. Different kinds of conjunctions join different kinds of grammatical structures.

"AND"

Coordinating conjunctions affect the meaning of your sentence.

"And" connects things that are alike or joined together.

Ex. I want popcorn and pizza.



"BUT"

Coordinating conjunctions affect the meaning of your sentence.

"But" is used to connect things that are different or separated.

Ex. I want popcorn but not pizza.



نوع واحد من الربط تنسيق العطف .
اتصالهم الكلمات والعبارات، والشروط، والتي هي للجمل .
اتصالهم أشياء ذات قيمة متساوية.
(وهذا يعني أنها يربط اسما آخر مع اسم أو عبارة الجر مع آخر عبارة الجر)

الإرتباطات

الإرتباطات هي الكلمات المستخدمة والمنضمين.
أنواع مختلفة من العطف الانضمام أنواع مختلفة من التراكيب النحوية.

And

تنسيق العطف تؤثر على معنى الجملة الخاصة بك.
"And" يتصل الأشياء التي هي على حد سواء أو انضمت معا.

نشاهد في المثال ربطة الاطعمه نفس النوع و اسماء

"BUT" "ولكن"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك.
واضاف "لكن" وتستخدم للاتصال الأشياء التي هي مختلفة أو فصل

"OR"

Coordinating conjunctions affect the meaning of your sentence.

"Or" is used to offer a choice.

Ex. Do I want popcorn or pizza?

"OR"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك.
"أو" وتستخدم لتقديم خيار.

"NOR"

Coordinating conjunctions affect the meaning of your sentence.

"Nor" is used to offer a negative choice.

Ex. I do not want popcorn nor pizza.

"NOR"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك.
"ولا" يستخدم لتقديم خيار السلبية

"YET"

Coordinating conjunctions affect the meaning of your sentence.

"Yet" is used to show a change. When it is used to combine two sentences, you must put a comma before it.

Ex. I want popcorn, yet I also want pizza.

"YET"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك.
"ومع ذلك" وتستخدم لإظهار التغيير. عندما يتم استخدامها في الجمع بين جملتين، يجب وضع فاصلة قبل ذلك.

"SO"

Coordinating conjunctions affect the meaning of your sentence.

"So" is used to show a relationship between things. When it is used to combine two sentences, you must put a comma before it.

Ex. I want popcorn, so I made some.

"FOR"

Coordinating conjunctions affect the meaning of your sentence.

"For" is also used to show a relationship between things. When it is used to combine two sentences, you must put a comma before it.

Ex. I ordered a pizza for I was hungry.

"SO"

العطف تنسيق يؤثر على معنى الجملة الخاصة بك. "وهكذا" وتستخدم لإظهار العلاقة بين الأشياء. عندما يتم استخدامها في الجمع بين جملتين، يجب وضع فاصلة قبل ذلك.

"FOR"

العطف تنسيق يؤثر على معنى الجملة الخاصة بك. كما يستخدم "ل" لإظهار العلاقة بين الأشياء. عندما يتم استخدامها في الجمع بين جملتين، يجب وضع فاصلة قبل ذلك.

Coordinating conjunctions join equals to one another:

- words to words,
- phrases to phrases,
- clauses to clauses

تنسيق العطف الانضمام يساوي بعضهم لبعض:

- الكلمات إلى كلمات،
- عبارات للعبارات،
- شروط لشروط

Examples:

word to word Most children like cookies and milk.

phrase to phrase The gold is hidden at the beach or by the lakeside.

clause to clause What you say and what you do are two different things.

واضح لنا من الصورة الشروط مع الشروط والجر مع الجر والنوع مع النوع

Examples:

Correct: I like coffee, **but** I don't like tea.

Incorrect: **But** I don't like tea, I like coffee.

:Punctuation with coordinating conjunctions

When a coordinating conjunction joins two words, phrases, or subordinate clauses, no comma should be placed before the conjunction

Examples:

words: cookies **and** milk.

phrases: at the beach **or** by the lakeside.

subordinate clauses: what you say **and** what you do

A coordinating conjunction joining **three or more** words, phrases, or subordinate clauses creates a series and requires commas between the elements.

Examples:

words: peanuts, cookies, **and** milk.

phrases: in the mountains, at the beach, **or** by the lakeside.

subordinate clauses: what you think, what you say, **and** what you do

A coordinating conjunction joining **two independent clauses** creates a compound sentence and requires a comma before the coordinating conjunction

Examples:

Tom ate all the peanuts, **so** Phil ate the cookies.

I don't care for the beach, **but** I enjoy a good vacation in the mountains.

العطف يقع بين البنود او الشروط ليربط بينهم ، وليس في بداية أو نهاية الجمل .

علامات الترقيم مع العطف تنسيق:

عندما تنضم بالتزامن تنسيق **كلمتين** أو جملة أو شبه جملة ثانوية، **يجب عدم وضع فاصلة قبل أي بالتزامن لانها ليس مكتملة الجمل** **و فقط كلمتين**

وتأتي أداة ربط تنسيق الانضمام **ثلاثة أو أكثر** من الكلمات والعبارات، أو شبه جملة ثانوية يخلق سلسلة في هذي الحالة **تطلب الفواصل بين العناصر الكلمات والعبارات كما واضح لنا لانها اكثر من كلمتين** .
مهم ان نعرف امتى نضع الفواصل وامتى لا نضعهم

وتأتي أداة ربط تنسيق الانضمام **بنتين مستقلين** يخلق الجملة المركبة ويتطلب فاصلة قبل حرف العطف تنسيق

الشروط معروفها الفعل والفاعل واكتمال الجملة في هذي الحالة نضع الفاصله قبل حرف العطف لانه لو حذفنا الجملة التي بعد حرف العطف سوف تكفي الجملة الاولى لانها مكتملة لاتعتمد على الجملة الثانيه من اجل الكمال

Coordinating conjunctions

Coordinating conjunctions connect grammatically equal elements. Coordinating conjunctions are sometimes called the “Fan Boys” conjunctions—For, And, Nor, But, Or, Yet, So.

Conjunction	Function	Example
for	Connects a reason to a result	I am a little hungry, for I didn't eat breakfast this morning.
and	Connects equal similar ideas	John likes to fish and hunt.
nor	Connects two negative sentences	She does not eat meat, nor does she drink milk.
but	Connects equal different ideas	I like to eat fish but not to catch them.
or	Connects two equal choices	Do you prefer coffee or tea?
yet	Connects equal contrasting ideas	It is sunny yet cold.
so	Connects a result to a reason	I did not eat breakfast this morning, so I am a little hungry.

Paired (correlative) conjunctions

Correlative conjunctions are always in pairs. Like coordinating conjunctions, they connect grammatically equal elements. (Please also read the section Parallelism on pages 179–181.)

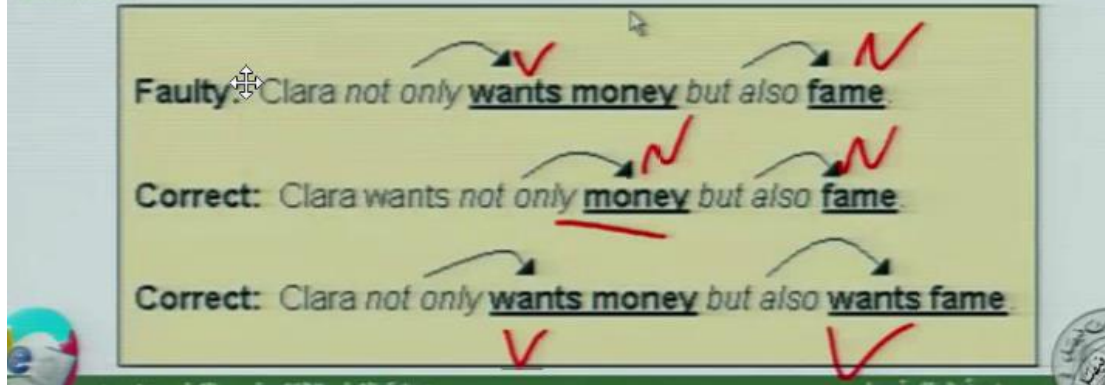
أقران (المتلازم) العطف

العطف المترابطة دائما في أزواج. مثل تنسيق العطف، اتصالهم عناصر متساوية نحويا. مهم الجدول حفظه

❖ PAIRED CONJUNCTION

Conjunction pairs	example
both ... and	Both San Francisco and Sydney have beautiful harbors.
not only ... but also	Japanese food is not only delicious to eat but also beautiful to look at.
either ... or	Bring either a raincoat or an umbrella when you visit Seattle.
neither ... nor	My grandfather could neither read nor write, but he was a very wise person.
whether ... or	The newlyweds could not decide whether to live with her parents or to rent an apartment

These pairs of conjunctions require equal (parallel) structures after each one.



هذه الأزواج من العطف تتطلب المساواة (الموازية) هياكل بعد كل واحد ولكن المثال الاول لا توجد موازنه لانه فعل واسم اما الامثله الاخرى اسم واسم وا فعل وفعل كما واضح لكم في الصورة

The curtains were pulled shut. The school was empty.

➤ The curtains were pulled shut, **and** the school was empty.

2. Alvin has always lived in the city. His parents bought a home in the suburbs.

➤ Alvin has always lived in the city, **yet** his parents bought a home in the suburbs.

3. Biggie Molar has a toothache. He will see the dentist, Dr. I. Yankum.

➤ Biggie Molar has a toothache, **so** he will see the dentist, Dr. I. Yankum.

4. Carmelo received a new Mini Cooper. He passed all his subjects with A's.

➤ Carmelo received a new Mini Cooper, **for** he passed all his subjects with A's.

5. Rod Ketchum worked in the city sewer system. He attended night school.

➤ Rod Ketchum worked in the city sewer system, **but** he attended night school.

6. I may take a trip to Mt. Rushmore. I may stay home.

➤ I may take a trip to Mt. Rushmore, **or** I may stay home

More Exercises

1. The boys were given five detentions each. They had cut Mr. Atom's science class.

➤ The boys were given five detentions, **for** they had cut Mr. Atom's science class.

2. I had a chance to buy a ten speed racer. I decided on buying an ATV instead.

➤ I had a chance to buy a ten speed racer, **but** I decided on buying an ATV instead.

3. Bike riding enables me to see the sights of the city. It allows me to lose weight.

➤ Bike riding enables me to see the sights of the city, **and** it allows me to lose weight.

4. The canoe was old and leaky. We won the race.

➤ The canoe was old and leaky, **yet** we won the race.

5. The girls had never played on the team before. They won the first game of the season.

➤ The girls had never played on the same team before, **but** they won the first game of the season.

6. He was bigger and stronger than I. I let him kick sand in my face.

➤ He was bigger and stronger than I, **so** I let him kick sand in my face.

7. Girls are weaker than boys. Boys are putty in their hands.

➤ Girls are weaker than boys, **yet** boys are putty in their hands.

السلام عليكم ورحمة الله وبركاته

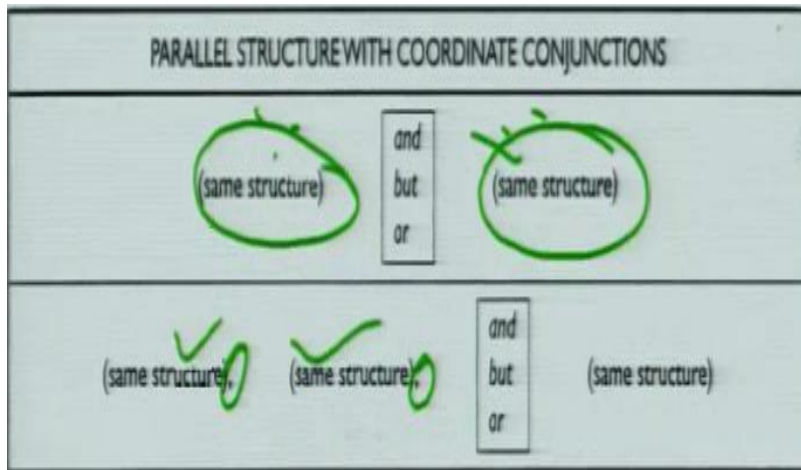
ادعو الله الكل يستفيد من ما كتبت إذا أصبت فهو من الله وحدة وإذا أخطأ فهو مني ومن الشيطان

وادعو الله ان يوفق الجميع اخوكم ابو عبد العزيز (رفيق الصمت)

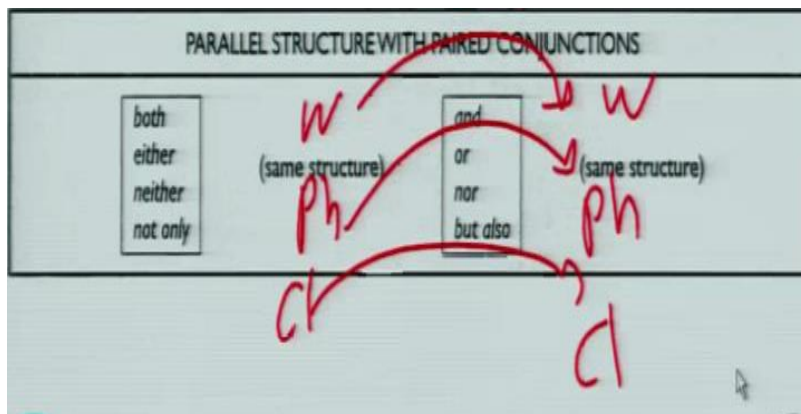
المحاضرة الثاني عشر

Conjunctions (review)
Comparison (Parallelism)
Subordinating Conjunctions for Adverb, Adjective, Noun
Clauses
Transition words

The following chart outline the use of parallel structures with **coordinate conjunctions**:



The following chart outline the use of parallel structures with **paired conjunctions**



العطف (مراجعة)

المقارنة (التوازي)

العطف إخضاع عن الظرف، النعت، وشروط أسم
الكلمات الانتقالية

الرسم البياني التالي الخطوط العريضة لاستخدام هياكل موازية مع
العطف إحداثي:

المثال الاول تلاحظ الربط الموازي بين الجملتين نفس الهيكله يعني
يكون كلمه كلمه وعباراه وعباراه وهكذا ونربط بينهم باحد كلمات
العطف

وايضا نلاحظ في المثال الثاني اذا كان اكثر من جملتين متوازيين في
الهيكله نربطهم باحد كلمات العطف ولا ننسى ان نضع الفاصله قبل
كلمه العطف

الرسم البياني التالي الخطوط العريضة لاستخدام هياكل موازية مع
العطف المقترنة

وهنا نربط الكلمات او العبارات باحد الكلمات العطف المقترنه
ولكن لابد ان تكون متشابهه في هيكله الموازنه كلمه = كلمه
وعباراه = عباراه كما واضح لكم في الصوره

والكلمات الاقتران موجوده في المحاضره الحادي عشر ويجب حفظهم

Use parallel structure with comparisons

USE PARALLEL STRUCTURE WITH COMPARISONS

My school is farther *than* your school.
 To be rich is better *than* to be poor.
 What is written is *more* easily understood *than* what is spoken.

The following chart outlines the use of parallel structures with comparisons:

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	more ... than -er ... than less ... than as ... as the same ... as similar ... to	(same structure)

more ... than
 -er ... than
 less ... than
 as ... as
 the same ... as
 similar ... to

Adverb Clause

An **adverbial clause** is a **dependent clause** that functions as an **adverb**. In other words, it contains a **subject** (explicit or implied) and a **predicate**, and it modifies a **verb**.

These clauses are used to say when something happens by referring to a period of time or to another event.

* A subordinating word is the first word in a dependent clause. Common subordinating words include the following.

استخدام هيكل موازي مع مقارنات

نلاحظ في كلمة **far** معناها بعيد بعد الإضافة لها المقارنة **er than** اعطينا معنا آخر وهو **أبعد من** هنا المقارنه للمدرستين

والجمله الثانيه اعطينا **better than** مقارنه تكون غنية أفضل من أن تكون فقيرة.

والجمله الثالثه **more easily understood than** اعطينا المقارنه ما هو مكتوب من فهم بسهولة أكثر من ما يتحدث بها.

نلاحظ الكلمات المقارن التي على نفس هيكله الموازنه للجمل وهذه بعض كلمات المقارنه

شرط ظرف

شرط الظرفية هو شرط التابعة التي تكون بمثابة ظرف. وبعبارة أخرى، فإنه يحتوي على الموضوع (صريح أو ضمني)، والمسند، وأنه يعدل فعل.

وتستخدم هذه الشروط أن أقول عندما يكون هناك شيء يحدث من خلال الإشارة إلى فترة من الزمن أو لحدث آخر.

كلمة تابع هي الكلمة الأولى في جملة التابعة. تتضمن كلمات إخضاع الشائعة ما يلي.

Subordinating Conjunctions for Adverb Clauses

Time (when?)	
after	After we ate lunch, we decided to go shopping.
as, just as	Just as we left the house, it started to rain.
as long as	We waited as long as we could.
as soon as	As soon as the front door closed, I looked for my house key.
before	I thought I had put it in my coat pocket before we left.
since	I have not locked myself out of the house since I was 10 years old.
until	Until I was almost 12, my mother pinned the key to my coat.
when	When I turned 12, my mother let me keep the key in my pocket.
whenever	I usually out the key in the same place whenever I come home.
while	While I searched for the key, it rained harder and harder.

هذه الكلمات التي ملونه بلون الاصفر نسل عن التاييم **Time (when?)** وكل الكلمات الملونه ما ياتي بعدها نسميه Adverb Clauses نسل فيه عن **when** ولماذا سميها Adverb Clauses لانه ياتي بعدها **Subordinating + subject + verb + object** يعني تابع + فاعل + فعل + مفعول به

وطريقة السؤال كما يالي على سبيل المثال

الجملة الاولى كانت **After we ate lunch, we decided to go shopping.** وعندما اردنا ان نسل كانت طريقة السؤال وهي اخذنا القطعه الثانيه من الجملة الاولى وهي كانت على سبيل المثال **when we decided to go shopping** وكانت الاجابه من بداية الجملة وهي **After we ate lunch** يعني السؤال يكون من الجمل الموجوده نفسها مثل الجملة الاولى وبعضها العكس يكون السؤال من الجملة الاولى والاجابه التي بعد الفاصله وتكون الاجابه بعد احد الكلمات لل **Subordinating** وهكذا ،، كما واضح في اغلب الجمل وللفهم اكثر اذا لم يوضح لك الشرح شاهد المحاضره

Subordinating Conjunctions for Adverb Clauses (continued)

Place (where?)	
where	where I like to shop where prices are low.
wherever	where I try to shop wherever there is a sale.
anywhere	where You can find bargains anywhere you shop.
everywhere	where I use my credit card everywhere I shop.

وهنا وتستخدم هذه الشروط للحديث عن موقع أو موقف من شيء. وهي كما واضح لكم نضع كلمة **where** في بداية الجملة وأنا وضعتها بلون الاحمر وتكون الاجابه بعدها باحد الكلمات **Subordinating** التي مختصه عن الامكنه

Manner (How ?)	
as, just as	I love to get flowers(.) as most women do.
as if How do	You look as if you didn't sleep at all last night.
as though How does	She acts as though she doesn't know us.

وتستخدم **How** للحديث عن سلوك شخص ما او الطريقة التي تتم القيام بشيء وكما واضح لنا تم الاجابه بعد الكلمات الملونه بالاصفر .. و **How** تم وضعها في بداية الجملة

Distance (How far ? How near? How close?)	
How far	We will hike as far as we can before it turns dark.
As + adverb + as How close	The child sat as close as she could to her mother.
How close	The child sat as close to her mother as she could.

هنا طريقة السؤال عن المسافة (إلى أي مدى؟ كيف القريب؟ كيف قرب؟)

Frequency (How often ?)	
as often as	I call my parents as often as I can.

Reason (why ?)	
as why	I can't take evening classes(,) as I work at night.
because why	I can't take evening classes because I work at night.
since why	I can't take evening classes since I work at night.

وتستخدم هذه الشروط للإشارة سبب شيء. ولا ننسى اذا اتت **as** نضع قبلها الفاصله ،

It is raining.

We have an umbrella.

} Both are independent clauses, simple sentences.

Add *because* to *it is raining*.

because it is raining

} This is no longer an independent clauses, simple sentences.

Put the two clauses together.

Because it is raining, we have an umbrella.

OR

We have an umbrella **because** it is raining.

العطف التابع أيضا الانضمام بندين معا، ولكن في القيام بذلك، لأنها تجعل جملة واحدة تعتمد (أو "المرووس") على الآخر

الآن نشاهد الجمل الاوله وهي It is raining و We have an umbrella كلها جمل مستقلة يعني

independent clauses

ولكن بعد اضافة **because** للجمله الاولى اصبحه غير مكتمله في هذي الحاله ننتظر التكملة وتعتبر الجمل انها

This is no longer an independent clauses

ونلاحظ الان بعد اضافة والتكملة. **Because** it is raining, we have an umbrella. اصبحه الكلمه مكتمله

ولانسي اذا كانت احد البنود في المقدمه يكون في نهاية الجمله الفاصله وتبدي الجمله الاخرى

واذا كان العكس يعني احد البنود كان في الجمله الثانيه لانضع الفاصله كما واضح لنا في المثال الاخير

dependent clause

Because it is raining, we have an umbrella.

comma

dependent clause

We have an umbrella **because** it is raining.

No comma

. قد تظهر بالتزامن بتبعية في بداية الجملة أو بين عبارتين في الجملة

:علامات الترقيم

عندما يتم وضع شرط تعتمد الأولى في الجملة، استخدم **فاصلة** بين بنود اثنين.

عندما يتم وضع بند مستقل الأولى والثانية **شرط تعتمد**، لا فصل بين بنود اثنين مع فاصلة.

كما واضح في الامثله

Purposes conjunctions are used to indicate the reason for something.

Purpose (For what purpose?)	
so that	Many people emigrate so that their children can have a better life.
in order that	Many people emigrate in order that their children can have a better life.

نستخدم احد الكلمتين من اجل الغرض ما

These clauses are used to indicate the result of something.

Result (With what result ?)	
so + adjective + that	I was so tired last night that I fell asleep at dinner.
so + adverb + that	She talks so softly that the other students cannot hear her.
such a(n) + noun + that	It was such an easy test that most of the students got A's.
so much/many/little/few + noun + that	He is taking so many classes that he has no time to sleep.

هنا نستخدم الكلمات من اجل النتيجة

Condition (Under what condition?)	
if	We will not go hiking if it rains.
unless	We will not go hiking unless the weather is perfect.

وهذه نستخدمها **if** من اجل اداة الشرط و ملاحظه مهمه وهي كلمة **unless** لابد تسبقها كلمة **not** ولكن هي للاجابه في الجمله اقراء الجمله من اجل توضيح لك اكثر

Partial contrast	
although	I love my brother although we disagree about almost everything.
even though	I love my brother even though we disagree about almost everything.
though	I love my brother though we disagree about almost everything.

النقيض الجزئي تستخدم هذه الشروط لجعل بيانين، أحدهما يتناقض مع الآخر أو يجعل الأمر يبدو من المستغرب.

Contrast (Direct opposites)	
while	My brother likes classical music, while I prefer hard rock.
whereas	He dresses conservatively, whereas I like to be a little shocking.

وهنا التباين للاضداد المباشره

Adjective Clause is : A dependent clause that functions as an adjective and modifies a noun or pronoun. In other words, it adds extra information about that noun or pronoun.

شرط الصفة هو: شرط أن تعتمد وظائف كصفة ويعدل اسما أو ضمير. وبعبارة أخرى، فإنه يضيف معلومات إضافية حول أن اسم أو ضمير

Subordinating words for adjective clauses

To refer to people	
who, whom, whose, that (informal)	People who live in glass houses should not throw stones.
	My parents did not approve of the man whom my sister married.
	An orphan is a child whose parents are dead.

للاشارة الي الناس نستخدم تلك الكلمات التي ترجع للضمائر الي الناس مثل **people or man or child**

To refer to animals and things	
which	My new computer, which I bought yesterday, stopped working today.
that	Yesterday I received an e-mail that I did not understand.

للاشارة الي الحيوانات او الاشياء

To refer to a time or a place	
when	Thanksgiving is a time when families travel great distances to be together.
where	An orphanage is a place where orphans live.

للاشارات التي تشير الي الوقت والاماكن **time when** و **place where**

Subordinating words for noun clauses

That clauses	
that	Do you believe that there is life in outer space?
If / whether clauses	
whether	I can't remember whether I locked the door.
whether or not	I can't remember whether or not I locked the door.
whether ... or not	I can't remember whether I locked the door or not .
if	I can't remember if I locked the door.
if ... or not	I can't remember if I locked the door or not .

الجملة الاولى نسميها **That clauses** **جمل** whether كلها صحيحة و نسميها كلها **noun clauses** ولانه كلها جات object يعني مفعول به

والجمل الخاصه if ايضا نسميها **noun clauses**

Question clauses	
who, whoever, whom	Whoever arrives at the bus station first should buy the tickets.
which, what, where	Do you know where the bus station is?
when, why, how	We should ask when the bus arrives.
how much, how many	Do not worry about how much they cost.
How long, how often, ect.	He didn't care how long he had to wait.

نلاحظ انه كلمة **whoever** قامت مكان الفاعل وهو subject و **where** انت بعد فعل know وهذه نسميه مفعول به object او مباشر الي المفعول به **when** انت بعد فعل ask يعني هي عباره اسميه تقوم مقام المفعول به او المباشر الي المفعول به **how much** انت بعد حرف الجر about وهنا نسميه عباره اسميه تقوم مقام المفعول به وحرف الجر **How long** انت بعد فعل وهي عباره اسميه تقوم مقام المفعول به

❖ conjunctive adverbs

- ❖ conjunctive adverb can appear at the beginning, in the middle, or the end of one independent clause, but we often use them to connect two independent clauses.

Remember to put a semicolon before and a comma after the conjunctive adverb if an independent clause follows.

- ❖ A **conjunctive adverb** is an adverb that connects two clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships.

الاحوال حرف عطف

يمكن أن تظهر ظرف حرف عطف في البداية، في الوسط، أو نهاية جملة واحدة مستقلة، لكننا غالباً ما نستخدمونها لربط اثنين من بنود مستقلة.

تذكر لوضع فاصلة منقوطة قبل وفاصلة بعد ظرف حرف عطف إذا شرط مستقل يتبع

لظرف حرف عطف هو الظرف الذي يربط عبارتين. تظهر الاحوال حرف عطف السبب والنتيجة، وتسلسل، وعلى النقيض، والمقارنة، أو علاقات أخرى

To add a similar idea	
also	Community colleges offer preparation for many jobs; also , they prepare students to transfer to four-year colleges or universities.
besides	; be side,
furthermore	; furthermore,
in addition	; in addition,
moreover	; moreover,

هذه الكلمات نستخدمها لشيء المشابه مثل الجملة الموجوده واضافه also ولكن لا ننسى الفواصل قبل وبعد هذه مهم وجميع الكلمات الباقية كلها نفس معنا also ويأتي بعدها subject فاعل + verb فعل object + مفعول به

To add an unexpected or surprising continuation	
whoever	The cost of attending a community college is low; however , many students need financial aid.
nevertheless	; nevertheless,
nonetheless	; nonetheless,
still	; still,

لإضافة استمرار غير متوقعة أو مفاجئة نختار احد الكلمات ولكن لا ننسى اهم شيء الفواصل قبل وبعد

ويأتي بعدها subject فاعل + verb فعل + object مفعول به

To add a complete contrast	
in contrast	Most community colleges do not have dormitories; in contrast , most four-year colleges do.
on the other hand	; on the other hand,

لإضافة النقيض الكامل نختار احد الكلمات ولا ننسى الفواصل

To add a result	
as a result	Native and nonnative English speakers have different needs; as a result , most schools provide separate classes for each group.
consequently	; consequently,
therefore	; therefore,
thus	; thus,

إضافة نتيجة لذلك ويجب علينا حفظ معاني الكلمات الباقية ونفس الطريقة الانتباه للفواصل قبل وبعد

To list ideas in order of time	
meanwhile	Police kept people away from the scene of the accident; meanwhile , ambulance workers tried to pull victims out of the wreck.
afterward	The workers put five injured people into an ambulance; afterward , they found another victim.
then	; then,
subsequently	; subsequently,

إلى قائمة الأفكار في ترتيب الوقت

To give an example	
for example	Colors can have different meanings; for example , white is the color of weddings in some cultures and of funerals in others.
for instance	; for instance,

لإعطاء مثال

To show similarities	
similarly	Hawaii has sunshine and friendly people; similarly , Mexico's weather is sunny and its people hospitable.
likewise	; likewise,

لإظهار أوجه الشبه

independent clause ملاحظه مهمه كل **conjunctive adverb** يعني ظرف حرف العطف يتبعها **بند مستقل**

وارجع مره ثانيه وشيك عليها والفواصل للحروف

To indicate "the first statement is not true; the second statement is true"	
instead	The medicine did not make him feel better; instead , it made him feel worse.
on the contrary	; on the contrary,
rather	; rather,
Instead (meaning "as a substitute")	They had planned to go to Hawaii on their honeymoon; instead , they went to Mexico.

للإشارة إلى "البيان الأول ليس صحيحا، وبيان الثاني هو صحيح"

To give another possibility	
alternatively	You can live in a dorm on campus; alternatively , you can rent a room with a family off campus.
on the other hand	; on the other hand,
otherwise (meaning "if not")	Students must take final exams; otherwise , they will receive a grade of incomplete.

لإعطاء إمكانية أخرى

To add an explanation	
in other words	Some cultures are matriarchal; in other words , the mothers are the head of the family.
that is	; that is,

لإضافة تفسيراً

To make a stronger statement	
indeed	Mangoes are a very common fruit; indeed , people eat more mangoes than any other fruit in the world.
in fact	; in fact,

للإدلاء ببيان أقوى

Transitions, transition words, or **transitional expressions**, et cetera, are certain words, expressions, or other devices that give **text or speech** greater **cohesion** by making it more explicit, or signaling, how ideas are meant by the writer or speaker to relate to one another.

التحويلات، والكلمات التي تمر بمرحلة انتقالية، أو تعبيرات الانتقالية، وهلم جرا، هي بعض الكلمات والتعبيرات، أو غيرها من الأجهزة التي تعطي النص أو الخطاب مزيد من التماسك من خلال جعلها أكثر وضوحاً، أو إشارة، وكيف يراد أفكار الكاتب أو المتكلم أن تتصل واحدة آخر

◇ Transition signals			
Transition Signals and Conjunctive Adverbs	Coordinating Conjunctions and Paired Conjunctions	Subordinating Conjunctions	Other: Adjectives, Prepositions, Verbs

الإشارات التي تمر بمرحلة انتقالية

To list ideas in order of time			
first, ... first of all, ... second, ... third, ... next, ... then ... after that, ... meanwhile, ... in the meantime, ... finally, ... last, ... last of all, ... subsequently, ...		before after until when while as soon as since	the first (reason, cause, step, ect.) the second ... the third ... another ... the last ... the final ...

إلى قائمة الأفكار في ترتيب الوقت وكل هذه اخذناها في البدايه

To list ideas in order of importance			
first, ... first of all, ... first and foremost, ... second, ... more important, ... most important, ... more significantly, ... most significantly, ... above all, ... most of all, ...			the first (reason, cause, step, ect.) an additional ... the second ... another ... a more important (reason, cause, step, ect.) the most important ... the most significantly ... the best / the worst ...

إلى قائمة الأفكار في الترتيب من حيث الأهمية

To add a similar or equal idea			
also, ... besides, ... furthermore, ... in addition, ... moreover, ... too as well		and both ... and not only ... but also	another ... (reason, cause, step, ect.) a second ... an additional ... a final ... as well as

لإضافة فكرة مماثلة أو مساوية

To add an opposite idea			
however, ... on the other hand, ... nevertheless, ... nonetheless, ... still, ...	but yet	although even though though	despite in spite of

لإضافة فكرة المعاكس

To explain or restate an idea		
in other words, ... in particular, ... (more) specifically, ... that is, ...		

لشرح أو أكرر فكرة

To make a stronger statement		
indeed, ... in fact, ...		

للإدلاء ببيان أقوى

To give another possibility		
alternatively, ... on the other hand, ... otherwise, ...	or either ... or whether ... or	

لإعطاء إمكانية أخرى

To give an example			
for example, ... for instance, ...			such as an example of to exemplify

لإعطاء مثال

To express an opinion			
according to ... in my opinion, ... in my view, ...			to believe (that) to feel (that) to think (that)

إبداء الرأي

To give a reason			
for this reason, ...	for	because	as a result of because of due to

لإعطاء سبب

To give a result			
accordingly, .. as a consequence, ... as a result, ... consequently, ... for these reasons, ... hence, ... therefore, ... thus, ...	so		the cause of the reason for to cause to result (in) to have an effect on to affect

لإعطاء نتيجة لذلك

To add a conclusion		
all in all, ... in brief, ... in short, ... to conclude, ... to summarize, ... in conclusion, ... in summary, ... for these reasons, ...		

لإضافة الخاتمة

To show similarities			
likewise, ... similarly, ... also	and both ... and not only ... but also neither ... nor		alike, like, just like as, just as as well as well as compared with or to in comparison with or to to be similar (to) too

لإظهار أوجه الشبه

To show differences			
however, ... in contrast, ... instead, ... on the other hand, ... rather, ...			instead of

لإظهار الخلافات

Let's practice:

- ✳ In correcting these sentences try to correct them in the simplest way without changing the sentences too much. Simplicity is the word!

Q1. Mr. Garcia has promised me a good job and to pay me a fair salary.

➤ Mr. Garcia has promised me a good job and a fair salary.

Q2. The manager asked both groups to meet and share their differences and finally arriving at an agreement.

➤ The manager asked both groups to meet and share their differences and to arrive at an agreement.

Q3. The magazine contains news, pictures, ads, tell you where to shop, and feature columns.

➤ The magazine contains news, pictures, ads, shopping ads, and feature columns.

Q4. Tennis, modeling and to read suspense novels took up most of her time.

➤ Tennis, modeling and reading suspense novels took up most of her time.

Q5. This is the life –to live, working and cooking outdoors.

➤ This is the life –living, working and cooking outdoors.

Q6. Running towards the end zone, he slipped, got up, and was keeping on going as fast as he could.

➤ Running towards the end zone, he slipped, got up, and kept on going as fast as he could.

Q7. Let's go down to the store for a hamburger, donuts and drinking some coffee or tea.

➤ Let's go down to the store for a hamburger, donuts and some coffee or tea.

Q8. After a hard fought war in a foreign land and he travels a long way home, Dad deserves a little rest.

- After a hard fought war in a foreign land and traveling a long way home, Dad deserves a hot shower and a warm bed.

Q9. We tried to snap pictures and catch fish, but we got mosquito bites and sunburned.

- We tried to take pictures and catch fish, but we got wasp bites and sunburned.

Exercise 24: Each of the following sentences contains words or groups of words that should be parallel. Circle the word that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct © or incorrect (I).

- I 1. She held jobs as a typist, a housekeeper, and in a restaurant.
(in a restaurant should be a waitress)
- C 2. The report you are looking for could be in the file or on the desk.
- C 3. She works very hard but usually gets below-average grades.
- I 4. The speaker introduced himself, told several interesting anecdotes, and finishing with an emotional plea. (finishing should be finished)
- C 5. You should know when the program starts and how many units you must complete.
- C 6. The term paper he wrote was rather short but very impressive.
- I 7. She suggested taking the plane this evening or that we go by train tomorrow.
(that we go by train should be taking the train)
- C 8. The dean or the assistant dean will inform you of when and where you should apply for your diploma.
- I 9. There are papers to file, reports to type, and those letters should be answered.
(those letters should be answered should be letters to answer)
- C 10. The manager needed a quick but thorough response.

Exercise 25: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct © or incorrect (I).

- I 1. According to the syllabus, you can either write a paper or you can take an exam.
(you can take should be taking)
- C 2. It would be both noticed and appreciated if you could finish the work before you leave.
- I 3. She would like neither to see a movie or to go bowling. (or should be nor)
- C 4. Either the manager or her assistant can help you with your refund.
- I 5. She wants not only to take a trip to Europe but she also would like to travel to Asia.
(should be but also to)
- I 6. He could correct neither what you said nor you wrote. (you wrote should be what you wrote)

- _____ I _____ 7. Both the tailor or the laundress could fix the damage to the dress. (or should be and)
- _____ C _____ 8. He not only called the police department but also called the fire department.
- _____ I _____ 9. You can graduate either at the end of the fall semester or you can graduate at the end of the spring semester. (omit the second you can graduate)
- _____ I _____ 10. The movie was neither amusing nor was it interesting. (omit was it)

Exercise 26: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct © or incorrect (I).

- _____ C _____ 1. His research for the thesis was more useful than hers.
- _____ I _____ 2. Dining in a restaurant is more fun than to eat at home. (to eat should be eating)
- _____ C _____ 3. I want a new secretary who is as efficient as the previous one.
- _____ I _____ 4. What you do today should be the same as did yesterday. (should be WHAT YOU did yesterday)
- _____ I _____ 5. This lesson is more difficult than we had before. (should be THE ONE we had before)
- _____ C _____ 6. You have less homework than they do.
- _____ C _____ 7. What you do has more effect than what you say.
- _____ I _____ 8. Music in your country is quite similar to my country. (should be MUSIC IN my country)
- _____ I _____ 9. The collection of foreign journals in the university library is more extensive than the high school library. (should be THE ONE in the high school)
- _____ I _____ 10. How to buy a used car can be as difficult as buying a new car. (How to buy should be Buying)

المحاضره الثالث عشر

Comma
- Colon
- Semicolon

فاصلة
النقطتين
الفاصلة المنقوطة

❖ COMMA

1. **In a Series** – Place a comma between **three** or more items connected by a **coordinating conjunction**.

- ◇ **words** Jones, Smith, and Jackson presented an interesting report.
- ◇ **phrases** The novel is available in print, on audio tape, and on video cassette.
- ◇ **clauses** The lawyer argued that the weather was bad, that the car had poor brakes, and that the other driver was speeding.

الفاصله

نضع الفاصله بين ثلاثة أو أكثر من العناصر متصلة بواسطة حرف العطف التنسيق. اقل من ذلك لا نضعها
كما واضح لنا في الجمل

:Caution

Do not place commas between two items separated by commas or between three items separated from one another by commas

Incorrect:
Jones, and Smith presented an interesting report.
Jones, and Smith, and Jackson presented an interesting report.

Correct:
Jones and Smith presented an interesting report.
Jones and Smith and Jackson presented an interesting report.

no comma

لنضع الفاصله بين اثنين من العناصر بل نضع بينهم فقط حرف عطف مثل المثال الاول بالاسفل
وإذا كان ثلاثة من العناصر إذا وضعنا من البدايه الفصل بين الكلمات احد حروف العطف فلا نضع قبلهم اية
فاصله كما المثال الثاني

- ✧ **Remember** to place a comma before the coordinating conjunction joining the last two elements of the series. Otherwise, the intended meaning of the sentence may not be clear.

Confusing:

He appealed to the administrators, the deans, and the advisors.

no comma

Are there **three** distinct groups of people
administrators deans advisors

OR

two groups of administrators?

deans advisors

ملاحظه مهمه وهي نضع الفاصله قبل حرف العطف

نلاحظ في المثال عندما كان بدون فاصله قبل حرف العطف التي بالون الاخضر كان فقط مجموعتين كما واضح لنا

وبعد وضع الفاصله قبل حرف العطف And اصبحت ثلاث مجموعات وهو اللون الاحمر كما واضح لنا

The smooth gray of the beech stem, the silky texture of the birch and the rugged pine capture the eye immediately.

no comma

Does this sentence refer to **three** items

Confusing:

1. the smooth gray of the *beech stem*
2. the silky texture of the *birch*
3. the rugged *pine*

OR

two items?

1. *the smooth gray* of the beech stem
2. *the silky texture* of the birch and the rugged pine

الان عرفنت الاجابه وهي **two** items لانه كما واضح لنا لا توجد فاصله قبل حرف العطف كما مباشر لكم السهم لو وجدة الفاصله كان يعتبر **three** items واتمنى يارب يكون واضح

2. **Between Coordinate Adjectives** – Place commas between equal adjectives with no **coordinating conjunction** between them.

Example:

comma

She bought a **red, fuzzy** coat.

Both tests for using comma work:

Add and – red *and* fuzzy

Reverse adjectives- fuzzy, red

Incorrect:

The professor gave a hard, final examination.

(tests do not work: hard *and* final / final, hard)

This is a long, short story.

(tests do not work: long *and* short / short, long)

ماتحتاج الشرح لانها واضحة

3. **Before FANBOYS** between Independent Clauses in Compound Sentences

The war lasted for two years, but very few people supported it.

Caution: Do not place a comma between two items with **FANBOYS** when one item is not a complete sentence.

Incorrect: The war lasted for two years, but never gathered much support.

comma error

not an independent clause

هنا ينبغي عدم وضع الفاصله بين اثنين من العناصر اذا كان احد العناصر غير مكتمل يعني جمله ناقصه
تختلف عن جمله الاوله حلو

Caution: Do not place a comma after the FANBOY.

Incorrect:

comma error

The war lasted for two years but, very few people supported it.

Note: The comma may be omitted between independent clauses if a sentence is very short.

Acceptable:

The shooting stopped and peace followed.

no comma

هنا ينبغي عدم وضع الفاصله بعد حروف العطف

وملاحظه : انه بعض الاحيان تنحذف الفاصله بين البنود المستقلة اذا كانت الجملة قصيره كما واضح بالمثال الثاني

4. Nonessential Adjective Clauses / Nonessential participial phrases -Separate

unneded adjective clauses and participial phrases from the rest of the sentence

Examples:

Nonessential

adjective clause

Mary Jones, who spoke at the meeting today, opposed the merger.

Nonessential

present participial phrase

Mary Jones, speaking at the meeting today, opposed the merger,

OR

Speaking at the meeting today, Mary Jones opposed the merger.

هنا وضع لنا وهو انه الجمل التي تحتها خط والتي تقع بين الفاصلتين تعتبر هي **Nonessential** يعني غير ضروريه لو حذفناها سوف تكون الجملة مكتمله بدونها

Nonessential

present participial phrase

Mary Jones, speaking at the meeting today, opposed the merger,

OR

Speaking at the meeting today, Mary Jones opposed the merger.

Nonessential

past participial phrase

Mary Jones, frightened by a mouse, bought a cat.

OR

Frightened by a mouse, Mary Jones bought a cat.

Caution: Do not separate **needed** adjective clauses and participial phrases from the rest of the sentence.

Incorrect:

The woman, who spoke at the meeting today, opposed the merger.

The woman, speaking at the meeting today, opposed the merger.

نفسها الشريحة السابقة ويرضو ممكن ان نستخدمها في بداية الجملة

5. **Introductory Elements** - Place a comma after certain introductory elements.

A. Long prepositional phrases or a succession of **prepositional phrases**

Correct: In the solitude of that snowy December night, we became good friends.

At the end of the road on the west side of the train station, an elderly couple sold produce each summer.

نضع هنا الفاصله بعد العناصر الاستهلالية وننتبه للعبارات الحرف جر الطويله كما واضح لنا

ويجب علينا ان نحافظ على وضع الفاصله لانتهاى من الجملة لانه عدم وضع الفاصل يكون شيء مفقود للقارئ ويضلل القارئ

Note: With short introductory prepositional phrases, the comma is optional.

Correct:

On that night we became friends.

OR

On that night, we became friends.

In December two big snow storms interrupted Bill's daily routine.

OR

In December, two big snow storms interrupted Bill's daily routine.

والفاصله مع عبارة الجر القصيره تكون اختياريه كما واضح لنا في الجمل

B. Participial phrases

Examples:

Speaking at the meeting today, the woman opposed the merger.

Stretching, the cat slowly opened her eyes.

Terrified, the mouse ran behind the cupboard.

C. Gerunds as objects of prepositions

Examples:

Upon entering the room, the police heard a gunshot.

Caution: Do not separate **gerunds functioning as sentence subjects** from the rest of the sentence.

Incorrect: *Entering the room,* was dangerous.

▲
sentence subject

Correct: *Entering the room* was dangerous.

▲
no comma

Gerunds هي التي تضاف ing وتقود بدور فاعل الحرف الجر والمفعول به للحرف الجر

وفي المثال الثاني لاتفصل المفعول به عن الفعل الجملة وهو كما واضح لنا بوضع فاصله والصحيح في الحل وهو بدون فاصله

D. Adverbial infinitives

Examples:

To buy that car, you must pay a \$500.00 deposit.

Note: To test whether the introductory infinitive is adverbial, place "in order" in front of the infinitive. If the resulting sentence makes sense, the introductory infinitive is adverbial and should be followed by a comma.

To buy that car, you must pay a \$500.00 deposit.

Test: **In order** to buy that car, you must pay a \$500.00 deposit.

Caution: Do not place a comma after an introductory infinitive that is **not adverbial**.

Incorrect: To buy that car, is my dream.

Test : **In order** to buy that car, is my dream.

Caution: Do not place a comma after an introductory infinitive that is **not adverbial**.

Incorrect: To buy that car, is my dream.

Test : **In order** to buy that car, is my dream.

Correct: To buy that car is my dream.

Caution: Do not place a comma before an adverbial infinitive at the end of the sentence.

Incorrect: You must pay a \$500.00 deposit, to buy that car.

Correct: You must pay a \$500.00 deposit to buy that car.

6. To separate Interrupters

- A. Parenthetical expressions and transitions (*in my opinion, unfortunately, moreover, of course, unfortunately, as a matter of fact, indeed, for example, etc.*)

Examples:

The meeting was, *in my opinion*, very productive.

The committee members, *however*, lacked initiative.

However, the committee members lacked initiative.

لفصل المقاطعون

تعبيرات قوسين والتحويلات (في رأيي، للأسف، وعلاوة على ذلك، بطبيعة الحال، للأسف، كما واقع الأمر، في الواقع، على سبيل المثال، الخ.)

B. **Nonessential Appositives** (renamers)

Examples:

Professor Jones, *my history instructor*, dismissed the class early.

Caution: Do not separate essential appositives with commas.

Incorrect: My daughter, *Jane*, is taller than her sisters.

In the above example, the appositive is essential since there is more than one daughter. Therefore, do not place commas around the appositive.

Correct: My daughter *Jane* is taller than her sisters.

no comma

المقصود هنا هو Appositives (renamers) الاسم الثاني لشيء كما واضح لنا في المثال الاول

وهو غير ضروري لو حذفناه ويقع بين الفواصل كما واضح

C. **Direct Address**

Examples:

Joe, please hand me the newspaper.

You will see, *ladies and gentlemen*, that I have nothing up my sleeve

وهنا بشكل المباشر كما واضح في المثال انه ينادي بالاسم ويضع فاصله ويتكلم عن مايريد

7. Nonessential Examples Introduced by ***such as, especially, particularly***

Examples:

Jones likes to read about dogs, *especially Welsh Corgis*, in his spare time.

Service professions, *such as social work and teaching*, offer many non-monetary rewards.

Caution: Do not separate essential examples with commas.

Incorrect: Dogs, *such as Welsh Corgis*, are expensive.

Correct: Dogs *such as Welsh Corgis* are expensive.

no comma

نستخدم الفاصله مع الكلمات التي ملون بالاصفر ونضعها بين الفاصله

وننتبه الي امر مهمه وهو لا نفصل الامثله الاساسيه مع الفواصل كما واضح في المثال الاخير

8. Expressions of Contrast

Examples:

I want chocolate, not vanilla.

His wife, not his brother, needs the money more.

ونستخدمها مع النفي أو النقيض كما واضح لنا اعتقد ما تحتاج الي شرح اكثر

When a date or address with several parts occurs in a sentence, place a comma *between* each element and *after* the last part.

Examples:

The house at 100 West 67th Street, Baltimore, MD 21210, was sold today.

My son was born on January 5, 1976, in Chicago, Illinois.

Caution: When the date or address has only one element or has its individual parts separated by words in the sentence, do not use a comma within or after the date or address.

Incorrect: It was on January 5, that my son was born.
She lives at 100 West 67th Street, in Baltimore.

Correct: It was on January 5 that my son was born.
She lives at 100 West 67th Street in Baltimore.

ونستخدمها مع التاريخ والعناوين كما واضح لنا في الامثله

تنبيه: عندما يكون التاريخ أو عنوان له سوى عنصر واحد أو لديه أجزائه الفردية مفصولة الكلمات في

الجملة، لا تستخدم فاصلة في أو بعد تاريخ أو عنوان.

10. Before Confirmatory Questions

Place a comma between the confirmatory question and the statement that precedes it.

Examples:

You will be at the party, won't you?

statement

confirmatory question

وهذه ماتحتاج شرح لانها سهله

وطبعا اتمنى وانت تذاكر من المحتوى تستمع للمحاضره مع الدكتور

11. Name followed by *Jr., Sr., Ph.D., M.D.*

Examples:

Mary Jones, *Ph.D.*, will lecture on insect fragmentation today at 4 p.m.

two commas needed

ومع هذه الكلمات نحتاج الي الفواصل بينهم كما واضح لنا في المثال

❖ Colons [:]

Colons announce. They add dramatic flourishes that introduce lists, quotations, complete sentences, and dialogue.

❖ Colons (cont.)

- ♦ Use a colon to introduce a quotation longer than one sentence.
- The attendant looked straight at us and said: "This ride is not for sissies. It is a high speed thrill ride. You will yell. You will scream. You will cover your eyes and beg for your mommy. If you don't think you can handle it, get out of line now!"
- ♦ Use a colon to end a paragraph that introduces a quotation in the next paragraph.
- After he won the hotdog eating contest, he prepared to make his speech:
"I trained long and hard for this event," he began. "I know the competition would be tough so I had

نقطتين [:]

نقطتين تعلن. وتضيفون بازدهر الدرامية التي أعرض القوائم، وللاقتباسات، وللجمل الكاملة، والحوار.

كما ملاحظ لنا بعد النقطتين وضعنا (") لانه اقتبسنا الكلام

نستخدم النقطتين لإدخال اقتباس أطول من جملة واحدة. ونستخدمها اذا اردنا ان نقتبس أكثر من عبارات زلا ننسى ان نضع (") بين كل اقتباس

- ♦ Use a colons to introduce the text of questions and answers (e.g. in interviews).
- Q: What was your favorite Disneyland ride?
A: Pirates of the Caribbean

ونستخدمها للسؤال والاجابه او ايضا للاسماء اثناء المحادثه وهكذا

- ♦ **Use colons to show times.**

- We finished our theme park tour at 1:15 a.m.

- ♦ **Use colons to show citations.**

- Ecclesiastes 3:1-8 tells us that there is a season for everything.

استخدمنا النقطتين مع الوقت واستخدمناها مع لإظهار الاستشهادات.

❖ **Colons and capitalization**

- ♦ **when you use a colon to introduce a complete sentence, capitalize the first word.**

- I have this advice for you: If you are going to tour three theme parks in one day wear day, comfy shoes!
- He had a great idea: The next time we roast hotdogs, we need to make s'mores too.

إذا كانت الجملة كاملة ونضع النقطتين في نهايته فايكون اول حرف من الجملة الاخرى حرف كبتل كم واضح في الامثله

- ♦ **When you use a colon to introduce an incomplete sentence, do not capitalize the first word following the colon.**

- Mickey Mouse has two things Mighty Mouse lacks: charm and his own empire.
- The hotdogs were missing a key ingredient: chili.

ولكن اذا لم تكن الجملة مكتمله ووضعنا نقطتين فايكون اول حرف بعد النقطتين سمول كما واضح في الامثله

❖ **Semicolons [;]**

A semicolon is not quite a comma, not quite a period. It is a break in thought, but not a complete stop... more like an elongated pause.

Semicolon (cont.)

- ♦ Use a semicolon to connect independent clauses and avoid run-on sentences or comma splices.
- We went to Disneyland; we had a great time.
- He ate six hotdogs; he also got a stomach ache.

الفاصله المنقوطة (؛) نستخدمها بين الجمل المستقلة كما واضح لنا في الامثله ولا نستطيع ان نستخدم فاصله (،) وحدها بين الجمل المستقلة اذا استخدمنا الفاصله لابد ان نستخدم احد حروف العطف but وغيره حلو

- ♦ Use a semicolon to separate internally punctuated independent clauses joined by a coordinating conjunction.
- Skipping the Cinderella parade, which was much too long, we went to The Haunted Mansion; and we were able to walk right on without waiting in line.
- After finishing those hotdogs, a feat in itself, he got a stomach ache; and then he went to the hospital to get his stomach pumped.

استخدم الفاصلة المنقوطة لفصل بنود مستقلة تتخللها داخليا انضم اليهم باحرف جر تنسيق. كما واضح بالامثلة

- ♦ Use a semicolon to separate items in a list that also include commas.
- Donald Duck brought his favorite lunch: a sandwich, chips, and crackers; his nephews, Huey, Dewey, and Luey; and his favorite girl Daisy.
- In order to win the contest, John starved himself for two days, Monday and Tuesday; wore extra large clothes, size 42 jeans and XXL shirt; and drank castor oil.

استخدم الفاصلة المنقوطة لفصل العناصر في القائمة التي تتضمن أيضا بفواصل.

Directions: Insert the proper punctuation marks in the following sections; each section is titled with the punctuation to be used. If the sentence is correct, put a C next to the number in the margin.

Semicolons

1. The last day of summer vacation finally arrived consequently we prepared for the first day of a new year.
2. She was willing to run the fifty-mile race after she soaked in her Jacuzzi for two days.
3. She enjoys ice-skating. She learned how to roller-blade when she was a child.
4. Paula did well in two subjects hence she will have a high average at the end of the year.
5. My mother is a basketball fan thus she has not missed a single home game in the last three years.
6. Today we do not use such comparisons “most unkindest cut of all” Elizabethan plays however contain many double negatives.
7. In the seventeenth century, the era of such distinguished prose writers as Sir Thomas Browne, John Donne, and Jeremy Taylor, the balanced compound sentence using commas and semicolons reached a high degree of perfection and popularity but the tendency of many writers today is to use a fast-moving style with shorter sentences and fewer commas and semicolons.
8. The three top seniors in this year’s class have the following four-year averages: Marvin Chan, 94.8

Colons

1. The applications for employment at the manufacturing plant asked the following questions How old are you? Have you ever worked in manufacturing plant before?
What other jobs have you held?
2. Don't miss the following items that will be on sale during the first week in June ice skates, skis, snowshoes, parkas, ski pants, mittens, etc.
3. When she went to camp, she had to take blankets, sheets, toilet articles, a flashlight, and poison ivy lotion.
4. Our school board provides the students with free books, book covers, a notebook cover, notebook paper, yellow pads, and one pencil every six weeks.
5. Here are the four main uses of the comma (1) to prevent misreading; (2) to separate items in a series; (3) to set off expressions that interrupt the sentence; and (4) to set off introductory phrases and clauses.
6. The graduate was nervous about leaving for college she felt safe, secure, and happy in her hometown.
7. The reasons for the success of the play are obvious it has fine actors, witty dialogue, and tuneful music.

Comma

1. Stars sparkle brighter on crisp winter nights.
2. A robot cannot do your housework, walk, or lift huge loads.
3. Hedgehogs look like porcupines but they are related to moles.
4. Jeremy prefers to cook shellfish for they are easy to clean.
5. Fastening cushions on top of seats they made chairs easier to sit on.
6. For exhibiting their porcelain they had joiners make cupboards.
7. For great hunting maps write to Dr. John Filson U. S. Geological Survey 12201 Sunrise Valley Drive Reston VA 22092.

المحاضره الرابعه عشر مراجعه

في الاخير هذا العمل اخذ مني الوقت والجهد الكبير اسأل الله ان يكون خالص لوجه تعالى وان يكون مافي هذا المحتوى عوناً وفائده و الكل يستفيد من ما كتبت فإذا أصبت فهو من الله وحدة وإذا أخطأته فهو مني ومن الشيطان واطلب الاجر من الكريم سبحانه وتعالى على هذا العمل

واتمنى ان تبقى الحقوق محفوظة باسم (رفيق الصمت)

عن أبي الدرداء رَضِيَ اللَّهُ عَنْهُ أَنَّهُ سَمِعَ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ: "مَا مِنْ عَبْدٍ مُسْلِمٍ يَدْعُو لِأَخِيهِ بِظَهْرِ الْغَيْبِ إِلَّا قَالَ الْمَلَكُ: وَلَكَ بِمِثْلِ" رواه مُسْلِمٌ.

اخوكم ابو عبدالعزيز