

ملخص التعبير والإنشاء (١)

(Composition 1)

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... لاتنسوني من دعواتكم...

Lecture 1

Some Basics

Some Basics we have to revise

Grammar:

- Simple Present
- Simple Past
- Present progressive
- Past progressive
- Present Perfect
- Past Perfect

The simple present

- Remember:
 - (s) or no (s) sg vs. pl
 - happens usually

The woman works at a bank.

The man works at a bank.

They work(x) at a bank.

Now you try:

- Tom _____ basketball at school. (play – plays)
- Sarah _____ TV in evening .(watches- watche)
- Barbara _____ to eat vanilla ice cream. (like – likes)
- Tom and Barbara _____ every year. (travel – travels)

The simple past

Remember:

*-ed or different form of verb (e.g. *take -> took*)

The woman works at a bank. present

The woman worked at a bank. past

Remember irregular verbs:

| | |
|-------|---------|
| ring | rang |
| sing | sang |
| buy | bought |
| think | thought |

You just have to know them. You don't have a choice.

The present and past progressive

Remember:

(is/am/are/was/were) = -ing

He **is walking** in the street.

They **are walking** in the street.

I **am walking** in the street.

She **was walking** in the street.

We **were walking** in the street.

* They **walking** in the street. **X**

The present and Past perfect

Remember:

*(have/has/had) + past participle

She **has eaten** her lunch.

They **have eaten** their lunch.

They **had eaten** their lunch.

*He **eaten** his lunch. **X**

Thank You

Lecture 2

Chapter 1 Education and Student Life

Before we write

- Before we write we usually need *ideas* and *words to express* those ideas.

So if we wanted to write a composition about the advantages and disadvantages of *studying abroad* we would need ideas and some vocabulary items to help us out.

Here are some ideas you might consider before writing your composition (see p4) :

What Do You Think?

Ranking Factors

Below are some factors a student might think about when choosing a college. Which ones are most important to you? Rank them in order from 1 (most important) to 12 (least important).

| | | | |
|----|--------------------------------------|----|-------------------------|
| 2 | class size | 4 | courses offered |
| 6 | facilities (libraries, laboratories) | 6 | cost |
| 9 | location | 1 | ease of admission |
| 10 | quality of classes | 12 | prestige |
| 10 | number of international students | 7 | help with job placement |
| 11 | special programs | 8 | family connection |

Now you need some vocabulary items (see p5):

| nouns | verbs | adj |
|--------------|--------|-------------|
| attendance | prefer | challenging |
| campus | | diverse |
| disadvantage | | huge |
| facility | | impersonal |
| faculty | | prestigious |
| location | | |
| preference | | |
| prestige | | |
| scholarship | | |
| student body | | |

Advantages of a large or small college (p 6)

A large college might have many departments to choose from.

A large college might have more facilities.

A small college might have better teachers.

A small college might ask for less tuition.

After you write down all your ideas :

After you write down all your ideas you now have to organize them so that the person who reads your composition would be able to understand what you are writing about.

You can do this by writing about the *most important ideas first* then write about the *less important ones*.

Giving reasons p(7)

One important strategy to use in your composition is giving reasons to support your ideas.

idea

A large college might have many departments to choose from.

reason

If it is a large college then it will have more money to accommodate more departments.

Thank You And
Good Luck

Lecture 3

Writing a topic sentence:

The topic sentence usually comes at the beginning of a paragraph. It tells the reader the main idea of the paragraph. A good topic sentence shouldn't be too specific because it needs to relate to all the ideas in the paragraph. In addition, in an opinion paragraph, a good topic sentence will clearly state your opinion.

Choosing the topic sentence

Topic: Advantages of studying abroad

1. Students who study abroad often speak the language well.
- 2, 2, Studying abroad has three main advantages.
- V. . believe this for several reasons.
4. There are many good schools in foreign countries.
5. If possible, all college students should spend some time studying in a foreign country.

Course forum

When you are done watching this lecture please go to the course forum and post a *topic sentence* for the following topic:
The advantages of a large college.

Using Connectors

Developing Cohesion and Clarity

GIVING REASONS WITH BECAUSE, SO, AND THEREFORE

When you give reasons to support your opinion, you may want to use connectors that show cause or result. Note the different punctuation and capitalization in sentences with these three connectors.

Use **because** in phrases and clauses that state a cause or reason.

Examples

Because large schools offer many different courses, students have a wide variety of subjects to choose from.

Students at large schools have a wide variety of subjects to choose from because large schools offer many different courses.

Use **so** and **therefore** in phrases and clauses that state an effect or result.

Examples

Large schools offer many different courses, so students have a wide variety of subjects to choose from.

Large schools offer many different courses; therefore, students have a wide variety of subjects to choose from.

Large schools offer many different courses. Therefore, students have a wide variety of subjects to choose from.

1 **Completing Sentences with Because, So, and Therefore** Complete the following sentences with *because*, *so*, or *therefore*.

1. Students who study in a foreign country live with people who do not speak their native language. *therefore*, they will learn that country's language well.
2. Public colleges are more practical *because* they are less expensive.
3. When students attend a local college, they can live at home, _____ they don't have to spend a lot on rent and food.
4. _____ international students have to study in a foreign language, they often have difficulty with their courses.
5. International students spend a long time away from home. _____, they may lose touch with their own customs and culture.

USING CONNECTORS

culture.

USING CONNECTING WORDS: IN ADDITION AND ALSO

In a paragraph, it's important to use **connecting words**—words that connect the ideas. Otherwise, the paragraph will sound **choppy**—that is, not smooth. You can make a paragraph more cohesive by using **in addition** and **also** to connect similar ideas.

In addition usually comes at the beginning of a sentence. In this position, it is always followed by a comma.

Example

It is very difficult to study abroad. **In addition**, it can be much more expensive than studying in your own country.

Also can come at the beginning of a sentence, before a simple present or a past tense verb, or after an auxiliary verb or modal. Note that if it comes at the beginning of a sentence, it is followed by a comma.

Examples

Also, large universities offer a more diverse student population.
Large universities **also** offer a more diverse student population.
Large universities **can also** offer a more diverse student population.

tence, it is followed by a comma.

Examples

Also, large universities offer a more diverse student population.
Large universities **also** offer a more diverse student population.
Large universities **can also** offer a more diverse student population.

2 Connecting Sentences with *Also* and *In Addition*

Use *also* and *in addition* to connect the sentences. More than one answer is possible.

1. Many students learn a lot about the world from their study abroad experience. They learn a lot about themselves.

Many students learn a lot about the world from their study abroad experience. They also learn a lot about themselves.

Good Luck

Lecture 4

Rewriting a Paragraph with Connecting Words (p. 11)

Studying abroad offers students many advantages. First of all, students have the opportunity to learn a new language by interacting with native speakers every day. The students live in a new culture, so they can learn both in and out of the classroom. Studying abroad teaches students that there are other ways of looking at the world. This is a very important part of education. Students learn to be flexible because they have to adapt to different ways of living. They experience another culture in a much more significant way than if they simply took a vacation to another country. Foreign students are far from home. Therefore, they have to become responsible and self-reliant. When they study abroad, students have an experience they will remember all their lives.

Studying abroad offers students many advantages. First of all, students have the opportunity to learn a new language by interacting with native speakers every day. *In addition* the students live in a new culture, so they can learn both in and out of the classroom. *Also*, studying abroad teaches students that there are other ways of looking at the world. This is a very important part of education. Students learn to be flexible because they have to adapt to different ways of living.

In addition they experience another culture in a much more significant way than if they simply took a vacation to another country. Foreign students are far from home. Therefore, they have to become responsible and self-reliant. When they study abroad, students have an experience they will remember all their lives.

Using Transition Words and Phrases: *First of all* and *Finally*.

Use *first of all* and *finally* when you want to list several points. These are also called *listing cues*.

Note that *first of all* and *finally* come at the beginning of a sentence and are always followed by a comma.

There are many reasons international students might feel homesick. *First of all*, they may be away from their families for the first time. In addition, there is the problem of adapting to a completely different culture. *Finally*, not knowing the native language can make students feel isolated.

Overgeneralization

When you write, do not make statements that are so general that they are not true.

Example of Overgeneralizations

All international students work harder than other students.

Is this always true?

Avoid using *always* and *never*.

Use *usually, often, almost never* ... to give an opinion about something.

Teenagers are *often* irresponsible.

Homework

Do exercise 6, on page 15.

Do items 2, 3, 4, and 5 only.

Please post your answer in the course forum.

**Thank You
And
Good Luck**

Lecture 5

Chapter 2

Writing about Sense Details and Feelings

Think of ...

Things you can

See

Hear

Touch

Taste

Smell

Things you can

See → colorful, bright, cramped, gloomy

Hear → noisy

Touch → soft, smooth, rough

Taste → salty, spicy, bitter, sour, foul

Smell → rotten, foul

“My Neighborhood” page 26.
We will read it together and see if we can identify any sense words.
After that we will look at exercise 8 on the same page.

Exercise 8, page 26-27

- Strange and unusual exotic
 - Small and pretty delicate
 - Very interesting fascinating
 - To make pretty brighten up
 - Sad-looking dull gray
 - To be proud of take pride in

Hong Kong's neighborhoods are lively

What you can see:

I can see the street. It is crowded

What you can hear:

I can hear car horns. They are very noisy.

What you can smell:

I can smell some smoke coming out of cars. It is foul

What you can taste:
I can taste some famous foods from Hong Kong. They are very spicy.

What you can feel:
I can feel the warmth. The sun is very bright.

Village in Europe

What you can see:
I can see the colorful houses with the gorgeous small plants boxes

What you can hear:
I can hear a woman singing while she waters the plants.

What you can smell:
I can smell the grass and a freshly baked cheery pie.

What you can taste:
I can taste the berries I just picked from the tree.

What you can feel:
I can feel the soft cool wind.

lecture 6

Writing a Topic Sentence

The topic sentence :

The topic sentence tells the reader the subject of the paragraph. In a descriptive paragraph, the topic sentence is general enough to unite all the descriptive details in the paragraph but focused enough to grab the reader's attention. It should also indicate the writer's feeling or opinion about the place.

Bad topic sentence:

My neighborhood.is a nice place to live.

Good topic sentence:

My neighborhood is fascinating because people from many countries live in it.

Exercise 10.p28

(1)

Topic: My room.

- a. _____ My room is a perfect place for one person to live.
- b. _____ Many people live in single rooms.
- c. _____ My room is nice.
- d. _____ I love the big window.

(2)

Topic: My house

- a. _____ There are a lot of houses like mine in my neighborhood.
- b. _____ I love my house because it is filled with happy memories.
- c. _____ Big houses are best.
- d. _____ My family lives in a good house.

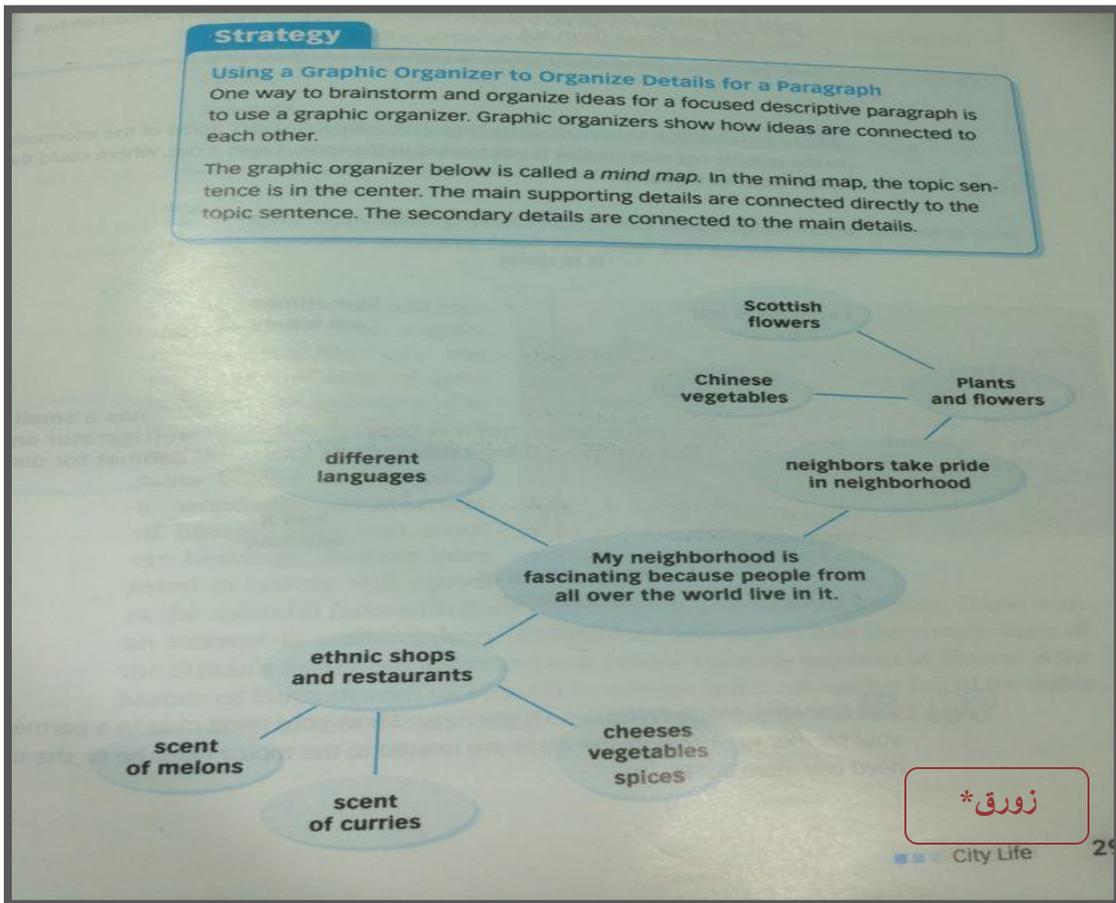
(3)

Topic: My Dormitory.

- a. _____ My dormitory has never felt like home to me.
- b. _____ I live in a dormitory.
- c. _____. Dormitories are where students live,
- d. . _____ The cafeteria.

Using Graphic Organizers p. 29-30

One way to brainstorm and organize ideas for a focused descriptive paragraph is to use a graphic organizer. Graphic organizers show how ideas are connected to each other.



Giving Reasons with SINCE p. 32

Because and **since** have almost the same meaning when **since** doesn't refer to a point of time in the past. They both express a **cause**.

Example:

Since quite a few people in the neighborhood come from the Middle East, there are many great Middle Eastern shops and restaurants here.

Homework

Do the exercise on page 32 and post your answer in the course forum.

Revising and Editing

All of the sentences in a paragraph should develop the main idea in the topic sentence. If they don't, there are two things you can do:

- 1. If you find that you started to write about an idea that is different from the idea in your topic sentence, and you like the new idea, you can change your topic sentence to reflect the new idea.**
- 2. If some of your sentences are not about the idea in your topic sentence, change or delete those sentences.**

Homework

Do exercise (*1 revising for content*) on page 35. and we will discuss it in the next live lecture.

lecture 7

Business and Money

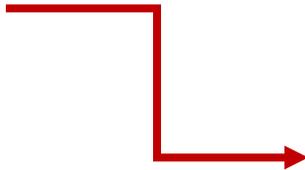
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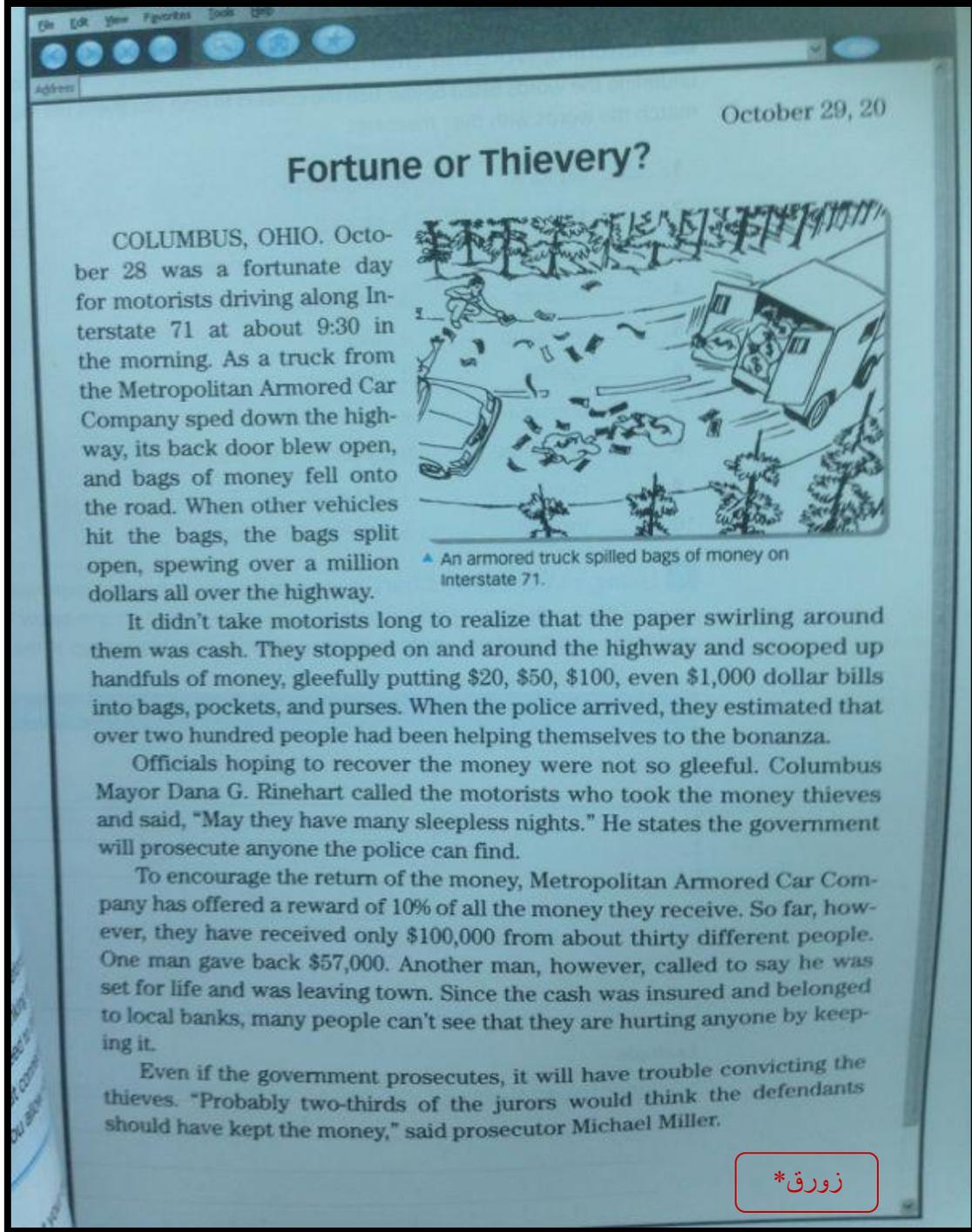
Free Writing :

Free writing is a good way to generate ideas on a topic before you write. When you free write, you write as fast as you can without thinking too much about what you're writing or where you're headed. You do not need to think about grammar and vocabulary. You also do not have to worry about connecting your ideas. You can sometimes come up with your best ideas when you allow yourself to free write.

Fortune or Thievery? page 45

We will read this passage together.





Matching words to their Definitions page 46

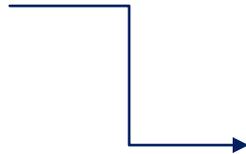
- | | |
|--------------|--------------------------------|
| 1. armored | h. protected with strong metal |
| 2. split | d. tear open |
| 3. spew | f. spill |
| 4. recover | e. find |
| 5. scoop up | b. pick up |
| 6. gleeful | a. very happy |
| 7. bonanza | g. sudden riches |
| 8. prosecute | c. charge with crime |
| 9. convict | i. find guilty of a crime |
| 10. insured | j. protected from loss |

Expressing opinion and giving reasons :

If you want to put your opinion in writing sometime, remember to give reasons for you opinion.

Letter to the Editor page 49 :

We will read this letter together and discuss the the questions together.



10 Analyzing the Organization of a Letter to the Editor Read the letter below written to the editor of a newspaper. Then answer the questions that follow.

October 30, 20__

Dear Editor,

Regarding the article about people who don't pay taxes on money they make from small home businesses (*Government Targets Small Business Owners*, Oct. 23), my opinion is that the government should stay out of at least one part of our lives—our income!

First of all, most people who run small businesses are honest, law-abiding citizens. Many of them have other jobs where they pay more than their share of taxes (unlike the very wealthy, who find ways to pay almost no taxes). Others are people who want jobs where taxes are automatically taken out of their paychecks but can't find them.

Secondly, the government requires too much paperwork from small businesses. If these businesspeople have to keep the complicated records that the tax people require, they won't have time to sell old furniture, prepare food for parties, or whatever their business involves.

Finally, and most importantly, this is supposed to be a free country, but the government interferes everywhere. Let us be free at least in our own homes!

Sincerely,
Al Melinowski
Miami



▲ Diana Baker owns a small business that prepares tax returns.

1. How does the letter begin? What specific information does the author provide to make sure the editor knows what his letter is about?
2. How many paragraphs does the letter have? Note that paragraphs in newspapers are often shorter than paragraphs in academic writing.
3. What does each paragraph contain?
4. What transitional phrases does the writer use to introduce each paragraph? What effect does this have on the flow of the letter?
5. How does the writer support his opinions?

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Now we can go to next lecture
Thank You

Lecture 8

Expressing obligation and giving advice with modals: *Must, Have to, and Should*

Giving advice

You can give advice using the modals *should* and *shou/dn't*.

Examples

You should do your homework every night.

You shouldn't spend a lot of money. You need to save it for a vacation.

Expressing Obligation

You can express obligation using the modals *have to, don't have to, and must*.

Expressing obligation means stating whether an action is necessary or not necessary.

Example

We have to turn in our papers tomorrow. We don't have to type them.

They must arrive on time, or we will leave without them

Activity 2 page51

We will do this together.

Thank You