

[ESSAY | lball]

المستوى الخامس





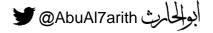
القصل الأول

1437/1436 |

المستوى الخامس

د. أحمد السقوفي [عنوان الشركة]

المتال Essay



(شرح باللغة العربية)

	_	
*	<u>Le</u>	ecture 1:
	1.	is a group of related sentences.
		 A paragraph
	2.	A paragraph is a group of related
		sentences
	3.	A paragraph is a group of sentences.
		related
	4.	A paragraph is a group of related sentences that
		discuss one
		main idea
	5.	A paragraph is a group of related sentences that
		discuss main idea.
		• one
	6.	A paragraph is a group of related sentences that
		discuss only one main idea.
	_	• usually
	7.	A can be as short as one sentence.
	_	paragraph
	8.	A paragraph can be as short as sentence.
	^	• one
	9.	A paragraph can be as as one sentence.
	40	• short
	IU.	.A can be as long as ten sentences.
		 Paragraph

11. The number of sentences in a paragraph is ______.

12. The _____ should be long enough to develop the

13. The paragraph should be _____ enough to develop

•	long		
14. The pa	aragraph should be lo	ong enough to	_ the
main i	dea clearly.		
•	develop		
15. The pa	aragraph should be lo	ong enough to develo	р
	clearly.		
•	the main idea		
16. A	may stand by its	elf.	
•	paragraph		
17. A para	ngraph may stand by_	-	
•	Itself		
18. A	may be one part	of a longer piece of v	vriting
such a	as an essay of a book		
•	paragraph		
-	igraph may be one pa		f
_	g such as	•	
at an	an essay of a book		
	ark a by inde	_	bout a
half in	ch from the left marg	in.	
	paragraph		
	ark a paragraph by		about a
	ch from the left marg	in.	
	[ترك مسافة قبل] Indenting		
22. We ma	ark a paragraph by inc	denting the first word	about

- a half inch
 - five spaces on a typewriter or computer
- 23. We mark a paragraph by indenting the first word about a half inch from the _____ margin.

_ from the left margin.

left

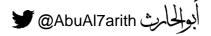
unimportant

main idea clearly.

paragraph

(1)
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the south

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بسعه الغربيه)	
24. We mark a paragraph by indenting the first word about	34 limits the topic to one specific area
a half inch from the left	that can be discussed completely in the space of a
margin	single paragraph.
25. In academic writing, you often write a paragraph to	 The topic sentence
a test question.	35. The topic sentence the topic to one specific
• answer	area that can be discussed completely in the space of a
26. The parts of a paragraph are	single paragraph.
• three	limits
27. The three parts of a paragraph are:	36. The topic sentence limits to one specific area
The topic sentence	that can be discussed completely in the space of a
The supporting sentence	single paragraph.
The concluding sentence	the topic
28. All paragraphs have a and supporting	37. The topic sentence limits the topic to that can
sentences, and some paragraphs also have a	be discussed completely in the space of a single
concluding sentence.	paragraph.
topic sentence	one specific area
29. All paragraphs have a topic sentence and	38. The topic sentence limits the topic to one specific area
, and some paragraphs also have a	that can be discussed completely in the space of
concluding sentence.	<u> </u>
supporting sentences	 a single paragraph
30. All paragraphs have a topic sentence and supporting	39. The part of the topic sentence that announces the
sentences and some paragraphs also have	specific area to be discussed is called
•	 controlling idea
a concluding sentence	40. The part of the topic sentence that the specific
31 states the main idea of the paragraph.	area to be discussed is called the controlling area.
The topic sentence	 Announces
32. The topic sentence states of the	41. "Gold, a precious metal, is prized for two important
paragraph.	characteristics", the topic is:
the main idea	• "Gold".
33. The topic sentence states the main idea of	42. "Gold, a precious metal, is prized for two important
the paragraph	characteristics", the controlling idea is:

(1) (1)	
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⋑ @AbuAl7arith	أبولحاري
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أشرح باللغة العربية)

		يم)
	 "two important characteristics 	
43.	B.Supporting sentences develop	
	 the topic sentence 	
44.	l develop the top	ic sentence.
	 Supporting sentences 	
45.	i explain or prove	the topic sentence.
	 Supporting sentences 	
46.	S.Supporting sentences	the topic
	sentence.	
	explain or prove	
47.	.Supporting sentences explain or	prove the topic
	sentence by giving more	about it.
	 Information 	
48.	B. "First of all, gold has a lustrous b	eauty that is resistant
	to corrosion.", is an example for:	C
	 The supporting sentences. 	
49.). "For example, a Macedonian coin	remains as
	untarnished today as the day it wa	as made 25 centuries
	ago.", is an example for:	
	 The supporting sentences. 	
50.). "Another important characteristic	of gold is its
	usefulness to industry and science	e.", is an example for
	 The supporting sentences. 	
51.	. "The most recent use of gold is in	astronauts' suits.", is
	an example for:	
	 The supporting sentences. 	
52 .	2 signals the end o	of the paragraph.
	The concluding sentence	
53.	3. The concluding sentence signals	of the
	paragraph.	

) 54.The concluding sentence signals the end of
the paragraph
55. The concluding sentence leaves the reader with
to remember.
 Important points
56. "In conclusion, gold is treasured not only for its beauty
hut also for its utility " is an example for:

• The concluding sentence. [مألوفة] for [مألوفة] paragraphs.

stand-alone

58. Paragraphs that are parts of a longer piece of writing do not need concluding sentences.

usually

59. Paragraphs that are parts of a longer piece of writing usually do not need _____.

concluding sentences

أرفق القطعة

*	Lecture 2:	

60. Every good paragraph has___

• a topic sentence

61. Every good paragraph has a topic sentence, which clearly _____ the topic and the controlling idea of the paragraph.

states

62. Every good paragraph has a topic sentence, which clearly states _____ and the controlling idea of the paragraph.

the topic

the end

(144) -
3
the southern

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63. Every good paragraph has a topic sentence, which clearly states the topic and of the
paragraph.
 the controlling idea
64 is the most important sentence in a
paragraph.
 A topic sentence
65. A topic sentence is sentence in a
paragraph.
the most important
66 briefly indicates what the paragraph is
going to discuss.
The topic sentence
67. The topic sentence briefly what the paragraph
is going to discuss.
• indicates
68. The topic sentence briefly indicates
what the paragraph is going to discuss
69 is a helpful guide to both the writer and
the reader.
The topic sentence
70. The topic sentence is to both the writer
and the reader.
a helpful guide
71. The topic sentence is a helpful guide to
 both the writer and the reader
72. By the topic sentence, the writer can see what information to
• Include (تضمّن) and to exclude (تستبعد)

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73. By the topic sentence, the reader can see what the paragraph is going to
• be about
74. A topic sentence is
 a complete sentence
75. A topic sentence contains at least
one subject and one verb
76. Is "Driving on freeways." a complete sentence?
 No, because it does not have verbs.
77. Is "How to register for college classes." a complete
sentence?
 No, because it does not have verbs.
78. Is "The rise of indie films." a complete sentence?

- No, because it does not have verbs. 79. A topic sentence contains:
 - A topic.
 - A controlling idea.
- 80. A topic sentence contains both _____ and
 - a topic, a controlling idea.
- 81. _____names the topic.
 - A topic sentence
- 82. A topic sentence names the topic and then _____ the topic to a specific area to be discussed in the space of a single paragraph.
 - limits
- 83. A topic sentence names the topic and then limits the topic to _____ to be discussed in the space of a single paragraph.
 - a specific area



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(شرح باللغة العربية)

	بيا
84. A topic sentence names the topic and then limits the	
topic to a specific area to be discussed in the space of	
a single paragraph	
85. "Driving on freeways requires skill and alertness.", the	
topic is:	
"Driving on freeways".	
86. "Driving on freeways requires skill and alertness.", the	
controlling idea is:	
"skill and alertness".	
87. "Registering for college classes can be a frustrating	
(محبط) experience for new students.", the topic is:	
" Registering for college classes"	
88. "Registering for college classes can be a frustrating	
experience for new students.", the controlling idea is:	10
 "frustrating experience for new students". 	biss
89. "The rise of indie films is due to several factors.", the	0000
topic is:	
"The rise of indie films".	
90. "The rise of indie films is due to several factors.", the	
controlling idea is:	
"several factors".	
91 is the most general statement in the	
paragraph.	
A topic sentence	
92. A topic sentence is the most statement in the	
paragraph.	
 general 93. A topic sentence is the most general statement in the 	
33. A topic sentence is the most general statement in the	
•	

	S @ Nodr II and I
94. A	topic sentence is the most general statement in the
pa	ragraph because it gives only
	the main idea
95	does not give any specific details.
	A topic sentence
96. A	topic sentence does not give any
	specific details
	opic sentence is like of a particular course
ق)	ط) on a restaurant menu.
	• the name (اسم الطبق من غير تفاصيل)
	"The Arabic origin of many English words is not
al	vays obvious (واضح).", a good topic sentence?
	• Yes.
	"The slang expression so long (meaning "good-bye")
	probably a corruption of the Arabic salaam.", a good
το	oic sentence? Why?
2	• No.
	It is too specific. A sould some a source of the sound of th
100.	It could serve as a supporting sentence. In "English has been influenced by other." In "English has been influenced by other."
	Is "English has been influenced by other nguages.", a topic language? Why?
Ia	No.
	It is too general.
101.	The topic sentence is the first sentence
	a paragraph.
	Usually
	not always
102.	Experienced writers sometimes put topic
-	ntences in other locations, but the best spot is
	ually right at
	• the beginning

Paragraph

(All)
3
the south

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(شرح باللغة العربية)

- 103. _____, words that have the same basic meaning. Do not always have the same emotional meaning.
 - Synonyms
- 104. The words, stingy [بخيل] and frugal [مقتصد] are:
 - Synonyms.
- 105. Calling someone stingy is:
 - An insult [إهانة].
- 106. Calling someone frugal is:
 - A compliment [إطراء].
- 107. The words, slender [نحيف، وهي صفة حسنة] and skinny [ضامر، وهي صفة سيئة]
 - Synonyms.
- 108. The words, aggressive [مشاكس] and pushy [انتهازي] are:
 - Synonyms.
- 109. _____ a topic sentence comes at the end.
 - Sometimes
- 110. If the topic sentence comes at the end, the paragraph often begins with _____.
 - a series of examples
- 111. Some paragraphs may begin with a series of facts, and the topic sentence at the end is
 - the conclusion from these facts
- 112. Is "A lunar eclipse [خسوف القمر] is an omen [فأل] of a coming disaster.", a good topic sentence? Why?
 - No.
 - Too specific.
- 113. Is "Superstitions [الخرافات] have been around forever.", a good topic sentence?

- No.
- Too general.
- 114. Is "People hold many superstitious [خرافية] beliefs about the moon.", a good topic sentence?
 - Yes.
- 115. Is "Is made of green cheese.", a good topic sentence? Why?
 - No.
 - Incomplete sentence.

❖ Lecture 3:

- 116. Is "The history of astronomy is interesting.", a good topic sentence? Why?
 - No.
 - Too general.
- 117. Is "Ice age people recorded the appearance of new moons by making scratches in animal bones.", a good topic sentence? Why?
 - No.
 - Too specific.
- 118. Is "For example, Stonehenge in Britain, built 3500 years ago to track the movement of the sun.", a good topic sentence? Why?
 - No.
 - Incomplete sentence.
- 119. Is "Ancient people observed and recorded lunar and solar events in different ways.", a good topic sentence? Why?
 - Yes.

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- 120. In "Participating in class discussion is a problem for several different groups of students.", the topic is:
 - "a problem for several different groups of students".
- 121. In "Participating in class discussion is a problem for several different groups of students.", the controlling idea:
 - "Participating in class discussion".
- 122. In "In my opinion, television commercials for cosmetics [مستحضرات التجميل] lie to women.", the topic is:
 - "television commercials for cosmetics".
- 123. In "In my opinion, television commercials for cosmetics [מעדבים lie to women.", the controlling idea:
 - "lie to women".
- 124. In "Owning an automobile [مركبة] is a necessity for me.", the topic is:
 - "Owning an automobile".
- 125. In "Owning an automobile [مركبة] is a necessity for me.", the controlling idea:
 - "a necessity for me".
- 126. In "It is an expensive luxury [رفاهية] to own an automobile in a large city.", the topic is:
 - "to own an automobile in a large city".
- 127. In "It is an expensive luxury [رفاهية] to own an automobile in a large city.", the controlling:
 - "an expensive luxury".
- 128. In "Taste and appearance are both important in Japanese cuisine [مطبخ].", the topic is:
 - "Japanese cuisine".
- 129. In "Taste and appearance are both important in Japanese cuisine [مطبخ].", the controlling idea is:

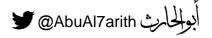
•	"Taste	and	appearance"	
---	--------	-----	-------------	--

130.	A topic sentence must be a complete sentence,
with	•

- A subject and a verb.
- 131. A topic sentence should not be _____.
 - Too general.
 - Too specific.
- 132. A topic sentence should not have unrelated
 - controlling ideas.
- 133. Supporting sentences _____ the topic sentence.
 - explain or prove
- 134. Supporting sentences explain or prove
 - the topic sentence
- 135. One of the biggest problems in student writing is that student writers often fail to _____ their ideas adequately [بشكل كاف].
 - support
- 136. Student writers need to use _____ details to be thorough and convincing.
 - Specific
- 137. The kinds of specific supporting details:
 - Examples.
 - Statistics.
 - Quotations.
- 138. A concluding sentence _____ the end of the paragraph.
 - Signals

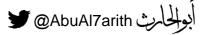
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3		5
1000		1
14	form some	0/

المتال Essay



139. para	A concluding sentence signals the of the graph.	رسرے بیت 147. Coi	End-of-Paragraph Signals Not Followed by a mma:
-	End		• The evidence [الأدلة] suggests that
140.	A concluding sentence leaves the reader with		There can be no doubt that
			These examples show that
•	the most important ideas to remember		We can see that
141.	A concluding sentence leaves the reader with the	148.	Many writing teachers thinks are
	t important ideas to remember, by:		erused and so will not want you to use them.
	Summarizing the main points of the paragraph.		• In conclusion.
	Repeating the topic sentence in different words.		In summary.
142.	A paragraph does not always need	149.	Many writing teachers thinks In conclusion and In
	a concluding sentence		nmary are and so will not want you to use
143.	is not needed for every	the	•
	graph in a multi-paragraph essay.		• Overused [مبتذل].
-	a concluding sentence	150.	Do not use the phrase as at end-of-
144.	a concluding sentence is not needed for every		agraph signal.
	graph in essay.		• At last.
-	a multi-paragraph	151.	"At last" means
145.	a concluding sentence is for every	- V /	At the end of a long period of time.
para	graph in a multi-paragraph essay.	152.	"At last" in "At last, you've come home", means:
-	not needed		 At the end of a long period of time.
146.	End-of-Paragraph Signals Followed by a Comma:	153.	Never introduce in the
•	Finally,		ncluding sentence.
•			a new idea
•	and the second s	154.	Never introduce a new idea in
•	ا بي الواقع] Indeed, [في الواقع]	1	the concluding sentence
•	In short,	155.	Is "In conclusion, we now have more variety of
•	Lastly,		eting cards to choose from, but they are also
•		_	coming very expensive." a good conclusion
•	تب حتی ; [ب کتا] Thus,		itence? Why?
•			• No.
•	السخيص (سنخيص)		

المتال Essay



(شرح باللغة العربية)

- Because "becoming very expensive" is a new idea.
- 156. Is "In conclusion, there are many other legends like this one in Hawaii." a good conclusion sentence? Why?
 - No.
 - Because "other legends" is a new idea.

•	Lect	ure	<u>4:</u>
	157.		means that a paragraph discusses one
	ar	nd o	nly one main idea from beginning to end.
		•	[الوحدة] Unity
	158.		Unity means that a paragraph discusses
			from beginning to end.
		•	one and only one main idea
	159.		Unity means that discusses one and
	OI	nly c	one main idea from beginning to end.
		•	a paragraph
	160.		Sometimes it is possible to discuss more than
	OI	ne a	spect of the same idea in one paragraph if they are
		•	closely related to each other.
	161.		The second part of unity is that every supporting
	Se	ente	nce must directly the main idea.
		•	explain or prove
	162.		If you are getting off the topic, your paragraph
	W	ill ne	ot have
		•	Unity
	163.		The Latin verb cohere means

ũ)			
164.		For in writing, the s	entences must hold
to	get	her.	
	•	coherence [التماسك]	
165.		For coherence in writing, the	e sentences must
		•	
	•	hold together	
166.	_	By coherence, the movemen	
to	the	e next must be	_ .
	•	logical and smooth	
167.		By coherence, there must be	e no
	•	sudden jumps	
168.		By coherence, each sentence	e should flow
		into the next one.	
	•	smoothly	
169.		There are four ways to achie	المحاضرة: ve coherence؛
سيل		القادمة يوجد لــــــــــــــــــــــــــــــــــــ	
-12		Repeat key nouns.	
	•	pronouns [متسقة] use consistent	S.
	•	Use transition signals to link id	eas.
	•	Arrange your ideas in logical o	rder.
170.		The easiest way to achieve of	coherence is
		in your pa	aragraph.
	•	to repeat key nouns frequently	1
171.		The easiest way to achieve _	is to repeat
ke	y n	ouns frequently in your parag	graph.
	•	coherence	
172.		You should	instead of using a

pronoun when the meaning is not clear.

repeat a key noun

hold together.

المتال Essay

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(شرح باللغة العربية)

- 173. When you use_____, make sure that you use the same person and number throughout your paragraph.
 - pronouns
- 174. When you use pronouns, make sure that you use _____ person and number throughout your paragraph.
 - the same
- 175. Change from you to he or she is:
 - Change of person.
- 176. Change from he to they is:
 - Change of number.

❖ Lecture 5:

- 177. Expressions such as first, finally, and however can serve as:
 - Transition signals.
- 178. Phrases such as in conclusion, on the other hand, and as a result can serve as:
 - Transition signals.
- 179. Words such as subordinators (when, although) can serve as:
 - Transition signals.
- 180. Words such as coordinators (and, but) can serve as:
 - Transition signals.
- 181. Words such as adjectives (another, additional) can serve as:
 - Transition signals.

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- 182. Words such as prepositions (because of, in spite of) can serve as:
 - Transition signals.
- 183. Transition signals, like:
 - Coordinators [المنسقات].
 - Subordinators [حرف العطف التابع].
- 184. Transition signals give a paragraph ______ because they guide your reader from one idea to the next.
 - Coherence
- 185. Traffic signs (forward, turn around, slow down, and stop) can serve as:
 - Transition signals.
- 186. (Similarly, and, in addition) can serve as:
 - Transition signals.
 - To give a similar idea.
- 187. (on the other hand, but, in contrast) can serve as:
 - Transition signals.
 - To give an opposite idea.
- 188. (for example) can serve as:
 - Transition signals.
 - To give an example.
- 189. (therefore, as a result) can serve as:
 - Transition signals.
 - To give a result.
- 190. (In conclusion) can serve as:
 - Transition signals.
 - To give a conclusion.
- 191. Transition phrases, like:
 - in addition (additional idea)
 - on the other hand (opposite idea)



المقال Essay

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(شرح باللغة العربية)

- in contrast (opposite idea)
- in fact (restatement or explanation)
- indeed (restatement or explanation)
- first, second, third (list in order)
- next, last, finally (list in order)
- for example (example)
- for instance (example)
- clearly (conclusion or summary)
- in brief (conclusion or summary)
- in conclusion (conclusion or summary)
- indeed (conclusion or summary)
- in short (conclusion or summary)
- in summary (conclusion or summary)
- accordingly (result)
- as a result (result)
- as a consequence (result)

192. Conjunctive adverbs, like:

- furthermore (additional idea)
- moreover (additional idea)
- besides (additional idea)
- also (additional idea)
- too (additional idea)
- however (opposite idea or contrast)
- nevertheless (opposite idea or contrast)
- instead (opposite idea or contrast)
- still (opposite idea or contrast)
- nonetheless (opposite idea or contrast)
- otherwise (choice or alternative)
- that is (restatement or explanation)
- therefore (result)

- consequently (result)
- hence (result)
- thus (result)

193. Coordinating conjunctions, like:

- and (additional idea)
- but (opposite idea or contrast)
- yet (opposite idea or contrast)
- or (choice or alternative)

194. Subordinating conjunctions, like:

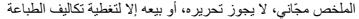
- although (opposite idea or contrast)
- though (opposite idea or contrast)
- even though (opposite idea or contrast)
- whereas (opposite idea or contrast)
- while (opposite idea or contrast)
- if (choice or alternative)
- unless (choice or alternative)

195. Transition signals followed by "noun", like:

- another (+ noun)
- an additional (+ noun)
- in spite of (+ noun)
- despite (+ noun)
- an example of (+ noun)
- such as (+ noun)

196. (as a result) is different from (as a result of), it is followed by:

- noun.
- 197. (too) usually appears only at _____ of a sentence.
 - the beginning
- 198. The short time words (then, now, soon) usually ____ commas.



ملاحظات

KFU E-Learning and Distance

المتال Essay

بولحارث AbuAl7arith (هوالحارث

(شرح باللغة العربية)

KF

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•		u	LI		-CU

- 199. To connect two independent clauses by transition phrases or conjunctive adverbs, we use with them:
 - a semicolon and a comma.
- 200. "In warm climate zones, water evaporates [يتبخر] rapidly _____ the concentration [تكثف] of salt is greater.
 - ; therefore, [12]
- 201. Both the Red Sea and the Mediterranean [المتوسط] have narrow outlets [منافذ] to the ocean ______
 the Mediterranean's is narrower.
 - ; however, [ومع ذلك]
- 202. A few societies in the world are matriarchal [أمومي]
 _____ the mother is head of the family.
 - ; that is ,
- 203. Some English words have no exact equivalents in other languages _____ there is no German word for the adjective fair, as in fair play [قب نظيف].
 - ; for example,
- 204. Coordinators [المنسقات], include:
 - Coordinating [تنسيق] conjunctions [حروف العطف]
 - Correlative [تلازم] (paired) conjunctions.
- 205. Coordinating conjunctions, like:
 - and
 - but
 - SO
 - or
 - nor
 - for
 - yet

206. Correlative (paired) conjunctions	s, like:
--	----------

- both ... and
- not only ... but also
- neither ... or
- whether ... or

207.	when coordinators connect two independent
claus	ses, use

- a comma
- 208. In matriarchy [النظام الأمومي], the mother is the head of the family _____ all the children belong to her clan [عشيرة].
 - , and
- 209. In warm climate zones, water evaporates rapidly the concentration of salt is greater.
 - , SO
- 210. Children not only need love _____ they also need discipline.
 - , but
- 211. When coordinators connect two words or phrases _____ a comma.
 - do not use
- 212. Would you rather take a written ____ or an oral exam.
 - (من غير فواصل) or
- 213. Children need _____ love ____ discipline.
 - not only, but also (من غير فواصل)
- 214. Some writers use a comma before but and yet even when they do not connect independent clauses to _____ the contrast of the connected ideas.
 - emphasize

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المقال Essay



(شرح باللغة العربية)

215.	[رصينة] The poem is solemn	optimistic
فائل]	[تبرة] in tone [ت	

(لا بأس أن تكون بفاصلة لتأكيد التباين في الأفكار) yet .

*	Lecture	6:

- 216. _____ is the first word in a dependent clause.
 - A subordinator (subordinating conjunction)
- 217. A subordinator (subordinating conjunction) is word in a dependent clause.
 - the first
- 218. A subordinator (subordinating conjunction) is the first word in ______.
 - a dependent clause
- 219. A dependent clause is always connected to an independent clause to make _____.
 - a sentence
- 220. _____ is always connected to an independent clause to make a sentence.
 - A dependent clause
- 221. A dependent clause is always connected to to make a sentence.
 - an independent clause
- 222. The sentence _____ have a comma.
 - may or may not
- 223. Put a comma _____ a dependent clause.
 - after
- 224. Put a comma after a dependent clause but not of one.
 - in front

- 225. Put _____ after a dependent clause but not in front of one.
 - a comma
- 226. although the company's sales increased last year ____ its net profit declined.
 - ضع فاصلة، لأن الفاصلة ممكن وضعها بعد الجملة التابعة غير المستقلة. (,)
- 227. The company's net profit declined last year although its sales increased.
 - لا تضع فاصلة، لأن الفاصلة تكون بعد الجملة التابعة غير المستقلة وليس
 أمامها
- 228. Subordinators are:
 - Transition signals.
- 229. Subordinators include nouns, like:
 - example.
- 230. subordinators include adjectives, like:
 - additional.
- 231. subordinators include prepositions, like:
 - in addition to.
- 232. Subordinators include verbs, like:
 - cause.
- 233. Subordinators include adverbs, like:
 - too.
- 234. (Additional) is an adjective, so it is followed by
 - a noun.
- 235. (in addition to) is a preposition, so it is followed by:
 - a noun or noun phrase.
- 236. (Such as) is followed by:
 - a noun or noun phrase.

ملاحظات

ملاحظات ملاحظات

KFU E-Learning and Distance

المتال Essay

أبولحارث AbuAl7arith ﴿

(شرح باللغة العربية)

237.	A recent article in Era magazine suggested ways
to r	reduce inflation [التضخم]. The article suggested that the
pre	esident reduce the federal budget [مَيزانية], it
sug	ggested that the government reduce federal, state,
and	d local taxes.

- ; furthermore [علاوة على ذلك]
- however, in contrast إجابات خاطئة.
- 238. The same article said that the causes of inflation were easy to find _____ the cure of inflation was not so easy to prescribe [وصف علاجه].
 - however لأنهما فكرتين متناقضتين.
 - (find; however,) (to find. However,) بأحد الصيغتين
 - for example, therefore إجابات خاطئة.
- 239. Era also suggested that rising wages [الأجور] were one of the primary causes of inflation _____ the government should take action to control wages.
 - therefore سبب
 - (of inflation; therefore,) (of inflation. Therefore,)
 - however, for example إجابات خاطئة.

❖ Lecture 7:

- 240. In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is
 - to arrange your sentences in some kind of logical order.
- 241. Your choice of one kind of logical order over another will, of course, depend on:
 - your topic and your purpose.

u)	
242.	You may even combine different
log	gical orders in the same paragraph.
	two or more
243.	Some common kinds of logical order in English
are	e:
	 Chronological [زمني] order.
	 Logical division of ideas.
	 Comparison [مغایر] /contrast [مغایر].
244.	Chronological order is order by
	• time
245.	is a sequence of events or steps
in	a process.
	Chronological order
246.	In, a topic is divided into
pa	rts, and each part is discussed separately.
	 logical division of ideas
247.	In logical division of ideas, a topic is divided into
/ pa	rts, and each part is discussed
	 separately
248.	In logical division of ideas, a topic is divided into
	• parts
249.	In paragraph, the similarities and/or
dif	ferences between two or more items are discussed.
	 a comparison/contrast
250.	The logical order uses time order to organize the
ste	eps in the paragraph is:
	chronological order.
251.	Every good paragraph has both .

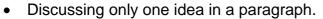
unity and coherence

You achieve unity by:

252.

المقال Essay





- Always staying on the topic in your supporting sentences.
- 253. You achieve coherence by:
 - Repeating key nouns.
 - Using consistent pronouns.
 - · Using transition signals.
 - Arranging your ideas in some kind of logical order.
- ❖ Lecture 8:
 - 254. Supporting Details, like:
 - Facts.
 - Quotations.
 - Statistics.
 - are subjective [شخصية، ذاتية] statements [مخصية، داتية] based on a person's beliefs or attitudes.
 - Opinions
 - 256. Opinions are _____ statements based on a person's beliefs or attitudes.
 - subjective
 - 257. Opinions are subjective statements based on a beliefs or attitudes.
 - person's
 - 258. "Men are better drivers than women.", is:
 - An opinion.
 - Not fact.
 - 259. "Smoking is a bad habit.", is:
 - An opinion.
 - Not fact.
 - 260. "English is an easy language to learn.", is:

- An opinion.
- Not fact.
- 261. _____ are not acceptable as support.
 - Opinions
- 262. Opinions are _____ as support.
 - not acceptable
- 263. Opinions are not acceptable as _____.
 - support
- 264. If you express an opinion, you must support it with _____.
 - facts
- 265. _____ are objective statements of truths.
 - Facts
- 266. Facts are _____ statements of truths.
 - [موضوعية، متجردة] objective
- 267. Facts are objective statements of _____.
 - truths
- 268. "At sea level, water boils at 100 degrees Celsius.", is:
 - A fact.
 - Not an opinion.
- 269. "Women live longer than men.", is:
 - A fact needs prove.
 - Not an opinion.
- 270. "Cigarettes are addictive [مسببة للإدمان].", is:
 - A fact needs prove.
 - Not an opinion.
- 271. "Photographs of ultrathin [رفيعة جداً] fashion models send the wrong message to girls and young women.", is:
 - Opinion.

المتال Essay

أبولخارث AbuAl7arith)



- Fact needs proof.
- 273. "The average model weighs 25 percent less than the average woman of the same height.", is:
 - Specific supporting detail.
- 274. "people who steal identities [الهويات] do a lot of damage before their victims become aware [على علم] of it.", is:
 - Fact needs proof.
- 275. "Punishment for identity thieves is not severe enough.", is:
 - Opinion.
- 276. "Last year, the losses [خسائر] of victims totaled more than \$7 billion.", is:
 - Specific supporting detail.
- 277. "Identity theft is more serious than any other type of theft.", is:
 - Opinion.
- 278. "Identity theft is increasing at a rapid pace [إيقاع].", is:
 - Fact needs proof.
- 279. "In 2000, 31,000 cases of identity theft were reported to the Federal Trade Commission (FTC لجنة التجارة); in 2003, the number was 210,000.", is:
 - Specific supporting detail.
- 280. There are three ways to insert outside information into your own writing:
 - You can quote it.
 - You can summarize it.
 - You can paraphrase [إعادة صياغة] it.

**	Lecture	<u>9:</u>

281.	$_$ is using someone else's words or idea
as if they wer	e your own.

- Plagiarism
- 282. When you use information from an outside source without acknowledging [الاعتراف] that source, you are guilty [مُدان، مذنب] of ______.
 - plagiarism
- 283. One way to avoid plagiarism is to always put _____ around words that you copy exactly.
 - quotation marks
- 284. To _____ a source means to tell where you got the information.
 - cite
- 285. You do not need to use _____ if you change the words.
 - quotation marks
- 286. You do not need to use quotation marks if you
 - change the words
- 287. You are guilty of _____ if you fail to cite the source of outside information—words or ideas—that you use.
 - plagiarism [سرقة أدبية]
- 288. You are guilty of plagiarism if you fail to _____ the source of outside information—words or ideas—that you use.
 - cite [اقتباس]
- 289. Citing a source is a _____ process.
 - two-step
- 290. Citing a source is a two-step process, which are:

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(شرح باللغة العربية)

• Insert a short reference in parentheses at the end of each piece of borrowed information.

• Prepare a list describing all your sources completely.

291. The short reference in parentheses at the end of each piece of borrowed information called

_	α	10 +01/+	citation
•	711	11 1-1 H X 1	CHAIICH

- 292. The list that describing all your sources completely and appears as the last page of your paper, is titled .
 - Works Cited
- 293. "Works Cited" appears as _____ page of your paper.
 - the last
- 294. "Communities don't have the resources [موارد،]
 to allow police to patrol [القيام بدورية، تخفر]
 intersections [التقاطعات] as often as would be [بقدر ما سيكون]
 needed to ticket [مخالفة] all motorists [سانقي السيارات] who
 run red lights" ("Q&A"), is an example for:
 - In-text citation.
- 295. ("Q&A: Red Light Running." Insurance Institute for Highway Safety June 2003. 26 Feb. 2004 http://www.hwysafety.org/safety_facts/quanda/rlc.htm >.), is an example for:
 - Entry in works-cited list.
- 296. ("Q&A: Red Light Running." Insurance Institute for Highway Safety June 2003. 26 Feb. 2004 http://www.hwysafety.org/safety_facts/quanda/rlc.htm >.), This entry tell us that the complete title of the article is:
 - "Q&A: Red Light Running."

- 297. ("Q&A: Red Light Running." Insurance Institute for Highway Safety June 2003. 26 Feb. 2004 http://www.hwysafety.org/safety_facts/quanda/rlc.htm >.), This entry tell us that it was published online in:
 - June 2003.
- 298. ("Q&A: Red Light Running." Insurance Institute for Highway Safety June 2003. 26 Feb. 2004 http://www.hwysafety.org/safety_facts/quanda/rlc.htm >.), This entry tell us that it was published by:
 - The Insurance Institute for Highway Safety.
- 299. ("Q&A: Red Light Running." Insurance Institute for Highway Safety June 2003. 26 Feb. 2004 http://www.hwysafety.org/safety_facts/quanda/rlc.htm >.), This entry tell us that the date that the writer found the article while researching the topic is:
 - 26 Feb. 2004.
- 300. ("Q&A: Red Light Running." Insurance Institute for Highway Safety June 2003. 26 Feb. 2004 http://www.hwysafety.org/safety_facts/quanda/rlc.htm >.), the information in the angle brackets <> in this entry is:
 - The website address (URL) where the article can be found.

301. There are two kinds of quotations:

- Direct.
- Indirect.
- 302. In ______, you copy another person's exact words (spoken or written) and enclose them in quotation marks.
 - a direct quotation

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المتال Essay

أبولحاث AbuAl7arith)

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303.	In a direct quotation, you copy another person's words (spoken or written) and enclose them in
quo	etation marks.
•	• exact
304. exa	In a direct quotation, you copy another person's ct words (spoken or written) and enclose them in
	• quotation marks
305.	In, you report the person's
wor	ds without quotation marks.
•	an indirect quotation
306.	In an indirect quotation, you report the person's
wor	ds quotation marks.
•	without
307. wor	In an indirect quotation, you report the person's ds without quotation marks, but with a
	A reporting expression such as:
•	According to XYZ
•	XYZ believes that
309.	Reporting expressions such as "according to
XYZ	Z", is in:
•	 An indirect quotation.
310.	Reporting verbs that introduce borrowed
info	ormation, like:
•	assert.
•	insist.
•	report.
•	suggest.
•	claim.
	maintain.

)		
	•	say.
	•	write.
	•	declare.
	•	mention.
	•	state.
311.		Reporting verbs can appear
		borrowed information.
	•	before, in the middle of, or after
312.		The reporting phrase (according to) usually
ap	pea	ars borrowed information.
	•	before or after but not in the middle of
313.		· · · · · · · · · · · · · · · · · · ·
ap	pea	ars before or after but not in the middle of
bo	orro	wed information.
		usually
		The reporting phrase (according to) doesn't
ap	pea	ar borrowed information.
	•	in the middle of
		Reporting verbs can be used the
SL	ıbor	dinator as.
	•	either with or without
		Reporting verbs can be used either with or
Wi		ut
	•	the subordinator "as"
317.		Reporting verbs can be in tense.
	•	any
318.		A past tense reporting verb may cause changes
		bs, pronouns, and time expressions in
qι		tion.
	•	an indirect

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المتال Essay

ابولحارث AbuAl7arith)

(شرح باللغة العربية)

319. _____ tense reporting verb may cause changes in verbs, pronouns, and time expressions in an indirect quotation.

- A past
- 320. A past tense reporting verb may cause changes in _____ in an indirect quotation.
 - verbs, pronouns, and time expressions
- 321. Including the source of the borrowed information with the reporting expression gives _____ to your writing.
 - authority [قوة، نفوذ]

*	Lecture	1	0:

322. In ______, the speaker's or writer's words are reported indirectly, without quotation marks.

- indirect quotations
- 323. Indirect quotations are sometimes called
 - reported speech
- 324. Indirect quotations are introduced by ______ reporting verbs used for direct quotations.
 - the same
- 325. The tense of verbs in indirect quotations is the tense of the reporting verb.
 - affected by
- 326. The tense of verbs in indirect quotations is affected by the tense of the _____.
 - reporting verb
- 327. Changing Direct Quotations to Indirect Quotations:

- Omit [احذف] the quotation marks.
- Add the subordinator [التابع] that.
- Change the verb tense if necessary.
- Change pronouns (and time expressions if necessary) to keep the sense [معنى] of the original.
- 328. When changing direct quotation to indirect quotation, you may omit that if:
 - The meaning is clear without it.
- 329. To change the verb tense:
 - Follow the sequence of tenses rules.
- 330. The indirect quotation of the direct quotation: Susan said, "The exam is at eight o'clock."; is:
 - Susan said (that) the exam was at eight o'clock.
- 331. The indirect quotation of the direct quotation: She said, "We didn't have time to eat breakfast"; is:
 - She said (that) they hadn't had time to eat breakfast.
- 332. The indirect quotation of the indirect quotation: He said, "The exam has just started."; is:
 - He said (that) the exam had just started.
- 333. The indirect quotation of the direct quotation: Sam mentioned, "Today I will eat Chinese food, and tomorrow I'll eat French food if I can find a good restaurant."; is:
 - Sam mentioned that today he would eat Chinese food and that tomorrow he'd eat French food if he could find a good restaurant.
- 334. The indirect quotation of the direct quotation: The teacher said, "You must finish the test right now."; is:
 - The teacher said that we had to finish the test right then.

ملاحظات

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KFU E-Learning and Distance

المقال Essay

أبولحارث AbuAl7arith)

335	When the reporting verb is simple present,
	present perfect, or future, the verb tense in the
	quotation

- does not change
- 336. The indirect quotation of the direct quotation: He says, "I can finish it today."; is:
 - He says that he can finish it today. من غير علامات
 تتصيص.
- 337. When the reporting phrase is according to, the verb tense .
 - does not change
- 338. The indirect quotation of the direct quotation: The lawyer said, "My client is innocent."; is:
 - According to the lawyer, his client is innocent. من غير
- 339. When the quoted information is a fact or a general truth, the verb tense in the quotation
 - does not change
- 340. The indirect quotation of the direct quotation: He said, "Water boils at a lower temperature in the mountains."; is:
 - He said that water boils at a lower temperature in the mountains. من غير علامات تنصيص.
- 341. The indirect quotation of the direct quotation:
 Pre-med student Alma Rodriguez said, "I miss being on
 campus, but I have to work and take care of my family.";
 is:
 - Pre-med student Alma Rodriguez said that she missed being on campus, but (that) she had to work and take care of her family.

- 342. The indirect quotation of the direct quotation:
 Other students said, "Last year, we spent several hours
 a day commuting to and from school. Now we don't
 have to do that."; is:
 - Other students said that last year they spent several hours a day commuting to and from school. Now they didn't have to do that.

*	Lectur	<u>e 11:</u>
	343.	is a piece of writing several paragraphs
	long	
	•	An essay
	344.	An essay is a piece of writing
	long	
	•	several paragraphs
	345.	An essay is a piece of writing several paragraphs
A	/	
ال	•	lona

- 346. Essay is about ______, just as a paragraph is.
 - one topic
- 347. Because the topic of an essay is _____ to discuss in one paragraph, you need to divide it into several paragraphs.
 - too complex
- 348. Because the topic of an essay is too complex to discuss in one paragraph, you need to _____ it into several paragraphs.
 - divide

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المتال Essay

أبولحارث AbuAl7arith ﴿

349.	In an essay, you need to divide it into several		 St 	ate the main idea of the essay.
par	ragraphs one for each	360.	Α	thesis statement for an essay is like
	major point			for a paragraph.
350.	In an essay, you need to tie the paragraphs		• a1	topic sentence
tog	ether by adding	361.		names the specific topic and
	An introduction.	giv	es the	e reader a general idea of the contents of the
	A conclusion.	es	say.	
351.				thesis statement
•	aragraph except that an essay is longer.	362.	Α	thesis statement names and
	• difficult	giv	es the	e reader a general idea of the contents of the
352.	Writing an essay is no more difficult than writing	es	say.	
a p	aragraph except that an essay is		• the	e specific topic
	• longer	363.		thesis statement names the specific topic and
353.	If you can write a good paragraph, you	giv	es the	e reader of the contents of the
wri	te a good essay.	es	say.	
	• can	1.		general idea
354.	An essay has main parts.	364.		consists of one or more paragraphs.
	• three	×91/	• Th	ne body
355.	The three main parts of an essay, are:	365.	Th	ne body consists of paragraphs.
	An introduction.		• on	e or more
	A body.	366.	Th	ne body consists of one or more
	A conclusion.		 ba 	ıragraphs
356.	An essay introduction consists of parts.	367.		paragraph in an essay develops a
	• two	su	bdivis	ion of the topic.
357.	The two main parts that an essay introduction		• Ea	ach
cor	nsists of are:	368.	Ea	ach paragraph in an essay a
	a few general statements	su	bdivis	ion of the topic.
	• a thesis [فرضية، أطروحة] statement			evelops
358.	General statements are to:	369.	Ea	ach paragraph in an essay develops of
	Attract your reader's attention.	the	topic	
359.	A thesis statement is to:		• as	subdivision



المتال Essay



_	غه العربية)	(شرح بالك	
370.	يَخْتُلْف،] The number of paragraphs in the body vary	General statements	
يتنوع] with the number of	381. General statements the reader's inte	erest.
•	[المواضيع الفرعية] subdivisions or subtopics	capture	
371.	is a summary or review of the main	382 states the specific topic.	
poir	nts discussed in the body.	 The thesis statement 	
•	The conclusion	383. The thesis statement states	
372.	has unity and coherence, just as a	 the specific topic 	
para	agraph does.	384. The thesis statement the specific to	pic.
•	• An essay	• states	
373.	An essay has, just as a	385. The thesis statement may list	of
para	agraph does.	the main topic or subtopics.	
•	unity and coherence	 subtopics or subdivisions 	
374.	and the repetition of key nouns	386. The thesis statement is normally	
link	the paragraphs into a cohesive whole.	sentence in the introductory paragraph.	
•	Transition signals	the last	
375.	Transition signals and link the	387. The thesis statement is normally the last	
para	agraphs into a cohesive whole.	sentence in paragraph.	
•	 the repetition of key nouns 	the introductory	
376.	Transition signals and the repetition of key nouns	388 is normally the last sentence	e in
link	the paragraphs into whole.	the introductory paragraph.	
•	a cohesive	 The thesis statement 	
377 .	An introductory paragraph has two parts:	389. The introductory paragraph of the model ess	ay is
•	General statements.	-	
•	The thesis statement.	• a funnel [ڤمعية] introduction	
378.	introduce the general topic of	390. Ineach subsequent [لاحقة]	
the	essay.	sentence becomes increasingly focused on the top	ic
•	General statements	until the last sentence, which states very specifical	ly
379. General statements introduce of		what the essay will be about.	
the	essay.	 funnel introduction 	
•	the general topic		
380.	capture the reader's interest.		



المتال Essay

أبولحارث AbuAl7arith)

Lecture 12:	401.	The body paragraphs are the place to develop
391 is the most important sen	ntence you	ır topic and prove your
in the introduction.		points
The thesis statement	402.	You should organize body paragraphs according
392 states the specific topic of	of the to s	some sort of pattern, such as:
essay.		 Chronological order [مرتب زمنیا].
The thesis statement		 Comparison/contrast.
393. The thesis statement states	of	 Causes and effects.
the essay.	403.	A basic pattern for essays is
the specific topic		 logical division of ideas
394. Sometimes a thesis statement lists	that 404.	In logical division of ideas pattern, you divide
will be discussed in the body.	you	ır topic into
 the subtopics 		subtopics
395. Sometimes a thesis statement also indicat that the essay will follow.		In logical division of ideas pattern, you divide ir topic into subtopics and then discuss each
 the pattern of organization 	suk	otopic in paragraph.
396. The body paragraphs in an essay are like	2	a separate
in a paragraph.	406.	In logical division of ideas pattern, you divide
 the supporting sentences 	you	r topic into subtopics and then discuss each
397 are the place to develop y	our	in a separate paragraph.
topic and prove your points.		subtopic
 The body paragraphs 	407.	is an appropriate pattern for
398. The body paragraphs are the place to	ехр	laining causes, reasons, types, lands, qualities,
your topic and prove your points.	me	thods, advantages, and disadvantages.
develop		 Logical division
399. The body paragraphs are the place to deve	elop 408.	To organizing a logical division essay, divide
your topic and your points.	you	ır topic into
prove		subtopics
400. The body paragraphs are the place to deve		, , ,
your and prove your points.	suk	otopics and then discuss each subtopic in
topic	par	agraph.



المقال Essay (شرح باللغة العربية)

أبولحارث AbuAl7arith)

a separate

410.	To organizing a logical division essay, write
	that indicates logical division.

a thesis statement

411.	To organizing a logic	cal division essay	, write a
thesis	statement that	logical divisio	n.

indicates

412.	To organizing a logical division	essay, write a
thesi	is statement that indicates	

• logical division

413. To organizing a logical division essay, use _____ between paragraphs to guide your reader from one subtopic to the next.

transitions

414. To organizing a logical division essay, use transitions between paragraphs to _____ your reader from one subtopic to the next.

• guide

415.	of a logical division essay often
indicates the number	er of subtopics.

• The thesis statement

416. The thesis statement of a logical division essay often indicates the number of _____.

subtopics

417. The thesis statement may even name the specific

subtopics

418. _____ are an especially effective way to list two subtopics.

• Paired conjunctions [حروف عطف الاقتران]

419.	Paired conjunctions [are an [حروف عطف الاقتران
Asna	cially effective way to	two subtonics

list

420.	are a [حروف عطف الاقتران] are a	ar
espe	ially effective way to list two	

• subtopics

421. Paired conjunctions, like:

both ... and

not only ... but also

422. _____ is often useful before lists of two, three, or more subtopics in a thesis statement.

• A colon (:)

423. A colon (:) is often useful before lists of subtopics in a thesis statement.

• two, three, or more

424. A colon (:) is often useful before lists of two, three, or more _____ in a thesis statement.

subtopics

425. Thesis statement pitfalls [مزالق] (common problems):

• The thesis is too general.

The thesis makes a simple announcement [تصریح،]

• The thesis states an obvious fact.

426. The problem in the thesis "A college education is a good investment.", is:

Too general.

427. The problem in the thesis "Lasers are very useful.", is:

• Too general



المتال Essay

أبولحارث AbuAl7arith ﴿

THE STORES	ربية)
428. a	
	 Announcement.
429.	The problem in the thesis "The internet is a
С	ommunication superhighway.", is:
	 Obvious fact.
430.	is the final paragraph in an
е	ssay.
	The conclusion
431.	The conclusion is paragraph in an essay.
	the final
432.	signals the end of the essay.
	 The conclusion (the concluding paragraph)
433.	The conclusion (the concluding paragraph)
s	ignals of the essay.
	the end
434.	The conclusion (the concluding paragraph)
r	eminds your reader of your
	main points
435.	reminds your reader of your main points.
	 The conclusion (the concluding paragraph)
436.	The ways of conclusion are:
	• Two.
437.	The ways of conclusion are:
	 Summarize your subtopics.
	• Paraphrase [أطروحة، فرضية] your thesis .
438.	leaves your reader with your final
tl	houghts on the topic.
	The conclusion (the concluding paragraph)
439.	(
le	eaves your reader with on the topic.

	•	your final thoughts	
440 is your opportunity to conv			
strong, effective message that your reader will			
	emen		
-		The conclusion (the concluding paragraph)	
444		(01 01 /	
441.		Because an essay is long, it is important to	
_		before you begin to write.	
	•	organize and plan	
442.		The best way to organize and plan an essay is to	
n	nake		
	•	an outline	
443.		not only organizes your thoughts, but it	
		eeps you on track once you begin to write.	
u		An outline	
444			
444.		has a system of numbers and	
	etters		
4		A formal outline	
445.		number the major sections of an	
е	essay.		
	•	Roman numerals I, II, and III	
446.		Roman numerals I, II, and III number of	
_	ın ess	· · ·	
<u> </u>		the major sections	
447		•	
447.		(introduction, body, conclusion) numbered by:	
		Roman numerals I, II, and III	
448.		label the body	
р	oaragr	aphs.	
	•	Capital letters A, B, C, D, and so on	
449.		Capital letters A, B, C, D, and so on label	
paragraphs.			
-	_	the body	

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the south

المقال Essay

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Then sand	لغة العربية)	(شرح بال	
450 .	number the subpoints in	459.	We use chronological order to explain
each	paragraph.		
•	Arabic numerals 1,2,3,4, and so on	•	processes and procedures
451.	Arabic numerals 1,2,3,4, and so on number the	460.	In discuss the steps in your
	in each paragraph.	proc	ess in the order in which they occur.
•	subpoints	•	chronological order
452 .	label the specific	461.	In chronological order discuss the steps in your
suppo	orting details.	proc	ess in the order in which they
•	Small letters a, b, c, d, and so on	•	occur
453. 	Small letters a, b, c, d, and so on label the	462. 	In chronological order divide the steps into paragraphs where natural breaks or groups of
•	specific supporting details	step	s occur.
		•	separate
		463.	Inwrite a thesis statement that
Lecture	e 13:	nam	es the process and indicates time order.
454 .	Chronos is a Greek word meaning		chronological order
	time	464.	In chronological order write a thesis statement
455 .	is a way of organizing ideas in	that	names and indicates time order.
the or	rder of their occurrence [وقوع، حدوث] in time.	•	the process
	Chronological order	465.	In chronological order write a thesis statement
456 .	Chronological order is a way of organizing ideas	that	names the process and indicates
in the	e order of their	•	time order
•	in time [وقوع، حدوث]	466.	Use chronological order signal words and
457 .	We use to tell stories, to relate	•	ses to indicate
histor	rical events, and to write biographies [السيرة الذاتية	•	the time sequence
ص آخر	.[السيرة الشخصية] and autobiographies [لشخ	467.	A thesis statement for a process essay in some
•	chronological order	_	indicates
458 .	We use to explain processes		the time order
and p	rocedures.	468.	Expressions such as (the process of, the
•	chronological order	proc	edure for, plan, develop, evolve, five stages), and

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المقال Essay

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(4.1.1)	(شرح باللغة العر
several phases indicate that will be	476. In block organization, a paragraph often
used.	separates one major section from another major
 time order 	section.
469. Sometimes the thesis statement tells	• short
in the process.	477. In block organization, a short paragraph often
 the number of steps 	one major section from another major section.
470. The thesis statement may even name	separates
the steps	478 is called a transition paragraph.
471. Chronological order signals include	 Block organization
•	479. Block organization is called
 all time expressions سؤال مهم 	 a transition paragraph
<mark>تم تھمیش جدول</mark>	480. Block organization is called a
م بهمیس جدوی	transition paragraph.
	 a short paragraph
A. Lastura 4.4.	481 purpose is to conclude one
❖ <u>Lecture 14:</u>	section and introduce another section.
472. In essay, you discuss the	Block organization
causes (reasons) for something, the effects (results), or	482. Block organization purpose is to one
both causes and effects.	section and introduce another section.
• a cause [سبب] effect [نتيجة]	• conclude
473. You can organize a cause/effect essay in two	483. Block organization purpose is to conclude one
main ways:	section and another section.
"Block" organization. "Chair" organization. "Chair" organization.	 introduce
"Chain" organization. 474 In a reprinction was first discuss all the	484. You do not always have to write a transition
474. In organization, you first discuss all the	paragraph, but it is helpful when your topic is
causes as a block. Then you discuss all the effects	·
together as a block. • block	 long and complex
475. In, a short paragraph often	485. Essays that discuss mainly (or only) causes or
	mainly (or only) effects might have
separates one major section from another major section.	between blocks of different kinds of causes or between
	blocks of different kinds of effects.
 block organization 	

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المتال Essay

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(شرح باللغة العربية)

		(-7.7.
•	a transition p	paragraph
486.	A block-sty	le cause/effect essay could have many
diffe	rent	
•	patterns	
487.	ln	pattern, causes and effects
are I	inked to each	other in a chain.
•	chain organi	zation
488.	In chain org	ganization pattern, causes and effects
are I	inked to each	other in
•	a chain	
489.	In	pattern each new cause and
its e	ffect are links	
•	chain organi	zation
490.	In chain org	ganization pattern, depending on the
	of the ide	eas in each link, you can devote an
		o one link, or you may include several
links	in one parag	raph, or you may describe the entire
chai	n in one paraզ	graph.
•	complexity	
491.	Chain orgai	nization usually works than
bloc	k organizatioı	n when the causes and effects are too
close	ely linked to b	oe separated.
•	better	
492.	The type of	cause/effect organization you choose
depe	ends on	
	your topic	
493.	A chain pat	tern is usually if the causes
and	effects are ve	ry closely interrelated.
	easier	-
494.	A chain pat	tern is usually easier if the causes and
	ts are very cl	-

[مترابطة] interrelated

طوفت جدولين

- 495. The block pattern is usually easier with topics.
 - larger, complex
- 496. "The computer is a learning tool since it helps children to master math and language skills.", the part of the sentence that states a cause, is:
 - " it helps children to master math and language skills"
- 497. "The computer is a learning tool since it helps children to master math and language skills.", the word or words that introduce the cause, is:
 - since
- 498. After "since", we must use:
 - a clause with a subject and a verb.
- 499. "The cost of gasoline is rising; as a result, some automobile manufacturers have begun to produce electric models.", the part of the sentence that states an effect, is:
 - "some automobile manufacturers have begun to produce electric models".
- 500. "The cost of gasoline is rising; as a result, some automobile manufacturers have begun to produce electric models.", the word or words that introduce the effect, is:
 - "as a result"
- 501. "As a result" is _____.
 - a transition phrase

انتهی	 	