



المتال Essay

✤ Lecture 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.
 - short
- 10. A _____ can be as long as ten sentences.
 - Paragraph
- 11. The number of sentences in a paragraph is _____.
 - unimportant
- 12. The _____ should be long enough to develop the main idea clearly.
 - paragraph
- 13. The paragraph should be _____ enough to develop the main idea clearly.

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(شرح باللغة العربية)

- long
- 14. The paragraph should be long enough to _____ the main idea clearly.
 - develop
- 15. The paragraph should be long enough to develop _____ clearly.
 - the main idea
- 16. A _____ may stand by itself.
 - paragraph
- 17. A paragraph may stand by_____.
 - Itself
- 18. A _____ may be one part of a longer piece of writing such as an essay of a book.
 - paragraph
- 19. A paragraph may be one part of a longer piece of writing such as _____.
 - an essay of a book
- 20. We mark a _____ by indenting the first word about a half inch from the left margin.
 - paragraph
- 21. We mark a paragraph by _____ the first word about a half inch from the left margin.
 - Indenting [ترك مسافة قبل]
- 22. We mark a paragraph by indenting the first word about ______ from the left margin.
 - 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.
 - left





- 24. We mark a paragraph by indenting the first word about a half inch from the left _____.
 - margin
- 25. In academic writing, you often write a paragraph to ______ a test question.
 - answer
- 26. The parts of a paragraph are _____.
 - three
- 27. The three parts of a paragraph are:
 - The topic sentence
 - The supporting sentence
 - The concluding sentence
- 28. All paragraphs have a ______ and supporting sentences, and some paragraphs also have a concluding sentence.
 - topic sentence
- 29. All paragraphs have a topic sentence and , and some paragraphs also have a

concluding sentence.

- supporting sentences
- 30. All paragraphs have a topic sentence and supporting sentences and some paragraphs also have
 - a concluding sentence
- 31._____ states the main idea of the paragraph.
 - The topic sentence
- 32. The topic sentence states ______ of the paragraph.
 - the main idea
- 33. The topic sentence states the main idea of _____.
 - the paragraph

- 34. _____ limits the topic to one specific area that can be discussed completely in the space of a single paragraph.
 - The topic sentence
- 35. The topic sentence _____ the topic to one specific area that can be discussed completely in the space of a single paragraph.
 - limits
- 36. The topic sentence limits _____ to one specific area that can be discussed completely in the space of a single paragraph.
 - the topic
- 37. The topic sentence limits the topic to ______ that can be discussed completely in the space of a single paragraph.
 - one specific area
- 38. The topic sentence limits the topic to one specific area/ that can be discussed completely in the space of
 - a single paragraph
- 39. The part of the topic sentence that announces the specific area to be discussed is called _____
 - controlling idea
- 40. The part of the topic sentence that _____ the specific area to be discussed is called the controlling area.
 - Announces
- 41. "Gold, a precious metal, is prized for two important characteristics", the topic is:
 - "Gold".
- 42. "Gold, a precious metal, is prized for two important characteristics", the controlling idea is:



- "two important characteristics".
- 43. Supporting sentences develop ______
 - the topic sentence
- 44. _____ develop the topic sentence.
 - Supporting sentences
- 45._____ explain or prove the topic sentence.
 - Supporting sentences
- 46. Supporting sentences ______ the topic sentence.
 - explain or prove
- 47. Supporting sentences explain or prove the topic sentence by giving more _____ about it.
 - Information
- 48. "First of all, gold has a lustrous beauty that is resistant to corrosion.", is an example for:
 - The supporting sentences.
- 49. "For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago.", is an example for:
 - The supporting sentences.
- 50. "Another important characteristic of gold is its usefulness to industry and science.", 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. _____ signals the end of the paragraph.
 - The concluding sentence
- 53. The concluding sentence signals _____ of the paragraph.
 - the end
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 - 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 but also for its utility.", is an example for:
 - The concluding sentence.
 - 57. Concluding sentences are customary [مألوفة] for _____ 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



- 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 (تصمَّن) and to exclude (تصمَّن)

- والحارث AbuAl7arith) 🕑 المتال Essay (شرح باللغة العربية) 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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- 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:
 - "frustrating experience for new students".
- 89. "The rise of indie films is due to several factors.", the 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
 - Paragraph

- 94. A topic sentence is the most general statement in the paragraph 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
- 97. A topic sentence is like _____ of a particular course (طبق) on a restaurant menu.
 - the name (اسم الطبق من غير تفاصيل)
- 98. Is "The Arabic origin of many English words is not always obvious (واضح).", a good topic sentence?
 - Yes.
- 99. Is "The slang expression so long (meaning "good-bye") is probably a corruption of the Arabic salaam.", a good topic sentence? Why?
 - No.
 - It is too specific.
 - It could serve as a supporting sentence.
- 100. Is "English has been influenced by other languages.", a topic language? Why?
 - No.
 - It is too general.
- 101. The topic sentence is _____ the first sentence in a paragraph.
 - Usually
 - not always
- 102. Experienced writers sometimes put topic sentences in other locations, but the best spot is usually right at _____.
 - the beginning

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103.

104.

105.

106.

107.

108.

109.

110.

111.

112.

113.

are:

meaning.

Synonyms

Synonyms.

An insult [إهانة].

are: [ضامر، وهي صفة سيئة]

• Synonyms.

• Synonyms.

Sometimes

• a series of examples

A compliment [إطراء].

KFU E-Learning and Distance

Calling someone stingy is:

Calling someone frugal is:

_____, words that have the same basic

The words, stingy [بخيل] and frugal [مقتصد] are:

and skinny [نحيف، وهي صفة حسنة] The words, slender

[انتهازي] and pushy [مشاكس] The words, aggressive

a topic sentence comes at the end.

If the topic sentence comes at the end, the

Some paragraphs may begin with a series of

ls "Superstitions [الخرافات] have been around

is an omen [فأل] of a [خسوف القمر] Is "A lunar eclipse

paragraph often begins with .

coming disaster.", a good topic sentence? Why?

facts, and the topic sentence at the end is

the conclusion from these facts

forever.", a good topic sentence?

meaning. Do not always have the same emotional

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- 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.

Too specific.

• No.

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

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•	"Taste and appearance".	

- 130. A topic sentence must be a complete sentence,
 - with _____
 - A subject and a verb.
- A topic sentence should not be _____. 131.
 - Too general.
 - Too specific.

132. A topic sentence should not have unrelated

- controlling ideas.
- Supporting sentences _____ the topic 133. sentence.
 - explain or prove
- 134. Supporting sentences explain or prove
 - the topic sentence
- One of the biggest problems in student writing is 135. that student writers often fail to their ideas adequately [بشکل کاف].
 - support
- 136. Student writers need to use _____ details to be thorough and convincing.
 - Specific
- The kinds of specific supporting details: 137.
 - Examples.
 - Statistics.
 - Quotations.
- 138. A concluding sentence the end of the paragraph.
 - Signals





- 139. A concluding sentence signals the _____ of the paragraph.
 - End
- 140. A concluding sentence leaves the reader with
 - the most important ideas to remember
- 141. A concluding sentence leaves the reader with the most important ideas to remember, by:
 - Summarizing the main points of the paragraph.
 - Repeating the topic sentence in different words.
- 142. A paragraph does not always need _____.
 - a concluding sentence
- 143.
- _____ is not needed for every
- paragraph in a multi-paragraph essay.
 - a concluding sentence
- 144. a concluding sentence is not needed for every paragraph in _____ essay.
 - a multi-paragraph
- 145. a concluding sentence is _____ for every paragraph in a multi-paragraph essay.
 - not needed
- 146. End-of-Paragraph Signals Followed by a Comma:
 - Finally,
 - In brief, [باختصار]
 - In conclusion, [في الختام]
 - Indeed, [في الواقع]
 - In short,
 - Lastly,
 - Therefore, [بناء على]
 - Thus, [و هکذا]
 - To sum up, [للتلخيص]

- 147. End-of-Paragraph Signals Not Followed by a Comma:
 - The evidence [الأدلة] suggests that ...
 - There can be no doubt that ...
 - These examples show that ...
 - We can see that ...
- 148. Many writing teachers thinks _____ are overused and so will not want you to use them.
 - In conclusion.
 - In summary.
- 149. Many writing teachers thinks In conclusion and In summary are _____ and so will not want you to use them.
 - Overused [مبتذل].
- 150. Do not use the phrase _____ as at end-of-paragraph signal.
 - 🗢 🔹 At last.
- 151. "At last" means _____
 - At the end of a long period of time.
- 152. "At last" in "At last, you've come home", means:
 - At the end of a long period of time.
- 153. Never introduce _____ in the

concluding sentence.

- a new idea
- 154. Never introduce a new idea in _____.
 - the concluding sentence
- 155. Is "In conclusion, we now have more variety of greeting cards to choose from, but they are also becoming very expensive." a good conclusion sentence? Why?
 - No.



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- 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.

✤ Lecture 4:

- 157. _____ means that a paragraph discusses one and only 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 ⁽ only one main idea from beginning to end.
 - a paragraph
- 160. Sometimes it is possible to discuss more than one aspect 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 sentence must directly ______ the main idea.
 - explain or prove
- 162. If you are getting off the topic, your paragraph will not have _____.
 - Unity
- 163. The Latin verb cohere means ______.
 - hold together.

- 164. For _____ in writing, the sentences must hold together. • coherence [التماسك] 165. For coherence in writing, the sentences must • hold together By coherence, the movement from one sentence 166. to the next must be _____. logical and smooth 167. By coherence, there must be no _____. • sudden jumps 168. By coherence, each sentence should flow into the next one. • smoothly There are four ways to achieve coherence: المحاضرة 169. القادمة يوجد لها تفصيل • Repeat key nouns. Use consistent [متسقة] pronouns. • Use transition signals to link ideas. • Arrange your ideas in logical order. 170. The easiest way to achieve coherence is _____ in your paragraph. • to repeat key nouns frequently The easiest way to achieve ______ is to repeat 171. key nouns frequently in your paragraph. • coherence
 - 172. You should ______ instead of using a pronoun when the meaning is not clear.
 - repeat a key noun

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- 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.

- 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)



- 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)

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- consequently (result)
- hence (result)
- thus (result)
- Coordinating conjunctions, like: 193.
 - and (additional idea)
 - but (opposite idea or contrast)
 - yet (opposite idea or contrast)
 - or (choice or alternative)
- Subordinating conjunctions, like: 194.
 - 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)
 - 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.
- (too) usually appears only at of a 197. sentence.
 - the beginning
- The short time words (then, now, soon) usually 198. commas.

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بلاحظات

- 195.



- not need
- 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, [ビー]
- 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 [لعب 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



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- 206. Correlative (paired) conjunctions, like:
 - both ... and
 - not only ... but also
 - neither ... or
 - whether ... or
- 207. when coordinators connect two independent clauses, 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 _____ they also
 - , 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 غیر 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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- 215. The poem is solemn [رصينة] optimistic [تفائل] in tone [نبرة].
 - yet (لا بأس أن تكون بفاصلة لتأكيد التباين في الأفكار)

✤ 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

سرح)						
	225.	Put	after a dependent clause but not in				
	fro	front of one.					
		• a comm	a				
	226.	althoug	h the company's sales increased last year				
		its net	profit declined.				
		مستقلة. (,) •	ضع فاصلة، لأن الفاصلة ممكن وضعها بعد الجملة التابعة غير اله				
	227.	The co	mpany's net profit declined last year				
	alt	though its s	ales increased.				
		تقلة وليس •	لا تضع فاصلة، لأن الفاصلة تكون بعد الجملة التابعة غير المس				
		أمامها					
	228.	Subord	linators are:				
		Transition	on signals.				
	229.	Subord	linators include nouns, like:				
		 example 	Э.				
	230.	subord	inators include adjectives, like:				
1		 addition 	al.				
1	231.	subord	inators include prepositions, like:				
a /	/	 in additi 	on to.				
\sim	232.	Subord	linators include verbs, like:				
		• cause.					
	233.	Subord	linators include adverbs, like:				
		• too.					
	234.	(Additio	onal) is an adjective, so it is followed by				
		•					
		• a noun.					
	235.	(in addi	ition to) is a preposition, so it is followed				
	by	/:					
		• a noun	or noun phrase.				
	236.	(Such a	as) is followed by:				

• a noun or noun phrase.

المتال Essay



(شرح باللغة العربية)

- 237. A recent article in Era magazine suggested ways to reduce inflation [التضخم]. The article suggested that the president reduce the federal budget [ميزانية] _____, it suggested that the government reduce federal, state, and local taxes.
 - [علاوة على ذلك] furthermore ; ف
 - 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 لأنها إعطاء 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.

- 242. You may even combine _____ different logical orders in the same paragraph.
 - two or more
- 243. Some common kinds of logical order in English are:
 - Chronological [زمني] order.
 - Logical division of ideas.
 - Comparison [مقارن]/contrast [مغاير].
- 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

parts, and each part is discussed separately.

- logical division of ideas
- 247. In logical division of ideas, a topic is divided into parts, 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 differences between two or more items are discussed.
 - a comparison/contrast
- 250. The logical order uses time order to organize the steps in the paragraph is:
 - chronological order.
- 251. Every good paragraph has both ______.
 - unity and coherence
- 252. You achieve unity by:



- Discussing only one idea in a paragraph.
- 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.
- statements [شخصية، ذاتية] statements منافع ما معمد منه التعبيماتية عنه ما معمد منه التعبيماتية عنه التعبيماتية
 - [تصريحات] 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.

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- 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
 - facts
- 265. _____ are objective statements of truths.
 - Facts
- 266. Facts are _____ statements of truths.
 - objective [موضوعية، متجردة]
- 267. Facts are objective statements of _____.
 - re 🔸 🗧
- 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.

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المتال Essay



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(شرح باللغة العربية)

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

✤ Lecture 9:

- is using someone else's words or ideas 281. as if they were your own.
 - Plagiarism
- When you use information from an outside 282. 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
- You are guilty of if you fail to cite the 287. source of outside information—words or ideas—that you use.
 - [سرقة أدبية] plagiarism •
- You are guilty of plagiarism if you fail to _____ 288. the source of outside information—words or ideas—that you use.
 - cite [اقتباس]
- Citing a source is a ____ process. 289.
 - 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
 - an in-text citation
- 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 [مصادر [القيام بدورية، تخفر] to allow police to patrol [التقاطعات] intersections [التقاطعات] as often as would be [التقاطعات] needed to ticket [مخالفة] all motorists [سائقي 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:

- 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

• "Q&A: Red Light Running."





- 303. In a direct quotation, you copy another person's _____ words (spoken or written) and enclose them in quotation marks.
 - exact
- 304. In a direct quotation, you copy another person's exact words (spoken or written) and enclose them in
 - quotation marks
- 305. In _____, you report the person's words without quotation marks.
 - an indirect quotation
- 306. In an indirect quotation, you report the person's words _____ quotation marks.
 - without
- 307. In an indirect quotation, you report the person's words without quotation marks, but with a
- 308. A reporting expression such as:
 - According to XYZ ...
 - XYZ believes that
- 309. Reporting expressions such as "according to XYZ ...", is in:
 - An indirect quotation.
- 310. Reporting verbs that introduce borrowed information, 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 appears _____ borrowed information.
 - before or after but not in the middle of
- 313. The reporting phrase (according to) _____ appears before or after but not in the middle of borrowed information.
 - usually
- 314. The reporting phrase (according to) doesn't ______ borrowed information.
 - in the middle of
- 315. Reporting verbs can be used ______ the subordinator as.
 - either with or without
- 316. Reporting verbs can be used either with or without _____.
 - the subordinator "as"
- 317. Reporting verbs can be in _____ tense.
 - any
- 318. A past tense reporting verb may cause changes in verbs, pronouns, and time expressions in _____ quotation.
 - an indirect





- 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 10:

- 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.



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- 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 عني عني علامات
- 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
 علامات تنصيص.
- 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.
- ✤ Lecture 11:
 - 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
 - long
 - 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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- 349. In an essay, you need to divide it into several paragraphs one for each _____.
 - major point
- 350. In an essay, you need to tie the paragraphs together by adding _____.
 - An introduction.
 - A conclusion.
- 351. Writing an essay is no more _____ than writing a paragraph except that an essay is longer.
 - difficult
- 352. Writing an essay is no more difficult than writing a paragraph except that an essay is _____.
 - longer
- 353. If you can write a good paragraph, you _____ write a good essay.
 - can
- 354. An essay has _____ main parts.
 - three
- 355. The three main parts of an essay, are:
 - An introduction.
 - A body.
 - A conclusion.
- 356. An essay introduction consists of _____ parts.
 - two
- 357. The two main parts that an essay introduction consists of are:
 - a few general statements
 - a thesis [فرضية، أطروحة] statement
- 358. General statements are to:
 - Attract your reader's attention.
- 359. A thesis statement is to:

- State the main idea of the essay.
- 360. A thesis statement for an essay is like ______ for a paragraph.
 - a topic sentence
- 361. _____ names the specific topic and gives the reader a general idea of the contents of the essay.
 - A thesis statement
- 362. A thesis statement names ______ and gives the reader a general idea of the contents of the essay.
 - the specific topic
- 363. A thesis statement names the specific topic and gives the reader ______ of the contents of the essay.
 - a general idea
- 364. _____ consists of one or more paragraphs.
 - The body
 The body
 consists of
 neregraphe
- 365. The body consists of _____ paragraphs.
 - one or more
- 366. The body consists of one or more _____.
 - paragraphs
- 367. _____ paragraph in an essay develops a subdivision of the topic.
 - Each
- 368. Each paragraph in an essay _____ a subdivision of the topic.
 - develops
- 369. Each paragraph in an essay develops _____ of the topic.
 - a subdivision

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ملاحظات

ملاحظات

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	(شرح باللغة العربية)	
370. The number of paragraphs in the body vary [يختلف	General statements
يتنوع] with the number of	381.	General statements the reader's interest.
 subdivisions or subtopics [المواضيع الفرعية] 		capture
371 is a summary or review of the main	382.	states the specific topic.
points 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
paragraph does.	384.	The thesis statement the specific topic.
An essay		• states
373. An essay has, just as a	385.	The thesis statement may list of
paragraph does.	tl	he main topic or subtopics.
 unity and coherence 		 subtopics or subdivisions
374 and the repetition of key nou	ns 386.	The thesis statement is normally
link the paragraphs into a cohesive whole.	S	entence in the introductory paragraph.
Transition signals	S. /	the last
375. Transition signals and link	the 387.	The thesis statement is normally the last
paragraphs into a cohesive whole.	S S	entence in paragraph.
 the repetition of key nouns 	201	the introductory
376. Transition signals and the repetition of key no	uns 388.	is normally the last sentence in
link the paragraphs into whole.	tl	he introductory paragraph.
a cohesive		The thesis statement
377. An introductory paragraph has two parts:	389.	The introductory paragraph of the model essay is
General statements.	_	
The thesis statement.		 a funnel [ڤمعية] introduction
378 introduce the general topic of		
the essay.		entence becomes increasingly focused on the topic
General statements	u	Intil the last sentence, which states very specifically
379. General statements introduce	_of v	vhat the essay will be about.
the essay.		funnel introduction
the general topic		
380 capture the reader's interest.		

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✤ Lecture 12:

- 391. is the most important sentence in the introduction.
 - The thesis statement
 - 392. _____ states the specific topic of the essay.
 - The thesis statement
 - 393. The thesis statement states of the essay.
 - the specific topic
 - Sometimes a thesis statement lists _____ that 394. will be discussed in the body.
 - the subtopics
 - Sometimes a thesis statement also indicates 395. _____ that the essay will follow.
 - the pattern of organization
 - 396. The body paragraphs in an essay are like _____ in a paragraph.
 - the supporting sentences
- 397.

_____ are the place to develop your topic and prove your points.

- The body paragraphs
- The body paragraphs are the place to _____ 398. your topic and prove your points.
 - develop
- The body paragraphs are the place to develop 399. your topic and _____ your points.
 - prove
- The body paragraphs are the place to develop 400. your _____ and prove your points.
 - topic

- The body paragraphs are the place to develop 401. your topic and prove your _____.
 - points
- You should organize body paragraphs according 402. to some sort of pattern, such as:
 - Chronological order [أمرتب زمنيا].
 - Comparison/contrast.
 - Causes and effects.
- 403. A basic pattern for essays is .
 - logical division of ideas
- In logical division of ideas pattern, you divide 404. your topic into _____.
 - subtopics
- In logical division of ideas pattern, you divide 405. your topic into subtopics and then discuss each subtopic in paragraph.
 - a separate
- In logical division of ideas pattern, you divide 406. your topic into subtopics and then discuss each
 - in a separate paragraph.
 - subtopic
- 407. _____ is an appropriate pattern for explaining causes, reasons, types, lands, qualities, methods, advantages, and disadvantages.
 - Logical division
- To organizing a logical division essay, divide 408. your topic into
 - subtopics
- In logical division essay divide yur topic into 409. subtopics and then discuss each subtopic in _____ paragraph.



- a separate
- 410. To organizing a logical division essay, write that indicates logical division.
 - a thesis statement
- To organizing a logical division essay, write a 411. thesis statement that logical division.
 - indicates
- To organizing a logical division essay, write a 412. thesis 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
- To organizing a logical division essay, use 🤇 🧍 414. transitions between paragraphs to _____ your reader from one subtopic to the next.
 - auide
- of a logical division essay often 415. indicates the number of subtopics.
 - The thesis statement
- The thesis statement of a logical division essay 416. 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]

- بوالحارث AbuAl7arith يوالحارث are an [حروف عطف الاقتران] are an especially effective way to _____ two subtopics. list are an [حروف عطف الاقتران] are an especially effective way to list two _____. • subtopics 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
- A colon (:) is often useful before lists of two, 424.
 - _three, or more _____ in a thesis statement.
 - subtopics
- 425. common [مزالق] (common problems):
 - The thesis is too general.
 - The thesis makes a simple announcement [تصريح، [إعلان
 - The thesis states an obvious fact.
- 426. The problem in the thesis "A college education is a good investment.", is:
 - Too general.
- The problem in the thesis "Lasers are very 427. useful.", is:
 - Too general

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419.

420.

421.

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TURE SOUTH		(شرح باللغة العربية)
428.	The problem in the thesis "I am going to write	 your final thoughts
ab	oout sports injuries.", is:	440 is your opportunity to conve
	Announcement.	strong, effective message that your reader will
429.	The problem in the thesis "The internet is a	remember.
co	ommunication superhighway.", is:	 The conclusion (the concluding paragraph)
	Obvious fact.	441. Because an essay is long, it is important to
430.	is the final paragraph in an	before you begin to write.
es	say.	 organize and plan
	The conclusion	442. The best way to organize and plan an essay i
431.	The conclusion is paragraph in an ess	ay. make
	the final	an outline
432.	signals the end of the essay.	443 not only organizes your thoughts, b
	• The conclusion (the concluding paragraph)	also keeps you on track once you begin to write.
433.	The conclusion (the concluding paragraph)	An outline
si	gnals of the essay.	444 has a system of numbers ar
	• the end	letters.
434.	The conclusion (the concluding paragraph)	 A formal outline
re	minds your reader of your	445 number the major sections of
	main points	essay.
435.	reminds your reader of your main poir	ts. • Roman numerals I, II, and III
	• The conclusion (the concluding paragraph)	446. Roman numerals I, II, and III number
436.	The ways of conclusion are:	an essay.
	• Two.	the major sections
437.	The ways of conclusion are:	447. (introduction, body, conclusion) numbered b
	Summarize your subtopics.	Roman numerals I, II, and III
	• Paraphrase [إطروحة، فرضية] your thesis [يعادة صياغة]	448 label the body
438.	leaves your reader with your final	paragraphs.
	oughts on the topic.	 Capital letters A, B, C, D, and so on
	• The conclusion (the concluding paragraph)	449. Capital letters A, B, C, D, and so on label
439.	The conclusion (the concluding paragraph)	paragraphs.
	aves your reader with on the topic	• the body

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	شرح باللغة العربية)		· · · · · · · · · · · · · · · · · · ·
	mber the subpoints in	459.	We use chronological order to explain
each paragraph.			·•
• Arabic numerals 1,2,3,4, and			processes and procedures
451. Arabic numerals 1,2,3,4, and	d so on number the	460.	In discuss the steps in your
in each paragraph.		-	cess in the order in which they occur.
subpoints			chronological order
452. lak	bel the specific	461.	5 1 7
supporting details.		-	cess in the order in which they
• Small letters a, b, c, d, and so			occur
453. Small letters a, b, c, d, and s	so on label the	462.	5
•			paragraphs where natural breaks or groups or gr
 specific supporting details 		•	os occur.
			separate
	(1)	463.	Inwrite a thesis statement that
Lecture 13:			es the process and indicates time order.
454. Chronos is a Greek word me	eaning		chronological order
• time		464.	-
455 is a way of		/	names and indicates time order.
حدوث] the order of their occurrence	وهوع، د in time.	• 465.	the process In chronological order write a thesis statement
Chronological order			names the process and indicates
456. Chronological order is a wa			time order
in the order of their		466.	
in time [وقوع، حدوث] occurrence •			ases to indicate
457. We use to to the second to write him		•	the time sequence
historical events, and to write biog		467.	•
مية] and autobiographies [لشخص آخر معامد المواجعة معام معام	[الشيرة الشكم		indicates
chronological order	ovaloin processo	•	the time order
458. We use to	explain processes	468.	Expressions such as (the process of, the
and procedures.	I		cedure for, plan, develop, evolve, five stages), and
 chronological order 		P. 00	

KFU E-Learning and Distance	المقال Essay	أبوالحامرث AbuAl7arith@
several phases indicate that	(شرح باللغة العربية) 476. 476	In block organization a paragraph often
used.		In block organization, a paragraph often eparates one major section from another major
 time order 		ection.
469. Sometimes the thesis statement tells		• short
	477.	
in the process.	477.	
 the number of steps The theorie statement may even name 	—	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.	5
 all time expressions سؤال مهم 		a transition paragraph
تم تھمیش جدول	480.	5
	tra	ansition paragraph.
		 a short paragraph
✤ Lecture 14:	481.	purpose is to conclude one
472. In essay, you discuss	the	ection and introduce another section.
	maaulta) an	 Block organization
causes (reasons) for something, the effects (both causes and effects.		
	Se	ection 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:	Se	ection and another section.
 "Block" organization. 		introduce
 "Chain" organization. 	484.	You do not always have to write a transition
474. In organization, you first disc		aragraph, but it is helpful when your topic is
causes as a block. Then you discuss all the e	effects	;
together as a block.		 long and complex
 block 	485.	Essays that discuss mainly (or only) causes or
475. In, a short paragraph	often m	ainly (or only) effects might have
separates one major section from another ma		etween blocks of different kinds of causes or between
section.	bl	ocks of different kinds of effects.
 block organization 		
ليف الطباعة abual7arith.blogspot.com	لا يجوز تحريره، أو بيعه إلا لتغطية تكا	الملخص مجّاني، Page 27



المتال Essay

بوالحارث AbuAl7arith) 🕑

(شرح باللغة العربية)

- a transition paragraph
- 486. A block-style cause/effect essay could have many different _____.
 - patterns
- 487. In _____ pattern, causes and effects are linked to each other in a chain.
 - chain organization
- 488. In chain organization pattern, causes and effects are linked to each other in _____.
 - a chain
- 489. In _____ pattern each new cause and its effect are links in a chain.
 - chain organization
- 490. In chain organization pattern, depending on the ______ of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph.
 - complexity
- 491. Chain organization usually works ______ than block organization when the causes and effects are too closely linked to be separated.
 - better
- 492. The type of cause/effect organization you choose depends on _____.
 - your topic
- 493. A chain pattern is usually _____ if the causes and effects are very closely interrelated.
 - easier
- 494. A chain pattern is usually easier if the causes and effects are very closely _____.

• interrelated [مترابطة]

<mark>طوفت جدولين</mark>

- 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:

انتهى

- "as a result"
- 501. "As a result" is _____.
 - a transition phrase