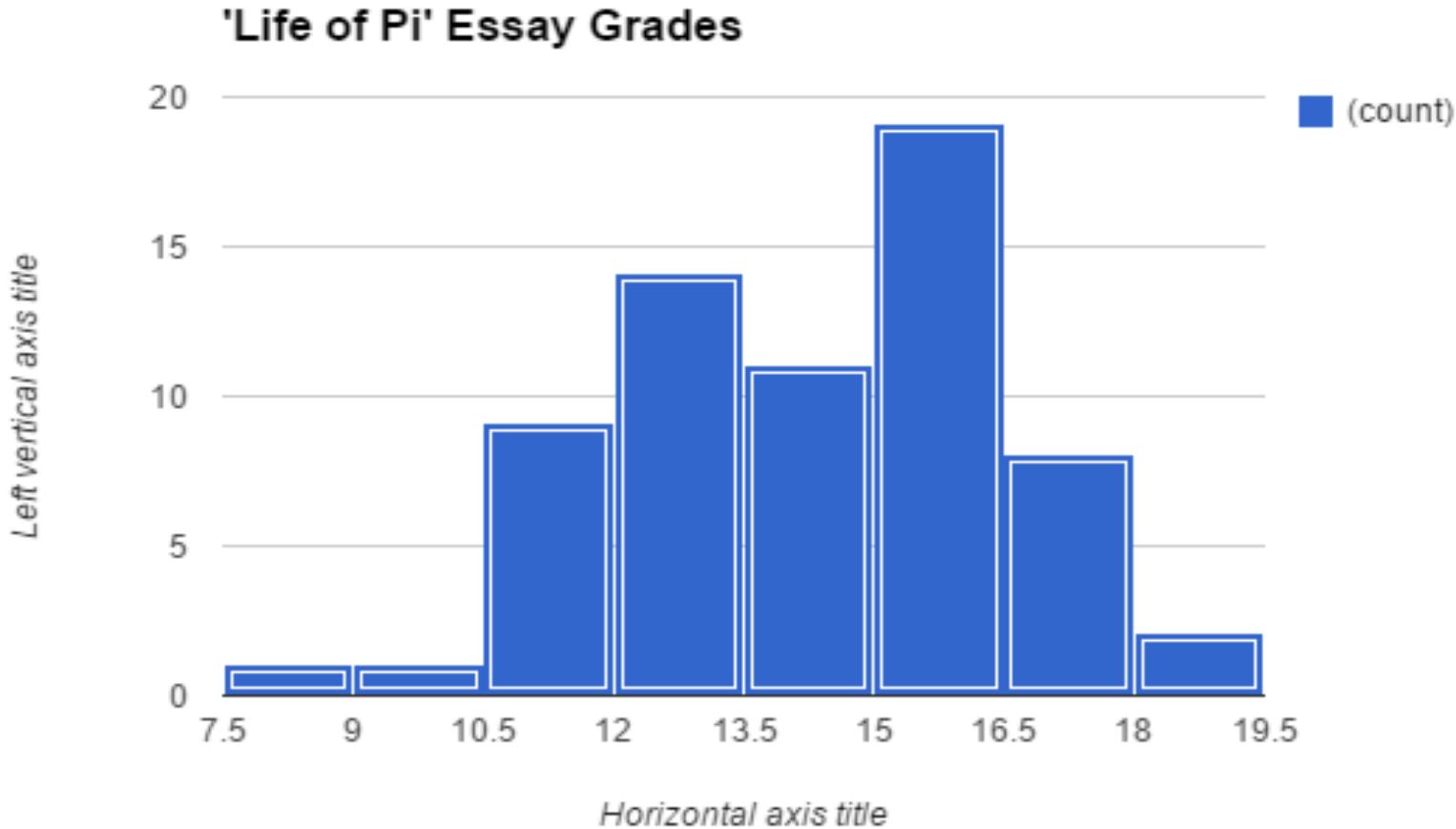


Essays

Winter 2014



WHAT WAS THE EASIEST PART OF THE ESSAY

■ Themes

■ Conclusion

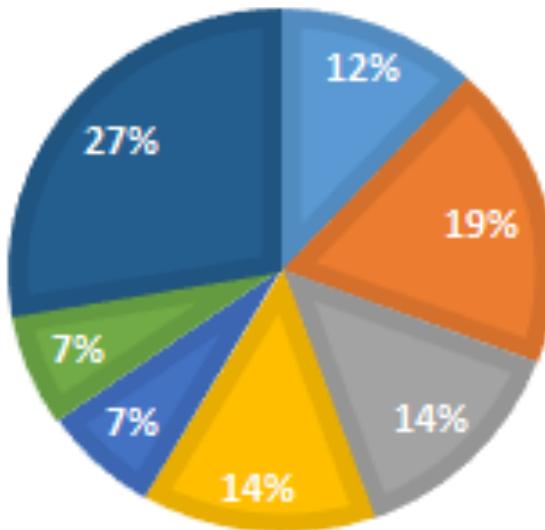
■ Introduction

■ Writing about the film

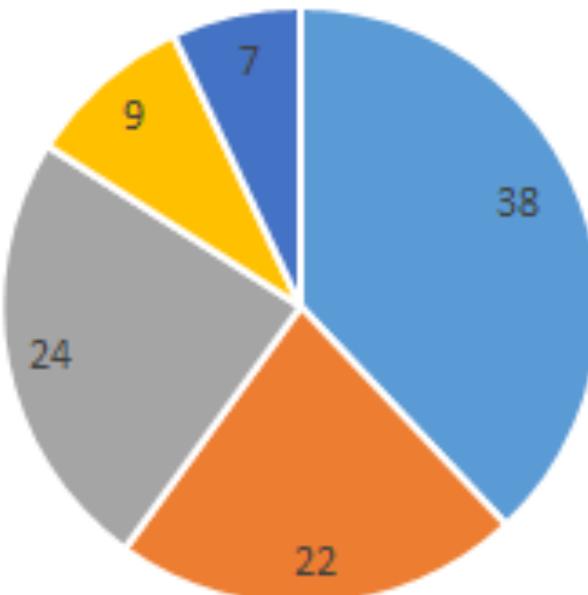
■ Choosing a topic

■ Watching the film

■ Other

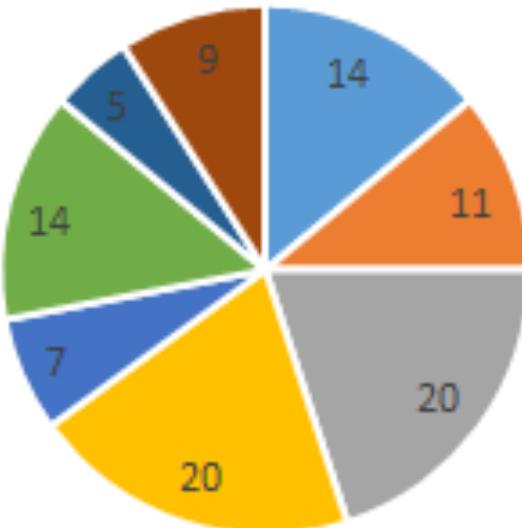


What did you learn from the essay?



- Theme related
- Vocabulary
- Writing Skills
- Argue/Opinion
- Other

What was the hardest part of the essay?



- Introduction ■ Conclusion ■ Arguments ■ Writing
- Length ■ Other ■ Blank ■ Grammar

1. Thesis Statement

THEESIS STATEMENT

Every paper you write should have a main point, a main idea, or central message.

The arguments you write in your paper should reflect this main idea.

The sentence that states your position on this main idea is the thesis statement.

Questions to ask yourself - thesis

Where is my thesis statement?

Is my thesis statement specific?

Is my thesis statement clear?

Does my thesis include my position on the issue at hand?

Is my thesis statement original?

2. Content

DON'T ASSUME

Assume the reader knows **NOTHING.**

You should write as if the reader does not know anything about your topic. If your paper were randomly found on the internet, you want it to be understood. It should not require any additional information.

Your essay should be strong on its own.



I finished Medresa, and everyone knows what it's like.

“It is hard to believe in a story about something we have never seen or experienced. I choose to believe in the second version.”

BE SPECIFIC

BE SPECIFIC

These words are not specific. Try to use them only in your introduction, conclusion. If you use them in your main paragraphs, give an example.

- everything (what?)
- something (what?)
- people (who?)
-

TONE

ENGLISH ACADEMIC WRITING IS FORMAL.

English academic writing is *formal*.

Do not use words that you would use in a conversation with a friend.

- really
- very
- etc. (etcetera)
- I just want to tell you

Do not use sentences that you would use in a conversation with a friend.

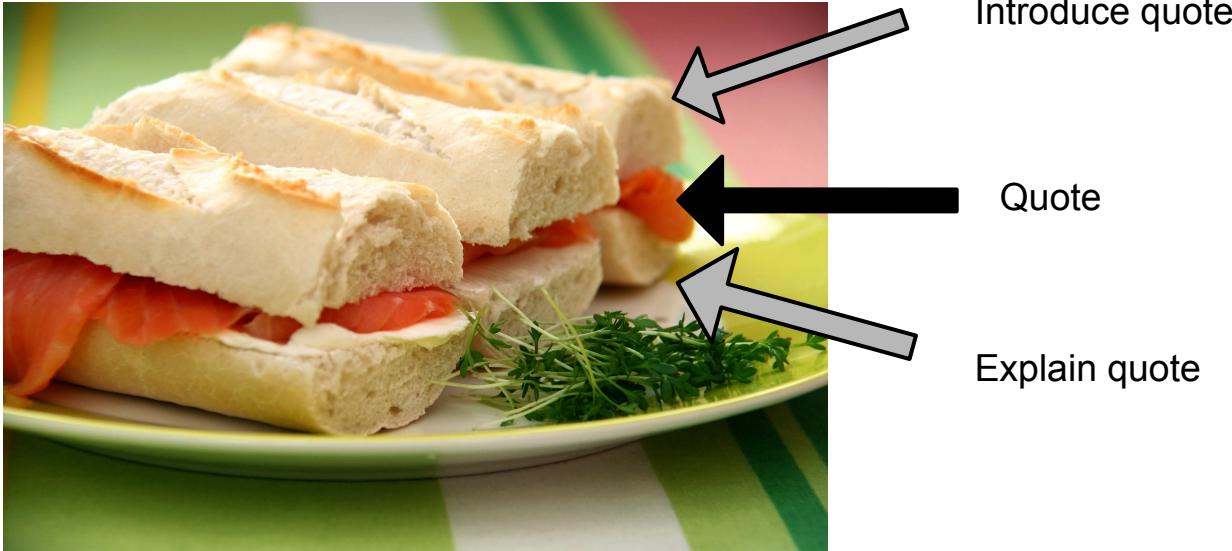
“I just want say something important”

“I don’t know how to explain to you”

QUOTES

How to embed (explain) a quote

Think of making a mini sandwich around each quote.



In the film, the father says to Pi, “believing in everything is the same thing as believing in nothing” (Life of Pi, 2003). The quote means that if we believe in everything we actually do not believe in anything completely.

WHERE IS THE QUOTE FROM?

CITING MEANS...

“To whom Allah wills good, put him temptation”
(where did this come from?)

FLOW / ORGANIZATION

New Ideas (NI)

Each paragraph should have one main idea followed by an example.

Think of each paragraph as a sandwich.



Introduce the argument.

Give a specific example.

Explain the example. How does it prove your argument?

GRAMMAR

Articles

STEP 1: Is it a count or uncount noun?

- A **count noun** is a noun that **can** have a number in front of it: *1 teacher, 3 books, 76 trombones, 1,000,000 people.*
- An **uncount noun** is a noun that **cannot** have a number put in front of it: ~~1 water, 2 lucks, 10 airs, 21 oils, 39 informations~~. Once you have correctly categorized the noun (using your dictionary if necessary), the following "rules" apply:

Uncount Nouns

Uncount nouns

- You cannot say **a/an** with an uncount noun.
- You cannot put a number in front of an uncount noun. (You cannot make an uncount noun plural.)
- You use an uncount noun with no article if you mean that thing *in general*.
- You use **the** with an uncount noun when you are talking about a particular example of that thing.

Count Nouns

Count nouns

- You can put a number in front of a count noun. (You can make a count noun plural.)
- You can put both **a/an** and **the** in front of a count noun.
- You **must** put an article in front of a singular count noun.
- You use a plural count noun with no article if you mean all or any of that thing.
- You usually use **a/an** with a count noun the first time you say or write that noun.
- You use **the** with count nouns:
 - the second and subsequent times you use the noun in a piece of speech or writing
 - when the listener knows what you are referring to (maybe because there is only one of that thing)
- You use **an** (not **a**) when the next word (adverb, adjective, noun) starts with a vowel sound.

Spelling

Download a spell checker.

Have a friend read it.

Type words you are unsure of into google translate.

Be careful with nouns and verbs.

To advise (verb)

I *am advising* that you travel by bus.

You *advised* that we do something different.

She *will advise* him for the next several years.

Advice (noun)

I am giving him advice about how to travel safely.

She gave me some advice about how to invest my money.

We will give them advice.

To choose (verb)
Choice (noun)

To survive (verb)
Survival (noun)

To believe (verb)
Belief (noun)

Be confident!

“As far as I could understand”

“Maybe all I want to say is ...”

Argumentation

Argumentation

Ask yourself.

Do your arguments make sense?

Are you convinced?

You are the teacher.

Think of your essay as YOUR opportunity to teach the reader what you believe.

Think about some of your favorite and best teachers. What made them good teachers?

$$1 \quad a) \frac{18.88 \times \square}{0.08 \times \square} = \frac{1888}{8}$$

$$b) \frac{2.365 \times 1}{0.5 \times \square} = \underline{\underline{23.65}}$$

$$c) 48.951 \div 0.09$$

