



**South Valley University  
Faculty of Education  
Department of English  
Third Year**

# *Essay*

**3<sup>rd</sup> Year**

**English Department  
Faculty of Education**

**Compiled by  
Dr. Nabil Abdel Fattah  
Qena Faculty of Arts  
South Valley University  
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## *Preface*

This course guides students to produce a short essay on the rhetorical modes of description, opinion and compare and contrast. It initially reviews sentence structure and mechanics to consolidate knowledge before moving on to more extended writing. Students then distinguish the basic components of a short essay, essay organization, planning to write and writing an essay on a given topic. The course will cover the following topics: paragraph structure, the topic sentence, unity and coherence, the paragraph and short essay, short essay organization, the thesis statement, descriptive essays, comparison-contrast essays, cause and effect essays and opinion essays. Upon the completion of this course, students will be able to: write short essays with introductions, body paragraphs and conclusions, apply coherence and cohesion in writing essays Distinguish different types of essays, use correct punctuation and grammar in writing essays

Best Wishes & Regards

Dr. Nabil Abdel Fattah.

# *Paragraph Writing*

## 1- Structuring a Paragraph

What is a Paragraph? Definition, Examples of Paragraphs

**Paragraph definition:** A paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme.

### What is a Paragraph?

A paragraph is a component of fictional prose and non-fiction writings.

When writing essays, research papers, books, etc., new paragraphs are indented to show their beginnings. Each new paragraph begins with a new indentation.

The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, paragraphs shouldn't be mixing thoughts or ideas. When a new idea is introduced, generally, a writer will introduce a new paragraph.

### Basic Paragraph Structure: How to Layout a Paragraph

In non-fiction writing, a body paragraph is any paragraph that comes between the introduction and the conclusion.

A good body paragraph will have the following:

#### **\*\*Topic Sentence**

**What is a topic sentence?** A topic sentence is the first sentence of the body paragraph. Simply put, the topic sentence introduces the topic of the paragraph. A

good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.

## **\*\*Supporting Sentences**

### **What is a supporting sentence?**

The supporting sentences of a paragraph are the sentences between the topic sentence and the concluding sentence. The supporting sentences “support” the topic sentence. That is, they explain and elaborate the point of the paragraph.

## **\*\* A Concluding Sentence**

What is a concluding sentence? **The concluding sentence is the last sentence in the paragraph. It should succinctly end the paragraph and transition to the next paragraph, if appropriate.**

A good paragraph contains many elements. Here are just a few of them.

## **\*\*Unity, Coherence**

As mentioned above, the ideas in a paragraph should logically fit together. Furthermore, they should flow from one idea to the next.

A paragraph should be organized in a way that it builds appropriately. This could be by sequence of ideas or events. Additionally, transitions should be used from one sentence to the next that connect the ideas and concepts.

## **\*\*Adequate Development**

In order for a paragraph to be considered “adequate” or “sufficient,” the paragraph should be well-developed. The reader should not be left wanting more information.

Similarly, the paragraph should include enough evidence to support its topic sentence.

## **\*\*Transitions**

Good paragraphs have transitions between preceding and proceeding paragraphs. These transitions are logical and verbal.

One paragraph should logically flow to the next. The ideas in a body of work should be organized so each paragraph transitions well to the next. It should not be choppy.

Additionally, verbal transitions within and between paragraphs should help the reader move seamlessly through the piece of writing.

## **\*\*How Long is a Paragraph?**

There is no set length to a paragraph. Some paragraphs are only one sentence in length. However, a short paragraph like that should be left only to the expert writer—or a specific style of writing. You wouldn’t find a single-sentence paragraph in a research paper or academic journal.

Paragraphs need to be long enough to express any given idea (long enough to thoroughly explain the topic sentence).

Research papers may call for paragraphs ten sentences or longer.

The overall topic of the writing and content will determine the length of a paragraph. Unfortunately, there is no single number of sentences to a good paragraph.

A general rule of thumb is to begin with a topic sentence; develop that topic well with evidence, examples, and explanations; and conclude the paragraph appropriately.

## **Summary:**

**Define paragraph:** the definition of paragraph is *a group of sentences in which a single topic is developed.*

In summary, a paragraph is:

- a unit of writing
- used in non-fiction and fictional prose
- a part of writing that expresses a certain topic



# Types of Paragraphs

The four different **types of paragraphs** are **descriptive, narrative, expository, and persuasive**. These four types allow you to write about absolutely anything that you want! By understanding these different types of paragraphs and what they are used for, the English world is your oyster. Read on to learn more about these paragraphs and how you will use them.

Many ESL students get nervous when it comes to writing in English. However, if you spend the time to learn the basics and become comfortable with the smaller parts of writing in English, the bigger parts become easier.

## **\*\*The descriptive paragraph**

The descriptive paragraph describes something and shows the reader what a thing or a person is like. The words chosen in the description often appeal to the five senses of touch, smell, sight, sound, and taste. Descriptive paragraphs can be artistic and may deviate from grammatical norms.

### **An example of a descriptive paragraph:**

*The lights grow brighter as the earth lurches away from the sun, and now the orchestra is playing yellow cocktail music, and the opera of voices pitches a key higher. Laughter is easier minute by minute, spilled with prodigality, tipped out at a cheerful word. The groups change more swiftly, swell with new arrivals, dissolve and form in the same breath; already there are wanderers, confident girls who weave here and there among the stouter and more stable, become from a sharp, joyous*

*moment the center of a group, and then, excited with triumph, glide on through the sea-change of faces and voices and color under the constantly changing light.*

This excerpt is taken from *The Great Gatsby* by F. Scott Fitzgerald. In this paragraph you can hear, see, and feel the setting in which the story takes place. When you practice writing a descriptive paragraph yourself, you should address all aspects of the physical world.

## **\*\*The narrative paragraph**

The narrative paragraph tells a story. There's a sequence of action or there's a clear beginning, middle, and end to the paragraph.

### **An example of a narrative paragraph:**

*It's been almost ten years since I first ran for political office. I was thirty-five at the time, four years out of law school, recently married, and generally impatient with life. A seat in the Illinois legislature had opened up, and several friends suggested that I run, thinking that my work as a civil rights lawyer, and contacts from my days as a community organizer, would make me a viable candidate. After discussing it with my wife, I entered the race and proceeded to do what every first-time candidate does: I talked to anyone who would listen. I went to block club meetings and church socials, beauty shops and barbershops. If two guys were standing on a corner, I would cross the street to hand them campaign literature. And everywhere I went, I'd get some version of the same two questions.*

This opening paragraph from Barack Obama's *The Audacity of Hope* tell an interesting story about how a man entered the arena of politics. It has a beginning, a middle, and an end, and it raises the reader's curiosity about what will happen next.

## **\*\*The expository paragraph**

The expository paragraph explains something or provides instruction. It could also describe a process and move the reader step by step through a method. This type of paragraph often requires research, but it's possible that the writer is able to rely on his or her own knowledge and expertise.

### **An example of an expository paragraph:**

*All toilet flush tanks work about the same. When the toilet is flushed, the trip handle lifts the tank ball, opening the outlet and letting water flow into the bowl. When the tank is nearly empty, the ball falls back in place over the outlet. The float falls with the water level, opening the water-supply inlet valve just as the outlet is being closed, and the tank is refilled through the filler tube. Water also flows through the bowl refill tube into the overflow pipe to replenish trap-sealing water. As the water level in the tank nears the top of the overflow pipe, the float closes the inlet valve, completing the cycle.*

This paragraph from Reader's Digest *Complete Do-it-yourself Manual* gives detailed information about how the water moves through a toilet when it is flushed. It's instructive, and if you like this kind of thing, it may even be interesting.

## **\*\*The persuasive paragraph**

This type of paragraph tries to get the reader to accept a particular point of view or understand the writer's position. This is the type of paragraph that many teachers focus on because it's useful when building an argument. It often requires the collection of facts and research.

**An example of a persuasive paragraph:**

*Immigration contributes to the overall health of the American economy. Despite recent concerns related to the costs created by illegal and some legal immigration to the United States, this country has largely benefited from the skills, talents, and ambition that immigrants bring with them. American businesses gain from a good source of affordable labor, while towns and cities are revitalized by immigrant families who strengthen communities through civic participation the generation of new economic activity. The United States must continue to welcome new arrivals and help those who already here; otherwise, the country will lose the advantages it has over other industrialized countries who compete against us in the global marketplace and seek to recruit from a vast pool of unskilled and skilled global workers.*

This is the paragraph that appeared on the page describing what a paragraph is. Your teacher wrote it. I have an opinion about a particular topic, and in this paragraph I want the reader to accept or consider my position. The persuasive paragraph is, perhaps, the most difficult to write but there is a good method I can show you in order to be successful in writing one.

**Practice**

**1- Read attentively the paragraph below:**

Parents should guide their children in growing up. While children are still young, they should be assigned a few simple responsibilities, such as to keep themselves clean and shouldn't wait for their parents to tell them to do so. Later, parents should help their children learn to manage some of their affairs, like deciding on their bedtime and budgeting or planning their pocket money on a regular basis. When they become teenagers, parents have to guide them to the most important decisions in their lives. For instance, which college they should join, which major to choose, and how to choose decent friends or colleagues. Parents, then, have an obligation to prepare and guide their children to accept responsibilities, to manage their own affairs and to make career decisions. These three steps are very important to succeed in life.

**Answer the following questions briefly:**

1- Look at the first sentence that opens the paragraph, what can you say about it if you compare it to the rest of the sentences?

.....  
.....

2- What's the main idea of the paragraph?

.....  
.....

3- Is there in the paragraph a sentence which states the main idea? Where is it stated?

.....

.....  
4- There are three main sentences that explain the main idea, write them down. What can you say about the way they are ordered?  
.....  
.....

## **A-The main idea in a paragraph is called: Topic Sentence**

### **Topic Sentence**

- 1- is the most general statement of the paragraph.
- 2- usually comes at the beginning of the paragraph.
- 3- is always a complete sentence which states the **topic and its focus:**

**Topic:** The main idea.

**Focus:** The main emphasis.

Look at these two topic sentences. They have the same topic sentence (nuclear power), but the focus in topic sentence A is different from the focus in topic sentence B.

**A: Nuclear power is our greatest hope for solving the energy crisis.**

**B: Nuclear power is a huge threat to life on the planet.**

The sentences that support the topic sentence in the paragraph are called “**Supporting Sentences**”.

The sentence that summarizes the topic sentence and supporting sentences are called a “**clincher or a concluding sentence**”.

## **Paragraph**

Most English writing is organized into paragraphs. A paragraph is a group of sentences that develop one main idea. It usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences in the paragraph explain the main idea; they add details and give support. These sentences are called supporting sentences. A paragraph also has a concluding sentence or clincher. It is the last sentence of the paragraph.

**Read the model paragraph below and study its main parts:**

**Topic**

**Supporting**

**Concluding**

**The students in the class come from many different parts of the world. Some are from** European countries, such as France, Spain, and Italy. Others are from Middle Eastern countries, like Saudi Arabia and Egypt. **Still other students were** born in Asian countries, including Japan and Korea. **The largest** number of students is from Latin American countries, like Mexico, Venezuela, and Peru. **The class is in an interesting mix of people from many different countries.**

### **3- Organizing Ideas**

#### **Moving from General to Specific & Ordering ideas according to importance**

To compose an effective paragraph, you need to move from general to specific. Also, you need to organize the supporting sentences according to their order of importance; First, the least important idea, then more important, and finish it with the most important idea. This method of

ordering is called rank order: to show rank order, we use these words and phrases:

First, .....

Second, .....

Third and the most important, .....

**Topic Sentence** (General)

Indent the paragraph

.....

**Supporting Sentence** 1 + details

**Supporting Sentence** 2 + details

**order of importance**

**Supporting Sentence** 3 + details

*Use transitions to connect Sentences*

**Clincher: concluding sentence** (Specific)

## Practice

**A- The topic sentence is the most important sentence in the paragraph.**



**It states the main idea and introduces the reader to the topic. Therefore, choose the best topic sentence for each group of supporting sentences.**

**Write it down on the line provided.**

1- ..... I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

- a- Skiing is expensive.
- b- Skiing is my favorite sport.
- c- Skiing is dangerous.

2- ..... I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

- a- I like to garden in the summer
- b- Summer is my favorite season.
- c- Summer is too short.

3- ..... North Americans send cards for many occasions. They send cards to family and friends on birthdays. They also send thank you cards; get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail but turning on the computer and sending cards over the Internet is also popular.

- a- Sending cards is very popular in North America
- b- Birthday cards are the most popular kind of card.
- c- It is important to send thank-you cards.

**B- Write a topic sentence for each paragraph. Make sure your topic expresses the main idea of the paragraph.**

1-

.....

It is always sunny and warm. The beaches are gorgeous, with soft white sand and beautiful water. There are many fine restaurants in Sharm El-Sheikh, and most of the hotels offer terrific entertainment nightly. It's no wonder that Sharm is my first choice for a vacation destination.

2- .....

He has collected stamps and coins ever since he was a child. He is very proud of his valuable collections. Ahmad also enjoys painting and drawing. Recently he has become interested in gardening. Out of all his hobbies, Ahmad's favorite one is reading. He usually reads at least one book every week. Ahmad keeps busy with all of his hobbies.

3- .....

I can't wait to come home from school and eat the delicious meals she has prepared. She is famous for her pure Egyptian dishes and local desserts. She always tries new recipes and different ingredients. No one in the world can cook in the way my mother does.

**C- The supporting sentences develop the main idea in the topic sentence. They add details to the topic. Therefore, read the following paragraphs and underline the supporting sentences.**

1- Using of the Internet has grown very quickly. In 1983, there were 562 computers connected to the Internet. By the turn of the century, there were 72.3 million computers online. Experts say that the Internet is now growing at a rate of approximately 40% a year. As time goes on, the Internet is becoming more and more popular.

2- Vegetables and fruits are an important part of a healthy diet. First, fruits and vegetables are packed with the vitamins and minerals you need to keep your body functioning smoothly. Additionally, they give you the carbohydrates you need for energy. Fruits and vegetables have lots of fiber to help your digestive system to work properly. Finally, many scientists believe that the nutrients in fruits and vegetables can help fighting diseases. If you eat a diet rich in fruits and vegetables, you'll be on the road to better health.

**D- Every supporting sentence in a paragraph must relate to the main idea stated in the topic sentence. A sentence which does not support the main idea is irrelevant to the topic. Now read these paragraphs and cross out the irrelevant sentences.**

1- The students in the class come from many different parts of the world. Some are from European countries, such as France, Spain, and Italy. Others are from Middle Eastern countries, like Saudi Arabia and Egypt. Still other students were born in Asian countries, including Japan and Korea. The largest number of students is from

Latin American countries like Mexico, Venezuela, and Peru. The class is in an interesting mix of people from many different countries.

2- Cats are wonderful house pets. They are very lovely and friendly. Cats are also clean. They don't eat much, so they are not expensive. Unfortunately, some people are allergic to their hair. Cats look beautiful and they can give you fun in your home.

**E- Supply the relevant supporting sentences for the following topic sentences. Use rank order words to show the order of importance. TS is for Topic sentence, and SP is for supporting sentence.**

**1- TS: Traveling overseas is interesting**

SP 1- .....

SP 2 - .....

SP 3 -  
.....

**2- TS: Reading English newspapers helps students improve their English.**

SP 1-.....

SP 2-.....

SP 3-.....

**3- TS: Television influences our lives in many ways.**

SP 1-.....

SP 2-.....

SP 3-  
.....

**F- Write an appropriate clincher/concluding sentence for each paragraph below:**

1- There are many reasons why I like wearing a school uniform. First of all, it saves time, I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money, it's cheaper to purchase a few uniforms than to go out and buy lots of school clothes. In addition to that, I don't have the pressure of keeping up with the latest styles. Most importantly, wearing a school uniform gives me a sense that I belong. I really think it adds to the feeling of school spirit and community.

.....

2- There are many reasons why I am against wearing my school uniform. Firstly, I don't like the style of the uniform. The navy blazer and plaid skirt are too conservative for me. Secondly, the uniform isn't comfortable. I prefer to wear baggy pants and a sweater instead of a skirt and jacket. Thirdly, I want the freedom to express my individuality through my style of dressing.

.....

### *Assignment*

**G- The following paragraph has a topic sentence and supporting sentences. Complete the paragraph by adding your own specific details to clarify each supporting sentence.**

There are many ways to economize on a trip  
to.....and still have a good  
time. First, you can shop around for the best air  
tariff.....  
.... Once you get there, you do not need to stay in the most expensive hotels.  
.....  
..... You can also economize on food.  
.....

.....  
..... Finally, you should take advantage of all the free  
cultural and historical offerings.  
.....  
.....

### **H- Ordering Ideas According to importance.**

**While developing the topic sentence through supporting sentences, remember to use the specific signal words below to guide the reader from one idea to the next.**

<p><b>First, ..... Second, .....Third, .....</b> <b>Firstly, ..... Secondly, ..... Most importantly, .....</b> <b>For one thing, .....For another thing, .....The third and most importantly, ...</b></p>
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### *Practice*

**1- Use the appropriate rank order words or phrases to order the supporting sentences that support the following topic sentence: the qualities of a good teacher. Make sure you structure the sentences accurately.**

**TS.** Quality teaching requires from the teacher to have three main features:

SS.1-.....have enough knowledge about the subject.

SS. 2-..... care about students.

SS. 3-..... have the ability to explain clearly.

**2- Now develop the paragraph below. The topic sentence has been given; use the supporting sentence above but remember to include the appropriate rank order words.**

A good teacher usually has several important qualities. ....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

### **Opinion Paragraph**

**1- Read the paragraph below and answer the questions that follow.**

In my opinion, children of immigration should be taught in their native language. First of all, these children will feel more comfortable in a strange school if they hear and speak their native language. In addition, they will be able to understand subjects like math, history, and science more easily if they are taught in their native language and do not have to struggle with the new language. Finally, students who use their native language in school are better able to keep their cultural identity.

a- What is the author's opinion?

.....

b- What are the three reasons which the author included to support his opinion?

1- .....

2- .....

3- .....

**2- Read the following sentences. Circle the word or phrase in parentheses which you think it express your opinion well.**

1- It is..... for mothers with small children to work outside of the house. [good, harmful].

2- Smoking.....be banned in restaurants. [should, should not]

3- Nuclear energy .....the best way to meet our energy needs. [is, is not].

4- Women .....be required to serve in the army. [should, should not].

5- Prayer .....be allowed in the public schools. [should, should not].

6- It .....acceptable to use animals for laboratory experiments. [is, is not]

**3- Write an opinion topic sentence for each of the statements in the previous activity. Use the appropriate phrases from the list below:**

**Stating Your Opinion Phrases**

<b>If you are sure</b>	<b>If you are not sure</b>
It's undeniable.....	It seems to me that....
I'm absolutely sure.....	I suppose that.....
I'm quite certain that.....	I'm not really sure, but.....
Of course, .... It's undeniable.....	I think/ guess It seems to me that....
There's no doubt that.....	As far as I can see.....
It's likely.....	From my point of view.....



Undoubtedly, .....	In my opinion, .....
--------------------	----------------------

**Example:**

1- In my opinion, it is good for mothers with small children to work outside of the house.

2-.....

3-.....

4-.....

5-.....

6-.....

7-.....

**1- Read each statement on the left with its correct part on the right and add an appropriate preposition: in, of, from, to, on.**

....1- I have strong views	a- my opinion.
....2- Most people believe	b- the proposed changes.
....3- I was in favor	c- marriage.
....4- What does she think	d- my mind.
.... 5- This is absurd,	e- life after death.
.... 6- He's quite wrong,	f-the new teacher?
....7- Well, that's just silly,	g- our point of view.

**5- Do you agree or disagree with the statements below? Write a topic sentence expressing your opinion. Use the appropriate phrase from the following list:**

**Agree / Disagree / Contradict**

I agree with the ..... because.....	I'm afraid. I don't agree because....
Well, I think so, too because.....	I disagree with.....
I approve of..... because.....	I don't think so because.....
I am in agreement with.....	I don't believe.....
I am in favor of.....	I doubt that.....
I	It could be right, but I
advocate.....	think.....
	I disapprove of.....
	I totally oppose
	that.....

1- Mothers with young children should work outside the house.

.....

2- Smoking should not be banned in public places.

.....

3- Nuclear energy is the best way to meet our energy needs.

.....

4- Women should be required to serve in the army.

.....

5- Prayer ought not to be allowed in schools.

.....

6- Students are not allowed to use their mobile phones while taking exams.

.....

**6- Rewrite these sentences using the verbs and expressions in parentheses.**

1- I've always suspected that ghosts don't really exist. [doubt]

.....

2- My viewpoint has always been that people should rely on themselves more.  
[advocate].  
.....

3- Salwa is convinced that the teacher has been unfair to her. [As far as I can see...]  
.....

4- I had a very strong feeling that I had been in that place before. [ It seems to me]  
.....

5- I think we should have tried again to solve this exercise. [From my point of view,  
.....]

6- I don't think Ali will pass the final exam this semester. [It is unlikely].  
.....

**7- Rewrite the following sentences that keep the same meaning.**

1. You should take the train instead of the bus.

- If.....

2. I'm sure that someone forgot to lock the door.

- Someone must.....

3. They bought this house ten years ago.

- They have.....

4. The course finished with a big party.

- At the end.....

5. We invited a pop star onto the chat show, but he didn't turn up.

- The pop star .....

6. Although she said that she would come, I don't think she ever will.

- Despite.....

7. The plane had hardly left the airport when the accident happened.  
 - No sooner .....
8. You feel tired now because you didn't sleep very well last night.  
 -Had .....
9. When did you start the project?  
 - How long .....
10. Their wedding will be held in a lovely church.  
 - The church .....

**Structuring Opinion Paragraph**

To compose an effective opinion paragraph to convince the reader about one's opinion, the writer has to open his paragraph with a topic sentence which states his point of view. The topic sentence which presents the point of view should be developed through three reasons; (evidence, argument) and each reason has to be developed at least through two or three supporting sentences that illustrate the reason. Eventually, an opinion paragraph always ends with a logical conclusion that is based on the three developed reasons. Consider the outline below.

- 1. Topic Sentence: (point of view)**
- 2. Supporting Sentence 1: Reason one.....**
- 3. Supporting Sentence 2: Reason two.....**
- 4. Supporting Sentence 3: Reason three.....**
- 5. Conclusion: .....**

Conclude your paragraph with a logical deduction on the basis of the reasons 1,2, and 3. The conclusion summarizes the three reasons. You may briefly include your comment on the topic

**3- Some Essential Steps to Compose an Effective Opinion Paragraph.**

**1-Use Rank Order to organize the reasons which develop your Point of View.**

After brainstorming and planning your opinion and the 3 reasons to develop it, support each reason with three unified supporting sentences. The most important is that the three reasons should be ordered according to importance: from the least important to the most important. To make the rank order clear and obvious while you are developing the supporting sentences, use specific words and expressions such as:

**First of all, .....**

**Next, .....**

**Third and the most important, .....**

**Note:**

Rank order words and expressions are always followed by a comma if they come at the beginning of a sentence, but **then** and **now** are never followed by a comma even if they come at the beginning of a sentence

**2- Use Transition signals to join the supporting sentences:** therefore, though, even though, similarly.....

**3-Use formal expressions to state your point of view**

I think.....

I believe..... In my point of view, .....

In my opinion, .....

I suppose that.....

As far as I can see, .....

**Practice**

**Develop the three sentences below through three main reasons. Use the**

**appropriate phrase to state your opinion and the rank order words to organize the reasons (supporting sentences) according to importance.**

1- Smoking shouldn't be banned in public places.

Your Opinion [TS]: .....

Reason1: .....

Reason 2: .....

Reason 3:

.....

### **A Sample of Opinion Paragraph**

The law in many societies opposes euthanasia, or mercy killing, and doctors are never allowed to end the lives of some patients who suffer while there is no hope for them to keep alive. **[GENERAL INTRODUCTION]** In my opinion, euthanasia should be allowed for three main reasons. **[POINT OF VIEW]**

First, allowing euthanasia stops the suffering of the patient's family. **[REASON1]**. In fact, when some nurses give the terminally ill patient only minimum care, the family must spend some time to care for the special needs of their loved one. For example, Nancy was kept alive on life-support machines for eight years. There was no hope to recover from her incurable illness. However, during those years, her parents visited her regularly. Second, the medical costs are very high. Today the cost of a hospital room is very expensive, and this costly medical care can cause financial problems for the family. **[REASON 2]** For example, an eighty-two-year-old woman who was sleeping in hospital was in a coma for about four years. Since there was no chance for her recovery, her family asked the medical staff to withhold the medical treatment because they could not keep paying too much money. Third and the most

important, these patients have no chance of recovery. [**REASON 3**] They can never have normal lives and must be kept alive by life-support machines, such as respirations to help them breathe, and feeding tubes to provide them with food. They are clearly more dead than alive. For instance, after Samuel, an infant, had swallowed a balloon, he stopped breathing. The balloon was removed, but the lack of oxygen had caused brain damage and left him in a constant coma. As a result, Samuel was unable to breathe without the aid of a respirator, and there was no hope for his recovery.

Finally, if the seriously ill patients have no chance to recover, they should be allowed to die because the medical costs are too high and spending too much money when there is no hope for recovery is useless. [**CLINCHER or CONCLUDING SENTENCE**]

***Practice***

**1- State your opinion about the following statements concerning TV. State your opinion first and support it with two main reasons. Use proper opinion expressions and transition signals.**

A- Parents should check the TV programs their children watch. What do you think?

In my opinion, .....

.....  
..... First,

..... Second,

..... Third and the most important, .....

..... Finally, .....

**B- There is nothing important you can learn while you're watching TV. Do you agree or disagree?**

In my opinion, .....



.....  
First, .....

.....  
.....

Second, .....

.....  
.....

Third and the most important, .....

.....  
.....

To conclude, .....

.....  
.....

.....

**C- Government needs to control the programs on TV. What do you think?**

As far as I can see, .....

.....  
.....

First, .....

.....  
.....

Second, .....

.....  
.....

.....

Third and the most important, .....

.....

.....

Eventually, .....

.....

.....

.....

# *Letter Writing*

## **1. Friendly Letter**

**1- Read carefully the following friendly letter and correct all the errors related to the layout (the form), punctuation, spelling and grammar. Write down the correct version.**

**Dear Sara**

Berkley is a very good city I really like it here! There's always a lot to do. Every day after school I usually go to telegraph avenue and my favorite coffee shop to meet my friends. On the evening, there are always something interesting to do in the town or on the university campus, such as sea a movy or hear some live music on Saturday, my friends and me take the bus to san Francisco for the day It is a beautiful place.

I love the shops and restaurants, and it's a great city for just walking around in golden gate park We often go to Chinatown to have lunch, and then we go shopping on the afternoon On Sunday I like to play tennis with my friends or we watch a sports event, like a football game or a baseball game, on TV at home I think American football is very exciting.

Well, that's all for now, take care. I look forward to hear from you soon

Susan

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# Formal Letter

## A Sample

**Your address:**

P.O. Box 1234,

Cairo- Egypt

**Date:**

October,10, 2000

**The addressee's name& position & address**

The Personnel Manager,

Safety Insurance Corporation,

Premium Building,

Riyadh, KSA.

**Subject: Applying for a job**

**Dear Sir,**

I would like to apply for the post of junior secretary advertised in today's Arab News. **[Opening Paragraph]**

Concerning my educational background and my job history, after leaving school with a Senior Certificate in English, mathematics, and three other subjects, I succeeded in securing a post as filing clerk with ABC Uptown Distributors. Meanwhile, I used to attend evening classes in office routine and typewriting at Highland College, and I gained certificates in both. Accordingly, I was promoted to the post of typist and then went back to Highlands College to learn shorthand. In fact, I achieved a certificate at 100 w.p.m. In addition to that, I have acted as a

temporary secretary during periods of illness and holidays. A couple of months ago, I successfully completed a diploma course on private secretarial from Professional Institute.

Recently, I am 20 and I have been with my present employer for nearly three years. Although I will be sorry to leave, I feel I must do so to progress in my career. Actually, my manager, Mr. Mohamed, is aware of this and is willing to provide me with enough testimony about my performance and record. **[Body]**

Eventually, I am looking forward to receiving a favorable reply and calling me for an interview to submit copies of credentials and any further information you may need. **[Conclusion]**

Yours respectfully,

**Signature &**

**Name**

## Practice

**1- Below are the parts of a business letter about requesting information on travel agency courses. However, the parts are all mixed up. First, read each part of the letter; second, put the parts in order and write the number of the line.**

Dear Sir or Madam

Sender's signature

Sender's name

date

Sender's address

Subject: Requesting Information about Travel Agent Courses.

Sincerely Yours,

California School of Tourism 2555 Lindo Lane Espinacas, California 90022

I look forward to hearing from you as soon as possible I am writing in response to your ad. As for my experience, I have been a guide in travel agency for the last three years. I saw it in Travel magazine, and I am very interested in taking a travel agent course this summer at your school. I think I meet the requirements mentioned in the ad. I have already an airline ticketing course. I studied at the San Fernando School of Hotel management for three months.

I would also like an application form and information about tuition.

Before I worked at the travel agency, I worked at the Castro Hotel in san Francisco for eight months.

Would you please send me more information about the times and the dates of the travel agent training courses?

**2- Combine the sentences above in a layout of a business letter. Punctuate appropriately.**

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**You are not satisfied with your salary at the company you have been working for nearly 2 years. Write to your manager requesting salary increase. Compose a business letter of about 150 words on formal style. Explain the reasons that have forced you to apply for an increase of your current salary.**

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# *From Paragraph to Essay*

## **1- What is an Essay?**

An essay is a piece of writing that has more than one paragraph. It is divided into three parts:

### **a)-The Introductory Paragraph**

It indicates an attention-grabbing introduction and a thesis statement which narrows down the writer's topic. The thesis statement is about what you want to say and it has to be expressed in one or two sentences. Briefly, it is the general statement of your essay's content. It is important that your thesis statement is a complete sentence which briefly states the topic and its focus which you will develop in the body paragraphs.

### **b)-The Body Paragraphs**

It may be one or an unlimited number of paragraphs, but it is better to limit the body of your essay in three paragraphs. Each paragraph is a separate unit that is marked by indenting the first word from the left-hand margin: leave a very short blank space, but all the other lines in the paragraph start level with the left-hand margin.

Every paragraph should include 1 topic sentence, 3 supporting sentences which are followed by sub-supporting sentences and further details if possible. While composing sub-support sentences, it is necessary to differentiate between facts and opinions.

### **c)-The Concluding paragraph**

It summarizes your whole essay by briefly restating the thesis statement and the topic sentences.

## 2- From Paragraph to Essay

The following chart illustrates how to move from a paragraph to a five-paragraph essay:

Paragraph	Five-Paragraph Essay
Topic Sentence: Main Idea	Introductory paragraph: General Introduction + Thesis Statement; Main Idea.
Supporting Sentence 1(details) Supporting Sentence 2(details) Supporting Sentence 3(details)	Topic Sentence 1 * Supporting sentence 1 * Supporting sentence 2 <b>- Topic Sentence 2</b> * Supporting Sentence 1 * Supporting Sentence 2 <b>- Topic Sentence 3</b> * Supporting Sentence 1 * Supporting Sentence 2
Clincher (Concluding Sentence)	The Concluding Paragraph Summary: Topic Sentences 1, 2, 3.

## Basic Structures & Elements of Essays

An essay is a "short formal piece of writing dealing with a single subject". It is typically written to try to **persuade the reader using selected research evidence** ("Essay," 1997). In general, an academic essay has **three parts**:

1. An **introduction** that gives the reader an idea of what they are about to learn and presents an argument in the form of a thesis statement
2. A **body, or middle section**, that provides evidence used to prove and persuade the reader to accept the writer's particular point of view
3. A **conclusion** that summarizes the content and findings of the essay

# *Essay Types*

## **Argumentative or Persuasive Essay**

An argumentative or persuasive essay takes a strong position on a topic through the use of supporting evidence. It:

- Requires thorough research and investigation of the topic
- Includes a clear, strong thesis statement that is debatable
- Considers and refutes alternative arguments with cited evidence, statistics, and facts
- Uses fair, objective language with a well-rounded understanding of the topic

## **1- Comparative Essays**

A comparative essay requires comparison and/or contrast of at least two or more items. It:

- Attempts to build new connections or note new similarities or differences about the topic(s)
- Typically focuses on items of the same class, i.e. two political systems (i.e. democracy or communism) or two theories (i.e. behaviorism versus constructivism)

## **3-Expository Essays**

The purpose of an expository essay is to describe or explain a specific topic. It:

- Uses factual information
- Is written from the third-person point of view
- Does not require a strong, formal argument

## Expository Essays

### *What is an expository essay?*

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

*Please note:* This genre is commonly assigned as a tool for classroom evaluation and is often found in various exam formats.

The structure of the expository essay is held together by the following.

- **A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.**

It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.

- **Clear and logical transitions between the introduction, body, and conclusion.**

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse.

- **Body paragraphs that include evidential support.**

Each paragraph should be limited to the exposition of one general idea. This will allow for clarity and direction throughout the essay. What is more, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph.

- **Evidential support (whether factual, logical, statistical, or anecdotal).**

Often times, students are required to write expository essays with little or no preparation; therefore, such essays do not typically allow for a great deal of statistical or factual evidence.

- **A bit of creativity!**

Though creativity and artfulness are not always associated with essay writing, it is an art form nonetheless. Try not to get stuck on the formulaic nature of expository writing at the expense of writing something interesting. Remember, though you may not be crafting the next great novel, you are attempting to leave a lasting impression on the people evaluating your essay.

- **A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.**

It is at this point of the essay that students will inevitably begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize and come to a conclusion concerning the information presented in the body of the essay.

### *A complete argument*

Perhaps it is helpful to think of an essay in terms of a conversation or debate with a classmate. If I were to discuss the cause of the Great Depression and its current effect on those who lived through the tumultuous time, there would be a beginning, middle, and end to the conversation. In fact, if I were to end the exposition in the middle of my second point, questions would arise concerning the current effects on those who lived through the Depression. Therefore, the expository essay must be complete, and logically so, leaving no doubt as to its intent or argument.

### *The five-paragraph Essay*

A common method for writing an expository essay is the five-paragraph approach. This is, however, by no means the only formula for writing such essays. If it sounds straightforward, that is because it is; in fact, the method consists of:

1. an introductory paragraph
2. three evidentiary body paragraphs
3. a conclusion

## **4-Narrative Essays**

A narrative essay tells a story or describes an event in order to illustrate a key point or idea. It:

- Uses descriptive and sensory information to communicate to the reader
- Are often subjective rather than objective
- Usually written from the first-person or third-person point of view
- May be entertaining or informative

## The Narrative Essay Telling a Story

Often one of the very first essays assigned in a composition class, a narrative essay is an essay that tells a story. Usually, a narrative is a personal essay that describes a particular event in the writer's experience. If you're writing a personal narrative, you might write about a particularly memorable trip to the beach, for instance – or your wedding day, or the birth of your first child. In any case, don't neglect the writing process: plan your essay before you start writing it.

### Choosing a Narrative Topic

Choosing a topic for a narrative essay is a matter of picking an event in your experience and thinking of how you can describe it well. There are two important things to remember when choosing a narrative topic:

- The topic should be a specific event. A narrative is not an entire life story. It is an essay-length reflection on a specific event in your life. It should be an event about



which you can tell a detailed story (rising action, climax, resolution) within the 2-4 pages of a typical narrative essay.

- The topic should evoke some strong emotion in you. You need to pick a topic to which you have some emotional connection. Perhaps you have strong feelings about your wedding day, or the day your team won the state championship. Or perhaps you have strong emotions when you think of a car accident you had. The emotions do not have to be pleasant ones; they just need to be strong and felt keenly enough to put into words.

- **Dominant Impression**

One of the key purposes of writing a narrative essay is learning how to establish a dominant impression. It's an exercise in tone – but unlike a purely descriptive passage, it pairs tone with action. The dominant impression you establish is how you want readers to feel when they read your narrative. This is why it's so important to choose a topic to which you feel very emotionally connected. That emotion is what you will use to frame your essay. If, for example, your narrative is about the time you nearly missed your own graduation and had to rush to make it on time, your dominant impression would likely lead you to describe the event in frenzied tones with particular focus on how frantic you felt at the time. How you choose to describe the story – and even what you choose to describe, to a large extent – will be determined by the dominant impression.

## Organizing the Narrative

- As with any essay, a narrative needs to be well organized. This means you need to outline the essay before you begin writing it. Some people claim they do

better simply by freewriting, but a narrative essay should not be written spontaneously.

- Narratives written without any sort of outlining tend to ramble and lack unity. Your narrative can be planned and divided in many ways, but the important thing to remember is that you need to plan and outline your essay so that you'll have clear points of transition while still maintaining unity. A common mistake that people make when writing narratives is that they ramble: that is, they have a clear starting point for the narrative, but the flow gets muddled by off-topic side-points, irrelevant details, and a general lack of direction. This mistake can be easily avoided simply by taking a few moments to consider what you want to write about before you start writing it. Usually, your narrative will take the form of a five-paragraph essay. As with any essay, the introduction will include some statement to get the reader's attention, a few necessary background points, and a clear thesis statement. The conclusion will look back at the essay and summarize how the events of the narrative had affected you. The body of your essay will typically be three to five paragraphs, and this is where careful planning is required. The important thing is to divide your essay into clear points organized chronologically (that is, in order of when they happened), but leave yourself room for clear transitions. The best way to organize is also the simplest:

- ⊙ Before: start by describing the process leading up to the main event. For instance, if you're writing about your wedding day, your first body paragraph might be about the morning of the wedding when you were preparing, getting dressed, and checking on all of the arrangements.

- ⦿ During: continue by hitting the high points of the action and describing the main event. For example, here is where you would talk about the actual wedding ceremony.
- ⦿ After: lead into the conclusion by giving some resolution to the action and beginning to let things wrap themselves up. You might reflect on the success of the wedding while describing the reception, for example.

## Chronological Order and Transitions

A narrative takes place within a specific timeframe, starting at the earliest events in that timeframe and ending at the latest. This is known as chronological order: telling of events in order of when they occur. With a narrative, chronological order is the most natural way to organize the story you're telling. This applies to all levels of the essay, not just the big picture. This means that transition words and phrases are very important throughout the entire essay – not just between paragraphs. Of course, it's important to use strong transition sentences between your main paragraph points (continuing with the wedding day example, for instance, you might start a new point with something like, "With all of the preparations complete, it was finally time for the wedding to begin"). However, using chronological transition words within your paragraphs is also very important because it helps your reader keep up with the timeframe without getting lost. It also keeps the narrative flowing smoothly. Just little transition words like then, later, or after that can make a big difference in how a paragraph flows. Of course, those little transition words aren't a good way to move between main points (you need complete sentences for that), but they do make the sequence clearer between one detail and the next.

## • Verb Tense

The other thing that keeps the narrative's boundaries properly defined is being sure to use the correct verb tense. Since a narrative typically recounts events that happened at some earlier time in the writer's life, the narrative voice should be primarily in past tense. Sometimes people make the mistake of trying to write a narrative in present tense, but this is usually not correct.

- **WRONG:** "It's the day of my wedding, and all of the arrangements have been made, but I'm very nervous."
- **RIGHT:** "It was the day of my wedding, and all of the arrangements had been made, but I was very nervous." The only time you should use present tense in a narrative is when you are looking back on the events and reflecting on them (usually in the conclusion). Even then, you still need to include some kind of transition. For example, "Ten years later, I still think of that day sometimes, and I still feel just the same way about him now as I did back then." The present-tense reflection on the past-tense events of the narrative can be a very effective technique for concluding a narrative essay, but it only works if transitions are applied between past and present.

## **Essay Examples and the 4 Main Types**

There are four main types of essays: narrative, descriptive, expository, and argumentative. Each has a unique purpose. Some tell a story, some are descriptive,

and others attempt to alter opinions. One of the best ways to understand each type is to review a batch of essay examples.

## SAMPLE CAUSE AND EFFECT ESSAY

### HOMELESSNESS

The homeless epidemic is a serious problem in nearly every major city across the country. According to the US Department of Housing and Urban Development, there are over 500,000 people experiencing homelessness on any given night. It's a difficult challenge to tackle precisely because it is so multi-faceted, both in terms of its causes and its far-reaching effects. Homelessness affects not only the people who must struggle to survive on the street, but also the business owners or residents in the neighborhoods. Petty crime and drug abuse are common. While many factors have contributed to the rise in homeless rates, one of the most profound is the lack of adequate social support services.

By definition, a homeless person is someone without a permanent home. They may seek shelter in parking garages, ATM vestibules, and subway stations. On a purely practical level, if a city can provide enough homeless shelters and other forms of affordable housing, the people who would otherwise sleep on the streets can sleep far more safely with a consistent roof over their heads.

Social support services, whether they are funded publicly or privately, would be able to tackle many of the immediate and long-term challenges that face people experiencing homelessness. In addition to providing adequate and reliable shelter, services like drug counselling, treatment for physical or emotional abuse, and career counselling can address some of the factors that lead to homelessness.

The individual stories of each person going through homelessness will vary. What is often found, though, is that the homelessness came about because of a series of events. A person may unexpectedly lose their job, which may lead to family problems at home, which may lead to drug abuse as a coping mechanism, which may lead to further financial stress, and so on. Appropriate social services at any point in this process may be able to prevent homelessness from becoming this person's reality.

The effects of homelessness are equally complex and can be mirror images of the root causes. Because the person is experiencing homelessness, this may put profound strain on personal relationships. Drug abuse can become an issue, as the person seeks some way of coping with the pain and hardship of living on the streets. This leads to a downward spiral that drives the person deeper and deeper into the depths of crippling poverty and isolation.

The impact extends well beyond the individual, too. As homelessness becomes an increasingly visible issue in a neighborhood, home values can plummet. Middle and working class families may move out, providing a bigger opening for various forms of crime. Businesses may close as the area becomes too prone to theft and property crime.

Every city, every neighborhood faces unique challenges when it comes to homelessness. While the specific root causes can vary between individuals, the lack of adequate social services is a leading contributor. The right social services can address, reduce or even remove some of these other underlying causes. With powerful effects for both the individual and society at large, homelessness is a pressing issue and one that must be approached with tact and compassion.

## **Narrative Essay Examples and Key Elements**

In a narrative essay, you tell a story, often about a personal experience, but you also make a point. So, the purpose is not only to tell an entertaining tale, but also to expound on the importance of the experience. In the narrative essay examples below, see if you can pull out the moral or theme. When it's your time to draft a similar type of essay, hopefully, you can stir the heart of the reader.

### **He Left So I Could Learn**

In this first essay example, we explore a lesson on dying:

It was my second day on the job. I was sitting in my seemingly gilded cubicle, overlooking Manhattan, and pinching my right arm to make sure it was real. I landed an internship at Condé Nast Traveler. Every aspiring writer I've ever known secretly dreamt of an Anthony Bourdain lifestyle. Travel the world and write about its most colorful pockets.

When my phone rang, and it was Mom telling me Dad had a heart attack. He didn't make it. I felt as though the perfectly carpeted floors had dropped out from under me. Now that I've come out the other side, I realize Dad left me with a hefty stack of teachings. Here are three ideals I know he would've liked for me to embrace.

First, you have to stand on your own two feet. As much as our parents love and support us, they can't go to our school and confess to the principal that we stole a candy bar from Sara. We have to do that. Neither can they walk into the Condé Nast office and nail a job interview for us. At some point, we have to put on our "big girl pants" and be brave, even if we're not.

Also, there's a difference between love and co-dependence. Being grateful to have

someone to turn to for love and support is not the same as needing someone to turn to for love and support. With the loss of my father, I've also lost my sounding board. All I can glean from that is it's time to look within myself and make proper assessments. If I can't make sound decisions with the tools already in my kit, then I risk falling for anything.

Finally, memories are, perhaps, the only item that cannot be taken away from us. Will I miss my father? Every single day. What can I do in those times? I can open up our suitcase of memories, pick out my favorite one, and dream about it, talk about it, or write about it. Maybe I can't pick up the phone and call him anymore, but that doesn't mean he's gone.

Next week, I'm off to Istanbul to explore their art scene. As soon as I read the email from my editor, I picked up my phone to call Dad. Then, I realized he'll never answer my calls again. I fought back the tears, got up to make a cup of peppermint tea, and added a new note to my iPhone titled, "Istanbul Packing List."

In the end, life goes on. I'm not sure why he had to leave during the single most poignant chapter in my life. So, I won't dwell on that. Instead, I'll hold tightly to these three ideals and write about Karaköy in Istanbul's Beyoğlu district. Dad will be with me every step of the way.

## **Essential Elements of Narrative Essays**

Let's go back to basics first. Generally speaking, there are four types of essays: argumentative essays, descriptive essays, expository essays, and narrative essays.



Narrative essays tell a vivid story, usually from one person's viewpoint. A narrative essay uses all the story elements — a beginning, middle and ending, as well as plot, characters, setting and climax — bringing them together to complete the story. The focus of a narrative essay is the plot, which is told with enough detail to build to a climax. Here's how:

- It's usually told chronologically.
- It always has a purpose. Often, this is stated in your thesis statement in the introductory paragraph.
- It may use dialogue. For more on that, here are the ins and outs on how to punctuate dialogue correctly.
- It's written with sensory details and bright descriptions that involve the reader. All these details relate in some way to the main point the writer is making.

### **Quick Tips on Writing a Narrative Essay**

When writing a narrative essay, remember that you are sharing sensory and emotional details with the reader.

- Your words need to be vivid and colorful to help the reader feel the same feelings that you felt.
- Elements of the story need to support the point you are making. And, you need to remember to make reference to that point in the first sentence.
- You should make use of conflict and sequence like in any story.

- You may use flashbacks and flash forwards to help the story build toward a climax.
- It is usually written in the first person, but the third-person perspective may also be used.

### **Experience That Influenced Me the Most**

As Rachel Ingber once said, "A name represents identity, a deep feeling and holds tremendous significance to its owner." This quote is one of the many reasons I was so overwhelmed with honor and awe when my 1st-grade teacher, Ms. Spillman, informed me that when she gave birth to her daughter in four months, she would be naming her after me. All throughout preschool and the beginning of kindergarten, I was very closed off and shy to the extent that my teachers diagnosed me with selective mutism. I had moved all the way from London so the new environment combined with starting a new school was enough to scare me silent. So when Ms. Spillman approached me in the school cafeteria and shared the news with me, I was provided with the confidence I very much needed to find my place and branch out.

I remember enjoying my lunch with a few classmates while inhaling the toxic fumes of my elementary school cafeteria when my teacher, Ms. Spillman, called me over, telling me she needed to talk to me. Being the goody two shoes I was, butterflies immediately began wrestling in my stomach, as I thought I was in trouble. I trudged over to her in my heavy winter boots and wiped my sweaty palms across my hoodie. Ms. Spillman greeted me with a warm smile and asked me if I was aware she was going to be giving birth to her daughter

in four months. Confused at first, I questioned the relevance of her asking me this. After I considered the question, I wiped the puzzled look off of my face and gave her a soft, "No". Her smile grew wider as she took my hands in hers and gave them a little squeeze.

"I thought I should let you know that when I give birth to my daughter in June, I'm going to be naming her after you," she told me, as she eagerly waited for a reply. My expression went from confused, stunned, to delighted. I couldn't believe the great news, and I was beyond honored. "I loved having you in my class this year and seeing your growth," she explained. "I want my daughter to grow up having an inspiring, well-rounded, confident role model. In my opinion, names mean a lot, so I'd like her to not only have a beautiful name but someone beautiful to be named after."

I was overwhelmed with honor and delight and I recall thanking her as she wrapped me in a hug, greeting me with the sweet smell of cinnamon. I rushed back to my lunch table and shared the incredible news with my classmates. They shrugged and returned back to their lunches. I couldn't believe it! How could they not care? Names mean the world to me on top of the fact that someone had finally seen past my shy exterior and seen that I was truly a confident, kind person. I continued the next four months feeling better than ever. Not only was I finally able to make new friends, that also happen to be my best friends to this day, I was also able to speak up in class and let people know I was more than the shy, introverted girl everyone thought I was. It wasn't until a year later when I held Jaya Spillman's little hands and looked into her deep brown eyes that I realized how much she had truly impacted me.

This is a seminal event for me because this was one of the first moments in my life I felt pure happiness as well as courage. It was the primary event in my life that turned me from the shy, anxious girl who wouldn't speak in class to the girl that I am today. This event has influenced me so much that I even think about it in recent times when I'm feeling upset or worthless. It never fails to make me so honored that someone saw the good in me to the extent that they named their child after me. This event has taught me that one simple act of kindness can completely change someone's life, whether you are aware of it or not.

## **The Definition of Success and Failure and Their Role in Our Life**

There are two words that the society often believe to contradict each other and these are success and failure. I am confident that ordinarily all individuals would desiderate to flourish into successful beings and would circumvent failure at all cost. Typically, there are people across all nations that would be bewildered by whether they are regarded as successful or as failures, but in order to discover the answer each person should scrutinize the definitions of success and failure. Subsequently, the person should recall all of the previous experience and would categorize them either in success or failure.

How do I define success? That's a question that I wasn't able to answer directly and took me some time to find an answer to. In my opinion, success can be more than one thing at the same time. That being said, I think that success is

being able to pursue your dreams and achieve all of your goals, as well as securing the job of your dreams while exhibiting the passion for that job. I think that having a passion for the job of my dreams would allow me to thrive in that area of expertise, because having a passion for it means I will never get bored of it nor give up on it if I face an obstacle. Such a success would fulfill my needs and help me support my family. Also, pursuing my dreams and achieving my goals would definitely ensure my happiness because what's better than finally having a dream of yours come true or accomplishing a set of goals that you have regularly thought about. Moreover, many factors have an impact on success including: believing in yourself and capabilities, meaning don't cut yourself short. I think it's essential to constantly encourage yourself that you are capable of doing whatever you want and that if you experience any struggles, you can manage to overcome them. Additionally, don't measure your success against another individual's definition of success because in order for you to have the desire to succeed and put in the maximum effort possible, it should be something that you genuinely want and would consider as a success. Furthermore, achieving an accomplishment causes success and when you achieve a number of consecutive accomplishments, it allows you to become successful.

The definition of failure is subjective to each individual; several people might deem failure as a negative circumstance while others regard it as a positive situation. Personally, I would define failure as being incapable of achieving a goal that I have set for myself, but also I perceive failure as a lesson that will teach me. Moreover, failing can be considered as motivation because I believe

that if I fail at a particular task, I will recall the events that occurred and consequently strive to discover the mistakes that I did to learn from them, so failure can act as a wakeup call. I believe each person is going to fail at least once in order to succeed ultimately. Therefore, failing isn't a matter of if; it's a matter of when because it is bound to happen. On top of that, I suppose that whenever an individual fails, it can be identified as a new opportunity or a second chance to start afresh but this time with an enhanced knowledge about the situation. There are two outcomes that each individual will benefit from failing, one being courage and two being resilience. Fundamentally, failing would allow the person to overcome the fear of failure since it strikes as a reality check, where the person must come to terms with it and start over again and this will build up the courage that a person possess. As for resilience, it goes with perseverance due to the fact that when we fail we are supposed to recognize it as a challenge or an obstacle that we will conquer, meaning we would proceed to endeavor until we accomplish our goals. Additionally, I postulate that failing is a step to achieve a goal because no one can absolutely succeed without encountering a struggle or failing at a particular attempt. Furthermore, if I were to compare failure with success in terms of definition, there is a relationship between them where some people view them as antonyms of each other, but in my opinion, failure is what will constitute a pathway to success.

Picturing myself fit into either one of the categories, whether it is success or failure, is a challenging thought. At the beginning I thought that I fit into both categories since I encountered both successes and failures in my life. To me,

success is achieving my goals while failure is quite the opposite although I believe that it paves the path to success. I definitely had my share of failures, whether it was the time I didn't obtain the scores I desired in my externals or the time I failed to acquire my driver's license from the first time. But honestly, my successes outweigh my failures and that is why I believe that I tend to lean towards fitting into the definition of success. When I was seventeen years old, my goal was to get accepted into a prestigious university that is distinguished and has the ability to provide its students with opportunities to accomplish their goals. But at the same time, a university that has electromechanical engineering as a bachelor's degree and when I became eighteen years old, I succeeded with that goal of mine by getting accepted into Cal Poly Pomona for the fall semester. Moreover, during my high school years, I set a couple of goals for myself which included: graduating with a high GPA, establishing connections with individuals that I can call my friends and going to the gym regularly so as to maintain my fitness. By the end of my high school journey, I can proudly state that I managed to achieve the listed goals. Furthermore, I did face a challenging circumstance which was during my externals when I did not get the grade that I contemplated in statistics. Consequently, I recognized this failure as a lesson and set a goal that I would register for a second try but this time I would actually put in effort to do my ultimate best in order to achieve a grade that would surpass my previous one. Essentially, I used this failure to my advantage where I learned more about my weaknesses in statistics and improved my skills in this particular subject. This experience turned into a success when I received the result of the second try and I did attain a grade that I aspired to get.

After apprehending the definition of success and failure, individuals can delve into a search of whether they fit more with the success category or the failure category. This search can be implemented by reminiscing all the accomplishments and all the situations recognized as failures, then examine which category predominates the other. It is imperative that if a person desires to be successful, that person should use every failure and make the best out of it by learning from the rendered mistakes. Also, giving up when facing a struggle should not even cross the mind because with perseverance success would follow.

### **A Hard Lesson That I Learned Through Experience**

My entire family travels, we always have. My grandmother retired from American Airlines after over 20 years of work and, because of that, everyone considered her child legally flies standby, for free. During my mom's childhood, they would spend Thanksgiving in Hawaii because it wasn't a popular idea to travel during the holidays for fun and flights were easy to get on. It was pretty common for my mother and uncles to spend time in Las Vegas together when they legally couldn't do anything for fun, from driving to gambling. So when my uncle's company asked him to open a satellite office in Las Vegas in 2015, he immediately accepted and started on moving plans.

He left at the end of the May. TQL (the company he worked for) paid for moving trucks but his two Alaskan Malamutes and the Jeep he owned forced him to drive across the country from Cincinnati, Ohio to Las Vegas, Nevada. He and his girlfriend decided to stretch the 28-hour trip into a week, eventually stopping in Amarillo, Texas



to see extended family. I took my first trip to Vegas that summer, during the desert's hottest months. In 2016, after missing one year of a true family thanksgiving together, we decided to fly across the country to spend a thanksgiving together. Staying two nights on the strip and another three in his four-bedroom loft, we spent a usual chilly holiday in 80-degree weather. Enjoying that experience and the time spent with family, we decided to spend 2017 thanksgiving away from home as well.

In the days leading up to our trip, I was overcome with stress. Leaving on a Tuesday, I was going to miss school and subsequently a test in my APUSH class. I had less time to study and less time to complete work. My mother had plans to move from five minutes away, to thirty minutes away. My father's birthday came and went, and I had no way to contact him due to a falling out we had. This emotional and mental stress all sent me to a breakdown that lasted three hours and left my eyes sore the next morning in the airport. My eyes felt five times bigger than they should have been and after googling it, I got my answer as to why they were in so much pain: emotional tears were saltier. It was simple science, osmosis. They were extremely dry, which caused my inability to admire the pinks and oranges of the sunset as we took off for the DFW airport.

After a three hour connecting flight to Vegas, we finally landed. Despite the fact that I've grown up completely in the Midwest, walking through the airport gave me a sense of being home. I felt comfortable in the city known exclusively for crime, prostitution, gambling, and overall biblical sins. Walking through the airport, my sudden relief to be away from the stresses of my life juxtaposed the advertising for legalized poison and signs marking Vegas as strong and united. Within an hour, we were driving down the strip, which was the emptiest we had ever seen it. Usually, the

sidewalks were packed. You would feel an overwhelming sense of being suffocated if you tried to walk through the crowds of tourists before a massacre that killed 59 and injured over 800 people. Even just driving felt easier, there was less traffic. Granted it was mid-afternoon on a weekday and the ride from McCarran to Caesars Palace hotel wasn't long.

If you wanted to define luxury, you could use the Caesars Palace. It was decorated in gold, marble, and stone white Roman statues everywhere you looked. The receptionists were all formally dressed, one man wearing a suit and referring to every guests by their surnames. Once we were handed the heavy plastic cards decorated to look like grey marble and the golden Caesars Palace logo, we made our way to our hotel room that overlooked Las Vegas Boulevard. As soon as we entered the room, I ran into the bathroom. The bathroom was the main reason we decided to stay at Caesars instead of the other hotels that littered the city. The bathtub was deep enough to completely submerge yourself in and sat below a mirror that took up the size of the wall. Grey and white marble tiles covered the floor and ran up the shower walls and behind the mirror above the tub. The rest of the walls were painted a light gray, contrasting the white double vanity. My grandmother and I have discussed renovating our bathrooms, but we both differed on what kind of design or color palette to go with. We both immediately fell in love with the hotel bathroom, but I was more eager to draw inspiration from it more than her. We stayed on the strip until Wednesday night, we when went to stay at my uncle's house. Logan bought his house in February and the value of his home had increase to \$250k. Even though it was just him, his girlfriend (Lyndsey), and his two dogs, it was a 3-bedroom home with a first floor

you could play football in. When Thursday morning came, Thanksgiving cooking started early.

Logan had invited a couple of friends from work over who had moved to Vegas from Cincinnati and didn't have family to spend the holiday with. He spent most of the day leading up to the dinner frying a turkey, doing so with the coworker he invited over since he had experience. I worked with Lyndsey to make the sides, bake a few of the pies, and formally set the dinner table. Once all food was made, we laid it out on a table separate from the dinner table to avoid clutter and began eating.

"Alexa, play Christmas music," Lyndsey shouted before stabbing her turkey dressed in gravy with her fork. Without missing a beat, Logan shouted "Alexa, stop" and got up to unplug his Amazon Echo before George Michael could begin crooning over his lost lover. This interaction immediately started our dinner with an argument answering this question: when is it too early to start playing Christmas music?

The night was full of laughter and story-telling, and ended in me treating myself to more pecan pie than I could probably handle. Once all the leftovers were either put or given away, I started to get ready for bed. After running through my night routine, I walked out into the living room to lay down and relax. That's when I overheard my grandmother on the phone. "No, don't use any towels. We'll need them when we get back. Just...don't try and get rid of the water. If it's already in the kitchen, there's too much water. What do you mean the toilet won't stop?" My stomach started to flip, and I could feel the nausea. A lump formed in my throat, and my chest got tight. I knew exactly what had happened, the tank in my forty-year-old toilet flooded and seeped through my floor, causing a waterfall to come out of the laundry room ceiling

light and soak the floor. This had happened before, but we were always home and able to stop it. The water never got past the laundry room, and it had never seeped through the laundry room wall into the kitchen on the other side.

My suspicions were confirmed when she put the phone down, and explained the situation to me further. When Logan came back downstairs, he was told the events of the last fifteen minutes. "We need to leave early and get back. I don't know how good the flights look, but I can't be here," my grandmother spoke rapidly, already pulling her computer out of her carry-on bag. Of course, left to my own devices, my thoughts started running at a 100 miles per hour. I thought of my cat, who left alone and my mom was supposed to be watching. If the water had gone anywhere upstairs, potentially causing destruction. How much damage there really was, what could have been destroyed, if we could move on from this event.

Instead of leaving on Sunday as planned, we would leave the next day on a mid-afternoon flight. Connecting through Dallas to Cincinnati, we would get home sometime past midnight. I could see the stress weighing down on my grandmother almost immediately. She was the woman who raised me for most of my life, and I could tell when she was letting things get to her. When feeling nostalgic, she would repeat the same story of her childhood home that she shared a room with her older sister in, how she would be able to share clothes with her older sister because they were the same size and their family was too poor to buy an entire new wardrobe each year. That's why our home was so important to her, it demonstrated her hard work through blood, sweat, and tears. Any form of attack against our home was an attack on my grandmother's wellbeing. She didn't simply own the house, the house represented everything she was proud of.

So, when the next morning came I packed my suitcase and carry on backpack. Logan gave us Thanksgiving leftovers that were less likely to go bad in the next twelve hours for our flights, and we packed his Jeep full of our bags. On our way to the airport, we made a pit stop at a casino buffet to get food into our system before the long day of traveling ahead. "You don't have to leave today; you can stay here. The damage is already done, just stay here and relax for a couple more days." Logan had spent every moment he could since the call to convince us to stay. I didn't need convincing, I loved this city. On the other hand, my grandmother wouldn't budge.

For some unknown reason, my boarding pass was the only one with precheck for TSA. I walked through TSA by myself, knowing that after this my time in this city was done. There was no "maybe we can take a later flight" left to let me savor my time. Staring at the back of my boarding pass telling visitors to come again, tears started stinging the corners of my eyes as the metal seats dug into my thighs. Before the floodgates could open, my grandmother walked out of the other TSA line and we were on our way to our gate.

Our flights went by quickly, I kept myself distracted with music and movies on my phone. The entire time felt like a calm before the storm. My chest felt tight, but I was still able to take deep breaths and take in the events around me. Getting back into our SUV once we were back in Cincinnati gave me a sense of relief, but made my homesickness for Vegas worse. When we pulled into our garage, we both looked at each other. The brown door was the only thing separating us from a world of hurt. "Are you ready for this?" I took a deep breath and turned the doorknob. "It's now or never, I guess."

Immediately walking in, we were welcomed by water. Turning the flashlight on our phones, we saw a thin layer of water covering every surface about half a foot up from the floor. We noticed the already buckling wood floors in the dining room that my grandfathered surprised my grandmother with a year before his passing. The brand new carpet in the living room was soaked, squishing with water every time you tried to take a step in.

After twenty minutes of flushing the toilet in my bathroom, the water finally came to a stop. Despite arriving home promptly at midnight, we didn't go to sleep until our clocks read two AM. Waking up earlier than usual at eight AM, I heard our carpet shampooer in the living room soaking up water. When I finally ventured back downstairs, calls were being made to our insurance company. By the end of the day, we had industrial drying fans set up in every room affected and a humidifier in my bathroom that caused countless nosebleeds.

The end of the flood didn't come until late February, when my bathroom was done being renovated and we had no floors laid down. Everyday of our lives, we're told not to take things for granted. Appreciate what you have, appreciate your privilege, realize that anything can be taken away. This lesson isn't truly learned until you have your material possessions taken away because of forces you can't control. After the flood in my home that took four long months to overcome and repair the damages, I found myself focusing on the relationships with the people around me. I realized that the material things I surrounded myself weren't the end all, be all, and I shouldn't make the focus of my life my possessions. I took the pain I was forced through and learned to grow. It's a hard lesson that can only be learned through experience, and I feel for everyone forced to learn this same lesson as me.

## *Practice*

### **1- Develop the paragraph below into an essay. Compose only the body paragraph.**

Parents should guide their children in growing up. While children are still young, they should be given a few simple responsibilities, such as to keep themselves clean and shouldn't wait for their parents to tell them to do so. Later, parents should help their children learn to manage some of their affairs like deciding on their bedtime and budgeting or planning their pocket money on a regular basis. When they become teenagers, parents have to guide them to the more important decisions in their lives. For instance, which college they should join, which major to choose and how to choose good and decent friends or colleagues. Parents, then, have an obligation to prepare and guide their children to accept responsibilities, to manage their own affairs and to make career decisions. These three steps are very important to grow up and succeed in life.

### **Topic Sentence 1**

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**Topic Sentence 2**

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**Topic Sentence 3**

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### 3- Five-paragraph Essay Outline

A five – paragraph essay is invariably outlined as follows:

<b>Paragraph 1</b>	<b>Introduction</b> The Introduction has a "hook or grabber" to catch the reader's attention. Some "grabbers" include opening with: <ul style="list-style-type: none"><li>* a strong statement</li><li>* a question or quotation</li><li>* a short anecdote (story)</li><li>*a fact or some statistics</li></ul> <b>Thesis Statement:</b> A sentence or two which narrow down your topic. It is the general statement of your essay's content and it briefly states the topic and its focus which you will develop in the body paragraphs.
<b>Paragraph 2</b>	<b>Topic Sentence 1</b> 1.1- Supporting Sentence one <ul style="list-style-type: none"><li>* sub-supporting sentence 1</li><li>*sub-supporting sentence 2</li></ul> 1.2- Supporting Sentence two <ul style="list-style-type: none"><li>* sub-supporting sentence 1</li><li>* sub-supporting sentence 2</li></ul>

<p><b>Paragraph 3</b></p>	<p><b>Topic Sentence 3</b></p> <p>3.1- Supporting Sentence one</p> <ul style="list-style-type: none"> <li>* sub-supporting sentence 1</li> <li>*sub-supporting sentence 2</li> </ul> <p>3.2- Supporting Sentence two</p> <ul style="list-style-type: none"> <li>* sub-supporting sentence 1</li> <li>* sub-supporting sentence 2</li> </ul>
<p><b>Paragraph 5</b></p>	<p><b>Conclusion</b></p> <p>A brief restatement of the thesis statement including a summary of the three topic sentences.</p>

## Practice

**1- On the basis of the outline above, plan one of these topics:**

- a)-Why are many young people, nowadays, willing to learn English language?
- b)-Would you prefer to live in a traditional house or in a modern apartment/why?

**2- In the introductory paragraph below, underline the general introduction and put {the thesis statement} into parenthesis.**

College is a complex mixture of academic and extracurricular activities. Although the academic side is perhaps the most essential, extracurricular activities often give students important opportunities for developing a

sense of responsibilities in an athletic program. In fact, sports help young people staying physically fit, while at the same time make them more responsible and better able to function in a group.

**3- Read the following five-paragraph essay and fill in the chart by selecting the appropriate items from the essay.**

### **Parent-Child Communication Problems**

Today's teenagers encounter many problems in their diversified lives. Nevertheless, few teenagers ever discuss their worries with their parents, but prefer to talk about their problems with friends. Most adults feel they are aware of their teenager's problems and are readily available to help them with it. And yet, teenagers often fail to bring their problems before their parents as they sense in them lack understanding, distrust, and preoccupation.

Many adolescents feel that an older person, such as a parent, is unable to relate to the problems of the present-day youth. Some parents fail to understand their sons because of different experiences and problems. Some parents tend to underestimate the pressures on today's students, such as the necessity of getting superior grades in high school. When they were ready to go to college, the main requirement was having enough money. Today, however, it is necessary for students to be in the upper fifth of their class to be admitted to a competitive university. Such things may be extremely important to the teen but can seem totally foolish to an adult who does not realize the seriousness of this problem. Likewise, some

parents rarely realize the change in the lifestyle their teenagers are making. They often cannot accept the fact that the dependent teenager is changing into a self-reliant adult.

Distrust is another cause of this lack of communication. While parents may say trust their teenagers, their actions often indicate the opposite. For instance, many parents listen in on their children's phone calls or open their mail, because they do not trust them to behave properly. Also, some parents frequently impose unreasonable restrictions on the activities of their teenaged children, simply because they do not trust their judgment. No young person is going to talk openly to an adult who shows no faith in the teen's intelligence or actions. Furthermore, many parents demonstrate quite clearly that their teenaged children do not deserve trust. It may be that they simply repeat to another in the family something told them in confidence, but to many teens this is an act of disloyalty. In fact, when this kind of mutual distrust develops, the lines of communication break-down.

A further and the most important reason which push teenagers to avoid bringing their problem to their parents is that the parents are often too busy or too wrapped up in their own lives to give them the attention they need. To some parents, social commitments are more important than being at home to discuss the problems of their children. Parents sometimes feel that they can fulfill their responsibilities by giving their children enough money or a car. Some fathers, for instance, are so busy to provide these essential comforts for their families that they have no time left to spend

with their children. Even the television set can become an obstacle between parents and children. It is next to impossible for teenagers to bring their problems before their parents when they are sitting glued to the screen all evening, every evening. Parents, who are involved in their own activities to notice their teenagers' problems, force their teenage children to seek advice elsewhere. As a result, in such families, lack of communication is due to the parents' selfishness.

Eventually, lack of communication between the generations will continue till adults completely realize that teenagers are maturing individuals who need attention, understanding and respectful trust. No doubt, shortage of any of these elements in the parents' attitude will always create barriers between teenagers and their parents. These barriers must be broken and conquered before meaningful communication can begin.

**Thesis Statement**.....

**Topic Sentence 1**.....

**Supporting Sentence 1**

.....

**Supporting Sentence 2**

.....

**Topic Sentence 2**.....

**Supporting Sentence 1**

.....

**Supporting Sentence 2**

.....

**Topic Sentence 3**

.....

**Supporting Sentence 1**

.....

**Supporting Sentence 2**

.....

**4- Revise and improve the following weak thesis statements.**

a)-In this essay, I will explain why I want to go overseas for my higher education.

.....

.....

.....

.....

.....

b)-The death penalty is a controversial issue.

.....

.....

.....

.....

c)-What would the consequences of censorship on the Internet be?

.....

.....  
.....  
.....

#### 4- Composing Introduction & Conclusion

The first and last impression is very important. When we meet someone for the first time, we try to send off a positive image and aim at reinforcing this image when we left such a person. Similarly, an introduction and a conclusion are very important parts of an essay. Respectively, the introduction and conclusion are the first and last contact you have with your readers. As a result, it is vital to postpone writing introduction and conclusion till you have finished with the thesis statement and developing it in the body paragraphs through three topic sentences. However, between introduction and conclusion, there are some differences which are worth being considered:

<b>Introduction</b>	<b>Conclusion</b>
The main purpose of an introduction is to capture your reader's attention. The function of the introduction is to present the purpose and the main idea of your essay. The opening paragraph should briefly include the essential points that are related to What	Your conclusion is your farewell to your reader. It is your last chance to impress your readers and make them remember your ideas. While an introduction leads a reader into an essay, a conclusion leads a reader out of it. While the first function of an

<p>happened, When, Where, who was involved, and Why did it happen. One of the effective ways to make your introduction attention-grabbing is to ask a question which will directly involve your reader.</p>	<p>introduction is to grab the reader's attention and establish the essay's main point that of the concluding paragraph to make your reader remember the essay and restate the thesis statement for the last time. When you compose the conclusion, involve your reader in your essay: conclude with a provocative question, an exclamatory statement, or a request.</p>
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**How can you restate the thesis statement and the topic sentence without being repetitive?**

*Don't use exactly the same words you used in the introduction and topic sentences. Try to give them a fresh appearance. In brief, compose your conclusion as a summary of the essay, but use new vocabulary*



## *More Drills*

**1- Rewrite these sentences using the words given in brackets.**

1. Although she was an expert swimmer, she drowned. (in spite of)

.....  
.....

2. The school was closed down due to low inscription.  
(Because)

.....  
.....

3. Helen went to the market so that she could buy some vegetables. (in order)

.....  
.....

4. The match was cancelled because it was raining. (due to)

.....  
.....

5. Despite having a terrible headache, he went to the office.  
(although)

.....  
.....

6. He loves going to the theatre while his wife prefers to stay at home. (in contrast to)

.....  
.....

7. I sat by the window in order to see the landscape. (so that)

.....  
.....

8. As well as being an excellent painter, she writes poems and plays the piano. (Moreover)

.....  
.....

9. Although Ann isn't very attractive, she is very popular. (However)

.....  
.....

10. Seeing that we'd run out of milk, we went to the supermarket. (as)

.....  
.....

11. Contrary to my neighbors, I don't like using the lift. (whereas)

.....  
.....

12 .As well as renewing the kitchen, she redecorated her bedroom. (In addition,)

.....  
.....

13 .Although the city has a 50 kph limit, people are often fined for exceeding the speed limit. (Therefore)

.....  
.....

14 .Many sportsmen are disqualified as a consequence of their illegal use of drugs. (consequently)

.....  
.....

15 .John won the race. Nevertheless, he didn't feel happy. (despite)

.....  
.....

16 .We need to increase sales. Therefore, we'll start a new advertising campaign. (seeing that)

.....  
.....

17 .Although he was a millionaire, he behaved as an ordinary man. (YET)

.....  
.....

18 .Since you are her elder brother, you must take care of her.

(BECAUSE)

.....  
.....  
19 .She's an excellent secretary. However, she has never been promoted.

(despite)

.....  
.....  
20. She opened the car window so that she could get some fresh air. (to)

.....  
.....  
**2- Correct the errors in the following sentences. Two sentences do not have any errors.**

1 .I dunno if I gonnawanna do it.

.....  
2 .Wait I need more time .

.....  
3 .What grade you got on the test ?

.....  
4 .If I ever go to Italy, I would like you to come with me.

.....  
5 .When I was three years old I can tie my shoes.

.....

6 .Hers dress is blue long and very pretty.

.....

7 .Let's go to the beach .

.....

8 .I gotta go to the mall tomorro.

.....

9 .you ever been to Vietnam ?

.....

10 .If you not their I wait for you.

.....

11 .I could come with you?

.....

.

12 .We drived to the beach last weekend.

.....



**3- Correctly punctuate the run-on sentences. If it is correct, write C beside it.**

1. I enjoy going to visit my grandparents however I don't enjoy the three-hour ride.

.....

2 .I spoke with my aunt on the phone we talked for two hours.

.....

3 .Yesterday, I jogged three miles it was the farthest I've ever jogged.

.....

4 .Suzy took painting lessons then she decided she doesn't like to paint.

.....

5 .Many of my friends enjoy pizza but I prefer Chinese food.

.....

6 .I have no idea how to play this game it didn't come with directions.

.....

7 .Carrie has decided to not use her credit cards therefore she will not be buying much.

.....

8 .The error I made was small nevertheless it made me fail the test.

.....

9 .Billy and Jim rode motorcycles to Nevada and they enjoyed every minute of the ride.

.....

10 .Everyone wanted to go on the field trip so we all participated in the fund raiser.

.....  
11 .The storm blew over our satellite dish it also blew over a tree.

.....  
12 .The crowd would not fit in the auditorium therefore some missed seeing the show.

.....  
13 .My dog chased the neighbor's cat it climbed a tree to get away.

.....  
14. We had no electricity therefore we had to eat by candlelight.

.....  
15 .The thunder frightened the horses therefore they ran to the barn.

.....  
16 .The green paint is a horrible color, I don't want it on my walls.

.....  
17 .Zero multiplied by any number equals zero so those facts are easy to learn.

.....  
18 .My neighbor went to China then she decided she wanted to move there.

19. Tommy was in the bedroom, he didn't see Chipper hit the grand slam.

.....

**4- On the blank line after each word group, write an independent clause beginning with the word printed in parentheses. Add connectors and proper punctuation and capitalization.**

- 1 .I didn't study for my test \_\_\_\_\_ (therefore)
- 2 .Cindy tasted the pie \_\_\_\_\_ (it)
- 3 .I told everyone to hurry \_\_\_\_\_ (they)
- 4 .Harry over a nail \_\_\_\_\_ (then)
5. I am never late \_\_\_\_\_ (yet)

**5- Determine which of the following word groups are sentence fragments and which are complete sentences.**

- If the group of words is a complete sentence, write S.
- If the group of words is a fragment, write F.

- 1 .If your parents think today's fashions are weird. ....
- 2.They should see the clothes people wore in de Middle Ages. ....
3. Pattern of floral or geometric shapes popular. ....
4. Liked clothes that were half one color and half another. ....
5. Might have one green leg and one red leg. ....
6. People often heavy leather belts decorated with metal and jewels. ....
7. Edges of clothing into shapes called dagges. ....
9. Shoes had long toes that were padded to retain their shape. ....



10. Tights of velvet or silk.....
11. When clothes were edged and lined in fur. ....
12. Layers very common in medieval clothing. ....
13. Was a way of displaying wealth. ....
14. The more clothes a person could offered to wear, the wealthier that person was.  
.....
8. Sleeves with streamers that were two or three feet long. ....
- 15 . Might wear a short-sleeved tunic over a long-sleeved tunic, with a sleeveless mantle overall. ....
16. The usual head covering for men a hood with an attached shoulder cape and a long, extended point, like a tail. ....
17. Women wore a neckcloth pinned to their braids, hiding their hair. ....
18. On top of the head, would wear a veil, a linen crown, or a small, round hat. ....
- 19 .In the later Middle Ages, women wore jeweled metal nets over their coiled braids. ....
20. Current fashions a little boring in comparison. ....

**6- Correct the run-on sentences by adding conjunctions and punctuation.**

1 .We wanted to go to the store we decided to stay home.

---

2 .All the parents came to our school play they all liked it.

---

3 .I like to eat chocolate ice cream it is sweet and cool on a hot summer day.

---

4 .Not only did she win the race also she set a record for the best time.

---

5 .I can't sleep it is light outside.

---

6 .Peter wants to be an astronaut he loves science.

---

7 .My mom visits the museum she spends hours looking at the exhibits.

---

8 .Music means a lot to me certain songs bring wonderful memories.

---

9 .The teacher assigned a lot of homework she will be absent tomorrow.

---

10 .Luke dances every day he is a very good danc

**7- Punctuate, or repunctuate, the following sentences correctly:**

1 .She had only one purpose in life she wanted to teach them to punctuate correctly.

.....

2. Much of what comedy proposes to teach us, is already part of our lives.

.....

3. Surrey emerges as a pioneer of the sonnet form, which later became known as the Shakespearian sonnet.

.....

5 .Astrophil is however a highly-developed character.

.....

6 Jonson's style is neo-classical; however, Shakespeare's plays show little regard for rules.

.....

7. He as the eagle a symbol of power and his mistress as the dove a symbol of peace and gentleness will come together.

.....

8The Christian ethic states that extra marital sex is sinful.

.....

9. I look after two year old children [two possibilities, what is the difference in meaning?] while studying twelfth century literature

.....

10. The Sheikh offered me two mens jacket's three of his fathers camel's and twenty of his followers concubine's.

.....

11. This poems style is really difficult, its impossible to say what its meaning is.

.....

**8- Fill in the blanks with the most suitable transitions from the list.**

**Use each transition only once unless instructed otherwise.**

Therefore – But - In Fact - For Instance – Moreover - So
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Though eating disorders produce physical damage to the body, they are not 1- \_\_\_\_\_ physical illnesses.2- \_\_\_\_\_ , they are mental issues that develop more frequently among females but do affect the male population as well. Anorexia

nervosa, one of the most common eating disorders, is characterized by extremely low body weight and a distorted self-body image accompanied by an intense fear of gaining weight. Extreme exercising is 3- \_\_\_\_\_ commonly associated with anorexia and is believed to be its direct consequence. Anorexics may allow themselves anywhere from 100 to 1000 calories a day. It is not food that turns them off4 - \_\_\_\_\_ the concern with gaining weight. Food, in fact, may be on their mind constantly. There are several cases where people suffering from anorexia nervosa developed a severe obsession for cooking 5- \_\_\_\_\_ they never tasted anything of what they prepared. Anorexia nervosa is considered to be a serious mental health disorder which is characterized by an exaggerated concern with the appearance of the body. It can be considered a disorder of beauty 6- \_\_\_\_\_ the sufferer believes, despite all the evidence to the contrary, that he or she is too fat and, 7- \_\_\_\_\_, unattractive. The anorexic wishes to be thinner, and the idea of being overweight appears to be a nightmare.

In Spite - Thanks to – Although - Similar to – Like – Also - In addition to – Whereas - Compared to
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1 - \_\_\_\_\_ we have scientific evidence that women should not smoke when they are pregnant, many future mothers ignore this danger. These mothers endanger the physical health of their babies. 2- \_\_\_\_\_, they could be contributing to even more problems in the future. 3- \_\_\_\_\_ the known problems, recent studies have linked mothers' smoking during their pregnancy with sons who go on to become criminals. Researchers in

Finland followed over 5000 males and their mothers from the time the mothers were six months pregnant until the young men were 28 years old.

4- \_\_\_\_\_ sons whose mothers did not smoke during pregnancy, those young men whose birth mothers did smoke were more than twice as likely to commit criminal acts. The researchers theorized that smoking during pregnancy may alter the chemical balance in the baby's brain. This recent information, added to the body of evidence available for years, should be a warning to pregnant women to give up smoking.

Because of – While – Despite – Because - On the contrary-  
Therefore - However

If you lead a busy life, you are probably not getting enough vitamin C. Given the choice, most of us would rather relax with a cup of coffee, instead of peeling an orange. 1- \_\_\_\_\_, the cold and flu season is not over yet. Especially at this time of the year, vitamin C is not just a necessity, but essential for helping maintain the immune system. 2- \_\_\_\_\_ the experts' acknowledgement that there is no real substitute for real fruit, our company discovered a new way to maximize the benefits of taking a daily dose of vitamin C. Red axon makes this possible with a capsule. 3- \_\_\_\_\_ an orange a day may give the body a sudden burst of vitamin C, the effects do not last long- no matter how it is consumed. Vitamin C cannot be stored in the body for a long period of time 4- \_\_\_\_\_ its solubility in water. So, how does Red axon Slow-Release Work? Each capsule contains hundreds of coated pellets made up of Vitamin C. These pellets dissolve safely and gradually into your system; 7- \_\_\_\_\_, they provide a continuous and steady

source of vitamin C over a period of eight hours. This will help you to maintain the body's natural defenses and resistance to infection.

**9- Use *so* or *such* in the following sentences.**

- 1 .Jessica is..... a brilliant woman that everyone admires her.
- 2 .He made.....an unforgivable mistake that it caused him his marriage.
- 3 .She is..... shy that she would only talk to her parents.
- 4 .The teacher was ..... tired that she had to dismiss the class.
- 5 .Those shoes are..... expensive that I can never afford them.
- 6 .I have..... great memories with her that I will never forget her.
- 7 .They were..... close to winning that everyone felt disappointed with the loss.
- 8 .He is..... a clever boy that he can learn multiple languages at the same time.

**10- Rewrite the paragraph, adding commas, periods and capital letters where needed.**

our solar system includes the sun and all the planets' moons dwarf planets and asteroids that orbit around it the four planets closest to the sun include mercury venus earth and mars these inner planets are made of rock and metals they are quite small compared to the outer planets the four outer planets are called gas giants because they are made mostly of gases the outer planets include jupiter saturn uranus and neptune the most well-known dwarf planet in our solar system is pluto

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**11- Find the mistakes and correct them.**

**My firts visit to Singapore**

My first visit to Singapore was a visit to remember. I go there with my friends Eddy to attend youth conference. We arrived lately to Harbourfront because we did not got anearlier fly. Upon arriving we are very confusing and nervous because there were no oneto picks us up. Later we obtain some instructions of how could we get to Expo wherethe conference were being holded. We was asked to take the Mass Rapid Transit (MRT),but the problem was that it was the first time we go to Singapore and we didn't reallyknew what to expect.We walked out of Harbourfront like two silly guy with suitcase. We have no idea wherewould we find the MRT station. Luckily, I saw Indian security guard and ask them wherewould we find the nearest MRT. I am quite shock because he spoke very fastly. I hardlycatch a single word. Honestly, I do not really understand what did he say, in fact, I justlooked to his gestures when he pointed the way we need to go.We finally manage to find the MRT station after ask some more peoples, but the adventurehad not finish yet. When they entered the station, they didn't know what to do. Thestation were very crowded. After observing what people do, we began to understand theway it works. First, we went to the

ticket machine, insert some money and get two oneway tickets. Next, we saw the map posting on the wall and tried to understand them. Then, we tap the electronic ticket and walked into the waiting area. Finally, our MRT comes and we rode them to the Expo station. I would love to say that it is the end of the story, but it isn't. The real problem occurs when we want to exit the Expo station. We tap the cards, but we could not pass the gate. I tapped it again, but it didn't work. My friend saw a small side door and immediately walk through it. Suddenly an officer appears and calls my friends. We were shocked, embarrassing and afraid of.



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**Correct the errors in the following sentences**

1. I went to the India in 1967.
2. I have been in the United States since a year.
3. I used to having a horse.
4. I'm used to get up early.
5. I love a lot the animals that live in Australia.
6. She must has been on holiday.
7. I wish I am not fat.
8. When I was in Russia last year, I wish I went to Moscow.
9. The sun is very strong. I wish I didn't leave my sun cream in the hotel.
10. I am not used to do the housework.
11. I hate doing mistakes.
12. I live here since 1997.
13. He knows her for ten years.
14. I've been cutting my finger today.
15. My house is built in 1567.

16. Spinach is said to being very good for your health.
17. I went to work with the bus.
18. At this time tomorrow, I'll be fly to Tokyo.
19. I'm not agree: this exercise is very easy.
20. I am knowing all the grammar, but it's difficult to remember.
21. It's time I have a holiday: I am so tired!

**There are two mistakes in each of the following sentences**

1. It happened to me a terrible thing while I have been on holiday last summer.
2. My brother is a teacher for three years but he doesn't like her school.
3. In the morning she wake up and has the breakfast.
4. It was a film very violent and I no liked it very much.
5. The party is at the my house and will be there all my friends.
6. What you do think about these beautifuls flowers?
7. I like very much watching videos in English and I think is a good way of improving my listening comprehension.
8. I love go to foreign countries because it's interesting to know about different ways of life.
9. I waited my boyfriend for 2 hours and then it was too much late so I went home.
10. When I arrived to the airport I telephoned to my parents.
11. The dog of my friend was ill so she brought it to the vet.
12. I had a very nice travel to France and talked to a lot of interesting persons on the train.
13. He said me that he was from Fondi, a country in Lazio.

14. When I finish university I would work like an air hostess for Alitalia, but I know this is just a dream.
15. My parents don't want that I go on holiday with my boyfriend.

**Rewrite the following with the correct adjectives in brackets:**

- 1 He's the (*strong*) boy in the whole school.
- 2 Of the two sisters, Mary is the (*beautiful*).
- 3 Ann is the (*young*) of four sisters.
- 4 John is the (*old*) of all my friends.
- 5 This is the (*good*) novel I've ever read.
- 6 Which is the heaviest you or I?
- 7 Which of these three girls is the elder?
- 8 This boy's manners are more good than his brother's.
- 9 Which of the girls is the taller in the class?
- 10 Mount Everest is the higher mountain of the world.

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- 5 This is the (*good*) novel I've ever read.
- 6 Which do you think is (*good*), tea or coffee?
- 7 Iron is the (*useful*) of all metals.
- 8 The Nile is the (*long*) river in Africa.
- 9 Which of the two girls is (*tall*)?
- 10 David is (*bad*) than his brother.

**Correct the following, giving reasons for your corrections:**

- 1 Alexandria is smaller from Cairo.
- 2 New York is the larger city in the United States.
- 3 He's the better student from all.
- 4 John is more stronger than his brother.
- 5 My handwriting is more bad than my sister's
- 6 Which is the heaviest you or I?
- 7 Which of these three girls is the elder?
- 8 This boy's manners are more good than his brother's.
- 9 Which of the girls is the taller in the class?
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**Correct the following sentences, giving reasons for your corrections:**

- 1 Richard said that he is working hard.
- 2 How long did you waited for me yesterday?
- 3 She speaks English very well, but I'm not sure whether she can speaks French too.
- 4 He is on the team for two years.
- 5 I have seen her yesterday at church.
- 6 What do you do now? - I do my project.
- 7 I use to get up early.
- 8 Paul acts as if he is a rich man.
- 9 I'll speak to him as soon as he will come.
- 10 I told Jill to come with us, but she says that she isn't feeling well.

**Put the following into the third person singular, present tense:**

- 1 I always do my homework carefully, but Mike never .....
- 2 Karen's friends often go fishing, but she never .....
- 3 I haven't got a new computer, but Rosie.....
- 4 Simon has tickets for the match, but Bruce .....
- 5 She walks to work every day, but her husband .....
- 6 We comb and brush our hair, but our sister .....
- 7 Robin has a broken arm, but Carol .....
- 8 I haven't got time for breakfast, but my sister .....
- 9 I sit and talk to my friends, but my mother .....
- 10 I go to school by bike, but my friend.....

**Use the correct form of borrow or lend in the following:**

- 1 May I.....your pen?
- 2 Please..... me your book.
- 3 From whom did you .....the money?
- 4 He'll .....you his knife.
- 5 You should avoid ..... things from others.

**Use the correct form of steal or rob in the following:**

- 1 They..... the house and fled.
- 2 Someone has ..... his money.
- 3 'I've been ....., ' cried the lady.
- 4 When the bank was ....., the thieves escaped.
- 5 The cat will ..... the dog's food.

**Use a correct form of refuse or deny in the following:**

- 1 He ..... to do the work.
- 2 Clare ..... that she'd seen him.
- 3 Do you ..... that you broke the window?
- 4 I ..... to take the money.
- 5 I asked her to come with us, but she .....

**Use a correct form of learn or teach in the following:**

- 1 She ..... her friends the new game.
- 2 Will you ..... me how to swim?
- 3 He ..... his lessons quickly.

4 My teacher ..... me English.

5 Susan wanted to ..... to drive.

**Use the correct form of win or beat in the following:**

1 We were sure to .....

2 I can ..... him at chess.

3 The trophy was ..... by our school.

4 We've ..... your team several times.

5 We've always .....

# Run-on Sentences

- **Run-on sentences are two or more sentences that are joined together without a conjunction or correct punctuation.**
- There are three ways to correct this problem:

- 1- Use punctuation, usually a period [.] to separate two sentences **Run-on sentences:** Salwa loves to cook she is always in the kitchen. **Correct Sentence:** Salwa loves to cook. *She* is always in the kitchen.
- 2-Use a coordinating conjunction (and, but, for, so, or, nor, or yet) to connect the two sentences.
- **Run-on sentence:** The movie was boring we watched it. **Correct Sentence:** The movie was boring, *but* we watched it.
- 3- Use a subordinating conjunction (because, after, before, etc.) **Run-on sentence:** I'm very hungry I didn't eat breakfast.

**Correct Sentence:** I'm very hungry *because* I didn't eat breakfast

## Examples of Run-on-Sentences

**The group of sentences in A and B are inappropriately structured because they are run-on sentences**

A- Some people think I'm in lucky position two companies have offered me jobs One job is in my uncle s travel company in Cairo the other is with an airline company in London.



B- there are two building that are suitable for the company one is a building called panorama house it is located near the city centre the second building is called central park and is much smaller then panorama house but I personally prefer the first building because it much closer to the city centre.

**Practice**

**A. First, identify each group of the words below. Write R for run-on sentences or C for complete sentence. Second, rewrite the run-on sentences and change them into complete sentences:**

1- I like my dentist he is very gentle.

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.....

2- My son bought two T-shirts he thought they were so cool.

.....  
.....

3- It was too cold yesterday to swim we stayed in the chalet all day.

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4- When Adel finishes work he'll join us at the party.

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5- Ali's family live in Alexandria but he moved to Aswan to find a better job.

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.....  
6- Hasan called to say his computer is making strange noise he thinks it is broken.

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7- She has a very good memory her sister on the other hand does not.

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# Sentence Fragments

## Practice

**1- Read carefully the paragraph below. There are missing words and some sentences are grammatically incorrect. Rewrite the paragraph, add the missing words, and correct the grammatical mistakes.**

Have to make difficult decision, next year want to going to college to continue my studies. Me likes very much to study in a business college. However, it too expensive and far from my neighborhood. I think needing to buy a car but if I buy a car can't to pay the college fees. What should doing/

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You cannot read the paragraph above well because some sentences are grammatically incorrect, some of them are without a subject, and others without a verb. They're incomplete sentences, they're just fragments. What do fragments mean? And how should we avoid them?

**A sentence:** A group of words that contains a subject and a verb, and expresses a complete thought.

**A Sentence Fragment:** Sentence that does not contain a subject or a verb, it is only a fragment (incomplete sentence).

**Example:** because it was raining yesterday..... (incomplete thought) Even if this clause has a subject and a verb, it is not a complete sentence because it does not make sense by itself. There are two possible ways to correct this mistake:

**1- Make the dependent clause a complete sentence by removing the word 'because'**

**Sentence Fragment:** Because it was raining yesterday.

**Complete Sentence:** It was raining yesterday.

**2- Attach the dependent clause to an independent**

**clause:****Sentence Fragment:** Because it was raining yesterday.

**Complete Sentence:** I did not go to school because it was raining yesterday.

## Practice

**1- Write C in front of each complete sentence and F in front of each sentence fragment. Then, rewrite the fragments to be complete sentences.**

1- I love visiting my grandfather he is very kind.

.....

2- Hockey a very dangerous sport if you don't have the right equipment.

.....

3- Because I couldn't understand this homework.

.....

4- And ran out of gas on my way to work.

.....

5- Whenever my friend has time.

.....

6- Even if he had a bad cold and hadn't slept well for two nights.

.....

7- When my friend told me was the best movie he had ever seen.

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**B)**

**What are the problems with living in a city? Write a short paragraph of complete sentences and follow the structure above. Use correct punctuation marks and avoid run-on sentences and fragments.**

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# Subject-Verb Agreement

## Practice

**1- There are some grammatical mistakes in the following paragraph. Underline the mistakes then rewrite the paragraph out in full correcting the mistakes.**

A computer it is very powerful instrument. Some computers is very heavy and are placed on desks. Others computers is smaller and we can carries them in the pocket. A computer have many different uses. A computer can't work without a program and the program tells the computer what to do. A computer consist of a monitor with a screen, a keyboard, and a disk drive, speakers and a mouse. The keyboard and the mouse is using information into the computer. The output it is shown on the computer screen.

Computer nowadays used on a wide sale in the various field of life. It became an inseparable device with man all over the world. Of the major field that employ computer there is education economy politics and industry

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Some verbs don't agree with their subjects in number. In fact, every verb should agree with its subject. Basically, singular subjects take singular verbs and plural subjects take plural verbs, but there are some confusing cases regarding subject-verb agreement, and they are listed below:

**1- Two or more subjects connected with a conjunction (and) require a plural verb.**

**Example: My brother, sister, and cousin live in Cairo.**

**2- 'Every' and 'Each' are always followed by a singular noun even if there are two or more nouns connected with 'and'.**

**Example: Every man, woman, and child needs care.**

**3- A Gerund (verb -ing) which is used as the subject of the sentence requires a singular verb.**

**Example: Growing flowers is the favorite hobby of Nahla and Linda.**

**4- One of, each one of, every one of, and No one of) are followed**

**by plural nouns, but we always use singular verbs.**

**Examples:**

- One of my friends is here.
- Every one of my friends is here.
- Each one of my friends is here.
- None of my colleagues was at the meeting.

**5- The Number” VS “A Number”**

- The number is always followed by a plural noun and a singular verb.

**Example:** The number of students is 20.

- A number is always followed by a plural noun and plural verb [a number of

=many]

**Example:** A number of employees are absent today.

**6- Expressions of time, money, and distance usually require a singular verb.**

**Examples:**

- Two hours is not enough to prepare this report.
- Fifty dollars is too much for this shirt.
- Two hundred miles is very hard to run daily.

**7-Anybody, anyone, anything, everybody, everything, something, and someone need singular verbs.**

**Examples:**

- Everybody wants to watch the movie now.
- Someone is calling you.

# Practice

**2- The following sentences are grammatically incorrect. Correct the mistakes then rewrite them.**

1- One of my friend having a car.

.....2

- Everyone who working hard in this class do well.

.....

3- Many of my colleague isn't liking the new manager.

.....

4- One of the reasons that we chooses to go into medicine are that I like to working with people.

.....

5- Fifty dollars are too much to spend on dinner at this restaurant.

.....

6- Both Salma and her cousin going to the fitness club twice a week.

.....

7- All the team member having to work hard.

.....

9- Each one of the students improving.

.....

**3- Correct the errors in the following sentences. Two sentences do not have any errors.**

1 .What time the soccer game star?

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.

2 .I can't not find the keys .

.....

3 .I eating cause I'm hungry .

.....

4 Can I come to?

.....

5 .I gonna get five oranges six apples and ten peach at the store .

.....

...

6 .When are we going to play basebal?

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...

7 .freddie is coming?

.....

...

8 .I am taller then Ronaldo .

.....

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9 .What time are we getting there cause I got to go!

.....

10 .Have you ever been to Spain ?

.....

11 .I will call him when we get their.

.....

12 .Anybody wants to come with me?

.....

**4- Rewrite the paragraph below after correcting the grammatical mistakes.**

Potato are grown in most country. They are one of the most widely grown vegetable in the world. Them can be prepared in many different way. French fry are popular almost everywhere. Besides frying it, potato can be baking orboiling. The other way people use potatoes are to make potato flour for making bread and another kinds of dishes. It also possible to make beverages from potato. They are still others ways potatoes is used by commercial foodto make product such as potato chip and freeze-dried

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**5- Correct the errors and add the missing words in the following paragraph.**

Dear Hiring Manager,

I feels that I am the ideal candidate for the receptionist position your company. I has three years experience as a receptionist in a company that is similar to your. My phone skills and written communication is excellent. These skills, and others that I have learned on job, helps me understand that every person in a company helps make the business an success. At my current job, the team always say that Ivery helpful. Everyone appreciate when i go the extra mile to get the job done right. My current employer and coworkers feels that I am an asset to the team. I is efficient and organized. Is there any other details about me that you would like

to know? If so, please contact me. Here are my résumé. You can reach me by e-mail or phone. I looks forward to speak with you in person.

Thanks,

Feli Fellini

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# Combining Sentences

## 1- Composing Compound & Complex Sentences.

### Practice

1- Read the two paragraphs below. Which paragraph is read much better? Why?

#### Paragraph A

My friend Hassan has a new small radio. He bought the radio a few days ago. The radio of Hassan is a little bit expensive. The radio looks very nice. The radio is black. The radio has a red handle. Hassan likes the radio very much. The radio is very light. Hassan can take the radio everywhere. Hassan has a shower. He takes the radio with him.

#### Paragraph B

My friend Hassan has a new radio. He bought it a few days ago. Hassan's radio is a little bit expensive. However, it looks very nice because it is black, very light and has a red handle. Therefore, Hassan likes his new radio very much because he can take it everywhere. Even when Hassan has a shower, he takes it with him.

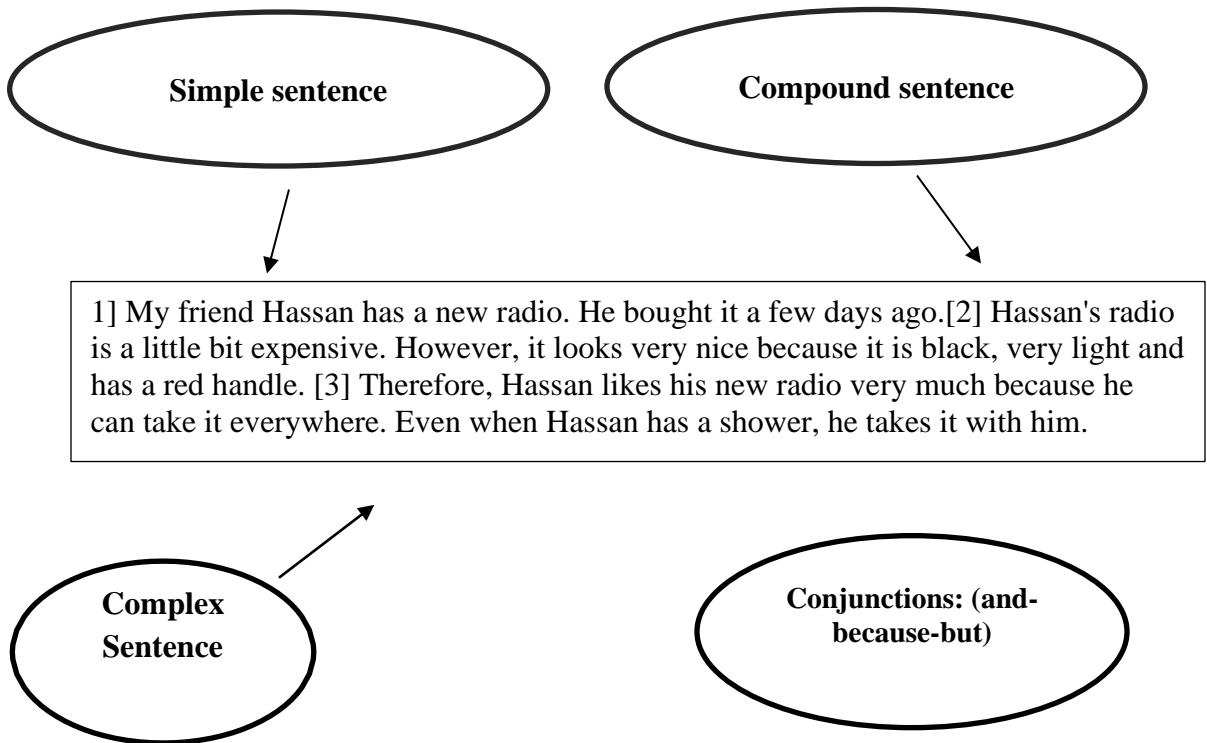
1- Write down three differences between Paragraph A and paragraph B.

- a- .....
- .....
- b- .....

.....  
.....  
c- .....  
.....

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You can read the second paragraph much better than the first one because its sentences' structure incorrect, and it contains 'conjunctions'. Consider the following illustration:



1] My friend Hassan has a new radio. He bought it a few days ago.[2] Hassan's radio is a little bit expensive. However, it looks very nice because it is black, very light and has a red handle. [3] Therefore, Hassan likes his new radio very much because he can take it everywhere. Even when Hassan has a shower, he takes it with him.

### Summary

- 2- **Simple Sentence:** Ali studies Chemistry. He wants to be an alchemist.
- 3- **Compound Sentence:** Ali studies chemistry and wants to be an alchemist.

We change simple sentences into compound sentences by using coordinating conjunctions.

4- **Complex Sentence:** Because Ali wants to be an alchemist, he studies chemistry.



We change simple sentences into complex sentences by using subordinating conjunctions: after, before, if, when, until, because, although, since, etc.

1-From each sentence below, make a compound sentence. Use the coordinating conjunctions: (and, but, or, nor, and so) to join the sentences. Use the appropriate pronoun where is necessary to avoid repetition. Punctuate appropriately.

1-There is one oval desk in my office. There is a comfortable chair in my office.

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2- Adel does not have any food in the refrigerator. Adel does not want to go

shopping.

.....

3- Almost all the jobs require computer knowledge. Everyone should learn about computer.

.....

5- Ahmad and his brother do not drink tea. Ahmad and his brother do not drink coffee, either.

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5- Sarah did not understand the questions in the assignment. Sarah did not ask the tutor. Sarah did not talk to any of her colleagues.

.....

6- I called her many times. She didn't answer the phone.

.....

7- He not only lost his reputation. He brought a bad name to his family.

.....

8- I reached the counter. I took my purse out. There was no money in it.

.....

9- The way may be long. We may feel tired. We will not give up hope.

.....

10- Leave the house at once. I will call the police.

.....

11- The doctors looked at the x-rays. They decided to operate on the

patient.

.....  
12- Janet doesn't like sushi. She doesn't like any kind of fish.  
.....

# *Adjectives*

## **What is an adjective?**

**Adjectives** are words that describe the qualities or states of being of nouns: *enormous, doglike, silly, yellow, fun, fast*. They can also describe the quantity of nouns: *many, few, millions, eleven*.

## **Adjectives modify nouns**

Most students learn that adjectives are words that modify (describe) nouns. Adjectives do not modify verbs or adverbs or other adjectives.

- 1- Margot wore a **beautiful** hat to the pie-eating contest.
- 2- **Furry** dogs may overheat in the summertime.
- 3- My cake should have **sixteen** candles.
- 4- The **scariest** villain of all time is Darth Vader.

In the sentences above, the adjectives are easy to spot because they come immediately before the nouns they modify.

**Here's a tip:** Want to make sure your writing always looks great? Grammarly can save you from misspellings, grammatical and punctuation mistakes, and other writing issues on all your favorite websites.

But adjectives can do more than just modify nouns. They can also act as a complement to linking verbs or the verb *to be*. A linking verb is a verb like *to feel*, *to seem*, or *to taste* that describes a state of being or a sensory experience.

- 1- That cow sure is **happy**.
- 2- It smells **gross** in the locker room.
- 3- Driving is **faster** than walking.

The technical term for an adjective used this way is *predicate adjective*.

### **Uses of adjectives**

Adjectives tell the reader how much—or how many—of something you’re talking about, which thing you want passed to you, or which kind of something you want.

- 1- Please use **three white flowers** in the arrangement.
- 2- *Three* and *white* are modifying flowers.

Often, when adjectives are used together, you should separate them with a comma or conjunction. See “Coordinate Adjectives” below for more detail.

- 1- I’m looking for a **small, good-tempered dog** to keep as a pet.
- 2- My new dog is **small and good-tempered**.

### **Degrees of comparison**

Adjectives come in three forms: *absolute*, *comparative*, and *superlative*.

(1) **Absolute adjectives** describe something in its own right.

- 1- A **cool** guy
- 2- A **messy** desk
- 3- A **mischievous** cat

4- **Garrulous** squirrels

(2) **Comparative adjectives**, unsurprisingly, make a comparison between two or more things. For most one-syllable adjectives, the comparative is formed by adding the suffix *-er* (or just *-r* if the adjective already ends with an *e*). For two-syllable adjectives ending in *-y*, replace *-y* with *-ier*. For multi-syllable adjectives, add the word *more*.

1- A **cooler** guy

2- A **messier** desk

3- A **more mischievous** cat

4- **More garrulous** squirrels

(3) **Superlative adjectives** indicate that something has the highest degree of the quality in question. One-syllable adjectives become superlatives by adding the suffix *-est* (or just *-st* for adjectives that already end in *e*). Two-syllable adjectives ending in *-y* replace *-y* with *-iest*. Multi-syllable adjectives add the word *most*.

When you use an article with a superlative adjective, it will almost always be the definite article (*the*) rather than *a* or *an*. Using a superlative inherently indicates that you are talking about a specific item or items.

1- The **coolest** guy

2- The **messiest** desk

3- The **most mischievous** cat

4- The **most garrulous** squirrels



## Coordinate adjectives

Coordinate adjectives should be separated by a comma or the word *and*. Adjectives are said to be coordinate if they modify the same noun in a sentence.

1- This is going to be a **long, cold** winter.

2- Isobel's **dedicated** and **tireless** efforts made all the difference.

But just the fact that two adjectives appear next to each other doesn't automatically mean they are coordinate. Sometimes, an adjective and a noun form a single semantic unit, which is then modified by another adjective. In this case, the adjectives are not coordinate and should not be separated by a comma.

1- My cat, Goober, loves sleeping on this **tattered woolen** sweater.

2- No one could open the **old silver** locket.

In some cases, it's pretty hard to decide whether two adjectives are coordinate or not. But there are a couple of ways you can test them. Try inserting the word *and* between the adjectives to see if the phrase still seems natural. In the first sentence, "this tattered and woolen sweater" doesn't sound right because you really aren't talking about a sweater that is both tattered and woolen. It's a *woolen sweater* that is *tattered*. *Woolen sweater* forms a unit of meaning that is modified by *tattered*.

Another way to test for coordinate adjectives is to try switching the order of the adjectives and seeing if the phrase still works. In the second sentence, you wouldn't say "No one could open the silver old locket." You can't reverse the order of the adjectives because *silver locket* is a unit that is modified by *old*.

## Adjectives vs. adverbs

As mentioned above, many of us learned in school that adjectives modify nouns and that adverbs modify verbs. But as we've seen, adjectives can also act as complements for linking verbs. This leads to a common type of error: incorrectly substituting an adverb in place of a predicate adjective. An example you've probably heard before is:

1- I feel **badly** about what happened.

Because “feel” is a verb, it seems to call for an adverb rather than an adjective. But “feel” isn't just any verb; it's a linking verb. An adverb would describe *how* you perform the action of feeling—an adjective describes *what* you feel. “I feel badly” means that you are bad at feeling things. If you're trying to read Braille through thick leather gloves, then it might make sense for you to say “I feel badly.” But if you're trying to say that you are experiencing negative emotions, “I feel bad” is the phrase you want.

It's easier to see this distinction with a different linking verb. Consider the difference between these two sentences:

1- Goober smells badly.

2- Goober smells bad.

“Goober smells badly” means that Goober, the poor thing, has a weak sense of smell. “Goober smells bad” means Goober stinks—poor us.

When nouns become adjectives and adjectives become nouns

One more thing you should know about adjectives is that, sometimes, a word that is normally used as a noun can function as an adjective, depending on its placement.

For example:

Never try to pet someone's **guide** dog without asking permission first.

*Guide* is a noun. But in this sentence, it modifies *dog*. It works the other way, too.

Some words that are normally adjectives can function as nouns:

Candice is working on a fundraiser to help the **homeless**.

In the context of this sentence, *homeless* is functioning as a noun. It can be hard to wrap your head around this if you think of adjectives and nouns only as particular classes of words. But the terms “adjective” and “noun” aren't just about a word's form—they're also about its function.

### **Adjective usage advice**

We'll end with a few words about adjectives and style. It's one thing to know how to use an adjective; it's another to know when using one is a good idea. Good writing is precise and concise. Sometimes, you need an adjective to convey exactly what you mean. It's hard to describe a red sports car without the word “red.” But, often, choosing the right noun eliminates the need to tack on an adjective. Is it a big house, or is it a mansion? A large crowd, or a throng? A mixed-breed dog, or a mutt? A dark night, or just . . . night? Always remember to make every word count

in your writing. If you need an adjective, use it. But if it's not pulling its weight, delete it.

### ***\*Adjectives ending in '-ed' and '-ing'***

Do you know the difference between *bored* and *boring*?

Look at these examples to see how adjectives ending in *-ed* and *-ing* are used.

*I was really **bored** in that presentation.*

*That was a really **boring** presentation.*

Adjectives that end in *-ed* (e.g. *bored, interested*) and adjectives that end in *-ing* (e.g. *boring, interesting*) are often confused.

#### *-ed adjectives*

Adjectives that end in *-ed* generally describe emotions – they tell us how people feel.

*I was so bored in that lesson, I almost fell asleep.*

*He was surprised to see Helen after all those years.*

*She was really tired and went to bed early.*

## **-ing adjectives**

Adjectives that end in *-ing* generally describe the thing that causes the emotion – a boring lesson makes you feel bored.

*Have you seen that film? It's really frightening.*

*I could listen to her for hours. She's so interesting.*

*I can't sleep! That noise is really annoying!*

Here are some adjectives that can have both an *-ed* and an *-ing* form.

<i>annoyed</i>	<i>annoying</i>
<i>bored</i>	<i>boring</i>
<i>confused</i>	<i>confusing</i>
<i>disappointed</i>	<i>disappointing</i>
<i>excited</i>	<i>exciting</i>
<i>frightened</i>	<i>frightening</i>
<i>interested</i>	<i>interesting</i>
<i>surprised</i>	<i>surprising</i>
<i>tired</i>	<i>tiring</i>
<i>worried</i>	<i>worrying</i>

# *Adverbs*

## **1. Adverbs are used in academic texts in a variety of ways. Among the most important are:**

a) to provide more detail, with verbs and adjectives: Reasonably good data are available for only ... .. decomposition eventually ceases in modern landfills ...

b) individually, often at the beginning of sentences, to introduce new points: Currently, the Earth's atmosphere appears to be ... Alternatively, the use of non-conventional renewable energies ... NB. These can be similar in function to conjunctions.

## **2. Adverbs linked to verbs and adjectives usually fall into three groups.**

a) Time (when?) previously published retrospectively examined

b) Degree (how much?) declined considerably contribute substantially

c) Manner (in what way?) medically complicated remotely located

## **3. Adverbs used individually need to be employed with care.**

It is dangerous to over-use them, for they may convey a sense of the author's voice commenting on the topic. As the academic writer aims to be objective, adverbs like fortunately or remarkably may be unsuitable. However, other, less subjective adverbs can be useful for opening paragraphs or linking ideas. The following examples are often followed by a comma.

<b>Time</b>	<b>Relating ideas</b>
-------------	-----------------------

recently increasingly originally presently currently traditionally	clearly obviously (not) surprisingly alternatively similarly (more) importantly
---	--

**4. Insert a suitable adverb from the table into the gaps in the sentences.**

- a) Most houses do not have electricity. . . . ., then, there is little chance of improving living standards. Adverbs 89 2. Adverbs 2.10 Style cross reference
- b) . . . . ., the internet was mainly used for academic purpose
- c) Some courses are assessed purely by exams. . . . ., coursework may be employed.
- d) . . . . ., there has been growing concern about financing the health service.
- e) Many birds use bright colours to attract a mate. . . . ., flowers advertise their position to fertilising insects.
- f) . . . . ., the development should be acceptable environmentally.

**5. The following adverbs are used to describe changes in the rate of something:**

Small	Medium	Large
Gradually	Substantially	Quickly
Slightly	Significantly	Sharply

Marginally slowly	Steadily considerably	Dramatically rapidly
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Note that certain adverbs are mainly used to describe changes in time: Production in Russia rose slowly from 1920 to 1929. Others are commonly used to show changes in amount: The birth rate increased slightly after the revolution.

*Label the adverbs in the table above either A (amount) or T (time).*

**6. Use a suitable adverb to complete the following sentences.**

- a) Last year inflation increased . . . . . from 2% to 2.3%.
- b) Life expectancy has fallen . . . . . in the last 20 years, by about 15%.
- c) The price was reduced . . . . ., so that a £12 book was offered for £6.
- d) Sales rose . . . . . while he was chairman, averaging 14% per year.
- e) The numbers of people voting has declined . . . . ., from 80% to 65%.
- f) The crime rate climbed . . . . . in the early 1990s, by 20–25% a year.
- g) In the last four years unemployment has fallen . . . . ., from 5% to 3.5%.
- h) In the first two years of the war the suicide rate dropped . . . . ., by over 30% each year.



# *Articles*

**1. Unless they are uncountable, all nouns need an article when used in the singular. The article can be either a/an or the. Compare:**

- a) Research is an important activity in universities.
- b) The research begun by Dr Mathews was continued by Professor Brankovic.
- c) A survey was conducted among 200 patients in the clinic.

In (a) research, which is usually uncountable, is being used in a general sense.

In (b) a specific piece of research is identified.

In (c) the survey is not specified and is being mentioned for the first time.

**2. The rules for using the (the definite article) are quite complex.**

**Decide why it is used, or not used, in the following examples.**

- a) The most famous fictional detective is Sherlock Holmes.
- b) The USA was founded in the eighteenth century.
- c) The government changed its attitude in the 1980s.
- d) In many companies, the knowledge of most employees is a wasted resource.
- e) The moon orbits the earth every 28 days.
- f) The south is characterised by poverty and emigration.
- g) Charles Dickens, the English novelist, died in 1870.
- h) The River Trent runs through the middle of England.
- i) The World Health Organisation was founded in 1948.

**3. In general, the is used with:**

- a) superlatives (most famous)
- b) time periods (eighteenth century/1980s)
- c) unique things (government/moon/earth)
- d) specified things (knowledge of most employees)
- e) regions and rivers (south/River Trent)
- f) very well-known people and things (English novelist)
- g) institutions and bodies (World Health Organisation)
- h) positions (middle) It is not used with:
- i) names of countries, except for the UK, the USA and a few others
- j) abstract nouns (poverty)
- k) companies/bodies named after people/places (Sainsbury's, Sheffield University)

**4. In the following sentences, decide if the words in *italic* are specific or not. Insert the *if specific*.**

- a) . . . . . engineering was the main industry in the region.
- b) . . . . . global warming is partly caused by . . . . . fossil fuels.
- c) . . . . . Russian revolution was partly a result of . . . . . First World War.
- d) . . . . . fraud is costing . . . . . banking industry millions of pounds a year.
- e) . . . . . drought may have been a factor in . . . . . decline of the Maya empire.
- f) . . . . . forests of Scandinavia produce most of . . . . . world's paper.

**5. Complete the sentences with either the or nothing.**

- a) . . . . . Japanese emperor lives in . . . . . centre of Tokyo.
- b) Already 3% of . . . . . US working population are employed in . . . . .  
.. call centres.
- c) . . . . . purpose of this paper is to evaluate . . . . . tests of . . . . .  
.. intelligence.
- d) Picasso, . . . . . Spanish painter, was born in . . . . . nineteenth  
century.
- e) . . . . . best definition is often . . . . . simplest.

**6. Complete the following text by inserting a/an/the (or nothing) in each gap.**

**THE ORIGINS OF @ Giorio Stabile,**

- a) . . . . . professor of b) . . . . . history at La Sapienza university in Rome,  
has demonstrated that
- c) . . . . . @ sign, now used in email addresses, was actually invented 500 years  
ago. Professor Stabile has shown that d) . . . . . @, now e) . . . . . symbol  
of f) . . . . . internet, was first used by Italian merchants during g) . . . . .  
sixteenth century.

He claims that it originally represented h) . . . . . unit of volume, based on i) . .  
. . . . . large jars used to carry liquids in j) . . . . . ancient Mediterranean  
world. He has found k) . . . . . first example of its use in l) . . . . . letter  
written in 1546 by m) . . . . . merchant from Florence. n) . . . . . letter,  
which was sent to Rome, announces o) . . . . . arrival in p) . . . . . Spain of  
ships carrying gold from South America. q) . . . . . professor argues that r) . . . .

..... @ sign derives from s) ..... special script used by these merchants,  
which was developed in t) ..... sixteenth century. According to him, u) .....  
..... loop around v) ..... 'a' is typical of that style. He found w) .....  
evidence while researching x) ..... visual history of y) ..... twentieth  
century

# Conjunctions

**1. Conjunctions are words and phrases such as and or but which join parts of a sentence together. There are six main types of conjunctions:**

- a) Addition: Furthermore, child mortality rates must be examined.
- b) Result: Prices are rising worldwide, thus encouraging investment.
- c) Reason: Owing to the strike today's classes are cancelled.
- d) Time: Thirdly, the role of the architect will be reviewed.
- e) Example: Various writers have examined the issue, for instance Van Exel (2000).
- f) Opposition: Although this study concentrates mainly on peak-time travellers ...

**2. Decide which type (a–f) the following sentences belong to.**

- a) Before the Roman invasion the economy was mainly agricultural. (....)
- b) The results were checked because they were so surprising. (.....)
- c) Estimates suggest that the effects will continue, but at a more moderate rate. (.....)
- d) Some Asian economies, for example Indonesia, are growing more slowly. (.....)
- e) Moreover, travel information is very important for route planning. (.....)
- f) The findings were ambiguous, therefore the study was revised. (.....)

- g) The deadline is next week, so speed is vital. (.....)
- h) There is a serious problem in the district; namely unemployment. (.....)

**3. Complete the table to show as many examples of conjunctions as possible.**

Addition	Result	Reason	Time	Example	Opposition
Furthermore	thus	owing to	thirdly	for instance	although

**4. Insert a suitable conjunction in each gap.**

- a) ..... the course was voluntary only seven students attended.
- b) The longest day of the year, ..... June 21st, was a time of festivity.
- c) ..... the equipment was checked the experiment was repeated.
- d) ..... most people use the train, a minority walk or cycle.
- e) Brick is a thermally efficient building material. It is, ....., cheap.
- f) Demand has increased for summer courses, ..... extra ones are offered this year.

**5. Complete the following biography by inserting suitable conjunctions.**

**THE BEATLES**

The group which became the Beatles was formed in 1960 by John Lennon and Paul McCartney, with George Harrison and Ringo Starr joining later. a) ..... playing in small clubs for two years their first record, Love Me Do, was released. She Loves You, in 1963, broke all previous sales records in Britain. b) ..... their simplicity, the early Beatles songs c) ..... Yesterday and Paperback Writer are still seen as masterpieces of musical genius. d) ....., the unusual haircuts and clothes worn by the Beatles fitted well with the style of the mid-1960s. The popularity of the group soon spread to the USA and e) ..... around the world, f) ..... the media invented the term ‘Beatlemania’ to describe the excitement that was part of their tours. g) ..... their popularity the group were awarded the MBE by the Queen in 1965, h) ..... this caused anger among some of the older holders of this award. In 1966 the Beatles stopped live performances, i) ..... their music was becoming too complex to produce on stage. A year later Sgt. Pepper’s Lonely Hearts Club Band was released, j) .....was immediately recognised as one of the most influential works in the history of popular music. k) ....., the pressures of fame were beginning to affect all the members of the band, l) ..... that they found it harder to work together. They played together for the last time in 1969 and m) ..... split up in 1970.

**6. Conjunctions of opposition. Note the position of the conjunctions in the following examples.**

The economy is strong, but/yet there are frequent strikes. Although there are frequent strikes, the economy is strong. In spite of/despite the frequent strikes, the economy is strong. There are frequent strikes. However /nevertheless, the economy is strong.

**Write two sentences in each case.**

Example: The equipment was expensive/unreliable.

The equipment was expensive but unreliable.

Although the equipment was expensive, it was unreliable.

a) The government claimed that inflation was falling. The opposition said it was rising.

ii)

ii)

b) This department must reduce expenditure. It needs to install new computers.

ii)

ii)

**7. Finish the sentences in a suitable way.**

a) In contrast to America, where gun ownership is common, . . . . .

b) Despite leaving school at the age of 14, . . . . .

c) The majority displayed a positive attitude to the proposal, but . . . . .

d) The review has examined six studies of medical policy;  
however . . . . .

e) Although the spring was cold and dry, . . . . .



# Punctuation

## 1. Capitals.

It is difficult to give precise rules about the use of capital letters in modern English. However, they should be used in the following cases:

- |  |   |
|--|---|
| a) The first word in a sentence        | <i>In the beginning...</i>                      |
| b) Names of organisations              | <i>Sheffield Hallam University</i>              |
| c) Days and months                     | <i>Friday 21st July</i>                         |
| d) Nationality words                   | <i>France and the French</i>                    |
| e) Names of people/places              | <i>Dr Martin Turner from<br/>Edinburgh</i>      |
| f) Titles (capitalise main words only) | <i>The Uses of Literacy/The<br/>Duke of Ken</i> |

## 2. Apostrophes (').

These are one of the most misused features of English punctuation. They are mainly used in two situations:

- |  |  |
|--|--|
| a) to show contractions                              | <i>It's generally believed ...</i>                                       |
| NB. Contractions are not common in academic English. |  |
| b) with possessives                                  | <i>The professor's secretary (singular)<br/>Students' marks (plural)</i> |

## 3. Semi-colons (;).

These are used to show the link between two connected phrases when a comma would be too weak and a full stop too strong.

Twenty people were interviewed for the first study; thirty-three for the second.

Semi-colons are also used to divide up items in a list when they have a complex structure:

Among the presents received by the president were three oil paintings of himself, all flattering; a pair of green parrots, which were very noisy; a solid gold medal and three or four suits of clothes.

NB. Semi-colons are quite rare in most types of writing.

#### **4. Colons (:).**

a) to introduce explanations

*The meeting was postponed: the Dean was ill.*

b) to start a list

*Two factors were discussed: cultural and social.*

c) to introduce a quotation

*As Orwell said: 'all art is propaganda'.*

#### **5. Quotation marks/inverted commas ('...' / "...").**

a) single quotation marks are used to emphasise a word, to give quotations from other writers and to show direct speech:

The word 'quiz' was first used in the nineteenth century.

Goodwin's (1977) analysis of habit ... indicates that, in general, 'it will be more

difficult

to reverse a trend than to accentuate it’.

‘Can anyone find the answer?’ asked the lecturer

NB. Longer quotations are usually indented (i.e. have a wider margin) or are set in smaller type.

b) double quotation marks are used to show quotations inside quotations (nested quotations):

As Murphy has observed: ‘Concepts of “typical” need careful examination.’

c) quotation marks are used for the names of articles and chapters, but book and journal titles use italics

## **6. Other punctuation marks.**

Hyphens (-) are used with certain words and structures:

well-engineered/co-operative/three-year-old

Exclamation marks (!) and question marks (?):

‘Well!’ he shouted. ‘Who would believe it?’

Brackets (...) are used to contain information of lesser importance:

There were only 31 marriages (out of 13,829) in which ‘baker’ was listed

## **7. Punctuate the following sentences.**

a) on Tuesday June 6 1759 in the church at derby Nicolas james married mary dewey

b) professor rowans new book the triumph of capitalism is published in new york

c) how many people would agree with john lennon when he said all you

need is love

d) the probability was calculated for each of the three faculties physics biology and law

e) as cammack 1994 points out latin america is creating a new phenomenon democracy without citizens

f) thousands of new words such as website enter the english language each year

g) dr tanners latest study focuses on childrens reactions to stress in the playground

h) she scored 56% on the main course the previous semester she had achieved 67%.

## **8. Punctuate the text.**

the london school of business is offering three new courses this year economics with psychology introduction to management and ecommerce the first is taught by dr jennifer Hillary and runs from october to january the second introduction to management for msc finance students is offered in the second semester and is assessed by coursework only professor wangs course in ecommerce runs in both the autumn and the spring and is for more experienced students.

# Transition Words and Expressions of Contrast and Concession

Transition words are linking words that connect the idea in one sentence with the idea in another sentence. They include coordinating conjunctions, such as and, or, so and subordinating conjunctions, such as because, now that, since, although.... The importance of transition words in writing is that they make the various parts of a paragraph stick together into a single entity, and they remind the reader of what preceded and signal what is to follow. Therefore, the reader doesn't have any problem understanding the writer's ideas. The commonly used transition words together with the expressions of contrast and concession are outlined below:

Usage	Transition Words	Examples
1- To add an opposite idea (coordination) Two independent clauses	Furthermore, Also, In addition, Moreover, besides	He studies at the medical college. ( <i>Furthermore/ In addition/ Also</i> ), he works part time at a hospital
2- To add an opposite idea (contrast and concession) + One independent clause  + One dependent clause	On the other hand, However, Though/ although Even though, Nevertheless, yet,  in contrast, Whereas, In spite of + N /Adj	She does her homework every night. ( <i>However, / And yet/ Nevertheless</i> ), she hates it.

	Despite + N /Adj	
--	------------------	--

3- To add a similar idea	Similarly, Likewise, Equally,	Rental fees are higher in Alex. ( <b>Similarly, / Likewise/ equally</b> ), the percentage of the traffic accidents is excessive.
4- To give an example	For example, For instance,	The habit of smoking is hard to break. ( <b>For instance, / For example</b> ), Many smokers look moody if they don't smoke.
5- To express a cause	Since For Because As Now that	took my umbrella ( <b>as/ because/ since/ now that</b> ) it was raining.
6- To draw result / effect	Therefore, Consequently, As a result, Hence, .....so, .....	It was raining. ( <b>Therefore /as a result/ Consequently/ So</b> ), I took my umbrella.
7- To add a condition	In brief, In short, In the end, All in all, To sum up, Eventually,	( <b>To sum up, Eventually</b> ), parents have an obligation to prepare and guide their children to accept responsibilities, to manage their own

		affairs and to make career decisions
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## Practice

**1- The sentences in the paragraph below are arranged in a logical order, but they lack transitions to bring out the relationship between its ideas. Choose the transitional word which best fits into the indicated**

*However – consequently – therefore – furthermore - in fact - particularly*

The primary cause of heart attack among men in their forties is a buildup of cholesterol in the bloodstream, {1} .....among men who are overweight, don't exercise, and have high blood pressure. {2} .....Cholesterol tends to accumulate on the walls of the arteries that supply the heart with muscle with oxygen and essential nutrients. {3} .....the arteries may eventually become so congested with fatty deposits that blood flow is decreased or completely shut off. A significant decrease in the amount of blood flowing to the heart can cause severe arterial damage. {4} .....the worst damage occurs when the blood flow is completely stopped. When this happens, the area of the heart to which the blood was being pumped is cut off from its supply of oxygen and nutrients. {5} .....the heart muscle in the receiving area cannot function, and a heart attack ensues.

{6} .....to prevent a heart attack, one should exercise and stay trim, but most of all one should avoid excessive intake of cholesterol.

**2- Fill in the indicated space in the paragraph below with the appropriate transition words or phrases. Punctuate appropriately.**

Some people think I am in a lucky position {1} .....two companies offered me jobs. One job is in my uncle's company in Cairo, the other is with an airline company in Riyadh, Saudi Arabia. {2}.....the salary in Saudi Arabia is much better than in Cairo, and as the company is large, it is possible to get a promotion {3}.....I have a wife and two children and they can come with me to Riyadh {4}.....I like my uncle very much and the work in his travel company will be interesting. I will find arranging tours and accommodation for foreign tourists so exciting.{5} .....I could be near my parents if I stay in Cairo {6} .....they are very old now and in poor health {7} ..... I have to think about the future of my children too.



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