

How to Write a Good Essay?

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Contents

Preface.....5

Part I: Writing an Essay

Unit 1: Introduction: how to begin writing?.....14
Unit 2: The Sentence Combination.....28
Unit 3: Parallelism.....51
Unit 4: Consistency and Coherence.....58
Unit 5: Redundancy and Precision.....67
Unit 6: Writing a Topic Sentence and a Paragraph.....76
Unit 7: Writing an Outline and an Essay.....82

Part II: Grammar

Foreword.....114
Unit 1: Word Order.....115
Unit 2: Little/ a little.....119
Unit 3: Few/ a few.....123
Unit 4: Much/many.....126
Unit 5: Lot (of), a lot (of)/ plenty of.....128
Unit6: All/all of, every (..one/..body/..thing), whole.....131
Unit 7: Each/ each of, some/ some of, most/ most of, half/
half of, no/ none of.....135
Unit 8: Countable Nouns.....138

Unit 9: Uncountable (or Non-Countable) Nouns.....	142
Unit 10: The Article "the".....	148
Unit 11: Adjectives.....	163
Unit 12: Comparative Adjectives.....	168
Unit 13: Superlative Adjectives.....	172
Unit 14: Adverbs.....	182
Unit 15: Proper Nouns.....	189
Unit 16: Active and Passive Voice.....	190
Unit 17: Though/ although/ even though/ however/ in spite of/ despite/ but.....	193
Unit 18: Neither.....nor.....	196
Unit 19: Wh-questions.....	199
Unit 20: Tag Questions.....	201-3

Part I
Writing an Essay

Preface

According to my long, 30-year, experience of teaching essay and other different subjects for English-department students, I can appreciate that the process of writing in English, and in any other languages, is indeed an agonizing task. Regardless of its being called an art or a science, as many scholars around the world assumed, it has its own criteria which can be learned one step after another. The problem of the majority of my students is their inability to take any serious step towards learning to write properly and professionally. They seem to be satisfied with dreaming to be good writers one day, but the four years of study at the department pass away without fulfilling their dream. Many of them come, after graduation, to realize that they need other four, or more, years to learn to write well. Actually, none of our dreams comes true, unless we work hard to achieve them. One cannot count the lazy people who died before accomplishing any of their aspirations throughout the long run of their life. For this reason, I have decided to write this course on essay writing, hoping that it can help my students overcome many of the riddles they encounter in trying to express with written English words what they feel and think about a subject or an issue.

The course is divided into two main parts. The first is composed of 7 units on the various stages of writing and evaluating an essay. Each unit is intended to take the student one step forward, starting from the prewriting moment to the writing stage, and ending with the point of assessing an essay. Of course, anyone of these stages has its own nature and riddles, which are discussed and solved fully, a strategy which drives at preparing the student to move to the next stage. Because the prewriting moment is commonly known to be a grind, where one feels that his mind is full up with ideas, but is unable to dig for the right words that most appropriately express his/her mind, the first unit is made to share with the student the tension and agony experienced at this moment, and to alleviate pain with the facility of doing some procedures. The student comes to realize that he/she is not the only one who is entangled in the complicated web of trying to write well, for all, even the talented, writers are; but the gifted writers are more experienced and professional than the student writers, so they are advised to learn from these writers the general techniques of writing through reading any of their works, which in time will be integral parts of their writings. The student is also advised to free himself/herself from the great influence of Arabic language and culture on his/her ways of thinking by learning to think in English, which is characterized by straight thinking and precise expression. Finally, the student's attention is drawn

to the manifold domains of English language (e.g. phonetics, semantics, syntax, grammar, style, etc.), because if a student has no enough idea of any of these domains, how is he/she going to practice writing in English properly? By the end of this first unit, the student is expected to be quite aware of the general strategy of writing a more developed essay.

The second unit can be regarded as the first step of practicing to write in English. It covers much space, because we, professors, are quite aware of the fact that awkward English is the problem of many students at the department of English, which needs be discussed in detail and solved immediately. It is an awful feeling that a University student finds himself/herself unable to write even a simple English sentence properly, therefore we do our best in this unit to train him/her how to construct various forms of sentences, ranging from the simple (or short), through the compound and compound complex, to the compound most complex. Enough examples of each type of sentence are composed carefully and illustrated minutely in the light of linguistics' dimensions. The value of this method shows in directing the student's attention to the wide gap between his/her, almost Arabic, concept of some English words and their true concepts, and to the ways of elevating English style. It is not enough for an English-department student to learn to use short, meaningful sentences, for this makes his style sound

childish or monotonous, therefore we lay much focus on the techniques of combining two or more sentences into one by using widely varied conjunctions. Sometimes, there is nothing wrong with using simple sentences; however, it is more valuable to vary the method of expression, not only for the reason of avoiding monotony, but also for the objective of writing precisely and eruditely. That is, the combination of a number of sentences into complex or most complex one is made by eliminating the needlessly repeated words, phrases, or parts from the separate sentences, and buy using appropriate coordinators or conjunctions to firmly hold together all the parts fixed into one long sentence. In this way, we can say much with just a few words, a pattern of style which is not only concise, but also coherent; concision and coherence are characteristics of the good writing. This unit ends with an exercise on the combination of sentences for the purpose of letting the student see to what extent he/she has become able to answer the questions, and create similar sentences of his/her own in any future writing assignments, before moving to another, but progressive, stage in the process of writing.

Having the skill of writing combined sentences is not the end of the road: some other steps still to be taken. The combined sentences should be ideal in terms of structure or word order, form of the words and their semantic domain,

correspondence of the words having the same content and doing the same function, logic relation of the parts (or clauses), and smoothness of the sentence's movement. All these factors help the reader understand the sentence easily and move smoothly from one thought to another. For this reason, the third, fourth and fifth units are made to focus on such technical elements of standard writing as: parallelism, consistency, coherence, and precision. Most of these terms may seem similar; in fact, each one has its own independent entity, even though it is interrelated with others. With these units, we aim at teaching the student, step-by-step, how to make his sentences look paralleled, consistent, coherent, and irredundant (or precise). Many students do not pay much attention to the relation of content and form in the sentences they write on any subject, for their being unaware of the fact that the form, along with the content, functions effectively in the creation of the meaning, particularly in written literature. With this part of the course, they are given an ample chance to straighten out the structure of their sentences by following all the linguistic and formal points dealt with in each unit.

Parallelism, consistency and precision of expression in any language require the student to avoid practicing the bad habit of 'moving around the bush,' which causes him/her to use words, phrases, or constructions which never participate in the growth of the meaning, and to learn to 'get to the

point' by using just what functions effectively in the production of complete, compact, consistent and coherent style. The student is also shown how to avoid using expletive constructions, clichés and euphemism. In order to have a practical application of all this, these three units are primarily concerned with presenting so many examples that plainly illustrate each of the above-mentioned criterion for creating a good bit of written discourse.

By learning to write standard English sentences, as shown so far, the student must have covered half of the long distance to writing an organized, precise and coherent essay. The second half is the focus of the last two units in this part of the course. Unit number 6 tackles the stage of writing a topic sentence and a complete paragraph. By knowing to create good sentences, a student may mistakenly think that it is easy to build up a short or long paragraph. In fact, writing an ideal paragraph, in relation to content and form, requires the exertion of a considerable time and effort. Most students, who are unsure of themselves and their writing, normally jot down what crosses their minds of ideas in certain forms of sentences to form a paragraph, and don't pay much attention to the shape of the paragraph, the topic sentence that opens or concludes the paragraph, the arrangement of the sentences within the paragraph, the relation among the sentences, the development of the focal point, or the paragraph's adherence

to the focal point. Consequently, their paragraphs, which may look nice and perfect to them, are indeed far away from the general technical criteria of writing. It is a common and serious problem that cries for an immediate remedy. Much focus of this unit is laid on the definition of a topic sentence, and on how to use it in a paragraph; another angle of the focus is set on the techniques of writing an ideal paragraph, and on how to appreciate it critically. The value of this is greatly appreciated, not only in making a student able to write a good and more developed paragraph, but also in promoting his/her critical thinking and sense, a faculty which is quintessential to the appreciation of, particularly, literature. This primary goal of the unit is approached through mentioning the criteria of composing an ideal paragraph, and through applying them on a given sample of various paragraphs.

The last unit (no. 7) is devoted to the solution of the problem of writing a complete, short or long, paragraph. Writing a paragraph does not mean writing an essay, but rather means forming a small unit in the large process of building up an essay. The attention here is attracted to the technical devices that should be used to produce a well organized, much united and valuable or meaningful essay. Before setting to write an essay, the student writer must set a tentative plan or **an outline**, as is commonly called, of what

is going to be detailed or developed in full. The importance of the outline is to guide the attention of the writer throughout writing the three main parts of any (narrative, descriptive, argumentative, or else) essay: introduction, body (or middle) and conclusion. Enough samples of the outline are used in this unit to refer the student's attention to the technique of doing similar ones in performing his/her own essays. Some light is also thrown upon the strategy of developing each of these structural parts of an essay.

After doing the outline, the student is taken to the step of writing a full essay. As the general looking of the paper and the writing is important, for it is part and parcel of any essay's form, the student is shown how to format the paper and move to develop what is summed up in the outline through a series of paragraphs. The paragraphs of an essay should not be dumped randomly in blocks on the pages, as most students do, but should be arranged systematically, sequentially and logically. Since these paragraphs have different, but related, thoughts, the writer should organize them in a way that never makes the reader get confused, but helps him/her move smoothly from one thought to another. That is, the topic of an essay must develop forward through sequentially and logically arranged paragraphs. The student is advised not to write more than one idea in each paragraph, and not to move to a new idea (or paragraph) before

expressing fully the first one so as to avoid returning to it in any of the next paragraphs; the student writers who make their ideas, in an essay, move forth and back confuse the reader. Much more important is that the paragraphs should be held together firmly and naturally by using most appropriate connectors and transitions, so many of which are listed in this unit for helping the student apply them to his/her own writing. The unit ends with a number of essays given as models, some of which are estimated with a few words, for the purpose of developing the student's skill of writing full essays and knowing how to evaluate them.

From what has been mentioned above, we can realize that the stages of writing develop upward, starting from the rudimentary to the most progressive. The development of each stage is based on the application of certain principles or procedures, and the relation among them is natural and logical. And all work together equally and effectively in building up a piece of writing, which is so called **essay**. Depending upon rules and logic in writing may not make it look like an ordinary activity, but rather a creative process. Why not? Writing is a science or an art, isn't it?

Unit 1

Introduction: How to begin writing?

When anyone comes to pick up a pen and start to write about any of the current subjects or issues, he/she deeply feels as if he/she were standing at a crossroad, unable to decide which way to go. He/She begins scraping his/her head for the words, phrases and sentences with which he/she can plainly and accurately express his/her mental and emotional trends. It is really an intricate problem, isn't it? This reality may make you feel sad and disappointed, but such feelings vanish as soon as you realize that you are not the only one who is entangled in the net of such problem; writing is indeed a painstaking process for all people, even the talented writers. What should also make you feel happy is that there are some clues to this common problem. First, since the gifted writers are well versed in the process of writing, you have to learn from them the techniques of writing in English. An experience as such is not spoon-fed, but rather you have to gain it by working hard all the time through reading various works by these writers. It is by no means wrong to imitate others, literature itself is an art of imitating life. This never means that we are free to quote others without referring to the sources we quote from, because this is a plain plagiarism, but it only means that we

try to learn how the writers think and express their thoughts in written words and styles. A striking example of this is William Shakespeare, whose creativity was measured not by his being born creative, but rather by his great potential of reshaping the previous works in new ways. It may be difficult to do so at the beginning, but by practicing to do this over time many methods of writing are going to be an integral part of one's style. Second, all the Arabs learning to write in English need to change their habit of thinking in Arabic into English. Our ways of thinking are known to be redundant. In one sense, we have been brought up to use round-about ways of speaking, which are reflected well in our ways of writing. It is no wonder thereby that our English sounds like Arabic, and never like English which is mainly characterized by clarity and precision. Acquiring such habit of writing in English is going to gradually change our habit of thinking. Those Arabs who think and dream in English have now become renowned writers of English. Finally, the dictionary is a best teacher, in that your looking up a new word in a good English dictionary is going to provide you with many fresh words, expressions and stylistic methods. But as writing is a process, it is produced by doing certain steps which we are going to detail in the following, and which you should learn if you want to achieve the best effects of whatever you write. If it happens that you cannot

write steadily on a subject, don't worry; you may stop for a while and come back to restart writing.

It is a paramount step or stage that one should think deeply before expressing anything on a subject on the paper. This gives the writer an ample chance to set up the ideas which may reveal his personal views of a subject, and to compare them to any other public ideas. Regardless of the subjectivity or objectivity, the sageness or foolishness of the ideas, they are going to be acceptable as long as they are logical. In fact, idiosyncrasy is a characteristic of all human beings: in only one sense, we all are created with different shapes and mentalities, despite the so many common characteristics we have, and we will never be the same; why then we should think in the same manner?

After determining the ideas which can build up a sound essay on a certain subject, now we are ready to translate them into words, or write them on the page. This is certainly not easy as many of us may think, but rather a very difficult job that requires much time and a vigorous exertion to finish in a satisfactory way. Before writing a word we may feel that we are going to write smoothly and continuously because our minds are swarmed up with ideas and words, but as soon we start to write our feeling changes; we realize that we are unable to write as we have expected. We write a

few sentences or a short paragraph and then stop to scratch our heads trying to pick up more words and expressions to keep writing ahead. We do this several times as a broken-down locomotive does; it suddenly stops and then is mended several times to keep going to a definite termination. This problem becomes much more complicated as we figure out that all the words we have written are no more than their being a scribbling, or a sentimental rubbish. At this stage, one may become so furious that he/she scratches out some of the words and the sentences, or even rumbles the whole paper. However, all such actions are so normal that they should not make one feel to be a bad writer, because all the writers have suffered the same trouble of writing, no one but the rare who can do perfectly with the first draft of an essay or any kind of writing. We are not here far away from Oscar Wild's confession, which was greatly appreciated by a long list of writers around the world, that he spent the whole day trying to use a comma in a piece of writing. This never means that Wild, a prominent Irish playwright, was a bad writer, but in one sense, he refers our attention to the strenuousness of, to depend upon Enani, 'the art (or science) of writing.'

By doing the first draft of an essay, the student writer may mistakenly think that he/she has done the whole job. Regardless of the quality of the substance created in this

preliminary copy, the student should look over it once and again to polish what needs to be polished. The primary goal behind revising an essay more than one time is to try to satisfy and persuade the reader to what we write. A student writer may be satisfied with whatever he/she does, even though it is awkward or imperfect, but we don't write for ourselves; in fact, we write for others who are going to critically read our substances. In order to give our readers small chances of finding mistakes in our written works, or to avoid receiving bitter critical commentaries, we need to revise whatever we write to underline all kinds of mistakes which we couldn't notice with the first draft. Surely, we are going to find some slips with the spelling and choice of certain words, the structure of some sentences, or the use of punctuations, which we have to refine more perfectly. A student may substitute a word for another, scratch out an irrelevant sentence, straighten out the combination of some sentences, correct a grammatical mistake, add a transition or a connector, indent a paragraph or reshuffle (remove) all the paragraphs, with a view to producing a coherent and well united essay. Finally, we should not let the essay down before making sure that everything in it is clear-cut and perfect. In the meanwhile, we should not worry about the reception of our ideas, as long as they are logical and objective, for essays, particularly the argumentative, are the production of personal points of view.

It is noteworthy that all the steps of writing mentioned so far can easily be followed by any student writer, but the problem of most student writers always lies in the medium of expression (or the language) they use in writing their assignments. Since writing is the translation of our thoughts into certain forms (e.g. reports, articles, stories, plays or poems), the awkward language the students use is not going to either translate or organize their thoughts in a smooth and straight manner. It may sound ridiculous that such student writers think that they do well in writing essays or answering any exams in areas of their specialization when they are far away from the standard English language. It is perhaps a common problem of many English-department students that they write much or give full answers to any exam questions, but their grades are most likely very low. For this main reason we refer the attention of these student to the mandatory of having a full sway over their English, or improving it, otherwise whatever they write is going to be rubbish. Before knowing how this problem can be solved, these students need to be quite cognizant of the full dimensions of the term 'language' and the difference between it and 'style.'

Language, style, linguist, linguistics (and some others), all seem murky terms and areas of study to especially the fresh students of English departments. Similarity of

the terms is the main reason. It is therefore necessary to clear out all the mist from these terms. It is indisputable that **style**, **linguistics**, and **linguist** are related, in one way or another, to what we have been brought up to call **language**, but this never means that they are the same; each one has its own entity, even at the moments of their interdisciplinary work. *The Random House Dictionary of the English Language* (New York, 1966) gives full and legible definitions of these terms. Accordingly, **language** is simply 'a body of words and systems for their use common to a people of the same community or nation, the same geographical area, or the same cultural tradition:' the Arabic language. It is a means of communication 'by voice, using arbitrary, auditory symbols in conventional ways with conventional meanings as used in a more or less uniform fashion by a number of people, who are thus enabled to communicate intelligibly with one another.' The phrase *cultural tradition* is included in the definition of language here; what does language have to do with culture ? one may ask. Both are indeed bound up together: it is because of cultural variations that we have got various tongues. A striking example of this is the wide variation of Arabic in Egypt and other Arab nations. And since people can communicate verbally and nonverbally, **language** can also be defined as 'any system of formalized symbols, signs, gestures, or the like,' employed as a method of expression: 'the language of mathematics; deaf-and-dumb

language.' Nevertheless, definitions of **language** have gone further and deeper. It is a means of expression and communication in any way: the language of animals, the language of birds, the language of flowers, the language of arts, and even the language of eyes. Other meanings of this term have gone beyond its being 'a faculty or power of speech' to specify it as 'a diction or style of writing: 'the language of poetry, the stilted language of documents.'

Style is a particular mode of expressing thought in speech or writing. The dividing line between **style** and **language** may look so thin to some of us that it becomes difficult to discern one from another. But the difference can be made as simple as this: people of a nation can speak or write in one language, but they can never use the same style. To put it in other words, language is *common* but style is *idiosyncratic*. Even those people or groups who use someone's style, they are still different. It is therefore hardly surprising to come to read such title as: the Shakespearean language. Undoubtedly, it is not the English language which distinguishes Shakespeare from other English writers, but his English style or his ways of using the English language to function in definite ways for achieving definite purposes. It is on these grounds that *style* is regarded as an essential province of *rhetoric*, simply defined by Enani (*Appreciating Literature: A Linguistics perspective*, 2000) as 'the study of

persuasive speech or writing (especially as practiced in public oratory).' Hence, any stylistic study of a literary text focuses on the way its words are 'arranged in order to achieve special stylistic effects.' Nonetheless, the term **style** has achieved 'a broader currency,' to use Enani's phrase: it has become common in some fields other than modes of speaking and writing, such as: action, fashion, living, design, etc.

Linguist means a person who is specialized in **linguistics** or many languages. Both are singular nouns, even though the latter ends with 's'. **Linguistics** (or **philology**, as the British people call it) is 'the science of language, including phonetics, phonology, morphology, semantics, and syntax. It is often categorized into 'historical linguistics and descriptive linguistics.' **Phonetics** is thus a branch of linguistics studying the speech sounds of a language, their production, manners of articulation, and transcription. It falls into acoustic phonetics, articulatory phonetics, auditory phonetics, physiological phonetics. **Acoustic phonetics** is a branch of phonetics dealing with the acoustic properties of speech sounds in terms of their loudness, pitch, duration, etc. **Articulatory phonetics** is the study of 'the motive processes and anatomy involved in the production of the sounds of speech. **Auditory phonetics** deals with the physiological processes involved in the hearing of speech. **Physiological**

phonetics is primarily concerned with studying 'the motive processes, anatomical measurements, spirometric properties, muscle and membrane tone, and any or all kinetic and kinematical aspects of the production of speech.'

Phonology is the body or system of 'the phonetic and phonemic facts of a language.' This is to say that phonology or phonemics is the phonetics field of study. **Phoneme** is the smallest unit of sound, e.g., **p** in **pen**. Phonemes vary from one language to another in terms of utterance representation; the difference in sound and meaning between *pit* and *bit* shows up in the beginning of the two words with two labial phonemes, *p* and *b*.

Morphology is taken in the field of science as a branch of biology dedicated to studying the 'form and structure of plants and animals.' Linguistically speaking, it is the study of the 'patterns of word formation in a particular language, including inflection, derivation, and composition.' Inflection is grammatically known as the change in the form of words by adding affixations to indicate the change of meaning and syntactic relationships: verb inflection, noun inflection, and adverb inflection, etc. In order to explain the process of *derivation* more clearly, here is an example: the word 'critic' is derived from the Latin word *criticus* and the Greek *kritikos*, meaning a person skilled in judging.

Semantics is a linguistic branch for studying the meaning in a language. It always follows the development of linguistics which results in changing the meanings or concepts of words. Philosophically, it is a branch of semiotic assigned to consider the relations among the signs and their denotations. The word 'summary,' as just an example, is traditionally known as an alternative for *outline*, *précis*, *brief*, and *synopsis*, but recently it is given other, almost different, senses or concepts such as *instant*, *instantaneous*, *immediate*, *twinkling*, and *flashy*. The semantic study is not limited to just classifying and examining the denotative meaning but also is concerned with the connotative meanings of words. Throughout the long history of English language it can easily and clearly be noticed that the words and their sounds are made to bear several connotations. This is used boundlessly in the language of literature, particularly poetry. One may never imagine that the phrase: red rock, used by the modern English poet T. S. Eliot in one of his poems, symbolizes 'Church.' Therefore, in order to grasp poetry, the semantic study is mandatory for *decoding* the *codes* of main words and signs in a poem.

Syntax is the study of the grammatical structures or patterns in a language. This of course means that any syntactic analysis of a passage or a text is entitled to lay focus on the word order in the sentences and phrases

contained in a written passage or text, with a view to showing how grammar, which is an aspect of form, is used to serve the meaning (or content). To present one but clear example of such function of syntax in a language, one can most economically write: 'There is a strange, yellow cat on the table,' instead of redundantly writing: 'There is a yellow cat on the table. The cat is strange.' There is no difference in meaning between the first sentence and the other two; the difference is pertained to the form of writing. The syntactic structure in the first one is more compacted; it conveys in one sentence the same meaning created by two sentences. Thus the same meaning is imparted to us in various word orders or structures without any break to the English grammar, and any grammatical or structural break is definitely going to affect (or change) the meaning.

With this brief definition of language, we make it clear that it is a manifold term which demands a great attention to master it neatly. The question which poses itself now is: how these students can ameliorate their language to go ahead towards achieving their objective behind writing any substance or answering any exams. To write good (clear and meaningful) English, each student must be quite aware of the following:

- 1-Select the most appropriate words and expressions which are capable of expressing your mind (ideas), economically, accurately and plainly. Consulting a good English dictionary helps much in this respect.
- 2-Write a variety of sentences (simple, compound and compound complex) which should be complete and meaningful.
- 3-Use suitable connectors and transitions which can produce a greatly coherent and logically sequential piece of writing.
- 4-Make a good use of the rules of English grammar in terms of all parts of speech (articles, pronouns, verbs, nouns, adjectives, adverbs, tenses, prepositions, and punctuations) in your writing.
- 5-Organize your writing by expressing in detail a single idea in a separate and indented paragraph, especially when you are writing a long letter, a report, an essay (descriptive, narrative, argumentative) or a story.
- 6-Let your teacher (or anybody else who knows English well) edit out all you write in English so

as to avoid making the mistakes they may discover in your writing.

Unit 2

The Sentence Combination

Learning how to write a complete meaningful sentence is indeed the gate to the building of a short or long paragraph, and consequently to the writing of an essay. This harks back to the Chinese wisdom that the one-thousand mile journey starts with the first step. In one sense, the combination of sentences simply means the use of grammar basics to put selected words in a certain form(s). There are various forms of the sentence combination. It ranges from the simple (or short), the compound, and the compound complex to the compound most complex. Before we lay focus on any of these forms, we see it very necessary to lurk for a while over the process of wording in writing. Many students do not attentively select the words they use in the structure of their sentences, but rather they most likely use the words they know haphazardly. That is, they don't ponder over the meaning of some of the words they use. Semantically speaking, every word has denotations and connotations, as any good English dictionary or a language book shows. The problem of many a student is that the words they employ in their writing assignments do not say what they really want to say. It is because of this that a student most often responds to his teachers' verbal commentaries on some

of the words used in a writing assignment with "I don't mean this"... "I mean that"... or "This is the word I wanted to use but it didn't come to my mind" etc. It is more valuable, therefore, to scrutinize all the synonyms of a word before using it so as to choose the word that can best convey the intended meaning or paint the image you want to print in your reader's mind. Looking up words in an English dictionary needs a great exertion which many students shun, but it is the only outlet. Another side of these students' problem of wording is their memorization of English words with Arabic senses. This is valuable in the process of translation from English into Arabic, but it is not so in writing in English, or in translating from Arabic into English. Arabic is not like English, actually, there are no two fully corresponding languages in the world. In his *English – Arabic Translation Manual, Level I* (Cairo, 2005) Enani refers our attention to the Arabic translation of so many English words, phrases and sentences which obviously divulge the remarkable difference between their Arabic and English concept. Here are just a few explanatory examples which we hope they not only catch your eye to the difference between Arabic and English, but also help you get rid of the habit of thinking just in Arabic:

1-According to our culture, we always think that we drink "soup," although we use a "spoon" in having

this liquid with vegetables and various ingredients. To the contrary, the English man takes it as a food to "eat," rather than to "drink." Consequently, one should say: "I wan to eat soup," instead of saying: "I want to drink soup." One can also say: "He is sipping soup," when it is not as thick as the English soup.

2-The phrase "scene of the crime" may be literally done by an Arab student into the Arabic language as: مشهد الجريمة when it means for the English reader مسرح الجريمة Thus the Arabic word مسرح , instead of مشهد , is a common Arabic translation for the English word "scene."

3-The impersonal pronoun "it" should not be commonly translated into just هو (أو هي) لغير العاقل since it is sometimes employed to refer to "the sky" (السماء), as in "It rains" (السماء تمطر), or to "weather" (الجو), as in "It is hot" (الجو حار).

4-The indefinite article "a" is most always regarded as equivalent to the Arabic "ما" when it is either followed by a singular or plural noun, which is wrong. With a singular noun, it refers to an indefinite person or object, as in "a man" which

should be rendered to the Arabic: رجل But with the plural, it should be followed by the Arabic "أحد", so we should change the Arabic translation رجل (for the English "a man") into أحد الرجال In this way the following English sentence:

- If a husband suddenly complains of his wife's oppression, the fault may be his.

may be rendered to Arabic in two ways as:

(١) - إذا اشتكى زوج فجأة من ظلم امرأته فربما كان العيب فيه.

(٢) - إذا اشتكى أحد الأزواج فجأة من امرأته فربما كان العيب فيه.

- 5- 'Yes' in English is generally understood as an expression of agreement, meaning 'right' or 'all right,' whereas the Arabic equivalent (Na'am) is interpreted differently, in relation to the situation. The creative translation is one adapted skillfully to any of such situations as: 'Here I am' (the reply to somebody's asking a group for someone whom he had not met or known before); 'What do you want?' (the response to someone's demand that has not been properly heard); 'Come again?' (if somebody's feeling is hurt by another one's offensive

words). It is noteworthy that the interpretation of the double use of this Arabic item (Na'am.... Na'am) depends upon tone, which, for example, may be an ironic response to someone's telling of something (a religious notion or wise saying) as if were unfamiliar.

The structure of any sentence requires one to have knowledge of the basic rules of grammar. In one sense, the student who has no idea about the various parts of speech is not expected to be able to form a simple sentence or combine sentences together to form compound and complicated sentences. The traditional English sentence starts with an agent (or a subject) followed by a verb in a certain tense and then an object, an adjective, an adverb or a prepositional phrase. It is noteworthy that the subject could be one word (a noun or a pronoun) or a group of words. Read these examples carefully:

1-She studies mathematics. (simple statement)

"She" is a subject (pronoun, singular and feminine) The word "studies" is a verb (simple present with "s" because it is preceded by a singular subject "she." It should be noticed here that the infinitive form of this verb is "study"; the sound "y" is changed into "ies" because it is preceded by a

consonant (d). If the "y" at the end of a verb is preceded by a vowel sound, it remains and is followed with just "s," as is the case with: "**play**" (plays), "**pray**" (prays), "**enjoy**" (enjoys), "**convey**" (conveys) etc. This is a common formula that should be put in mind. The word "mathematics" is an object (noun, singular).

2-Mona is a polite student.

This simple sentence or statement consists of:

Subject(noun, singular) + verb (singular) + adj.

↓	↓	↓
Mona	is	a polite student

Subject ↔ Verb agreement: Mona is

It should be noted here that the last part of the sentence is formed by the indefinite article "a" separated from the singular noun "student" by the adjective "polite." In this case the article follows the adjective, and not the noun; consequently, we say:

- *a* black inkpot (not *an* black inkpot)
- *a* boiled egg (not *an* boiled egg)
- *a* University student (not *an* University....)

(the vowel "U" here is pronounced as the consonant "y").

3-The cat jumps onto the wall.

↓ ↓ ↓
Subject + verb + prepositional phrase

4-The study (or Studying) of physics and chemistry is very difficult.

Subject (a set of words) + V. + adj.

↓

"The study of physics and chemistry" may seem plural on the grounds that "physics and chemistry" are two items or things, which is true, but the singular phrase "The study" is the basic subject, therefore it is followed by the singular verb "is"; using "are" here is a fatal mistake.

There are other forms of the simple sentence, which are used to express order, request, suggestion, exclamation, and interrogation. Here are some examples:

1-Leave the book on the table.

↓ ↓ ↓
Verb + object 1 + object 2

This is an order (or a command). It usually starts with an infinitive (the basic or first form of a verb) without "to," like the underlined verb (leave) in the above sentence.

2- I request that he leave now.

↓ ↓ ↓
Clause 1+ relative p. + clause 2

This request sentence originally consists of two clauses connected by the relative pronoun "that." A clause means a unit or a part of a sentence made of a subject and a verb. It should be noticed that the second clause has the infinitive "leave" without "to", although it is preceded by a singular subject pronoun (he), when it should be a verb in present simple tense with "s" (leaves). The grammatical formula dictates the use of the infinitive after the verb "request," which is in clause 1.

3-We want to walk out together. We need to discuss the points of our disagreement.

These two independent sentences (or clauses) suggest the doing of two different actions: a- walk out b-discuss. However, they can be put into this one compound sentence: We want (or need) to go out together to discuss the points of our disagreement. The full stop (or end dot), at the end of the

first sentence, and "We need," in the beginning of the second sentence, are scratched out to avoid the needless repetition.

4-What a beautiful dress (she is wearing) !

This a sentence for exclamation, as shown by the exclamation mark (!) at the end of it. It is used to express the speaker's admiration, or regard to a beautiful dress of some girl or woman with "wonder, pleasure and approval." The exclamation sentence can take various forms such as

- Oh, my God! This is so nice and cool weather!

- O my God! I didn't believe you could do it!

Now, let's move to a different form of the sentence construction:

1-When are you going to leave the town?

2-Where has she gone?

3-Why are you so angry?

4-Whose car is this?

5-What's your father's job?

6-Who is coming over there?

7-With whom are you talking?

8-For whom are these books?

9-To whom should I complain?

The last nine sentences are various interrogatives, as shown by the question mark (?) at the end of each one. We use the interrogative sentence to ask for something. The sentence number (1) asks for information about the time of one's leaving the town. The sentence number (2) asks about the place to which she has moved; number (3) asks about the reason of someone's anger, number (4) about the one who possesses the car referred to; number (5) about the kind of job someone's father is doing (or holding); number (6) about the identity of someone coming from a distance towards the asker (who is a subject relative pronoun); number (7) about the identity of a person receiving the action of talking (whom is therefore an object pronoun), this sentence can also be changed into the form "Are you talking with whom?"; number (8) asks about the body who posses the books referred to; and number (9) about the body who is going to receive the action of someone's complaint, therefore it is an object relative pronoun.

Since it is monotonous and boring to use simple sentences all the time, which may sound childish, the English-department student needs to learn how to use compound, complex, and most complicated sentences to produce a highly academic language. The compound and

complicated sentences function effectively in deleting all redundancy (or needless repetition) in a written paragraph or piece of writing. It is briefly the combination of two sentences or clauses into one. The following examples may pave the way for learning to use more of these types of sentences:

1-She is very nice. She is polite too.

The speaker here describes a girl or a woman with two adjectives written in two separate sentences (or clauses)

Clause 1



very nice

clause 2



polite

And in order to make the two sentences look coherent (connected well), he is obliged to use "too" (أيضا) at the end of the second. But the following compound sentence is going to make the writing more coherent and compact, a feature which teaches the student how to get rid of the bad Arabic habit of "beating about a bush" and learn how to "get to the point," which, in other words, means to avoid using the redundant style and learn to use the precise one.

- She is very nice and polite.

Thus with few words we can say what we say in many words. The same and exact meaning is said with just 6 words, while the two sentences use 8 words. In this way we save time, effort and space, apart from our use of an academic or erudite style.

2- This is a new house. The house is large.

- This is a large, new house.

But don't say: This is a new, large house.

It is perhaps easy to combine these short sentences into one, but it is difficult to put the two adjectives (new, large) in a right order. Some students may don't know which should be put before which. According to the grammatical formula, opinion adjectives are usually used before fact adjectives; adjectives of size and length are used before adjectives of shape and width. Consequently, the opinion adjective (large) is put before the fact adjective (new) in the above compound sentence. Changing the position of an adjective may affect the meaning of the sentence. That is, the second compound sentence: "This is a new, large house" means that this house is as new and large as other houses, which is not the intended meaning, namely: this is another but different house, different in its being newer and larger than any other ones. For further information on the order of adjectives see unit 11 in the second part. Here are more examples:

- 1-This pool is round. It is a beautiful pool.
-This is a beautiful, round pool. (not round, beautiful pool)
- 2-He is a very tall boy. He is very thin too.
-He is a very tall, thin boy. (not a very thin, tall boy)
- 3-I live at Port Said street.
The street is not far away from here.
-I live at Port Said street, which is not far from here.
- 4-She is a fresh student. She never speaks Arabic.
-She is a fresh student who never speaks Arabic.
- 5-This is the strange man. I always see this man walking around our house so late at night.
-This is the strange man whom I always see walking around our house so late at night.
- 6-I have read a new story. Its end is very tragic.
-I have read a new story, whose end is very tragic.
- 7-I have read a new story. The story ends with a tragedy.
-I have read a new story that (which) ends with a tragedy.

8-There is a nice girl in my class. I want to marry her.
-There is a nice girl in my class, whom I want to marry.

9-My classmate Suzan is absent today. She is sick.
-My classmate Suzan is absent today, because she is sick.

10-She is so stupid. She cannot understand me.
-She is so stupid that she cannot understand me.

11-He is too short. He cannot catch the ceiling lamp.
-He is too short to catch the ceiling lamp.

12-Adel has much money. He has spent some of it.
-Adel has much money, some of which he spent.

It is quite clear that some of the compound sentences in the above examples are broken in the middle with a "comma". This mark of punctuation is used to indicate the division of the parts and the items of a list or numerals in a sentence, and it is indispensable to the coherent structure of the sentences; the absence or misuse of this mark affects the meaning of a sentence, therefore the student writer should pay much attention to the right application of all marks of

punctuation to writing, otherwise his/her written language will be awkward. To remind you once again, the prominent Irish dramatist Oscar Wild had, even though jokingly, said to have spent the whole morning in adding a comma and the whole evening in removing it.

Two or more long sentences (clauses) could be combined into a single, complex or more complex sentence. Once again, the use of simple short sentences throughout an essay makes it look not only monotonous and boring, but also childish. You're not a child, are you? Then, why don't you make your language be mature. This may vindicate the notion that language is a good judgment of one's personality. In one sense, a man is known to others from his way of speaking and writing, which certainly reveal his way of thinking and linguistic skills. Each of the following groups of sentences will be joined into one so as to propel you to learn to use the same elegant and most effective style in all your writing assignments:

- A. 1- She typed a letter.
- 2-The letter consists of two pages.
- 3-The letter is for the Sheraton Hotel manager.
- 4-The letter asks for the possibility of lowering the prices of accommodation.

- She typed a letter of two pages for the Sheraton Hotel manager, which asks for the possibility of lowering the prices of accommodation.

Or-She typed a letter of two pages for the Sheraton Hotel manager, asking for the possibility of lowering the prices of accommodation.

It is worth mentioning here that each of the above four sentences can function as an independent clause, a clause stands by itself and makes a good, complete sense, but the last one (number 4) is turned into a dependent clause, a clause which cannot stand by itself, nor can it make a good, complete sense. Consequently, the compound sentence consists of two noun clauses set off by a comma in the middle.

Clause 1



She typed a letter of two pages for the Sheraton Hotel manager,

This is an independent clause which conveys a complete, meaningful sentence, even if the second part of the sentence is omitted or not used. To do this, the comma at the end of it should be replaced by a dot (or full stop). Someone may ask:

If this clause can stand by itself, why should we connect it with the second clause? The answer is just as simple as this: if we do not try to improve our English style, there is no need to trouble ourselves to learn how to make our language be elegant and effective. Thus, stubborn students can easily be bad writers.

Clause 2

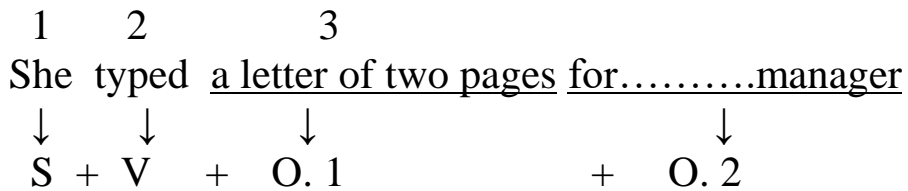


which asks (or asking) for the possibility of lowering the prices of accommodation.

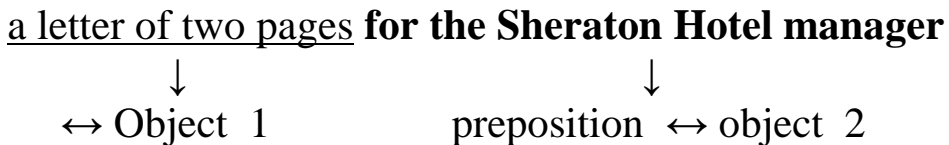
This is a dependent clause which cannot stand by itself and make a good sense, and it depends on the main (or essential) clause, which is referred to at the beginning of the above compound sentence. For this reason it is named so, and starts with (or marked by) a dependent word (the relative object pronoun "which" or the present participle "asking"), which refers to a preceding object (a letter), and not directly to the verb "typed." Consider carefully the following analysis of the compound sentence used above:

Clause 1





There is no problem with the units (1) and (2), or subject/verb clause, for each is made of one word (She – typed), but the third unit (or the object) may be problematic because of its constitution of many words, so it needs more detail, as follows:



The first object consists of the essential words "a" and "letter, to which are added the preposition "of" (or the genitive) and two other words (two pages). The part "of two pages" is related to the object "a letter," which all together make one part called the first and direct object, which refers to the verb "typed." The second, indirect object starts with the preposition "for" and the words constituting it "the Sheraton Hotel manager." Accordingly, "the Sheraton Hotel manager" is the object of the preposition "for," which refers (is related) to the first object "a letter," and not to the verb "typed." Taken together, the first and the second objects

stand as one unit (of the object) to refer to the first verb "typed." All the words added to the first main object help in creating a clearer and more effective meaning in the compound sentence, therefore they are necessary.

- B. 1-George Orwell is the writer of *Animal Farm*.
2-*Animal Farm* is an allegory.
3-His real name is Eric Arthur Blair.
4-He died in 1950.

-George Orwell, whose real name is Eric Arthur Blair, is the writer of *Animal Farm*, an allegory, who died in 1950.

- C. 1-She got up so early in the morning.
2-She took a bath.
3-She ate her breakfast.
4-The breakfast consisted of a piece of cheese and a cup of milk.
5-She went out to school.

- She got up so early in the morning, took a bath, ate her breakfast of a piece of cheese and a cup of milk, and went out to school.

- D. 1- I live in a house.

- 2- The house is large.
- 3- I live with my family in the house.
- 4- The house is new.
- 5- It has a beautiful garden.
- 6- My parents want to sell the house.
- 7- They want to leave the whole town.

- I live with my family in a large, new house, with a beautiful garden, but my parents want to sell it and leave the whole town.

Exercise

Join each group of the following sentences to form one combined sentence:

- 1- Yesterday, I met a strange boy.
 - That was in the morning.
 - The boy was tall and slim.
 - He asked me about the way to the nearest Mosque.

- 2- Mark Twain was an American novelist.
 - He was a short story writer.
 - He was most famous.
 - He called for the equality of the whites and the blacks.

3- She is a family girl.

- She is very rich.
- She is beautiful.
- I love her very much.
- I cannot marry her.

4- The weather is very nice.

- It is cool.
- It is sunny.
- We are in winter.

5- My job is very hard.

- It is not as hard as my brother's.
- It needs much energy and patience.

6- I have bought a book.

- The book is rare.
- The book is on the history of Ancient Egypt.
- My friend wants to borrow it.
- He wants to read it.

7- Drinking water is essential to our life.

- No one can live without water.
- It is greatly polluted.
- It urgently needs cleaning.

8- There are various viruses in Egypt.

- Many men are inflicted with the viruses.
- Many men are waiting for medical treatment.
- The government does not care.

9-We like to speak much.

- It is a bad habit.
- We refuse to work much.
- We are not going to progress in this way.
- Many countries around us have progressed.

10-I am most famous.

- I am most knowledgeable.
- I always work hard and persistently.
- Many of my colleagues waste their time in gossiping, playing, eating, drinking, and sleeping

Unit 3

Parallelism

Creating a parallel structure of sentences is kernel to the consistency, musicality and smoothness of one's language. It is a part of the writer's task to vary the sentences he/she utilizes in a piece of writing, as mentioned in the previous unit, another but not less important part is to make the sentences look consistent and musical. In short, consistency is defined as the agreement of the parts of a compound and complex sentence, which have the same content and function, for the purpose of cohering and holding the elements of form together. Sources of music in a language are manifold. The essential repetition of certain sounds and key words in a long sentence or a paragraph is just one of the sources. As sentences are fountains of thought, music is a stylistic device for helping the reader move smoothly from one thought to another. Read these various examples very carefully:

- 1- In the past, farmers used primitive tools, while now there are highly technological tools.

The writer (or reader) of this sentence may see that there is nothing wrong with the structure. In fact, an accurate

revision of the sentence discovers its two independent clauses, separated in the middle by a comma, are not paralleled. The verbs (used, are) of the two parts, which are supposed to do the same function, are not the same, although they should be in different tenses (past and present); the subject of the first part (people or they), which should be used in the second part is not there and is replaced by "there are"; the repeated plural noun "tools" in the second clause may be replaced by "ones" to avoid repetition in a small space. In this way, the style violates the grammatical principle in this respect, which crooks the meaning, so it should be straightened out in this way:

- In the past, farmers used primitive tools, while now they use highly technological tools.

Or

- In the past, farmers used primitive tools; now they use highly technological tools (or ones).

2-The Saudi, the Syrian, Libyan, Iraqi, and the Algerian people speak one language.

The sentence number (2) is also wrong because of lacking parallelism. The definite article "the" is used before some of

the adjectives and neglected with others. To create a parallel structure using the same context, you have to either put the article "the" before just the first item or before each item in a list or series. Therefore, the sentence should be rewritten as follows:

-The Saudi, the Syrian, the Libyan, the Iraqi, and the Algerian people speak one language.

Or

-The Saudi, Syrian, Libyan, Iraqi, and Algerian people speak one language.

This grammatical principle is also applicable to prepositions. See this example:

Wrong: Man is man everywhere: in Europe, America, Asia, or in Africa.

Correct: Man is man everywhere: in Europe, in America, in Asia, or in Africa.

-Man is man everywhere: in Europe, America, Asia, or Africa.

Parallelism of the sentence structure is also affected by the misuse of correlatives such as: first, second, fourth, not...but, either...or, neither...nor, not only....but also, both...and, etc. To use anyone of these words or conjunctions properly, you should follow it by the same grammatical structure. Compare the wrong version of each of the following sentences to its correct version:

Wrong: It was both a bad hotel and very expensive.

Correct: It was **both** a bad **and** very expensive hotel.

"Both" is followed by the adjective (bad), and "and" is similarly followed by the adjective (very expensive). Parallelism of this sentence's context is performed by using the same grammatical structure after "both" and "and." See the following other examples:

Wrong: This house is not **for** sale, but **rent.**

Correct: This house is not for sale, but for rent.

Wrong: Either you should study hard or fail in the exam.

Correct: You should **either** study hard **or** fail in the exam.

Wrong: **Not only** he is active, **but also** intelligent.

Correct: He is not only active, but also intelligent.

Wrong: The results are, **first**, the inaccuracy of the percentage; **second**, the lab. is not equipped well.

Correct: The results are, first, the percentage is not accurate (or inaccurate); second, the lab is not equipped well.

In writing any comparative sentences, all objects of comparison should be paralleled. See the following example, wherein " 's" is added to the last noun (brother) in place of the word "job" to create parallelism and avoid repetition in a very small space:

Wrong: Her job is harder than her brother.

Correct: Her job is harder than her brother's.

Exercise

Rewrite each of the following sentences to create parallel form:

1-I always go to bed early, get up early, and starting my work on time.

2- The coach of our team is serious, punctual, and he works hard.

3-I want to exchange my car with my brother.

4-Either you should repay him or be gone.

5-The children felt tired, distressed, and they wanted to sleep.

6-Yussef Idris was a successful doctor, satirical writer, and good essay writing,

7-It was both an untidy region and very dirty.

8-Neither he showed up in time nor called us.

9-He rang the door bell but no one answers.

10-The more you read books, you gain more knowledge.

11-You are not going to do all this for me, but your country.

12-You are required to do some steps to understand the whole passage, first, read it very carefully; second, look up the difficult words in a good dictionary to know their meanings; thirdly, there are key words need to be considered to get to the writer's attitude towards what he/she writes.

13-We have agreed before our marriage to live together for better and worse.

14-His problem is that he never listens to anybody, and he always thinks he is right.

Unit 4

Consistency and Coherence

According to many linguistic and stylistic studies, consistency and coherence are remarkable features of a good written bit of discourse. The question is how can a young writer's style be consistent and coherent? So many a student are unsure of themselves, or perhaps unconscious of what they write, so they suddenly leap from one tense to another without any logical reason. In this way, which they may not notice, these writers get their reader confused. But this can easily be mended. In writing a critical or an analytical paper on a literary work, the student must stick himself to the present tense, and never shift to the past unless the need calls for it. Also, his/her use of certain pronouns (e.g. they, we, you, it, I, she, he or one) should be consistent throughout the construction of compound or compound complex sentences in a paragraph. And in order to produce a coherent piece of writing, the student writer should make sure that the structural elements he /she uses in building up a sentence or an essay are connected well by utilizing various transitions, coordinators, subordinators or connectors whenever necessary. It is wrong that a writer assumes that his reader knows everything, but it is perfectly right if he/she believes that it is part of his job to write clearly, and firmly hold

together the ideas he/she expresses on the paper. The overabundance of confusion in an essay not only makes it look bad or unreadable, but also drives the reader to stop reading it, or even throw it in the garbage. Why should one waste his/her time in reading rubbish? The following list of most common transitional devices (or adverbial conjunctions), as Enani puts it in his book on essay writing, 1999, are helpful:

Addition: again, also, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too, etc.

Comparison: also, in the same way, likewise, similarly

Concession: granted, naturally, of course

Contrast: although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, notwithstanding, in spite of, instead, nevertheless, on the contrary, on the other hand, otherwise, regardless, still, though, yet

Emphasis: certainly, undoubtedly, indeed, in fact, of course, surely

Example: after all, as an illustration, even, for example, for instance, in conclusion, indeed, in fact, in other words, to reword it, to paraphrase it, in short, it is true, of course, namely, specially, that is, to illustrate, more obviously, thus, truly

Summary: all in all, altogether, as has been said, finally, in brief, in short, in conclusion, in other words, in particular, in simpler terms, in summary, on the whole, that is, to put it differently, to summarize

Time sequence: after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, since, so far, second, shortly, simultaneously, soon, still, as soon as, subsequently, then, too, until now, when

See how the following various sentences and bits of discourse are made consistent and coherent:

Inconsistent: 1- One should do his best to save her country from all that threatens his security and stability.

This structure is not consistent on the grounds that the writer has implausibly changed the pronoun "One" (in Arabic المرء) at the beginning of the sentence into the reflexive (possessive) pronoun "his," for wrongly thinking that this is a right literal translation of the Arabic sense (قصارى جهده) in his/her mind, but this writer must be unaware of the grammatical principle in this respect: "one" (or a person) is a singular pronoun used to refer to both male and female, and by changing it into "his" the writer limits its function to just the masculine singular. The possessive (object) pronoun "her" is wrongly used instead of "one's" (one + the genitive " 's ") to refer to the noun "country." The writer also fails to use the proper reflexive pronoun "its" instead of "his," to refer to the singular noun "country" for the same wrong reason (a literal English translation of the Arabic لينقذ بلده (وطنه) من كل ما يهدد أمنه واستقراره in his/her mind). Apart from confusing the reader, the change of the pronouns affects the meaning of the sentence. With this structural pattern, the writer intends to convey the sense: All of us (or Both men and women) should do their best to save their country from all that threatens its security and stability, but the sense that gets into our mind is: Only men (or males) should do their

best to save their country from all that threatens its security and stability, which is certainly far away from the intended meaning. Consequently, the consistent structure of the sentence which conveys a consistent sense should be as follows:

Consistent: One should do one's best to save one's country from all that threatens its security and stability.

Here are some more examples of the inconsistent and consistent sentences:

Inconsistent: 1-Today, we need to hold hands together to face whatever challenges us. You can do this in many ways.

Consistent: Today, we need to hold hands together to face whatever challenges us. We can do this in many ways.

Inconsistent: 2-People can help the poor without asking for help. This does not mean that you should knock on their doors.

Consistent: People can help the poor without asking for help. This does not mean that people (or

one) should knock on their doors (or It is not necessary to knock on their doors).

Inconsistent: 3-Shakespeare's tragedies are rare literary masterpieces. They were based on the British history and culture. Therefore, any critical approach to them must regard these two primary sources.

Consistent: Shakespeare's tragedies are rare literary masterpieces. They are based on the British history and culture. Therefore, any critical approach to them must regard these two primary sources.

Inconsistent: 4-I am a professor of English literature. Every student in my class knew that Mark Twain was the pen name for Samuel Langhorne Clemens. He died in 1910, but many of his stories were still widely read.

Consistent: I am a professor of English literature. Every student in my class knows that Mark Twain is the pen name for Samuel Langhorne Clemens. He died in 1910, but many of his stories are still widely read.

Here shifting the tense from the present to the past is inevitable, for the reference to all activities at the present moment should be expressed by verbs in present (am, knows, is, are), and the reference to the completion of an event (death of Mark Twain) in the past should be expressed by a verb in the past (died, or had died, but not "dies" to make parallel tenses).

Incoherent: 1- Samir is very rich. He is unhappy too.

Coherent: Although Samir is very rich, he is unhappy.

Incoherent: 2- Today, the wind is so severe. The old boatman has been rowing against it to get o the shore safely. He refuses to surrender.

Coherent: Today, the wind is so severe, but the old boatman refuses to surrender, and is still rowing against it to get to the shore safely.

Or: Although the wind is so severe today, the old boatman has been rowing against it, refusing to surrender till he gets to the shore safely.

- Although the wind is so severe today, the old boatman refuses to surrender and keeps rowing against it to get to the shore safely.

Exercise

Rewrite the following sentences and short paragraphs so as to make them look consistent and coherent:

1-Humans change much. In the past people are honest, cooperative and peaceful, but now man is distrustful, selfish and violent.

2-Even someone like me knows how to do it perfectly. You are sure that I can do it by myself, even though they so difficult.

3-I always like to do daily duties on time. I never put off today's work till tomorrow. I don't know what is going to happen. Many young men do so. So many others accumulate their duties or works and come to do them at one time. None of what they do gives satisfactory results.

- 4-You have got no other choice. You must do your job successfully. If not, someone else must do it for you.
- 5-Last night, it rained heavily. Our doorway turn into a pool. How were we going to move into and out of our house? We need someone to have clean it out.
- 6-We didn't have much time. The train must be on his way to the station. Hurry up, or you are not going to catch it.
- 7-Some of the doctors do not do their job well. Many patients complain suffer from various serious diseases day and night. There must be an immediate care, or they are going to die.
- 8-The problem is you don't understand what she is talking about. I have to straighten things out before you separate.
- 9-I want to take the short cut to the International hospital, will you lead me to her.
- 10-There was no bargain. You take it or leave it.

Unit 5

Redundancy and Precision

'Redundancy' is simply the needless repetition of some words or phrases in a sentence, a paragraph or an essay. This is far away from suggesting that repetition should not be given any room in writing, but rather means that the repetition of the same words or twigs in a written sentence without any logical reason, for repetition is sometimes unavoidable when the writer tries to emphasize an idea, a feeling or an image. But the unprolific repetition is indeed a bad habit of all Arabs, which is basically brought about by their culture, and by the influence of Arabic language on their way of thinking and speaking. To avoid redundancy, the student writer needs to carefully revise whatever he/she writes and prune all the words, phrases or twigs which do not add any advantage to the expressed meaning, tonal attitude, or image. By doing so, the writer makes his/her writing economic and precise. Thus 'precision' means the use of all that can serve the creation of a dense, perfect and clear style. To help you be precise, we need to draw your attention to the avoidance of the following usages:

- 1-The use of some words or terms after the acronyms, such as: The PLO organization (PLO is the

acronym of Palestinian Organization, so the word "organization" should not be used after the acronym because it is needlessly repeated twice)

2-Really, very, quite, extremely or severely when they add nothing to the meaning, which means that their use is sometimes effective.

3-Expletive constructions, common constructions beginning with "there is/are or it is," which Enani defines as a "device which robs a sentence of energy before it gets a chance to do its work."

4-Clichés and Euphemism. A cliché is a trite, stereotyped expression that has lost originality and impact by overuse (e.g. as strong as an ox, as lean as a she-goat). Euphemism means the use of a mild, indirect and vague expression in the place of another that seems harsh, offensive or blunt ("to pass away" is a euphemism for "to die"; "sanitation engineer" for "garbage collector"; "peace-keeping forces" for "armies" etc.) Inasmuch as such euphemistic expressions protect the reader from facing any harsh realities, they confuse the meaning and the truth. The good writer should not sugarcoat the bitter reality, but tell it as it is.

- 5- Such expressions as: all things considered, as a matter of fact, as far as one/I am concerned, at the present time, because of the fact that, by means of, by virtue of the fact that, due to the fact that, exists, for all intents and purposes, for the most part, for the purpose of, have a tendency/inclination to, in a manner of speaking, in a very real sense, in my opinion, in the case of, in the final analysis, in the nature of, in the process of, it seems that, manner, the point I am trying to make, type of, what I mean to say, etc.

Test the following precise sentences against the redundant ones so as to train yourself how you can avoid redundancy and move ahead towards precision in writing an essay:

Redundant: I should get up at 7 am in the morning.

Precise: I should get at 7 am (or 7 in the morning).

Redundant: Last night, we couldn't sleep till 12 midnight.

Precise: Last night, we couldn't sleep till 12 (or till midnight).

Redundant: We've stayed in Aswan for a period of 7days.

Precise: We've stayed in Aswan for 7 days (or for a week).

Redundant: There are many new scientific innovations.

Precise: There are many scientific innovations (or new scientific discoveries).

Redundant: He is a person who never lies.

Precise: He never lies (He is always honest).

Redundant: In spite of the fact that he is rich, he is unhappy.

Precise: Although he is rich, he is unhappy.

Redundant: Let's cooperate together.

Precise: Let's cooperate (or work together).

Redundant: She is completely ignorant of the fact.

Precise: She is ignorant of the fact. (Here "completely adds nothing)

Redundant: Personally, I (or I, personally,) think that life is meaningless.

Precise: I think that (or To me,) life is meaningless.

Redundant: This room is larger in size.

Precise: This room is larger (or much larger).

Redundant: The Faculty of Arts, which was founded at Qena in 1977, comprises 14 different departments

Precise: Founded at Qena in 1977, the Faculty of Arts comprises 14 different departments.

Redundant: The uneducated people, who never attended school, cannot find any jobs.

Precise: The uneducated people cannot find any jobs.

Redundant: Having no sense of responsibility, he left his family without a morsel of food or any money.

Precise: He left his family without a morsel of food or any money. (It is clear here that this person is irresponsible)

Redundant: It is really very cold.

Precise: It is very cold. ("very cold weather" is in itself a fact or reality)

Redundant: It they who have robbed me of all the money I collected throughout my life.

Precise: They have robbed me of all the money I collected throughout my life.

Redundant: As a matter of fact, they never hesitated to help the needy in our village.

Precise: They never hesitated to help the needy in our village.

Redundant: All things considered, our economy has developed much more than it was within the last decade.

Precise: Our economy has developed much more than it was within the last decade.

Redundant: Everything has changed at the present time.

Precise: Everything has changed now.

Redundant: A great deal of the desert land has been cultivated by means of depending upon many water wells.

Precise: A great deal of the desert land has been cultivated through depending upon many water wells.

Redundant: She has a tendency to help just her relatives.

Precise: She tends to help just her relatives.

Redundant: In a very real sense, we are accustomed to democracy.

Precise: We are not accustomed to democracy.

Redundant: In my opinion, this project is going to succeed and make much money.

Precise: This project is going to succeed and make much money.

Redundant: They have met us in a cautious manner.

Precise: They have cautiously met us.

Redundant: The point I try to make is that the application of the rules matters more than the rules themselves.

Precise: The application of the rules matters more than the rules themselves.

Trite: She fell head over heels in love.

Fresh and precise: She loves madly.

Trite: You're not going to see him anymore. He has met his maker (or passed away, or gone to sleep).

Fresh and precise: He died.

Exercise

Rewrite the following sentences, lopping off all the needless parts, so as to make them precise:

1-The first runner is as quick as a flash.

2-His heart is as white as a sheet.

3-In World War 2, Japan was subjected to surgical air strikes.

- 4-This type of problem is most complicated.
- 5-It seems that they are not going to support you.
- 6-The election committee is in the process of counting all those who voted for me.
- 7-It is an extremely dark night.
- 8-It is he who has killed two policemen this morning.
- 9-The AIDS syndrome is an epidemic killing disease.
- 10-I couldn't hear you. Could you repeat it again.
- 11-My personal opinion is that you have to sit with your wife and try to solve your problems.
- 12-This man has left the town for years. He must have returned back.
- 13-There is no doubt that she is the most beautiful girl in the country.
- 14-In the event that he fails to pass this year's exams., his parents will dismiss him out of the house.
- 15-She is a person who is honest.
- 16-What I mean to say is that we have to disregard all trivial matters and look forward.
- 17-Write the outline in a tentative manner, otherwise your essay will not be coherent and precise.
- 18-This room is larger in size than the room we used to stay in.
- 19-We live in our house, which belongs to my parents, till we get married.

20-Our teacher, who teaches us English, recommends that we have to buy a good English dictionary.

Unit 6

Writing a Topic Sentence and a Paragraph

After knowing how to write very good and precise long sentences, the student writer is now ready to write a complete coherent paragraph. It is worth mentioning that the use of proper sentences, as has been illustrated so far, results in creating a good paragraph. All the student needs to do is to determine the idea he/she intends to express and then put in the form of a short or long paragraph. The length of the paragraph is bound up with the nature of the idea, which means a brief or short idea requires a brief or short paragraph, and vice versa. Any good paragraph usually starts with a **topic sentence**, a statement summarizing the focal point or the central idea which the writer explains, develops, or vindicates (justifies by argument or evidence) in the rest of the paragraph. It may be used at the beginning, or at the end of a paragraph. The writer who opens a paragraph with a topic sentence, he/she begins with the general and then moves to the particular, which supports it, and vice versa. Most of the student writers do not focus on the central idea, as they often use irrelevant sentences which do not develop the paragraph, but rather shift the focus to irrelevant things. This is a bad habit that should be shunned in writing any paragraph by using just the sentences which can develop the idea or the

point in focus. In order to have a well-knit paragraph, all the sentences used need be tidy (organized) and connected appropriately, as has been shown so far.

Another important technical device is that each paragraph should be indented: that is, leaving a tap space at the beginning of each paragraph as a mark of starting a new paragraph. The following paragraph by Enani (*Translation Manual* , Level 1, 2005) on "life in the bush and in the city" is a good model to follow:

Life in the bush is preferable to life in the city. The bush is calm and clean; there are no problems of overpopulation, noise, or air pollution. Your life is quiet, independent, and happy as you walk from house to house, talk with friends, and enjoy the smell of freshness. Your neighbors work together and live like brothers. However, the city is a chaotic and filthy place. Unlike life in the bush, the noise of the traffic, the crowded streets, and the terrible pollution from factories make life unpleasant. Life in the city is fast paced, regulated by others, and isolated. You cannot walk alone for fear of being harmed by strangers, and even your neighbors regard you with distrust. For these reasons, I prefer to live in the bush.

It is obvious that the above paragraph opens with a topic sentence which draws the reader's attention to the comparison of life in the city and in the bush (or the rural area), a central idea around which the whole paragraph revolves. The topic sentence also reveals from the beginning the writer's attitude to the two objects (or sides) of the comparison; he prefers life in the bush to that in the city. In this way, the writer uses the scientific formula 'cause/effect,' but he reverses it by starting with the effect and then moving to justify it by mentioning the cause(s). Many writers, and scientists as well, do the same or vice versa, by starting with the cause and moving to the effect (or result); both ways are usual and correct. And to create a coherent paragraph, he concludes it with the same personal view: "For these reasons, I prefer to live in the bush," which is an obvious but needed repetition. Another method of discussing the focal point is that he first focuses on the advantages of living in the bush, and then goes to the disadvantages of life in the city. The shift of focus is successfully and naturally done by using the transitory word of contrast "However." With the word "Unlike" he manages to hold the threads of the comparison. Collectively, the paragraph is a very good piece of writing on the grounds that it holds the points of discussion in focus from the beginning to the end; all sentences used are precise and closely related to the focal point, an excellent technique of writing which should be followed by all student writers. Check the following

brief paragraph by the same writer so as to have an ampler chance to learn how you can create a precise and coherent bit of writing:

Science and Technology

There is a difference between science and technology. Science is a method of answering theoretical questions; technology is a method of solving practical problems. Science has to do with discovering the facts and relationships between observable phenomena in nature and with establishing theories that serve to organize these facts and relationships; technology has to do with tools, techniques, and procedures for implementing the findings of science. Another distinction between science and technology has to do with the progress of each.

Although the above paragraph is very brief, it is enough for clarifying the remarkable difference between 'science' and 'technology.' Many people may be unaware of the difference between the two because of their interrelation, but with this paragraph they can understand that these two subjects (or terms) are well distinct. The topic sentence opening the paragraph is very effective in dialing our attention to the

focal point. This sentence's words are selected and constructed carefully to briefly get to the point; therefore, the removal of any one is going to affect the meaning. For instance, the use of the indefinite article "a" before the singular noun functions effectively in laying the focus on not all aspects, but on one aspect, of difference between science and technology. In this way, the writer shows that he has a full sway over what he uses or writes to easily and accurately get to his objective behind writing the paragraph. He begins with concisely defining the subject "science" and then slides to the second subject "technology." It is clear that his focus on the first subject does not take him away from the second; as the two subjects are given equal spaces, and they keep going in a parallel line from beginning to end. The first part of the second sentence, separated from the second with a semicolon, speaks about "science," and the second part about "technology"; a similar structural technique is followed in the third sentence. But the last sentence is constructed differently. Variety of the structure is in itself a feature of the good style, which does not make the reader feel bored, but this not the point; the point is that the structure of the last sentence succeeds in adding another distinction between the two subjects, which is expressed by using "Another distinction..." and in pulling the threads of the topic together by referring to the two subjects as if were one but twofold subject, which is true. Finally, the intended

meaning in the paragraph progresses remarkably: the focus is first laid on the method of each subject, and then on the relations of each to our nature, and ends with the distinct progress of each one.

It is noteworthy here that the two paragraphs analyzed above serve the student writer in two ways: first, they train (or teach) him/her how to combine various sentences into much effectively focused and united one paragraph; second, they pave the way for him/her to critically read a paragraph or an essay. Many of the English-department students do not have the capacity (or skill) of reading critically what they study of prose or literature. With the above analysis of two paragraphs on two different subjects, these students are given an ample chance to write critical appraisals on their subjects of study, which we hope that they can use well and effectively.

Writing an Outline and an Essay

Before starting to write an essay, the student writer should write **an outline**, which simply means a tentative plan of what he/she is going to write on in the essay. It is a bad habit of most students that they write on the paper whatever crosses their minds, therefore their essays show to be so weak and disordered. The good (or strong) essay is based on a plan which starts with introducing the reader to the topic of the essay, and then develops it one step after another till the end. Each step tackles just one idea in a single separate paragraph, so tackling more than one idea in a paragraph may cause confusion. Thus the outline helps effectively in organizing and directing your ideas in an essay. Any good essay (or paper) should fall into the following three closely-related parts, which should be put in a separate paper, and not included in the body of the essay, as shown below:

***Introduction:**

- A statement summing up what to be made in the essay's body

***Middle (or Body):**

- A sentence summing up what to be detailed in the first paragraph of the body.
- A sentence summing up what to be detailed in the second paragraph of the body.
- A sentence summing up what to be detailed in the third paragraph of the body.
- A sentence summing up what to be detailed in the fourth paragraph.

***Conclusion:**

- A sentence which either supports what is made or proven in the whole essay, or restates what is premised in the introduction.

As shows from the above classification of the parts of any essay, both the introduction and the conclusion usually take a space smaller than the body's. In **the introduction** the writer is entitled to write just a paragraph of two or more long sentences for providing a general idea(s) about what is going to be detailed and developed in the body of an essay. There should be no room for any reader's guessing of what is to be done in the following sequence of paragraphs. It is on this basis that the introductory chapter in a book, normally following the same steps of composing an essay, is valuable in guiding the reader's attention to the contents of the book;

by reading the introduction the reader can decide from the very beginning whether to go in reading the whole book or let it down and look for another more valuable one, instead of wasting much time and effort in reading valueless books, as many students always, and wrongly, do. See how the following paragraph, picked up from Ahmed Hussein's essay "Translation and Creativity," introduces the reader to the focal point to be made in the essay's body:

It is this paper's main target to prove that translation is not an ordinary activity of everyday life, as has been claimed by many scholars, but rather a real field of creativity. Neglecting the narrow pedagogical function as well as the bad type of translation, ideally creative translation is defined as a rewriting process which meets three independent requirements: accuracy, naturalness and communication. The first is bound up with transmitting the overall meaning of the ST accurately, the second with applying suitable natural forms of TL to the ST, while the third with carrying the meaning and emotional force of the ST to the target reader, as much effectively as they are communicated to the ST readers. In this way, translation reproduces "the total dynamic character of the communication."⁽¹⁰⁾ Though this process gives room for the manifestation of great creativity, through adapting formal and

linguistic parameters of the ST to different form and language dimensions and conventions, it should be governed by certain criteria. Dagmar Knittlova points out: “The text reads well but elegant creativity should not make the text sound better, more vivid than its original version, even if the translator is stylistically talented, gifted and inventive.”⁽¹¹⁾

The above paragraph opens with a topic sentence which draws the reader's attention to the paper's (or essay's) main target, namely, to prove that translation is not an ordinary activity of everyday life, as has been claimed by many scholars, but rather a real field of creativity. Though this statement is succinct, it is very effective in summarizing the manifold focal point to be discussed in the essay, and in manifesting, almost indirectly, the type of the essay at hand. It is an argumentative essay as it raises an argument against the presumption that translation is just an ordinary activity of everyday life, with a view to proving the opposite: it is a real province of creativity. The paragraph is prolonged more to refer our attention to the fact that substantiating the accuracy or properness of such hypothesis propels the writer to refer to the issues related to the focal point, and need be discussed to achieve his primary goal behind the essay. This is why he tersely defines the ideally creative translation as a process which meets three requirements, which are plainly

classified and explained in the paragraph. He also makes it very clear that the creative translator is not absolutely free in changing the linguistic and formal parameters of the original text, but rather is governed by certain criteria; he/she should not make the target text or translation, as Dagmar Knittlova sees, much better or more vivid than the original (or source) text, even though he/she is most talented and inventive. After reading this introductory paragraph, any one can easily, and early, know the direction of the discussion and the conclusion to be approached in this essay; consequently, the reader can decide from the very beginning whether he/she completes reading it as a whole, or let it down to look for another translation study that meets his interest.

The body of an essay, as shown above, takes a much larger space because it contains many paragraphs, whose number is tied to the length of the essay's topic, for detailing or discussing all the ideas related to the essay's focal point. But it should be put into mind that these paragraphs are not arranged haphazardly, but rather in a logical sequential manner: first first and last last, a good structural technique which simply means the idea that logically needs to put in the first place is put first, and the one that should logically (or naturally) be used in the second or last place is put so. Many of the students' essays are judged as poor because of their failing to arrange their thoughts sequentially and

logically. For this main reason, the ideas to be treated in the body of an essay should be arranged well in the outline so as to avoid shuffling and reshuffling your essay after writing it, which surely takes much time and effort and never gets to a satisfactory result. The nature of each idea is closely tied to the nature of the topic or the essay. There are three main types of essay:

***Descriptive:** It describes an object, a person or character, or a thing. All the writer of this type can do is to describe in general and detail any of these items he/she is assigned to write on. The focus should be on both the outside and inside appearance (s) of things, objects or people. The two ways of description should go together in a parallel line.

***Narrative:** It narrates a story in a sequential and logical way. The reader of this type of essay should keep moving in a developing way from beginning to end, and never feel confused through reading a story with clear beginning, middle and conclusion. The various

incidents of a story should be connected well by using most appropriate transitions.

***Argumentative:** It argues (or discusses) a definite question or cause. It is the most difficult type, because the writer is required not only to present the dimensions of a problem and present his attitude to what he/she writes, but also to show other opinions and, finally, get to a clear settlement of the argument. This surely means that various methods of speech (subjective and objective) and aspects of comparison need to be used and held together firmly.

Other types of essay are named according to their contents. An essay may be written for defining a formula or any other objects, so it is called **definition essay**. In such kind, the writer introduces us to the object to be defined and refers to its dimensions or parameters in a way that makes the essay look valuable and interesting; in the body, the writer arranges the parameters of definition in a so clear and logical way that the reader finds no difficulty to absorb it fully; in the conclusion, the writer is not entitled to restate

what is mentioned in the introduction and the body, as should be made in the three main types of essay referred to above, but has to reach to a full definition of the focal point by the end of this essay. **Classification essay, compare and contrast essay, sequence essay, choice essay, explanation essay, and evaluation essay** are also common types of essay to which Enani has referred our attention in his book on essay writing.

The conclusion, like the introduction, it gives a statement of what is done in the body of the essay. It is on these grounds that it is generally regarded as a restatement of the introduction, but in a different way or style. If the essay is, for example, argumentative, the conclusion should emphasize the accuracy of what is premised in the introduction and proven in the body of the essay. In this way, the essay becomes well united as it moves in a circular way: it ends where it started. When a conclusion is put in no more than a sentence, it can be used at the end of an essay's body

After knowing the general technique of writing a well organized essay, the student writer is now ready to start writing the essay. But prior to this stage is the doing of such internal technical procedures as:

- 1- Draw the margins (top, bottom, left, and right); each margin should be no more or less than 2.5 inches. This space left on each side of the page is used for any commentary notes a teacher may write on any structural element in the essay (e.g. grammar, spelling, structure, words choice, capitalization, punctuation, technique etc.)
- 2- Write the title, with capitalized initial letters of the major words, in the middle of the page.
- 3- Divide the essay into paragraphs. Each one should be indented and focusing on just a single idea, as explained in unit 6.
- 4- Make all paragraphs go in a series, one after another without numeration, as some students do; a space of one line may be left between one paragraph and another.
- 5- Create a smooth and natural transition from one paragraph to another by using appropriate transition words, as shown in unit 4, which makes the whole essay well united and much effective.

- 6- Avoid scratching out any words or parts that you realize, after revision, need changing into more appropriate ones, because this bothers the reader and affects the general looking of the essay. For this reason the student writer is recommended to write an essay more than one time till he/she gets to the final (or best) draft.

- 7- Don't break the syllables of a long word at the end of the line in a haphazard way, but rather write it in a new line if you cannot break the syllables properly.

The following essays by various authors are good samples which we hope they can help you write similar ones in relation to content and form. You have to read each one carefully to learn how the content and the form of an essay are made clear, organized, united and effective. They also vary in length for the purpose of training you to write short, long, and more developed essays.

(1) The Media

Outline

Introduction:

(1)-The past media; today's media; technological progress

Body (Middle):

(1)-How do most of the TV channels in the world operate? And how do we have access to the TV programs? Does the radio operate in the same way?

(2)-How are the satellites in space used to transmit various TV programs around the world?

Conclusion:

(1)-How does technological progress develop the media?

The above tentative plan of the following essay on the media is necessary for guiding the writer's attention from the beginning to the end. See how the writer develops the items of this plan into the following academic form:

The Media

(From Enani, Translation Manual, Level I, 2005)

As a result of technological progress, many people in the world already have, or will soon have, access to many more TV channels than in the past.

Most of the TV channels in the world operate in the traditional way: national, public or commercial TV stations use transmitters to send UHF (ultra-high frequency) signals round the country. The aerials on our roofs receive these signals and pass them to our TV sets. Simple and very similar to the way radio broadcasts work.

Some international TV channels use satellites in space. Programmes are transmitted up to the satellite, which then re-transmits them to a wide geographical area. If you have a special satellite dish aerial on your roof, you can receive these signals – though usually you have to pay for a signal-decoder. In this way, people can watch TV programmes transmitted on the other side of the hemisphere.

A brief comment:

According to the commentary notes on the left margin, the introductory paragraph refers our attention to the type of the essay to be made, which is "comparison and contrast." This is well explained by the sentence: As a result of technological progress, many people in the world already have, or will soon have, access to many more TV channels than in the past. From the very beginning we understand that today's media has developed much more than in the past because of technological progress. In the two-paragraph body the writer shows how TV and the radio stations, as two main sources of media, used to work in a traditional way, and they are made to work in progressive ways by using satellites in space instead of the traditional transmitters. The last statement is a good conclusion for it restates, in other words, what is claimed in the introduction and explained by comparison devices in the body. "Simple and very similar to" (at the end of the second paragraph) and "though" (in the middle of the third paragraph) are most appropriate expressions or words used to firmly hold the comparison between TV and the radio transmit works, and the condition of having access to the coded TV programs. In this way, the structure of the essay goes in a cyclical way, which makes it coherent.

If any student learns how to evaluate, or write a critical appraisal on a text, as shown above, he/she is going to easily write good texts. We always learn from others' mistakes. In this way, the weakness points we find in a text or an essay will be strength points in any essay we write, Also, the strength points in others' essays are most always appreciated and acquired by us. A primary goal as such is, of course, not easy to achieve, for it requires us to be very close to the text. The closer we are to the text, the better we understand it. In other words, the reader who gets deeper into the text is expected to come out with what another reader, who sticks himself to the surface, could not. This is mainly because the meaning of a text, specially the literary, has various deep levels, a reality touched by many renowned critics and translators. It is no wonder then to, for example, discover that Shakespeare's works, published over more than four centuries, have successively been rendered to many different languages, and are still translatable. This certainly means that these texts still have many hidden values which have not been discovered yet, and which need a deeper digging by those scholars interested in Shakespeare's drama. In this way, the text sounds much like sea, whose water have various levels, ranging from the surface to the bottom. To help you absorb all the widely varied structural elements of any essay, we raise the following common questions, hoping that you can answer

them perfectly. Your answer determines the extent of your understanding them:

- 1- What kind of essay are you reading?
- 2- Does it have an outline?
- 3- Is it enough for creating a complete and valuable essay?
- 4- What is the focal point in this essay (or text)?
- 5- What is the topic sentence in the introductory paragraph?
- 6- Does the topic sentence summarize the focal point?
- 7- What is the main idea (or focal point) in each paragraph?
- 8- Is there any relationship between one idea and another?
- 9- What are the linguistic and formal devices used to connect these ideas (or paragraphs)?
- 10-What are the key words in the essay? Are they plain or coded?
- 11-Are the ideas arranged in a logical and sequential way, or need be rearranged?
- 12-Does the body of the essay cover the dimensions or parameters of the focal point, or need further information and details?
- 13-Is the style variable and developing or monotonous?
- 14-Does the conclusion meet the writer's objective behind the essay?
- 15-What is the writer's attitude to what he/she writes?
- 16-Is he/she subjective or objective?
- 17-Do you agree with him/her or not? And why?

(2) Women and Society

Outline

Introduction:

(1)-money and work

-woman's job at home

-how a woman feels after her children get older

-one of the benefits of going outside home to work

Body (Middle):

(1)-taking a job outside of the home is also valuable for the qualified or professional woman

-some qualified women take certain jobs for a few years before having children

-what drives a professional woman to return to work after starting a family.

Conclusion:

(1)-Do the working women have anything to do with a country's economy?

Women and Society

(From Enani, Translation Manual, Level I, 2005)

Money is by no means the only reason women go out to work. Bringing up a young family and looking after a home are often full-time jobs. But as the children get older, the work of the household becomes less demanding, and the housewife finds herself with less and less to do. The work that she has enjoyed doing as a young wife and mother becomes routine and boring. Taking on a job outside of the home offers stimulation and interest. It gives her a chance to meet new people and keep in touch with outside events and interests.

It may also enable a woman to take advantage of qualifications and training that she has been unable to use while her family was growing up. All too often, a highly qualified woman is only able to work for a few years before the demands of looking after a young family remove her from employment. The tendency of professional women to return to work after starting a family means that an important reserve of skill is thereby made available once again. The resulting

increase in the number of working women is bound to have a profound effect on the nation's economy.

(3) Honesty

Outline

Introduction:

- (1)-People are not as honest as they were in the past.
 - The stealing crime has increased much.
 - Many large shops have been stolen within the last few years.
 - The story of a well-dressed woman, who tries to steal some items from a large shop wherein he daughter works as an assistant, is just one evidence.

Body (Middle):

- (1)-Another evidence is the attempt of robbing an 80-year-old lady, who used to be a judo champion for 20 years, by a 21-year-old man.

Conclusion:

- (1)-A thief should receive his punishment.

Honesty

(adapted from Enani's A New English Course)

People are not honest as they once were. The temptation to steal is greater than ever before – especially in large shops. A detective recently watched a well-dressed woman who always went into a large store on Monday mornings. One Monday, there were fewer people in the shop than usual when the woman came in, so it was easier for the detective to watch her. The woman first bought a few small articles. After a little time, she chose one of the most expensive dresses in the shop and handed it to an assistant who wrapped it up for her as quickly as possible. Then the woman simply took the parcel and walked out of the shop without paying. When she was arrested, the detective found out that the shop-assistant was her daughter. The girl gave her mother a free dress once a week.

But this not the only robbery event in the country. Police arrested a 21-year-old man yesterday. They accused him of trying to rob an 80-year-old lady. The man showed a knife to her and asked for her money. She refused to hand over her handbag, stepped to one side, seized his arm and threw him to the

ground. She sat on his head and shouted for help. When the police arrived, they were very surprised. "I was a judo champion for 20 years," explained the old lady to a surprised policeman. The man is in prison.

(4) The Science of Morality

Outline

Introduction:

- (1)-Having a strong faith in God, the speaker feels optimistic in a time when the chances of optimism become very little because of human intervention.
- He thinks that scientific progress may open up new horizons for a better life.

Body (Middle):

- (1)-What do we need from science?
 - Our abide by only moral paradigms and principles guarantees the rectitude of scientific progress.
 - Alfred Nobel's invention of dynamite is just an example of the evilness of science in history.

Conclusion:

(1)-Another proof of the fact that morality governs science is presented in the speaker's story *Awlad Haretna* (The Children of Gebalawi).

The Science of Morality

(An interview with Naguib Mahfouz)

My hopes for the new year emanate from faith in God's infinite bounty, for the dimensions of life affected by human intervention do not offer much scope for optimism. Of course, scientific progress may open up new horizons for a better life, eliminating starvation and disease, increasing and improving production. Even in a sad year like the one through which we live, God may inspire scientists yet.

What we want from science, of course, is the good of humanity, even though it can bring about just as much evil. If we seek good, however, we must abide by moral paradigms and principles, for only they guarantee the rectitude of scientific progress. History is full of precedents that show us how science can, and does, go terribly wrong. Many of the inventors

responsible for the evils of science have attempted to make up for their misdeeds. The example of Alfred Nobel, who invented dynamite, is only too obvious. Why don't they avoid evil inventions in the first place?

Science, as I have said directly and indirectly through my fiction, must be regulated by morality. Yet, as the case of *Awlad Haretna* (Children of Gebalawi) demonstrates, others seem to disagree with me. And I say it again in my old age: 'If it fails to benefit humanity, science must be abandoned. The only way to guarantee that it will help and not harm is to make it subject to moral principles.

The following essays are longer than the above ones. This never means that they are much better, because many students wrongly believe that the size of an essay matters most; the longer an essay is, the stronger it looks. Of course, it is not a matter of length, but indeed a matter of producing a valuable and well-knit piece of writing. It is not difficult at all to add more paragraphs to the body of an essay, but very difficult to hold all the structural elements of an essay together in a well organized and united form. The following essays by one author are good pieces of writing intended to train the student to write essays in their same manner or technique. The student is advised to see how the writer selects the words, phrases and

expressions which can best explain his point(s), and how he puts them in various constructions or sentences; how the writer develops his thoughts from beginning to end, and how he moves from one thought to another; what are the linguistic (connectors, transitions, sounds, images etc.) and technical (or formal) devices he uses to create a well constructed, organized, and beautiful essay.

(5) International Voluntary Service

(From B.V. Marshall: *Comprehensive Economics*)

All over the world, young people give up their spare time to work voluntarily for their fellow men. This kind of work they undertake is various, enormously depending on the needs and opportunities in each place and the abilities of volunteers. This service is organized by many different bodies.

The oldest organization founded specially for running voluntary work camp is S.C.I (Service Civil International) which started in 1920 by a Swiss engineer. It has branches and groups in four countries. The oldest branch is International Voluntary Service in Britain. They help people who are suffering from

mental and physical diseases, racial intolerance, old age, and poverty. They can help to get rid of physical, mental, and social misery.

There are other forms of service such as International Work Camps all over the world. Six Months Service is a number of carefully selected volunteers overwork for six months to help and comfort those suffering from physical and mental illness. In emergencies, they help in the natural or man-made disasters which are going to take place. In Overseas Service, they are sent over the countries.

The aim behind all it is that it works for the promotion of peace. It affirms that all people can live together with mutual respect for different cultural backgrounds, without violence as means of settling disagreements between nations and peoples.

(6) The Factors of Production

Factors of production are the human and material resources used in the creation of wealth. Wealth may be described as the goods and services created for the

satisfaction of those human wants for which people are willing to pay. We may thus express the basic concept of production as the creation of wealth to satisfy human demands by the price mechanism and the market processes of exchange, by the application of the human factor Labour on natural resources (Land), with the aid of previously created and not yet consumed Capital (e.g. spades, seeds and machinery).

Whilst traditionally Labour, Land, and Capital have been considered the main group of factors of production, it is now accepted that Management should be treated as a separate factor in its own right, since it is the one which causes all the others to be combined in productive activity.

The factor Labour constitutes the exertions of Man, such as services by hand or brain. Its quantity and quality are influenced by such things as the size, age, sex and geographical distribution of the population, the quality of its education and training, habits and customs, etc.

The factor Land embraces not only physical territory but also all natural resources and forces, such as water, sun and wind. It includes all such resources

in their natural state, and they may be scarce or plentiful and easy or difficult to utilize, extract or harness.

The factor Capital consists of the goods and equipment, created by the application of Labour on natural resources (Land), and not yet consumed. Examples are stocks of raw materials and goods (e.g. clothes), equipment (e.g. spades and tractors) and factory buildings. Before conversion by Man they were cotton plants, sheep, iron ore, trees, clay and gravel. Stocks are termed "circulating" or "working" capital. Equipment and buildings are termed "producers' goods". All have one thing in common: they represent accumulated wealth, whose retention involves the sacrifice of satisfaction or utility now, in order to provide utility in the future, either when consumed or when they have helped to create more goods and services for consumption.

(7) The Factor Management

The factor Management may at first sight appear to be simply a specialized form of Labour, in that it performs the functions of control. These include planning, organizing and supervising the combination

of all other factors in the correct proportion; hiring and dismissing personnel; delegating authority to personnel; the efficient conduct of research; purchasing and sales. However, the most vital function of Management, which could not be considered to fall within the scope of specialized Labour, is the "entrepreneurial" or enterprise function. This may be considered into two parts: (a) the taking of risks; (b) the bearing of uncertainty. The distinction arises because risks constitute all those dangers which may be statistically predicted and thus insured against (e.g. fire, theft, damage, accidents, etc.) whilst uncertainty constitutes those dangers involved in the anticipation of demand, which are completely unpredictable. Uncertainty, in fact, is the real essence of the entrepreneurial element in functions of Management and it may be described as "speculative decision-taking." At one time, the entrepreneur was the one-man proprietor who both managed and bore the burden of speculative uncertainty. With the rise of huge public companies, however, there has tended to be a separation of functions between paid functionaries (directors and specialist managers), who control, and the shareholders, who speculate with their shareholdings and therefore bear uncertainty. The former may be considered as a specialized form of Labour and the

latter as the entrepreneur. Both, together performing the original functions of the entrepreneur, may be classed as the factor Management.

Part 11

Grammar

Foreword

In order to be able to speak English fluently, the young learner needs to understand the grammatical rules more than to memorize them. It is a common problem that many Arab students memorize several English words and rules, but they are unable to use them in practicing spoken or written English. In fact, the words and rules are made to be used well in the structure of various sentences, and not to be memorized blindly. English and Arabic grammar may have certain things in common, but the two languages are quite different. This is mainly based on the fact raised by some scholars (e.g. Suzan Bassnett, an American Professor of comparative literature and translation) that there are no two equal languages in the world. The following detail of the most common English grammatical words and points may pave the way for many learners of English as a second language to build up a proper variety of linguistic contexts, which, of course, enables the beginners to speak English fluently and to learn the proper and precise methods of writing in English.

Unit 1

Word Order

Many young learners of English are unable to put certain words in a correct order, therefore their English looks awkward. This problem is almost always encountered with using many words, particularly adverbs. In order to solve this problem we should never forget that every English word should be put in the right position to serve creating a straight meaning. Basically, the verb (الفعل) is used after the subject (الفاعل), the object (المفعول) after the verb, the verb with the adverb (الحال), and the adjective (الصفة) with the noun (الصفة). Sometimes, these words can change their positions, or they are separated in certain sentences. Read the following examples very carefully:

Examples:

1-I like to go to bed **early**. (not "I like to early go to bed" nor "I like to go to early bed.)

2-She **often** plays tennis. (not " She plays often tennis.)

3-She is poor. She is **also** sick. (not "She also is sick.)

4-She will **probably** come next week. (not "She probably will come next week.)

5-She has **probably** been abroad. I **probably** won't come next week. (in a negative sentence **probably** is used before the negated verb)

6-He speaks English **well**. (not "He speaks well English.)

7-There's a **gymnasium hall** on your right. (not "There's on your right a gym. hall.)

8-They **always** visit us. (not "They visit us always.) They have **always** visited us.

9-My parents are **both** doctors. They have **both** got Ph.D. in medicine.

10-We **all** feel sorry for you. We are **all** going to be with you.

11-I'm going to leave the city **next week**. Or **Next week** I'm going to leave the city.

12-My grandmother is **still** alive. Is she **still** living with you. Do you **still** want her to live with you?

14-She has not finished school **yet**. She still has incomplete courses.

16-They are **no longer** partners. They are not partners **anymore**.

17-They are not living here **any longer (or anymore)**

18-She **even** eats pork. I can't **even** smell it.

19-Have you **ever** been to the States? I hardly **ever** want to travel.

20-I **never like** to eat anything before I sleep. I have **never** eaten anything.

Exercise

I-Put the word in parentheses in its right position in the sentence:

1-I forget to say good bye to my parents.(always)

- 2- Those men are coming toward us. (probably)
- 3- I hardly go to bed late. (ever)
- 4- They were surprised to meet me. (both)
- 5- We don't see them much. We meet. (often)
- 6- She lost her car. She lost much money. (also)
- 7- We couldn't believe what happened. (all)
- 8- I have five children. (only)
- 9- She is studying at the same University. (still)
- 10- We are not in contact. (anymore)
- 11- She has not delivered the order. (yet)
- 12- We are going to meet at a united stand. (never)
- 13- You are not obliged to live here. (any longer)
- 14- He isn't as hasty as he was. (usually)
- 15- To rise makes man healthy and wise. (early)

II-Rearrange the following fragments to include them in the right order:

- 1- Aren't/anymore / we going / each other / to see.
- 2- please / me / Everybody / listens to.
- 3- I / his / any of / hardly / stories / believe.
- 4- I'm / to Cairo / going to / on Tuesday / leave.
- 5- to whom / you / can speak / here / I'm / the only / one.

Unit 2

little/a little

Some of us may be unaware of the remarkable difference between *little* and *a little*. The main reason is that these two grammatical words are given the same meaning in Arabic (قدر قليل أو ضئيل). Both are also used with uncountable nouns (أسماء لا تجمع). But the two are truly different in meaning. *Little* (بدون ا) is used to refer to a negative idea or meaning. Consider these examples:

1- little food = لا يوجد قدر كبير من الطعام/ ليس هناك طعام كافي.

Ex. I have got *little* food. I cannot share it with you.

لدى قدر ضئيل من الطعام. لا أستطيع أن أتقاسمه معك.

Ex. I have little time = I do not have much time.
لدى وقت قليل جدا/ ليس لدى كثير (متسع) من الوقت.

Ex. This place has little air = This place has no much air or: Air in this place is not enough for perspiration.

لا يوجد هواء كثير في هذا المكان/ لا يكفي الهواء المتاح هنا للتنفس.

- As for *a little*, it refers to a positive idea or meaning.
It means in Arabic: قدر قليل لكنه كافي Consider these examples:

Ex. Jack: Do you have water? هل لديك ماء؟

هل لديك
أي قدر من الماء؟
Have you got any water?

Suzy: Yes, *a little* = The water I have is not much but enough / I can give you some, if you want.

لدى كمية قليلة من الماء لكنها كافية/ يمكنني أن أعطيك قدر منها، إذا أردت ذلك.

Ex. Let's have breakfast. We have got *a little* time before the school bus comes = We still have some time, enough for having breakfast before we take the school bus.

دعنا نتناول طعام الإفطار سويا قبل وصول أتوبيس المدرسة، يوجد هناك بعض الوقت = مازال أمامنا بعض الوقت الذي يكفي لتناول طعام الإفطار قبل أن نستقل أتوبيس المدرسة.

Exercise

- Complete the following sentences with **little** or **a little**. The first two questions will be answered for you.

1- We did not have any information about the criminal, but the police had

- **a little**

لم يكن لدينا أي معلومات عن المجرم ، ولكن البوليس كان لديه.....
بعض المعلومات الكافية

2-Michael: "Would you like to have more furniture for your new flat? "

Smith: " Only.....I have bought much furniture."

مايكل: "هل ترغب في الحصول على مزيد من الأثاث لشقتك الجديدة؟"

سميث: " فقط لقد اشترت كثير من قطع الأثاث"

- **little** قليل من الأثاث

3-Hurry up! We have.....time. The train is on its way to the station.

- 4-I thought she would sell her house with.....
money. I was wrong.
- 5-The child cannot drink this medicine. It isbit
bitter.
- 6-The plants are going to wither. The canal has.....
.....water.
- 7-We are so hungry. Is the meal done? Yes, but we
need to cook.....rice.
- 8-The motor does not work. It needgasoline to
run.
- 9-If your child drinks.....milk everyday, he grows
up healthily.
- 10-This cheese is not edible. It needs only.....
salt.

Unit 3

few/ a few

These two words are different in grammar and meaning from the previous ones *little* and *a little*. They are used with countable nouns (أسماء) (تجمع). Like "little," "few" is used to refer to a negative idea or meaning, and means in Arabic عدد قليل جدا (أو ضئيل). Whereas *a few* refers to a positive idea or meaning, and means in Arabic عدد قليل لكنه. Examine the following examples:

Ex. There is gas in few places = There is no gas in many places.

يوجد هناك غاز في عدد قليل جدا (أو ضئيل) من المناطق = لا يوجد غاز في كثير من المناطق.

Ex. She is not wealthy. She has only few areas of land (= not many, not enough areas).

إنها ليست ثرية. لديها فقط مساحات قليلة من الأرض الزراعية = ليس لديها كثير (أو عدد كافي) من مساحات الأرض الزراعية.

Ex. I may leave you alone. You have a few friends.

(= not many but enough to spend a good time with).

ربما أتركك لوحدك. (لديك عدد قليل من الأصدقاء لكنهم كافين لتستمتع معهم بعض الوقت.

Ex. You can do the whole work before the manager comes. You have got a few hours (= not many hours but enough for doing the duty before the manager checks in).

يمكنك أداء كافة ما لديك من عمل قبل وصول المدير المسئول.
لازال أمامك بضع ساعات = ليس أمامك ساعات كثيرة لكنها كافية
لأداء الواجب المكلف به قبل أن يستلم المدير عمله.

Exercise

- *Make sentences with few or a few. Use the word in brackets.*

Examples:

1-This resort is not popular. (tourists) It has **a few tourists**.

هذا المنتجع ليس مشهورا. لا يوجد به عدد كبير من السائحين.

2-The plane is almost empty. (travelers) There are *very few travelers*.

الطائرة في الغالب فارغة. يوجد عدد قليل جدا من المسافرين.

3-He does not speak much French.(words) Only *a few words*.

لا يتحدث كثيرا من الإنجليزية. فقط مجموعة من الكلمات.

4-This back bag is not heavy. (books) It has, so any little child can carry.

5-Your bill is no so high. You are not going to pay much money. (pounds) Just.....

6-I cannot use this table. (books) Remove theseon it.

7-My car is broken down. (parts)of the motor need to be changed.

8-There is much difference between the American dollar and the Saudi riyal. (dimes) Only.....

9-The patient is recommended not to speak much. (words) Only.....

10-This abbey is not revisited much. (visitors).....
.....come here every week.

Unit 4

much /many

Like the previous grammatical words, these two words are confusing because of the same reason. Both are rendered into Arabic to (كثير), when each one has its own usage and meaning in English language. Like *little* (though the opposite of it), *much* is used with uncountable nouns:

Ex: much energy (كثير من الطاقة), much water (كثير من الماء), much security (كثير من الأمن), much hope (كثير من الأمل)

- *On the other side, many (like few though the opposite of it) is used with countable (plural) nouns:*

Ex: many roses ورود كثيرة many dresses فساتين كثيرة
many rules قوانين كثيرة many knives سكاكين كثيرة

-*It is noteworthy that both **much** and **many** are basically used in negative statements and questions:*

Ex: Our players could not win. They didn't have much energy

ﺧﺴﺮ ﻻ ﻋﺒﻮﻧﺎ. ﻟﻢ ﻳﻜﻦ ﻟﺪﻳﻬﻢ ﻛﺜﻴﺮ ﻣﻦ ﻃﺎﻗﺔ ﺑﺪﻧﻴﺔ.

-How many hotels are in Luxor?

ﻛﻢ ﻋﺪﺩ ﺍﻟﻔﻨﺎﺩﻕ ﻓﻲ ﺍﻟﺄﻗﺴﺮ؟

Unit 5

lots (of) / a lot (of) / plenty of

These words are much more complicated, in that they may be given the same meaning in Arabic and that they are used with both countable and uncountable nouns. The only minor difference in meaning is that *plenty of* = more than enough.

Examples:

-This project is going to cost us *a lot* of money.

سيكلفنا هذا المشروع كثير من النقود (المال).

-My stomach is full. I have had *plenty of* food and beverages.

معدتي مليئة. تناولت كثير من الطعام والمشروبات

-What's wrong? There are *a lot of* women crying over there.

ما لخطب؟ هناك كثير من النساء اللاتي تنحن.

-This man must be kind. He has *lots of* friends.

من المؤكد أن هذا الرجل طيب. لديه كثير من الأصدقاء.

-She must be lucky. She has got lots of money and rare books.

لا شك أنها محظوظة. لديها كثير من المال والكتب النادرة.

Exercise

- *Complete the following sentences with much, many, a lot of, lots of plenty (of). The first two questions will be answered for you.*

1-You don't have to lend him any money, because you do not have.....

- **plenty.**

2-You're not obliged to answer the questions quickly. You have.....of time.

- **much /a lot of/ or plenty of.**

- 3-I need to move out of this place. I don't have.....friends.
- 4-I want to buy this house, but I don't havemoney.
- 5-.....people do not like to stay alone in deserts.
- 6-Do not speak..... of your friends are not going to listen to you.
- 7-There are.....cheap shops in our town. Go and buy you some new shirts and trousers.
- 8-I can not attend her birthday party because ofreasons.
- 9-I need to makemoney to buy a new-model car.
- 10-You cannot stay with us. There is no.....room in our flat.

Unit 6

all/all of, every (orone/body/thing), whole

It is most often difficult to discern "all" from "every" (or everyone, everybody, and everything) for these words are sometimes used to refer to both singular and plural nouns. Commonly, "all" is used not to mean everyone, everybody or everything. When we want to refer to a singular object, name or thing, we better use "everything," "everybody" or "everyone." Accordingly, a singular verb is used after these words. However, a plural verb or pronoun can be used in spoken English. "All" can also be used to refer to one thing. "Whole" is normally used with a singular noun, but never with uncountable nouns. It is also accompanied by articles, pronouns and some pronouns, especially "of." Whenever we use "all of", we need to follow it with such words : the, this//, that, these, those or an object pronoun. Sometimes, "all" and "whole" can be used alone in a sentence. Check the following examples:

- 1- **Everybody** has a problem (not "All have a problem")
- 2- No one can know **everything**. (not "No one can know all")
- 3- He told us **all about** his accident. (an expression meaning all things happened to him in the accident)
- 4- **Every** order is delivered to the registered addresses. (The reference here is to one thing)
- 5- **Everybody** did not believe what happened.
- 6- **Everything** here seems right.
- 7- **Everyone** complained about their pains. (spoken English)
- 8- I have read **the whole story**. (The reference is to a singular noun)
- 9- It has been raining **the whole day**.
- 10- She gave **her whole life** to voluntary works. (not the her whole life, but we can say **all her life**)

11-I gave the thief **all the money (not the whole money)** I had. (we do not use "the whole" with uncountable nouns)

12-They go out **every weekend.**

13-They shift work hours **every two weeks.**

14-We stayed awake **all night (not all the night, but "the whole night)** because we had lots of things to do. ("all" and "the whole" here mean complete)

15-**All of us (not all us)** feel happy today because of our family reunion.

Exercise

- *Complete the following sentences with **every, everyone, everything, everybody, all or all of:***

1- Missi is the best professional soccer player in the world.enjoys watching him.

2- Our neighbors are so good that they always doto help us.

- 3-I can say is that he is a big liar.
- 4- Don't have any money.money I have is spent in building up a small house for my family.
- 5- Many people think that money is.....
- 6-student needs to pay attention to his teacher in order to understand.....things the teacher mentions in class.
- 7-are guilty. Only God who is perfect.
- 8- They left us no food. They have eaten..... food we have.
- 9- I have not seen my friend Ali for a week. He was absent.....
- 10- He was working from the morning to the evening. He was working

Unit 7

each/each of, some/some of, most/most of, half/half of, no/none of

"Each" is used with singular nouns, and with and without "of." It is used to refer to a single object or person. "Most/most of" means the majority of ... or a great deal of something, and is used with plural nouns. "Most" can also be used without "of," particularly with the superlative adjective. This rule also applies to "some," except that "some/some of" means **the minority (of)...**, the opposite meaning of "most/most of," and that it is used with uncountable nouns. "Half" means an equal sharing or division of something(s) - or persons. Like "all," it is normally used without "of," and without the article "the." "No/none" conveys a negative meaning, and is used with a singular verb. The following examples may explain this grammatical point more clearly:

- 1- Read **each of** the following questions carefully, then start to answer **all** questions. **Each** one needs concentration.
- 2- **Each of the** rooms in our hotel **is** occupied.

- 3- Why are these boys crying? **Some of them** got gifts and others did not.
- 4- I need to buy **some** chocolate for my children. It matters **most** to **all them**.
- 5- **Most of** my neighbors are cooperative.
- 6- I have **no** money. **None of** it is left. I gave **half of** (not **the half of** or **half**) it to you and the another **half** to your sister.
- 7- **None of** the men I know **wants** to invest his money in education.
- 8- **None of this** money is usable. It belongs to ancient times.

Exercise

- Use *each/each of, some/some of, most/most of, half/half of, all, or no/none of* in the blanks to complete the following questions:

- 1- All of us were given.....choice. Wehad to do it despite ourselves.
- 2- They spentmoney they earned from the old project on a new one. How about the another.....? Are they going to deposit it in a bank?
- 3- I saw a mother demanding.....one of her children to behave well when there are guests in their home.
- 4-these students hope to succeed. The one who studies.....hard is going to pass such very difficult exams.
- 5- The bank gave the debtorstime to return.....they loaned.
- 6- They advised us several times, but..... us listened.
- 7- I cannot dothis work by myself. us should work together.
- 8-colleagues at Schools of Medicine in Egypt work together hard to find a new medicine for diabetic patients.
- 9- Take.....it and give me..... This food is enough for the two of us.
- 10-Where have you been.....day? I haven't seen you since the morning.

Unit 8

Countable nouns

As it shows from the title, the countable noun is shortly the noun that can be counted, or used in plural. It is normally formed by adding "s" to the singular noun, but this rule is broken much as several nouns are formed in different ways. It is noteworthy, however, that there are many singular nouns ending with "s", such as linguistics, athletics, gymnastics, economics, physics, mathematics, news, etc.

Examples:

Boy	ولد	boys	أولاد
house	منزل / بيت	houses	منازل / بيوت
advertisement	إعلان	advertisements	إعلانات
week	أسبوع	weeks	أسابيع
language	لغة	languages	لغات
tongue	لسان / لغة	tongues	ألسنة / لغات
literature	أدب	literatures	آداب
teacher	مدرس / معلم	teachers	معلمون / مدرسون
scientist	عالم	scientists	علماء
ox	ثور	oxen	ثيران
wife	زوجة	wives	زوجات

A note: ملحوظة

Countable (or count) nouns may be preceded by the indefinite articles (أدوات النكرة) "a" or "an." The article "a" precedes the count noun that begins with a consonant sound (صوت ساكن), whereas "an" precedes what begins with a vowel sound (صوت متحرك). Consider the following examples:

Examples: a boy a farm a desk a house
a friend a window

- a university ("u" is a vowel sound but pronounced here as "y," which is a consonant sound) **an** advertisement **an** apple **an** insect **an** error **an** inkpot **an** hour ("h" is silent)

- *Some nouns ending in "s" are used only in plural, although they are singular.*

Examples:

Glasses pajamas pants shorts jeans
scissors

- 1-The scissors I bought are not sharp.
- 2-The new pants do not fit her body.
- 3-My glasses need to be changed.
- 4-His new pajamas are very expensive.
- 5-How much are these blue jeans? (not How much is this blue jeans?)

-The above words can be preceded by "a pair of". See the following:

- 1-I need to buy some new pants. or I need to buy **a new pair of** pants.
- 2-You don't have to pay much money for some new **glasses**. Or You don't have to pay much money for **a new pair of glasses**.

- On the other hand, some nouns end in "s" are used as both singular and plural. Examine the following examples:

- 4-What **a strange species** of bird! Or What **strange species** of bird!
- 5-This is **a good means** of transportation. Or These are **good means** of transportation.

6-The Egyptian television presents **a most interesting** English **series** at 9 clock every night. Or The Egyptian television presents **two of the most interesting** English **series** at 9 clock every night

Unit 9

Uncountable (or non-countable) nouns

-The uncountable noun is the name of a thing or an object that cannot be counted. It has no plural.

Examples:

Blood advice water news sugar luggage
gold music energy furniture information
scenery work traffic

- A note: *Most of the uncountable nouns are abstract*
(معنوية)

Examples:

peace	سلام	security	أمن
hope	أمل	fear	خوف
poverty	فقر	happiness	سعادة
comfort	راحة	welfare	رفاهية
liberty	حرية	despair	يأس/ حزن
beauty	الجمال	independence	استقلال
chaos	فوضى	excitement	إثارة
progress	تقدم		

- *The indefinite articles "a" and "an" are not used before any uncountable noun unless it is preceded by an adjective; some other articles and words can be used such as: **much, the, any, some, this.***

Examples: **some** gold - **a dark** blood - **the** music
- **this** water - much **excitement** - **a marvelous**
view

- *It deserves to be mentioned here that some nouns can be utilized as countable or as uncountable, but not with the same meaning.*

Examples:

- 1- **a paper** (a research or a newspaper - countable)
- 2- **some paper** (material for writing on - uncountable)
- 3- **hair** (on the head - uncountable)
- 4- **a hair** (one hair from any of the kind - countable)
- 5- **experience** (knowledge of something done before uncountable)
- 6- **experience** (happenings - countable)

- *The noun "police" is regarded as plural, therefore it is used with plural verbs. It may be followed by men*

(policemen). Sometimes a plural noun is used with a singular verb, particularly when we speak about a period of time, a sum of money, a distance, etc. The noun "person" is not often used in plural (persons), but rather "people" is used.

Examples:

- 1-(The) police **have** failed to arrest the criminal.
- 2-We say: She is a good **person**. or They are good **people**. (not good **persons**)
- 3-Ten thousand pounds **was** stolen from my house. It is a big sum of money, isn't it? (not **were** stolen.....)
- 4-Three weeks **is** not enough time to finish reading this bulky story. (not **are** ...)
- 5-This company gives a **three-day** vacation every month. (not a three-days.....). Here "three-day" is regarded as an adjective, so it is not put in plural. (or we can say 'a vacation of three days')
- 6-I want to get cash for a **hundred-pound** check. (or a check of one hundred pounds) Here "hundred-dollar" is an adjective)

7-It is a **four-hour** distance. (not four hours)

8-We can say: These three **18-year-old boys** look very old. (not 18 years)

Exercise

A-Use the correct underlined word or part in the following sentences. The first two sentences will be done for you:

1-She dyes her hairs/hair with black henna.

-She dyes her hair with black henna.

2-He refuses to take any advice/advices.

-He refuses to take any advice.

3-

My childhood experiences were/childhood experience was unbelievable.

4-Egypt has a beautiful weather/beautiful weather in winter.

5-I want to write a letter. Can you give me a paper/some paper.

6-I always read a paper/some paper before I go to bed.

7-Many young Egyptians cannot find a work/work these days.

8-Working hard needs an energy/some energy.

9-My little daughter always causes her mother much trouble /many troubles.

10-I wasn't afraid of him. His menacing words didn't stir the hair/a hair of my head.

B-Complete the following sentences with a right word or phrase:

1-You go to an employment office. You look for.....

2-The thief broke into my flat last night. He stole all my.....

3-He always hardens things. He ismaker.

4-Most children are naughty. Their.....sometimes goes wild.

5-We do not like to hear about what is going to happen. No..... is good news, as they say.

6-I'm thirsty. I should go to a near shop to buy.....

7-This film is boring. It doesn't have.....

8- is far more important than wealth.

9- Money can buy anything but.....

10-The doctor refused to do the surgical operation before having.....from one of the patient's close relatives.

C-Choose the right word in brackets:

- 1-The horse cart is (a means/means) of transportation.
- 2-The new president seeks to obtain various (means/a means) of transportation for the new towns.
- 3-There are many Turkey television (series/a series) on Egyptian television.
- 4-The garden's cage has about ten different (a species/species) of bird.
- 5-Two days (is/are) too long for doing this simple work.
- 6-The Vodafone network does not cover (1000 miles/ a 1000 - mile) distance.
- 7-My house consists of only 4 rooms. It is (a 4- room / 4-rooms) house.
- 8-She and her sister are 16. The two are (16-years-old/16-year-old) girls.
- 9-He is required to pay (a 10-pounds/ a 10-pound) bill for this month water supply.
- 10-The police (are/is) always at the service of the people anywhere.

Unit 10

The Definite Article "the"

- *To the opposite of the articles "a" and "an," "the" is a definite article, which is used before a clear or known thing, object, or person. Here are some examples:*

- 1- I read three chapters of a novel and **a** short story.(we don't know the author(s) of these two works)
- 2- Both **the** novel and **the** short story are by Dickens. **The** two works are popular in the world. I hope to finish reading the novel and the short story by the end of this week. (we know that the two works are written by Dickens)
- 3- I have met **a** strange man this morning. **The** man has looked like **a** beggar. (we don't know who is this man)
- 4- **The** airport is far away from **the** town. You can take **a** limousine or **a** bus. The limousine and the bus do not take much money, only 10 dollars.

(we know the airport of that town; at first, we don't know which bus and which limousine, but later we know that both are main means of transportation in that town)

5- This is **the** first time to be in **a** hotel. **The hotel** seems to be convenient, but I need someone to show me **the** room I am going to stay in. Does **the** room has a bathroom? Would you mind my turning **the** light on all night?

6- **The Sheraton Hotel** at Luxor is 5 stars.

- *We use "the" to refer to one or a part of something. See the following examples:*

1-If you go to **the** end of **the** world, you will learn nothing. Don't you see that you are very stupid?

2- Cairo is **the** most crowded city in Egypt. It is **the** capital.

3- I see **a** falling star in **the** sky.

4- Life in the city is different from that in the country.

5- It must have rained this morning. **The** ground is wet.

6- Most children usually **watch television** day and night.

7-The television I bought two days ago did not show a brilliant picture.

- *Some words are used with and without "the," but the meaning changes. Here are a few examples:*

1-My brother is a boatman. He spends most of his time **at sea**. (it means that he is (or works) at sea)

2-He lives in a hut very close to **the sea**. (the sea is known as one of the objects of nature)

3-Several astronomers went to **space** and came back with exciting experiences. (space here means a part of the universe)

4-May I sit beside you? Okay! But, **the space** you want to sit in is not going to fit your very fat body. (the space means the area)

5-**The space** for horse races in our town needs more care.

- *"The" is not used with the names of meals. Consider these few examples:*

1-It is **lunch** time. (not the lunch time)

2-What are you going to have for **dinner**. (not for the dinner)

3-The doctor told my child to take a pill after **breakfast**. But the child refused to take the pill, although it is sugarcoated.

- *"The" is also used with singular countable nouns not to refer to a particular thing but to certain things in general or a type of something (e.g. animal and plant, machine, instrument, etc.). The following examples are illustrative:*

1-**The red rose** is a symbol of hot passion. (here the rose is a type of plant, namely "flowers") But, the plural form of this singular noun is used without "the". We say: Most people love **red roses** (not **the red roses**).

2-**The telephone** in my room is disconnected. I need to make **some telephone calls**.

3-My son uses **the bike** for shopping.

4-She plays **the lute** every night.

- It is most important to notice that "the" can be used with certain adjectives to refer to their meanings in plural. The singular meaning of these adjectives requires us to follow them with some nouns (e.g. a parentless girl; an unemployed man). This same rule applies to nationality adjectives. Here are some examples:

1-There are many charity houses for **the parentless** in our country.

2-The temporary state should do something for **the jobless**.

3-People often like to serve **the rich** when **the poor** need their help. Doesn't this sound ridiculous?

4-**The English** are (not is) cold-blooded. (here the + adjective means all English people)

5-**The Arabs** (not **Arab**) should get united at the moment.

- *Plural and uncountable nouns can be used with and without "the." When the speaker wants to refer to some noun in general, s/he should not use the article "the," but in coming to refer to something in particular, s/he uses "the." See the following examples:*

1-**Dogs** (not **the dogs**) always chase **cats** (not **the cats**). (the reference here is to dogs in general, not a group)

2-**Crime** (not the crime) should be punished severely, because it is a worldwide problem.

3- Today, **teachers** do not do well at **schools**.

4- **Jazz music** is so popular in the world.

5- **Japanese food** is most spicy.

6- Can we play a game of **chess** together?

7- **History** writes back.

- 8- **Life** has changed much in these days.
- 9- **Doctors** work harder than **teachers**.
- 10-Collecting **stamps** is my hobby.
- 11-**Most people** (not **most of the people**, nor **the most people**) complain about the high prices.
- 12-Your house is wonderful. **The flowers** (not **flowers**) are enchanting. (the flowers in your house, not flowers in general). Most **flowers** grow in spring.
- 13-**Children** (in general) are naughty. I have to take **the children** (my children or a certain group of children) to the pool at the end of this week.
- 14-**Music** (in general) always calms me down, but **the music** I listened to in the movie I watched last night caused me headache.
- 15-**Students** are always **students**, but **the students** at your school are quiet and respectful.

16-I like to cooperate with **people**. **The people** you deal with are not friendly.

- *"The" is not used with the names of some places and institutions when the speaker refers to them as places dedicated for specific purposes, and it is used when the reference is to irrelevant ideas. **School, jail (or prison), home, church, bed, etc.** Of course, we know what such places are dedicated to. **Teachers, students (or pupils), prayers (or worshippers), inhabitants, etc.,** are surely included in the purposes of these places. The following examples may help explaining this point more clearly:*

1- We go to **school** (not **the school**) to learn.

2- Parents sometimes go to **the school** (not **school**) to see how their children do in **school**. (here parents don't go there to learn but to visit **the school**)

3- Christians go to **Church** (not **the Church**) every Sunday. (they go to **Church** to say their prayers)

- 4- I see some soldiers watching **the Church** (not **Church**) every night. (soldiers are not there to say any prayers, only guard **the Church**)
- 5- The police took him to **jail** (not **the jail**) for being accused of robbing an apartment.
- 6- **The jail** for political criminals needs to be secured well.
- 7- I have to go to **bed** (not **the bed**) early tonight because I feel so tired.
- 8- **The bed** I sleep in is made of metal.
- 9- I go back **home** (not **the home**, nor **to (the) home**) as soon as I finish **work** (not **the work**).
- 10-My country is my **home**.
- *The geographical names are used with and without "the." Names of countries, states, continents, cities and lakes are not used with "the." But if the name of a country or state starts with the word "republic," "Kingdom" or "States," it takes "the." The Hague (a city in the Netherlands) is an only exception. Here are a few examples:*

- 1- Many illegal Egyptians live in **Europe**.
 - 2- I wish to be in **Africa** (not **the Africa**) for some time.
 - 3- **The United States of America** houses people from different countries.
 - 4- Have you ever been to **the Netherlands**. (here "the" is used because the name of this country is plural)
 - 5- **The Kingdom of Saudi Arabia** is a sacred country.
 - 6- **Lake Nasser** is Egyptian. It lies to the south of Aswan.
- *Names of islands, regions, mountains, and seas (or canals, oceans, and rivers) are not normally associated with "the," unless they are followed by "of." These are just examples:*
- 1- **Cairo city** is very crowded.
 - 2- **The Middle East needs** to have a new policy.

3- The south of Egypt is populated by Upper Egyptians. But we say: **Southern Egypt** is populated by Upper Egyptians.

4- The Alps are the highest mountains in the world. (here "the" is used with the plural name of a mountain; but even individual mountains usually have "the.")

5- I dream of climbing the Everest.

6- The Suez Canal is rudimentary to the Egyptian economy.

7- The Nile is a primary source of life in Egypt.

8- The Bay of Aqqaba is a strategic geographical area in Egypt.

- *"The" is not usually used with names of streets, routes, roads, squares, boulevards, etc. This also applies to names of airports, especially the ones which bear names of certain persons (Kennedy Airport) and banks. But the buildings which are preceded by adjectives usually have "the;" names of stores and restaurants bearing names of persons*

do not have "the." Finally, "the" is also used with names of places or buildings with "of." Here are some examples:

- 1- We used to live at **Fifth Boulevards Avenue**.
- 2- **Kennedy Airport** is in New York.
- 3- **The Great Pyramid** is at Memphis (Gizza).
- 4- **The Egyptian Museum** at Maspero has most wonderful artistic collections.
- 5- **The White House** is in Washington.
- 6- **Citibank** dealers feel satisfied with the services the bank presents to them.
- 7- **St. Fatima Church** celebrates the Easter day.
- 8- **The Museum of Modern Art** is maintained well by the Ministry of Culture.
- 9- **The Indian Restaurant** presents very spicy meals.

Exercise

-Put in the articles "an," "a," or "the" whenever necessary:

- 1- It was.....party. I met some of.....old friends.
- 2-This hotel is.....biggest in town.
- 3-Look up at.....sky. Do you see.....stars.
- 4-I cannot find me.....place to sleep in. Should I sleep on.....ground?
- 5-I don't like to go to.....theatre. But I love to.....movies.
- 6-Will you have.....dinner with us? No, I had.....dinner in..... restaurant. It was.....very nice dinner.
- 7-.....flowers in your villa are rare. But,roses are familiar. I love.....flowers.
- 8-.....ten-year child plays.....guitar. What.....talented child!
- 9-There are a few.....rich men in this village.poor aremajority.
- 10-I see.....old woman crossing.....street.old always have.....accidents.
- 11-.....Germans are very clever at.....work.
- 12-My favorite subject at.....school was.....English.

- 13-.....cats are known to be smart. But, many of.....cats you see down streets are wild.
- 14-This hotel is beautiful and,,.....service is good too.
- 15-.....children like to play much. We have to take..... children to.....International Park.
- 16-.....movie we watched last was not good, but.....music was.
- 17-Many tourists like.....Egyptian television. Egyptian people are friendly. Are.....America people you know friendly?
- 18-I like..... strong black tea.tea you have made is light.
- 19-.....students of the world think of making..... international union.
- 20-It is wonderful to watch.....students going to school early in the morning.
- 21-.....student needs to go to.....college to..... bachelor.bachelor of Arts takes 4 years.
- 22-If.....thief is arrested, they send him to.....jail.
- 24-I always like to go to.....bed early. Last night, I saw..... mouse on.....bed, so I couldn't sleep.
- 25-When are you going to be at.....home?
- 26-I need to go to....bank to deposit.....check for my company.

27-.....Middle East has becomearea of armed conflict.

28-I love to go to.....sea. My father works at..... sea. I always ask him to build us.....house near.....sea.

29-I hope to visit.....Japan. Do you know..... colors of.....Japanese flag?

30-Have you ever been to.....Lake Victoria or..... Rocky Mountains?

Unit 11

Adjectives

- *Like nouns, adjectives vary in quality and function. There are simple (or positive), comparative and superlative adjectives. Functionally, there are adjectives of opinion, fact, size, shape, width, color, and length, etc. The simple form of adjective is normally put before a noun, but sometimes is put after certain verbs (e.g. smell, sound, taste, feel, look). After these last verbs adverbs may be used too. Sometimes, two or more adjectives are used together; opinion adjectives should be put before fact adjectives; and adjectives of size and length come before those of shape and width. Examine the following examples:*

- 1- Salwa has a **beautiful** hair. Yes, a **beautiful long** hair. ("beautiful" is an adjective of opinion, and "long" is an adjective of fact. The word order here is normal)
- 2- What do you think of buying this **new** car? It's an attractive **new** car.

- 3- Everybody should be careful **nowadays**.
- 4- The meal you are cooking smells **nice**. It tastes **delicious** too. Would you like to try it?
- 5- She looked **sorrowful**. (not "sorrowfully", here "looked" means "seemed"). But we say: She looked at me **sorrowfully**. ("sorrowfully" is an adverb which modifies the verb "looked," meaning "gaze" or "glance" in a sorrowful manner)
- 6- Be **careful!** (not carefully). There is a deep hole in front of you. I like Ali, taxi driver, who always drives **carefully**.
- 7- I have done a lot of work today. I feel **tired**.
- 8- She is a **short slim** woman. (not a slim short..., because "short" is an adjective of size, but "slim" is an adjective of shape)
- 9- I live at a **long narrow street**. ("long" is an adjective of length, but "narrow" is an adjective of width)

- *It is noteworthy here that the present participle (-ing) and past participle (-ed) are sometimes used as adjectives, but not in the same meaning. This is just an example:*

1- I couldn't stay till the end of the meeting, because it was very **boring**. (Here "boring " means that the speaker talks about the meeting itself. But to say: "I was **bored**" means that the speaker talks about his feeling towards the meeting.

2- She is **interested** in collecting the stamps. All the stamps she collected are **interesting**.

3- I was **disappointed** at the conference. The conference was **disappointing**. (Here the speaker discovered that the conference was not as he expected it.

4- Why are looking **tired**? My work is **tiring**.

5- I was **horrified** (not **horrifying**) to watch a **dying** (not **dead**) person. Or: The **dying** (not the dead) person was **horrifying**. (The speaker was afraid to watch a person who was going to die. But the adjective "dead" means that a person's

soul passed away. Thus the two words are completely different in meaning).

Exercise

A-*Rewrite the following sentences using the adjectives in brackets in the right position:*

- 1- I have bought a lace to present as a gift for my wife in her birthday. (Gold/new)
- 2- Can you describe the meeting-table? It is a table. (metal/round)
- 3- Have you ever seen such weather? (nice/cool)
- 4- There is a hall in my flat. (large/ beautiful /square)
- 5- There are many alleys in my village. (narrow /long)
- 6- In this Hotel's lobby there is a table with chairs. (beautiful/metal/round/large)
- 7- We need a basket to put in the dinning room. (plastic/big/ colored)
- 8- She is trained how to be a typist. (good)
- 9- Chinese food have spices. (tasteful)
- 10-What a seafood! (hot/spicy/delicious)

B-Complete the following sentences with a correct adjective ending in "ing" or "ed":

1-The TV program "Wake up" is.....

2-I always feel.....when I ask my elder brother to lend me his car.

3-My children like going to the zoo. It is.....

4-The accident was..... The injured were.....

5-His shirt was very dirty. He didn't wash it for a long time. It was..... I was.....when I looked at it.

Unit 12

Comparative adjectives

- *This form of adjective is used for comparing two (groups of) characters, objects or things. "er" and "than" are used for forming short comparative adjectives, and "more (or much more)," "less" and "than" for multi-syllabic ones. We can also use "a (little) bit" and "far more" before this kind of adjective, and before adverbs as well. Some adjectives have irregular forms that need to be memorized. But this is not the only structure of comparatives, there are some others. For example, "the + comparative **the better**" is used to mean "it will be best if we prefer something to another; "the.....the" (with two comparatives) to stress that something depends on something else; "as + comparative + as" (or "the same + noun + as") and "not so.....as" (or not the same as) to refer to the equal or unequal sharing of a characteristic or something. The following examples are more helpful:*

1- I need to buy **a more modern** car.

2- She is **taller than** her mother.

- 3- All exams were **easy**. But chemistry's was **easier**.
- 4- Silver is **expensive**, but it is **less expensive than** gold.
- 5- He is **funny** and **lucky**. His sister is **funnier** and **luckier**.
- 6- His mind is **narrower than** I expected.
- 7- Don't go by bus. It is **much more dangerous than** train.
- 8- He is **a little bit more serious than** his father.
- 9- This project is **far more important** than anyone can imagine.
- 10-I need **more** time to finish my work.
- 11-Answering the first question took less time than I thought.
- 12-She studies **harder than** her **elder** brother.

13-Before going any **further**, I need to discuss this problem.

14-The coach required his team to walk much **farther** (or **further**). Here "**farther**" can also mean more or additional.

15-You need to do this **more** and **more**.

16-**The harder** you work, **the sooner** you finish.

17-When are we going to leave? **The sooner the better**.

18-**The more expensive** the shirt you buy, **the better the quality** (or **the longer** it lives).

19-Today's weather is **bad**. But Yesterday's was **worse**.

20-Many students at High School study **harder and harder** to join the Faculty of medicine.

21-She is **as kind as** her mother, but not **as intelligent as** her father.

22-Cars are not **so quick as** trains.

23-The prices are three times **as expensive as** they were last month.

24-My wife is **younger than** me.

25-His position in the company is **the same as** mine. It is **the same as** last year.

Unit 13

Superlative adjectives

- *The superlative of adjectives is used to compare one thing (or person) and a group of things (or people). It is formed by using this rule: "the + est + in" for short adjectives and "the + most" for long (or multi-syllabic) adjectives. 'Superlative' simply means the extremity of the adjective used. Sometimes, the extremity of the adjective is indicated by using "in," particularly with buildings, towns, etc., or "of.' Also, we can use "most + adjective (without "the") to mean "very." The irregular adjectives should be regarded. Here are some examples:*

- 1- Mohammed is **the best** student **in** my class.
- 2- She is **the biggest** liar I have ever met.
- 3- The Syrian crisis is **the worst in** the Arabs' history.
- 4- This is **the happiest** moment **of** my life. (not "in my life")

- 5- It is **the sunniest day of** winter (of the year).
- 6- It is **most kind of** you to help me. (here it means "it is very kind of you.....")
- 7- What is **the most interesting** story you have ever read?
- 8- My **eldest** brother is an engineer. (not "oldest" because we talk about family members)
- 9- The Karnak temple is **the oldest** stone building **in** the world. (not "eldest" because we are out of the family members)
- 10-What sounds **most important** is that we get united. Or to get united matters **most**.
- 11-He is one of **the kindest** people I know.
- 12-This sounds **most boring**.

Exercise

A-*Rewrite the following sentences with an adjective in the right order. You may sometimes use two or more adjectives in a sentence:*

- 1- This is a house.
- 2- It is a table.
- 3-What a day!
- 4-I have many friends.
- 5- You don't know how I feel.
- 6-I couldn't' sleep well last night. It was a night.
.....
- 7-Many students always feel so before exams.
.....
- 8-He is a cook.
- 9-Here are cookers.
- 10-He always looks so. He must be unlucky.
.....

B-Fill in the bank with a right comparative adjective from the following adjectives:

earlier - the same - the same as - a little bit
 warmer - cheaper - lower - much more
 expensive - as the same as - more and more -
 worse - the longer - the better - the more -
 much cheaper - as fast as - more difficult - as
 honest as - younger - the sooner - more
 intelligent - more difficult - younger

- 1- I'm 50 years old. But you look much.....

- 2- The exams werethan I expected.
- 3-You think you are.....than others. In fact, you are stupid.
- 4-You have to do this exercise.....in order to be able to walk again.
- 5-Don't take a taxi to the airport. It is.....than a bus.
- 6-The taxi drivers in our town must.....the speed.
- 7-One has to bargain to gain.....food and clothes.
- 8-Winter in Upper Egypt is.....than in Cairo.
- 9-He went to bed.....last night. He was very tired.
- 10-Silver is.....than gold.
- 11-The disaster was.....than he described.
- 12-When should I finish this job? the better.
- 13-.....you stay, the more you are going to pay.
- 14-The more you know him.you understand him.
- 15-.....nervous you become. The worse your health will be.
- 16-Between you and me, her mother is not.....her father.
- 17-Look at these twin boy and girl! They look in everything. In fact, the boy is not exactly the girl.

18-I always do.....mistake. When am I going to avoid making mistakes?

19-No one can runthe horse.

20-Both Ali and Mona are 20. Ali is.....age
.....Mona.

C-Complete the following sentences with an appropriate superlative adjective:

1-We don't have much money. We need to stay in
.....hotel in this town.

2-I have never been as happy as I am now. This is.....moment my life.

3-This shop has expensive shirts. I think this one is.....

4-Jack is a very strong boxer. He is.....in the world.

5-Your job is much harder than mine. In fact, yours is.....of all jobs..

6-You are lucky to have one of.....houses in the village.

7-This is.....car I have ever bought.

8-What is.....thing you have done in your life?

9-He is the only one you can trust. He is.....our city.

- 10-My grandfather is 80 years old. He is..... my family.
- 11-This item is.....the gallery. It has been existing for more than four thousand years.
- 12-What arenews on TV?
- 13-This chapter is very interesting. It is.....in the whole story.
- 14-I have never met such a kind woman as my mother. She is.....the world.
- 15-He is a very good technician. He.....one, especially for very old cars.

- *It should be noted here that "so" and "such" are used with an adjective. But the two are different in usage. "So" is used with an adjective (and an adverb too) without a noun, whereas "such" is used with an adjective with a noun. "So.....that," "such.....that," "too.....to," and "enough" are commonly used with adjectives in a certain position in a sentence. All these words function effectively in enhancing the meaning of an adjective. Here are just a few examples:*

1-Today, the sun is **so hot.** (**very or really hot**)

- 2-She is **such a gossiping woman that** she makes women refuse to talk much with her.
- 3-Exams are **so complicated that** they make him get nervous.
- 4-It was **such a nice film that** I couldn't leave my place before it ended.
- 5-The short story I read was **so exciting that** I couldn't put it down.
- 6-I haven't met him for **so long** that I may be unable to know him if we come to meet again. (or for **such a long time**)
- 7-Are you living **so far** from here?
- 8-We have made **such a lot of food** that is enough for all those who are invited to attend our party. (or so much food)
- 9-He is **active enough**. (not enough active; "enough is put after the adjective)

10-My car is about to run of oil. It doesn't have **enough oil**. (here "enough" comes before the noun)

11-I can lend you some oil if you don't have **enough**. (here "enough" is used without a noun or an adjective)

12-I don't have **enough** money **for** a trip to Aswan. (not "to"; "for" is used after "enough" when the reference is made to someone or something)

13-She is mature **enough to** understand what I mean by telling her not to go out alone. (not "for"; "to" is used instead of "for" when we refer to what we do)

14-There are **enough** seats for every attendant **to** sit down.

15-The sea is quiet **enough to** go fishing.

16-The sun is **too hot to** sit in. (So hot that we cannot sit in)

17-The meal was **too cold to** eat. (not to eat it, repeating the pronoun here is needless)

18-My pajamas are **too short to** wear (**on**).

19-This street is **too narrow** for a lorry **to** move in.

20-She is **too old to** walk on foot for long.

Exercise

-Put in "so," "such," "so....that," "such..... that," "so long," "such a long time," "so far," "such a long way," "so many," "so much," and "such a lot (of)," "enough," and "too....to" to complete the following sentences:

1- I have never seen.....a foolish man.

2- This boy's behavior is unlikable. It is..... strange.

3- She is.....attractive.....she deserves to be the lady of all ladies.

4- The accident was.....horrible.....I cannot forget what happened. It was.....a horrible accident.

- 5- We have been walking for more than one hour.
You're living.....from the capitol.
- 6- I have read Shakespeare's *Hamlet* for.....that I
cannot remember its plot's details. I had put it
down for.....
- 7- We have prepared.....food. It is.....
food that isfor all more than 200 people.
- 8- We need to have someone like him in our
company; unfortunately, he doesn't have.....
experience.
- 9- This boy cannot imagine what is happening. He
is not mature.....
- 10-If the space at the end of the line is not.....for
this long word, write it in a new line.
- 11-This girl is 15. She is.....young.....go
abroad by herself.
- 12-The waves are not quiet.....to go swimming.
- 13-The distance between Cairo and Helwan is.....
far.....to walk.
- 14-The pool isdeep for the little boys.....to
swim in.
- 15-This story is.....difficult.....absorb.