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The Essence of Effective Writing

Vol. 2

Read, think, write

Basic Practice in Written English
For Intermediate and Higher levels



Section one

The Aim of this section is to ensure that students can produce a paragraph of correct English, know how to form a précis about literary works and hence be able to paraphrase any saying in simple correct English.

For ample comprehensive study, students are advised to check with the next section of the present volume to get a follow up in the practice of the different types of essay writing and the reading material set for this purpose.

The Author

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I

Paragraph writing

Introduction

A paragraph is a unit of thoughts expressed with a purpose in a form of short sentences that deal with a specific subject matter. All the sentences should contribute to the **CENTRAL IDEA**-the backbone of each paragraph. Every sentence should be logically linked with the previous and the next one so as to make a whole both in form and content.

The first sentence of any paragraph is an introductory sentence that helps the reader to get a general clear idea about the topic (subject) that is going to be developed. This statement is called **TOPIC SENTENCE**. Then comes the second sentence which on its turn serves to support the first and at the same time will lead us to the development of the paragraph. This statement is called **TOPIC-INTRODUCER** because in some paragraphs, it is impossible to jump straight away from the topical sentence to the development. We need to pass over a bridge-THIS BRIDGE is our **TOPIC INTRODUCER**.

The paragraph we develop should be unified in thoughts, coherent in meaning and consistent in length. The principle of proportion should be observed. The whole paragraph should look like a structured organization with **THE HEAD** (the introduction) – **The BODY** (the development) – **The LEGS** (the conclusion) – A paragraph should look like a paragraph and not a mere jumble of incoherent sentences.

The final sentence is generally the conclusion. It can take many forms-It can be a summary to all what has been said in the paragraph. It may be an

open question, an exclamation, an opinion or a point of view, a suggestion, a repetition, an assertion, a definition or a solution to an exposed problem.

Every paragraph should start with an indentation; i.e., it should be indented. We should leave an open space before we start writing.

2. The Main Steps of a Paragraph:

(A) Introduction

What's the whole paragraph about? And what does the author say about it?

1. Topic sentence
2. Topic introducer

(B) Development

1. How does the writer support his arguments?
2. What are the supporting details he uses to illustrate, support or exemplify what he said?
 - Detailed knowledge about the topic.
 - Very well related sentences.
 - The use of appropriate conjunctions, context modulators and transitional expressions.

(C) Conclusion

A-final restating sentence or a Paragraph TERMINATOR.

3. Pre-requisites of a Paragraph Writing

1. Master the simple, compound and complex statements.
2. Use capital letters at the beginning of every sentence and at every new paragraph.
3. Master the appropriate use of punctuation.
4. Organize your ideas and thoughts logically, eliminate repetition and be coherent.
5. Be logical in the flow of your ideas and be exact in the choice of your words.
6. Gain emphasis through variety.
7. Avoid useless repetitions, tautology and verbosity.
8. Master the principles of neat style presentation.

9. Bring your sentences to an ascending order of climax.
10. Organise your handwriting, respect indentations and margins.
11. Move smoothly from one idea to another or from sentence to sentence without leaving voids in your shift.
12. Supply enough information to satisfy the reader.
13. Master the different methods of paragraph development.

4. How to Secure the Shift from One sentence to another: The Use of Transitional Expressions/Connectors:

1. **Transition:** and, now, with respect to, with regard to, let us turn to.
2. **Contrast:** yet, but, however, nevertheless, on the contrary, after all, in contrast to, at the same time, otherwise, although this may be true, on the opposite, on the other hand, instead by way of contrast.
3. **Result/Consequence:** Therefore, consequently, thereupon, as a result, then, hence, accordingly, for that reason.
4. **Purpose:** For that purpose, to this end, with the object.
5. **Addition:** Moreover, besides, and, also, again, in addition to, first, next, Second (these are used for classification) – after that, finally, further, furthermore.
6. **Comparison:** Likewise, similar to, similarly, in like manner, in the same manner, by comparison.
7. **Time:** immediately, soon, after, later or, in the mean time.
8. **Place:** There, opposite to, nearby, adjacent to, on the opposite side, near to, close to, on the right, on the left, in the corner of, in the top of, parallel to, across from, on both sides of, (some of these are used to express spatial order).
9. **Concession:** Although, anyhow, anyway, besides, at any rate, in any case, actually, in any event, of course, to be sure.
10. **Inference:** In other words, in that case, what we deduce, to infer from, that suggests.
11. **Summation:** In all, in brief, in short, as a résumé, in sum, in a word, briefly, my conclusion is, as a conclusion, to conclude.
12. **Apposition:** That is to say, namely, in other words.
13. **Exemplification:** for example, for instance, as an example –
14. **Enumeration:** first, one, two, secondly, above all, on top of if all, to

begin with, in the second place, I want to begin by saying, my final point is, the next part is...

5) TYPES OF PARAGRAPH WRITING/:

1. Paragraph development by definition.
2. Paragraph development by examples –
3. Paragraph development by process description.
4. Paragraph development by comparison and contrast.
5. Paragraph development by classification.
6. Paragraph development by cause and effect.
7. Paragraph development by specific details.
8. Paragraph development by combination of methods.

1. Paragraph Development by DEFINITION/:

Crossword Puzzle

This game is individual or collective: it can be played by one or by many persons. The player should think and concentrate and must complete white boxes with suitable words as indicated so that he will not have any mistake. There are two important things to consider: the player has to take into account the possible meaning of the word given horizontally (across) and vertically (down). There are no specific rules about the number of the boxes to be filled. This game aims at enlarging the individual's mental scope, enriches his vocabulary and improves his intelligence.

2. Paragraph Development by EXAMPLES/:

The Advantages of Using Visual Aids

Because pictures are one recognized way of representing a real situation, they can serve as an example of the advantages of using visual aids. Pictures are often used to remind us of real life experience. Pictures in the classroom represent situations which would be impossible to create in any other way. Many actions can be demonstrated in a classroom, such as closing a door, opening a window, or meeting a friend. Many objects can be brought into the classroom such as toys, food, tools and clocks. In addition, pictures can help the student associate what he hears with the real life experience. Another important advantage that pictures offer the teacher is helping him change situations rapidly in oral drills.

3. Paragraph Development by PROCESS DESCRIPTION/:

Couscous: A typical recipe made in Algeria

The most common main course in Algeria is Couscous. First, prepare onion, tomatoes, garlic: slice them and mix everything with pepper, herbs, paprika and oil (fat). Let all these be seasoned and mixed with meat or chicken chopped in fine chunks. Next, put your broth over a slow fire and stir everything up adding water each time it starts rising to boil. Then, put a full up sieve of rolled couscous over the broth and when it steams up, pour the contents in a large wooden bowl and cool everything down with pinches of cold water stirring up with your hands: in case of consistency, beat the grains up, smooth them over and again.

Again, fill up the sieve with couscous and-put it over the broth. When you feel that vegetables and meat (chicken) are very well cooked. Add a half pint of milk to soften the fat and to give your sauce a fine toast and taste. When steam goes up of the sieve, pour couscous in the bowl and add butter and let it be dissolved within the hot grains. Once everything is ready, take the broth out of the fire, separate meat (chicken) in a large dish and let it cool. Finally, put couscous in dishes and damp it with the sauce, and dish out.

4. Paragraph Development by Comparison and Contrast/:

The Essayist and the Journalist:

The article and The Essay/:

To many uneducated people, the article looks like the essay. But, in fact, there are three elementary differences between them, The essay is the result of subjectivity whereas the article is that of objectivity. The essayist goes inward to his inner feelings, emotions, intuitions, opinions, experience, reflections and comments, but the journalist goes outward-to the outside world, to facts, to people. An essayist can write an article but this tends to be a more literal piece of prose void of any news value whereas, the journalist's lot is basically news of recent topicality. Finally we can say that both the journalist and the essayist differ from each other: while the journalist tries to be objective, particular, gives facts and answers, or suggestions; the essayist tends to be subjective, too general, does not give facts and asks questions.

5. Paragraph Development by Classification/:

The Different Types of Feature Article

The feature article may be broken down to five main types. To start with, there is the News Feature which as its name suggests is related to current news and topicality. Most articles in newspapers are news feature. Secondly, there is the smoldering topic feature. This deals with news or topics that have more or have more or less lost their topicality but which are not completely dead. They can be renewed under another angle. Thirdly, there comes the anniversary Feature-This as it is suggested deals with particular anniversaries that arouse interests as legendary figures, prominent personalities. Next, the personality feature or the profile: It depicts especially national and international famous personalities as men, women and children – Such articles are only featured by experts or professional Journals. The fifth type, the feature place is commonly related to the personality feature in that the reader is more interested in the place the article is written about. This could include any place under the sun.

6. Paragraph Development by CAUSE and EFFECT/:

Road Accidents in Algeria

During the previous decade, a great number of Algerian drivers have passed away. The consequence of this can be attributed **to** three general causes. First, mechanical defficiencies related **in** most parts to faulty brakes, worn out spare parts and bald tires. Second, Environmental causes-those related to mists, fogs, snow and heavy rains resulting **in** slippery roads and roads still under repair. Finally, the human errors connected with speedy driving, drunk driving and some other lapses as sleeping and driving, failure to signal a turn, or inattentive use of the horn blaring in narrow passages.

7. Paragraph Development by Specific Detail/:

Shakespeare – the Great Dramatist

Shakespeare was a man who prospered in the Elizabethan period; thus he looked upon the writing tragedy as his chief vocation as author. Hamlet is his second tragedy after Romeo and Juliet. After the achievement of such a work, one may ‘assert that’ he passed through his years of apprenticeship

and has become a “master dramatist and that he has gained a further stage in his culture of self-control: he has not only become an adult author; but has entered upon the full maturity of his manhood as well.

8. Paragraph Development by Combination of Methods/:

Learning with Toys

Learning with toys and visual aids embraces many social and psychological aspects related to the learner. To foster such an implication, both the learner and the teacher have to know each other through mutual interaction or by way of historical and social ties based on certain notions and utterances. Learning necessitates motivation, instigation and utter understanding. A learner’s adaptability to any environment should be grounded with the most psychological readiness to learn. The learner’s senses should be sharpened. That is, there must be a reaction towards learning: the more stimulated a learner is, the better the message will get across. The cultural advantage of using toys is useful for both-the teacher, who imparts the message via oral communication and ensures its transition to the audience, and the learner, who stimulatingly associates what he sees and hears with his real life experience and interprets the message accordingly. The teacher’s task is to introduce the students to an unfamiliar cultural situation: the essence of such an interaction is to help give reality to what might be said verbally through the use of some visuals and paralinguistic features.

II

Precis writing

Précis is an ability or a test to one's mental ability to find the main gist or the main important points of any piece of writing. It is an exercise in compressing ideas together in a short concise form: its principal purpose is to express the main ideas in a smallest number of words, keeping in mind the theme or the message that relates the main points together. To be able to do a précis, we need to have both the sense of understanding and of compressing ideas together. To be concise is an art that instigates its producer with the power of judgment, to be able to eliminate the useless words from a wide range of varieties requires thus a great diligence and elasticity of vocabulary.

The power of arranging ideas together does not come as a bolt from the blue; but it is a genuine output that derives from a great care and the sense of mastery, the possession of the righteous wit and the knack of arrangements of a mass into particles-coherent, lucid and meaningful and well proportioned.

1. Preliminaries of a Good Precis/:

READING is one of the basic principles of précis writing. To adopt reading and use it with an offhand ease, one should assimilate the following points: –

1. Know word **structure** and sentence structure.
2. Know the word function and function of punctuation.
3. Get an explicit understanding of the message.

4. Know the denotative as well as the connotative meaning of any written discourse.
5. Restate and form generalization about implicit data.
6. Analyze, identify sequences, sort out the gist, sort out the figurative language in its different aspects.
7. Synthesize: Assess the aspect of any written word.

2. Essentials of an accurate précis/:

1. Be logical when you read. Don't be taken in *by* firsthand knowledge but read the passage many times until you grasp its overall meaning then try to pinpoint its gist.
2. With the main gist form your draft. Eliminate the unnecessary elements and the detailed information that add nothing to the meaning. Limit yourself to the original and be precise and concise.
3. Let your précis be sketchy. Don't economize words at the expense of the meaning. Watch length and give your précis an adequate completion.
4. Get a fair comparison with the original material and delete the various illustrations, the mass of details, the quotations and all the useless information that embedded the meaning.
5. Re-read the text many times so as to get its overall meaning. Getting a good extract requires toilsome work; so toil and toil.
6. Arrange your main points into a synopsis-Introduction, development and conclusion. Make clear your skeleton and let your central idea stand as a fixed backbone of your substance.
7. Revise your précis and know how to distinguish between the relevant and the irrelevant material. In case your précis is long, divide it into parts and supply some sub-titles. Revise your tense agreement, punctuation and emphasize your connectors to produce logical ordering of events.
8. Bear in mind that a good précis should be personal. Don't invent, borrow or copy what is given in the original; but try to understand the meaning, digest it then express it tacitly in your proper language.
9. Supply a common title that suits your précis.

Instances of Précis writing

Sample One:

Metaphysics

Metaphysics is a broad subject that embraces topics of supernatural aspects. Almost all the philosophers share the common traits as the case of determinism and free will. This is because they feel they have some inner powers of imagination based on allotted assumptions and pre-suppositions of day to day life.

The world as it appears physically is not an ornamented picture that comes at random; but it is no more than events chained: one follows from the others well determined through time and space so that one leads to the occurrence of the other by way of cause and effect. The essence of such a relation remains factual and genuine: everything when found under a special circumstance should by any way or another produce a certain change as mercury once heated expands.

Précis: Metaphysics is related to supernatural forces. Most scientists and philosophers predominantly, base their imaginations on pre-assumptions. The main traits of the actual formation of things are of basically cause and effect relationship. Anything is particularly under the change of the changing circumstances.

Sample Two:

A Perfect gentleman

A good artist should feel others personalities before sculpturing them. This act needs a great power of imagination to give a comprehensive outlook about the character under focus. The artist's job is to shape his character's mind, frame it with all honorable deeds, high elevated spirit and sound conduct fairly accepted as a natural aspect of human nature. Then, the artist senses his character's heart and imagines it as white as wool, void of all prejudices, pre-conceptions of passion, curiosity and wrong doing; but full of pity, love, affection and good sense of integrity. The artist completes his view of the fine gentleman through his manners. He sees him modest, sordid, candid, cheerful and prepossessing. These pleasant qualities make from the ideal gentleman the most outstanding figure that ever exists.

Précis: The artist should build up his idea about any figure according to the sense of perception and the amount of data he has endowed his portrayed figure with-He has to stuff his figure's heart with all the human feelings as love, tenderness, devotion and compassion. Then, he imagines him to be frank, sturdy, humble and attractive. This is the real picture that reflects the perfect human's characteristics in life.

Sample Three:

Modesty vs. Luxury

The best way to instigate attractiveness and make architectural shapes appear so nice is to avoid luxury and high decorative-expenses. People as well as kings and princes don't give too much importance to decorations; but a simple refined house will make someone feel pleasant. Take for example two persons and give them equal opportunities to stand before spectators with different stylistic fashion. One well decorated with fur silk and brocade but of common appearance and the other in an ordinary dress, well up kept, clean and elegant with a new fashioned appearance. Certainly, everyone will praise the simple and elegant dress because simplicity promotes it and makes it so.

Modesty in character and in appearance is the finest policy. If people are asked to choose between two persons – one very well clad and the other one of humble appearance. Most of them will certainly prefer the modest because people, by nature, tend to modesty.

Sample Four:

The Assets of Second Language Acquisition

There is no better way than to know a second language thoroughly. It is not of extreme necessity for our educationalists to teach their pupils many languages to know some notions and name certain items. This is not an appealing way that leaves sound and effective traces in the pupils' learning processes. The most secure way about a second language acquisition is how to choose it, how to master it fully and how to know its real value and treasury contents. So, let your second language lead you open into the deepest forms of literature. The advantage of reading in another language will invigorate your mind and promote you to cast an eye

on the different levels of other people's way of living, their cultural insights and their sense of humor.

Précis:

There is no need to learn many languages superficially and be unable to do anything with. But to learn a second language will be of a great advantage if it is learnt fully, very well mastered and totally absorbed.

Sample Five:

Children's Predispositions:

The love of things make children grow poetic. The main reason for this inner natural phenomenon is that they have not any sense of organization. They consider things as mere objects and not as means of purposeful ends. What lacks in the children's minds is the secure use and realization of these things with their qualitative parts of experience. This is not achieved only when they experience and relate these things with their inner sensations, predispositions, and feelings. In fact, they need a practical way to develop their own experiences.

Précis:

Children like toys because they consider them as lifeless objects. Their sense of imagination starts to grow in the course of time when their perceptions and sensations, with experience, grow mature.

Sample Six:

Culture and Uncultured People

The sole difference between cultured and uncultured people lies in the amount of arousing passion and stimulus. Cultured people have meta-thinking as they feel the little and make from it a lot. The simplest flower can often lead them to imagine numberless thoughts latent inside. Their mental powers are aroused when the gentle breeze softens the petals or jiggles the waters. Uncultured people still make a fuss about the lot and make it little. They need to observe natural pictures as mysterious waterfalls, stars nicely arrayed in the cyanic sky or warm droplets of rain on a stagnant pond. To acquire the sense of culture, one may visit the countryside, keep contact with plain gorgeous sceneries and observe with care the secret of nature.

Précis:

The difference between cultured and uncultured people is a matter of deep insight into the existence of things: A cultured person makes from the little a great whereas the uncultured sees the great as little. This is the result of the degree in their input and their feedback in relation to their views.

III

Paraphrasing:

Paraphrasing, in its original sense, is used to express a faithful translation of an original piece of literature whether prosaic or poetic. The paraphraser should assimilate the terse contents of the original, digest its body and form and tries to express it in a natural way omitting all the repetitions. He should, therefore, base his speech according to his own experience with respect to the original speaker. He should not relate things which are not in the original copy. The translator, assuming the task of paraphraser, should enlarge his scope and widen his horizon with what concerns vocabulary, ideas and concepts. This work remains an excellent stimulating exercise for the adept translator to train himself to relate what others say in a faithful clear cut form.

1. Characteristics of a Good Paraphrasing/:

1. Complete reproduction of the information or the details given in the original.
2. Treatment of the subject matter as a whole and not in fragments.
3. Total assumption of the original form and better reformulation, in an intelligible literary form, of the original material.
4. Firm attachment to the raw material and no introduction of the inappropriate material.

2. Samples of Paraphrasing/

Sample One: Original: “Nature is a haunted house, but art is a house that tries to be haunted.” E. Dickinson, letter to Higginson.

Paraphrase: There is no better place as nature. It is full of mysterious things and wonders that lead its admirers to an arousing passion, greedy to discover its latent aspects and figures. Art, originally, is a reflect of nature; it inspires its deepest forms through the physical shapes nature tries to convey to people. Art is in miniature where everything is a mystery, an original regeneration of the natural haunted house that receives much care and praise.

Sample Two: Original

There are things of which I may not speak;
There are dreams that cannot die;
There are thoughts that make the strong heart weak,
And bring a pallor into the cheek,
And a mist before the eye.
And the words of that fatal song.
Come over me like a chill,
“A boy’s will is the winds will,
And the thoughts of youth are long, long thoughts.”
– Henry Wadsworth Longfellow, My Lost Youth.

Paraphrase:

Youth is the flower that a wise man possesses. All the experience gained at this era will serve as a base to the future and build up the steps of success or failure. The loss is still apparent when someone keeps a dim view of his unenchanted past dreams that remain alive, thoughts that hurt the heart and sadden the spirit, will all make from their bearer an enfeebled person that brings his own seeds of decay through his strong will measured to the winds will.

Sample Three:

Our birth is but a sleep and a forgetting:
The soul that rises with us, our life’s star,
Hath had elsewhere its setting.
And cometh from afar.
Wordsworth from “intimations of Immortality from Recollections
of Early Childhood.

Paraphrase: Life, indeed, is very short. It stands as a streak of lightning,

Sample 6/:

Original: “I would rather be a poor man in a garret with plenty of books than a king who did not love reading.”

– Lord Macauley

Paraphrase

Reading is an impulsive passion that grows within persons whose tendency of reading is far greater than imaginable. It is better to accommodate oneself in the company of books even in a humble house rather than to live in luxury as a king without much more to read. –

Sample 7/:

Original: “It is war that wastes a nation’s wealth, chokes its industries, kills its flower, narrows its sympathies, condemns it to be governed by adventurers and leaves the puny, deformed, and unmanly to breed, the next generation.”

– George Santayana

Paraphrase A war is the most dangerous plague that destroys human nature on all the scales. It enfeebles the industry, and leaves orphans maiming: it confines them to many incurable epidemics and enslaves the inhabitants in their own homes.

Sample 8: Reading maketh a full man; conference a ready man and writing an exact man. And therefore, if a man writes little, he had need have a great memory, if he confer little he had need, have a present wit, and if he read little, he had need, have much cunning to seem to know that he doth not. Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral grave; logic and rhetoric able to contend.

Bacon, Essays, Civil and Moral.

Paraphrase/:

It is by reading that a man completes his personality and gets a general culture of what goes on in the cultural domains. A man is in all parts a man, ready to enter upon the civilized and the complex world through conferences that enable him to possess a realistic and objective view apt

to cope with ever circumstance. Hence, a person completes his passions through writing that makes from him an accurate person. Histories help men to be wise and poets to be intelligent and all the world will add happiness to those complete figures whose senses are but moral, objectivity and logic.

Sample 9/:

Original: “What a piece of work is man! How noble in reason!

How infinite in faculty, in form and moving! How empress and admirable in action! How like an angel in apprehension how like a God the beauty of the world! the paragon of animals.”

– Shakespeare

Paraphrase/: The man is the noblest creature found on Earth.

The great faculties he possesses make from him a rare animal that is adaptable to any environment-owing to his sharp wit and intelligence, his reasonable analysis, his capacity to create and produce an infinite range of sounds and words his beauty and bountiful deeds-all promote him to be aai image of God on earth.

Sample 10/:

Lives of Great Man

Lives of great man all remind us,
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time,
Footprints that perhaps another
Sailing over life’s solemn main.
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

– Longfellow

Paraphrase:

Life is a stage where everyone should act his part and depart from it leaving footprints as those of our ancestors the day their first feet totter the stage. Their lives existed at a time and now they are no more. As we once did, shall build up and weave the bridge and pave the ground for

our successors who will undoubtedly need the vane to that unknown bridge in which certain names are coined—a symbol of transmission to the continual flow of time that life is but a short nap for those witty people who want to take heart again.

EXPANSION

If a condensed line or a passage is an elaborated work based intensely on a wise thinking process, expansion requires a good mastery of the thoughts expressed in this line or in any given passage. It is simply an enlarging scope of what is pithily expressed. Unlike précis and summarizing which focus on the main gist and its compression, expansion is a fuller development of the idea stated. This requires details, illustrative examples of similar meanings. In short, expansion stands in length as a short “essay” – well developed and logically connected. This can embrace any saying, proverb or an implied statement that can be expanded.

Hints/:

1. Think over the subject matter carefully before expanding it.
2. Once the period of thinking it over is finished, proceed to illustrative examples and full details.
3. Arrange your ideas and thoughts in a logical order of development.
4. Let your expansion be natural and to the point.
5. Revise your paragraph, eliminate awkward thoughts and incongruous constructions, pointing out irrelevant lapses in spelling, grammar, punctuation and any other misuse of idiomatic expressions.

RECOMMENDATIONS/:

1. Avoid clumsy writing and make sure what you write is clear in your mind.
2. Don't bore your reader with useless repetitions. Make every word count and when you feel repetition of a specific item is of extreme necessity please do it for the sake of emphasis.
3. Avoid unclear handwriting.
4. Don't quote when you are not sure whom to quote.
5. Be precise and never include irrelevant material in your expansion.

SAMPLES OF EXPANSION

Sample One/: 1. When there is a will, there is a way

Life is a struggle but a melting pot where all the forces, passions and good deeds meet. It favors some; so they live as supreme ruling powers as kings and princes whose luxury and well being outpaces the materialistic status; while others sustain various upheavals and taste its cup to the lees. For these, life is a struggle: a battlefield where wit, patience and bravery play a part. Each time they fall they try to resist so vigorously that they could keep on to a purposeful end. Their objectives are clear in their minds; so they toil without tire because their willing powers are still energetic full of zest and vim. For all these, there is no turning the clock back, there must be a way for them. They have to make their names and be not deceived by glittering appearances as no flowery path leads to fame. Their firm will power will help them reach what they long for with verve.

Sample 2/: 2. A careless person is an enemy to himself and a nuisance to others.

Life is not a bed of roses; so every one should be careful and watchful about his deeds. Any person who does not give it importance will soon harvest the seeds of his wrong doing. He will bring all his actions to a vain end. Thus, he will create an image of enmity to his proper figure and therefore lives in depression and hatred because he is always committing the same mistakes without benefiting from his failures. The careless person is not only an enemy to himself but a nuisance to others as well he never listens to the others and never improves his own conduct. People will suffer his wrong doing and feel powerless before him.

Sample 3/: 3. Out of Sight, Out of mind

Life is a crucible; it is full of economic and social changes. Every person is bound to be inflicted by these changes. People feel obliged to act, to move and to plan about the ways to get a living. So, we do often forget a friend who is very far from us because we don't see him around. This scene will certainly make us forget all about him because his picture is no more portrayed in our mind.

Sample 4/: 4. Only the Wearer Knows Where the Shoe Pinches

It is true to work out things and know their proper values, but it is

never so fair to scorn others for what they feel of pain. This is a secret that every one holds but no one knows how far its extent to others is. Everyone who is suffering a cause or is saddened by a pain is the only wearer of and he is the sole capable of feeling pain.

Sample 5/: 5. A Burnt Child Dreads the Fire

Life is a great teacher and experience is its memory. Everyone that has gone far away in his work will certainly encounter some shortcomings. And the stalwart person is the one whose difficulties teach him something about and the way some misfortunes could be overcome. A child whose misrepresentation of fire leads him to burn his own fingers will not commit the same mistake again. He will weigh things according to their proper values and measure everything in the scale of seriousness.

Sample 6/: 6. No Rose Without a Thorn

We are no more than simple creatures. We make mistakes and follies because we are not absolutely perfect: we insert the germ of incompleteness and wrong doing in ourselves. We still suffer some defects-some of these are innate and others not. Every rose has some thorns that reflect its unpleasantness. This is our life; we must endure it for the best and for the worst.

Sample 7/: 7. The meanest flower that blows can give thoughts that do often lie too deep for tears.

We are never judged by our physical appearance as by our minds and intelligence. We must feel the value of persons and things and let every particle count. We must give importance to everything created on EARTH. Look at the simplest flower when the wind blows and discover that a humble creature is a good source that can remedy thousands of diseased people impossible to cure.

Sample 8/: 8. A wise man is a Man who Knows he is fool

Wise persons are rare in this world. It is not easy to become wise because it is innate in those who still have a chance to be gifted. Wisdom can be cultivated in our daily life and exists in our good deeds. As the maxim lays it out; Early to bed and early to rise, makes a man, healthy, wealthy and wise. A wise person conveys a realistic advice that often leads thinkers to a very far end and puzzles their brains. A wise person utters

things as a foolish; but differs from him in his obscure but meaningful ideas.

Sample 9. The World is a comedy to those that think, a tragedy to those who feel.

Both tragedies and comedies are parts of the play. Everyone is supposed to play a role whether a hero or a villain, for those who think, the world is a comedy where everything is working in a perfect order- People are happy, leading jolly moments and seeking blissful returns. But those who feel, the world is a tragedy, are always apart. They don't feel any taste in life for their rare moments of joy are but ephemeral. We must think of death and the grave: one day we shall depart and leave all things behind. This is the tragedy that no one dares sustain.

Sample 10/. Failures are the Pillars of Success

Life is full of ups and downs. We are bound to success and to failure and thus, we should not scorn our fate after a failure and praise it for a success. We must mend what is damaged and profit from the misfortune. Each time we fail and take as lesson for future endeavors, will certainly help us build up the bases of success which are no more than immediate succession rehearsed and spontaneous actions practiced at times of depression.

Sample 11/: Patience is a Plaster for All Sores

Patience is a good moralistic attitude. The patient person is better than all, in the sense he leads a life full of wishes and expectations. Whenever one feels at times of crisis, the only thing he can do is to await the day the sun rises. With patience, one may soothe his sufferings, appease his anger and pains; it is the best remedy for all sores and problems. Patience gives its hearer self-confidence and makes him in self-awareness. It widens his horizons and develops his wits. Experience gained at this stage will remain sound and safe and therefore it will live long.

Sample 12/: The best fish Swims near the Bottom

We are not entirely perfect and none lives in utter perfection. We may commit some mistakes at times we don't realize the consequences. We still err and err but we have to know how to err. The best way is to avoid it altogether by reasonable deeds. The sturdy person is that who enters into problems and gets out of sound and safe. We must pay careful attention to

what we do. We must never go deep into the roots of matters when the solution in the stem suffices.

Sample 13/: Those who live in Glass Houses should not throw stones at others.

The defects created within us are true instances of our imperfection. We must not blame the others for their mistakes while we still endure the same. Yet, at least we should meditate about our fate and spread peace among people. We must not score goals in dreams and pretend holding our tongues. Keep as silent as you can if you have defective aspects and never make the others feel embarrassed. You should never hurt their feelings with your wrong sayings because they are going to score some goals against you and you will soon lose the game.

Sample 14/: All the World's Stage and Men and Women Merely Players

The world is a stage where people are simply actors. Everyone has a role in this life to assume whether it is nobler or wicked. We are responsible for our deeds. Everyone is supposed to assume his task on its due time: as Bernard Shaw says, "He who can does, he who cannot, teaches."

We are all partners in this life and everyone learns from the other about the rules of standard conduct and moralistic views on life. Everyone should transmit the seeds to the next generation and leave footprints on the stage for the unknown progeny to come after.

Sample 15/: There is nothing either Good or Bad, but Thinking makes it so.

Everything done takes its consent from the mind. It is with thinking that we know whether this thing is good or evil. Every wise person can help us with some good words because he feels that we are needy persons and what we seek is good. Yet, we are doing something we are not satisfied with because we think what we do does not comply with our feelings. So, everything that we do, either good or wrong, originates from our thinking. It is by the mind only that we classify and sort out things as good or evil.

Sample 16/: To err is human, to forgive is divine

We are all erroneous from our prime. We all commit mistakes and errors. Yet, we must not be severe with others. They must not be punished for their blunt mistakes it is better then to forgive in times of fortune and power. This is a divine emancipation of our inner passion towards others.

Sample 17/They never fail who fail in a Great Cause

Life is a battlefield where everyone has to defend himself against social evils. Everybody is seeking his private ends through different means. Some are running after bribes, transfigure and tricks while others are patient because their rights are oppressed or because their proper means are insufficient for their living. In any way or another, every one opts for his own and proper way of living. But, it is better to stand with a great cause, defend it and push it right away to its extreme until you get your rights or perish without.

Sample 18/: What cannot be cured, must be endured

When we are inflicted with painful or dangerous plague that amazes doctors and brings about despair, we must be patient and bear the itching until we find a curable remedy. In case the epidemy proves of no cure, we have to carry it all the way around until complete decay.

Sample 19/: A sleeping fox catches no Poultry

We must toil in order to live and ensure a minimum standard of living. In old times, people used to work hand in hand as a breadwinner feeding all the members of his family. But in our complex society, this has taken another form; if you don't work hard you will not survive. How will it take you to try to keep with the Joneses To reach this aim, one must not sleep and wait for a bolt from the blue; but one has to work hard, to stay up nights and sweat for cold pieces of bread. A stalwart person should meditate upon his life: there is no acceptance for a fowl to offer itself to the fox; but it is the role of the fox to seek its fowl.

Sample 20/: Blessed is he who has found his work, let him ask other Blessedness; – Thomas. Carlyle

Idleness is the mother of all the vices. The workman who gets up early with swollen eyes will certainly pass his day like a mule suffering back breaking jobs. He earns a neat piece of bread as an exchange of spoonfuls of his dense sweat and comes back home in a great jollity to meet his sons and daughters. This is an example of a blessed worker who has found it in his work. Such true blessedness will be never exposed to diminishing returns.

Sample 21/: The early Bird Catches the Worm

If we want to settle our problem on time or have a business transaction,

we have to get up early in the morning. An early bird will be advantageous to gather its food from insects and worms left out from the falling rain before the arrival of other birds that follow its pace.

Sample 22/: Too many Cooks Spoil the Broth

Anything properly done is a matter of ability and hands. An adept craftsman is the one whose ability outpaces his mental capacities. He has a feel for things of his own nature and none will dictate for him certain rules of conduct. In case many interfere in his work, all his fine shaping will decay. Let the expert perfect his own craft and the cook his own soup: If you all try to add something to the broth, the soup will certainly be spoilt and get tasteless.

Sample 23/Practice Makes Perfect

No one is born adept in a specific matter, or an artist in an artistic domain or a scientist predicting what is going to happen. It is only perfection that gives a man his total assumption of things through experience. It is by experience only that a person manages to help himself to interact with the matter or any object at hand. The small bird has to try his wings while standing on the nest before starting to fly, and the small baby stammers and totters before walking perfectly. Experience is the great teacher that adds a hand to perfection and skill to aptitude. It is only through experience that a man becomes at all perfect. Work as the saying says; 'Try, try and try if at first you don't succeed.'

Sample 24/: No Flowery Path Leads to Fame

The man is destined on Earth to assume a certain task then depart to the other world. He must live his life and lead it anyway to assure his self-improvement. Everyman in life has his chance: One is lucky, finds everything easy; so he inherits everything from his ancestors and another one had nothing at hands but wants to make a name for himself. This man must suffer pains and step up the long thorny roads to success. His aim is not traced and mapped out as the others. And if he wants to improve to his success, he must not take the flowery path but he has to travel by the steep road that is covered with prickly spines.

Sample 25/: Two heads are better than one

The different aspects of life necessitate from any man courage,

diligence and wisdom in order to overcome certain dilemmas. In times of depression and emergencies, a man feels a great need to others to help him and advise him. The best person is the one who encounters his own difficulties with the help of a gentle word from his fellows. Then it is better not to be authoritarian to one's ideas but one has to share his problems with the others-two ideas are better than one-As the maxim says: One hand cannot clap alone: United we stand, divided we fall.

Sample 26/: God gave all men earth to love

But since our hearts are small:

Ordained for each one spot should prove

Beloved over all. Rudyard Kipling (320)

When we were found on the earth, we still made one family that was limited in land and in inhabitants. All the earth was under our possession and we had to live on it and to love it. But as the population grew and developed, we felt it necessary to divide the land into nations. Every person-at the-present time belongs to one particular community in which he derives his customs, traditions, beliefs, language and other taboos. With the help of languages people know one another and soon they grow into self-awareness that the Earth is for all. But since they are small at heart they don't feel it so.

Exercises on section one/

Exercise One/: General Questions/;

1. Is the paragraph a unit of thoughts well thought of?
2. Is the first sentence of the paragraph called the topic introducer?
3. Is the topic sentence a statement that resumes the whole paragraph?
4. What are the essential steps of a paragraph writing?
5. How do you explain the use of indentation?
6. What is the function of a transitional expression?
7. What are some of the essential pre-requisites of a paragraph writing?
8. State some of the logical connectors that can be used for:
 - a. contrast:
 - b. Addition
 - c. Comparison

- d. Concession
 - e. Enumeration
 - f. Summation
9. What are the different types of paragraph writing?
10. Write outlines for the following subjects (supply Advice and causes/effects.)
- a. Over-population
 - b. Energy crisis
 - c. Famine
 - d. Delinquency
 - e. social flails
 - f. strikes
 - g. Environment protection
 - h. The importance of languages,
 - i. violence
 - j. drugs.

Exercise Two/; Develop paragraphs by cause and effect:

1. Society molds the criminal.
2. Money is the root of all evils.(money is the sinew of war) –
3. Weak character is born from good standards of living.
4. Strikes reflect great moments of wrath.
5. A spoilt wedding leads to an early divorce.
6. Chance and circumstance produce the great man.
7. Delinquency has its roots in the first premises of infancy.
8. Accidents have increased as drunk drivers insist on driving.
9. Wars help increase armament industries and choke the wealth of nations.
10. Mass production has destroyed the true merits of craftsmanship.

Exercise Three/: Develop paragraphs by comparison and contrast

1. Olympic Games and African Games.
2. An artist and a poet.
3. A teacher and a parent.
4. The Algerian Educational System: Past and Present
5. Pop music and Classical Music.
6. A sculptor and a painter.
7. A doctor and a psychiatrist
8. Human brains and machines.
9. Life in the city and life in the countryside.
10. Work in an office and work in a factory.

Exercise Four/: Develop paragraphs by definition:

1. Democracy aims at providing the citizen with the good sense of justice and welfare.
2. Culture is that infinite field of knowledge.
3. Craftsmanship is an ever-lasting work that stands for toilsome nations.
4. Philosophy is the domain that embraces all the sciences.
5. Hobbies are recreational works that are innate in human's spirit.
6. Education is the true comforter of ignorance.
7. Freedom implies an unstrained body and spirit.
8. Civilizations and languages are the skulls of nations.
9. Friendship gives strength to human life and enlightens its foregoing bearers.

Exercise Five/: Develop paragraphs by Combination of methods:

1. A dreamier is not as happy as a realist.
2. Military service
3. Reading makes a full man reader to face all the problems.
4. A co-educational school briefs teenagers to enter upon the adult society.
5. The role of university students in agriculture and industry.
6. The influences of the press and the cinema.
7. The advantages and the disadvantages of science.
8. Unemployment and its effects.
9. What should we do to prevent wars?
10. Corruption: How to fight this social flail?

Exercise Six/: Develop paragraphs by classification:

1. The kind of persons we meet in our daily life.
2. The types of books you read in the library.
3. Different social strata.
4. Types of films you should/should not see.
5. Types of cars.
6. Scientists differ in their pursuit of scientific research.
7. Types of recipes.
8. Types of writers.
9. The different stages of leather processing.
10. How to make a piece of cake or home bread.

Exercise Seven/: Develop paragraphs by examples:

1. A father can assume many roles.
2. An adept teacher can teach anything.
3. The economic wars have many consequences.
4. An experienced baker can shape any dough.
5. Forensic sciences or criminology can, through different methods, discover the various traces of a criminal.

Exercise Eight/: Miscellaneous: Develop the following subjects into short coherent paragraphs –

1. Do young people make the best leaders in the future?
2. Are men better than women at work?
3. Have machines contributed to the increasing of unemployment?
4. First class citizens' welfare
5. Are we obliged to work out all what others dictate?
6. Does the finest dress make the finest man?
7. What do you understand by the following statement? "Look before you leap."
8. Does money bring happiness?
9. Is agriculture better than industry?
10. What is your opinion?-A wise person speaks straight from his mind but a lover inflicts pain from his heart.

Exercises on Précis Writing/:

1. What is a précis?
2. What makes a good précis?
3. Write the précis of the following:
 - a. Friendship is an ever-blasting treasure that strengthens between people and brings them in an ideal world where all the hearts are interwoven. It is a strong feeling that is only gifted to the noblest minds that spring up with delight and pride. It is the right possession of men and angels who really deserve its merits. For those who don't measure its proper values, it exists no more.
 - b. Socialism is a beautiful word and so far as I am aware in Socialism the members of society are equal; none low, none high. In the individual

body the head is not high because it is the top of the body, nor are the soles of the feet low because they touch the earth. Even as members of the individual body are equal, so are the members of society. This is Socialism.

– Mahatma Gandhi

Exercises on Paraphrasing/:

Exercise One/: Answer the following questions –

1. What is paraphrasing?
2. What are the necessary elements of a good paraphrasing?
3. Is paraphrasing the same as a précis?

Exercise Two/: Paraphrase the following: –

- a. “If a man, says Hazzlit, leaves behind him any work which is a model of its kind, we have no right to ask whether he could do anything else, or how he did it, or how long he was about it.”
- b. “... Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlight path of racial justice...”
– Martin Luther King-Lincoln Memorial Address
- c. “... I was looking for myself and asking everyone except myself questions which I, and only I could answer. It took me a long time and much painful boomeranging of my expectations to achieve a realization everyone else appears to have been born with: that I am nobody but myself. But first I had to discover that I am an invisible man.”
– Ralph Ellison, Invisible Man Chap. II.
- d. “ If a man can write a better book, preach a better sermon, or make a better mouse-trap than his neighbor, though he builds his house in the woods, the world will make a beaten path to his door.”
– Emerson
- e. “Hearts speak when words cannot”
– John Gray

- f. "Sloth makes all things difficult, but industry, all easy; and He that riseth late must trot all day and shall scarce overtake his business at night; while laziness travels so slowly that poverty soon overtakes him."
– Extract from Poor Richard by Benjamin Franklin

- g. I want to live, to see and true some dreams shall I weave. With pain and intense heat: from beneath the boil. I feel porous as a rock reflecting great energies to feed up my soul my sole desire to covet peace.
– Tayeb Bouazid

- h. My flower is shedding dews as a weeping child lamenting alone far from the disappearing friends. All lost in a tempestuous night in the small hours alone, all on their ways home from an unknown destination.
– Tayeb Bouazid

- i. Whet your tools, hit straight on dry woods
And let your sweat glow-let it drop, drop by drop.
To water the saplings beneath your trudging feet
Let the wild roots be watered.
Do save the green-leaves and boughs
Harvest the ripe and leave unturned the stones
Give free peace lovers and spray the seeds
To crop up in every valley-a symbol of your promise

j. **Memories:**

Many a time on their graves he stands
To whisper a farewell to their perished souls.
If no flowers are the best gift from him
Eloquent words are his finest tributes.
More than often he wept in front of love as a child
Babbling with sweet droplets of tears gentle but mild.

Tayeb B.

Exercises on expansion/:

Expand the following: –

1. Cowards die many times before their death.
2. When in doubt, wait.
3. Liars need good memories. •
4. The fruits of labor are sweeter than gifts of fortune.
5. “Talents may be cultivated in retirement, character is formed in the current of the world.”
– Goethe/;
6. “To reform a man, you must begin by his grandmother.”
– Victor Hugo/
7. “Practical life is the most efficient of all teachers.”
– Aldous Huxley./
8. “The ideal form of government is no government at all; the existence of government in any shape is a sign of man’s imperfection.”
– Freeman/

PEDAGOGICAL REFLECTIONS ABOUT WRITING

Teacher’s answers about writing

1. Do students have a choice in topic to write about so that they become interested?

Generally, in assigning students to do some writings, we give them a chance to attempt two topics – one guided or semi-guided and one free. Hence, the one they write about will certainly appeal to their senses and interests and offers them the privilege to write about without being forced to.

2. Do they write for different audiences that could be more relevant and engaging than for the teacher and a grade?

In fact, learners are more directed to write to their teachers but from time to time we tell them to write to their peers. So when they finish, we collect the papers and distribute them to classmates to see, to read and to check. Although learners like their work to be appreciated by their teachers

and through which they long for grades, they accept their friends' remarks. Consequently, they are eager to see the evaluation set by their friends and often ask them for a mark even if this is not realistic. The teacher usually asks learners to write to a wider audience that they have no idea about and this habit will reinforce their objectivity in writing and in preparing the best style and in measuring the correct language they use with a more simplified style free to the maximum from hackneyed clichés they used to write to their teachers.

So, getting learners to write for an unknown audience will force them to play the double role-the role of a writer and the one of the reader pretending themselves reading a material they have no idea about. How would be the case then? Obscure, clear, redundant, repetitive, ambiguous styles, etc...? Consequently, by placing themselves into such positions, they side with objectivity, clarity, simplicity and directness of style.

When learners are asked to prepare something written and read it to the whole class, some learners often feel reluctant because they sense they are going to face some troubles alone and the audience does not encourage them, and though they are in front of their peers, they feel scared to be laughed at. However, there are quite opposite students who like the idea of writing something at home and presenting it before their peers. They like to produce extras and create miracles – this is a good chance for them to gain the teacher's confidence and give a name to themselves.

3. Is there a focus mainly on the form of their writing – sentence structure, punctuation, paragraph and essay organization? How much of a focus and support is there to their ideas?

Of course, there is a focus and support to their ideas. The primary concern is how to process, write and produce a neat copy all along with the HOW of the matter. The form and the structure presentation starting with the simple thesis statement, the simple sentence structure, the word order, the unity of the sentence, the main composites, who, what, action, how, where, and the when. How to combine two simple statements to form compounds, then compound complex and then how to use adverbials of time, place, condition, cause and effect... etc and each time they proceed from a simple structure to a higher one, punctuation marks are introduced

and more elements of style and language are introduced-For example, coherence, cohesion, parallelism, unity, one word substitution, expansion of notes, points of view and how to eliminate shifts in tenses, in person, in subject, in mood etc.

Meanwhile, when learners master the sentence level well, we help them proceed with the paragraph, with its main elements, the topic sentence, the topic introducer, the central idea and the supporting ideas. The main key questions the teacher emphasises on regarding the paragraph are

- What is the paragraph you are going to write about?
- You as a writer, what are you going to say about it?
- How are you going to support what you have said about?.

Of course by helping the learners write as indicated, they feel more oriented and interested.

Once learners have gone through the paragraph writing and the different types through model practice in the classroom either individually or in pairs, they are now more secure to go a little bit further to the essay type. The teacher is always there showing them how to transit from paragraph to paragraph with always stressing the role of the thesis statement, and through a general study of essay types with some concrete model examples, learners will understand the use of each type with appropriate justification.

Now, learners assimilate the functions of argumentative, descriptive, expository and narrative essays, they can, at least, be aware of each option. The role of the teacher is to push learners to selectively opt for an essay of their choice and leads them step by step to write one under his guidance or select one free according to their choice. This whole process will certainly incite learners to find out certain pleasure in writing and though some find some reluctances to write, they will discover later on how sweet is to write in the classroom under the guidance of a teacher especially if the teacher is acting as a good listener, a facilitator, a catalyzer and a good conductor showing learners the different signposts-the place where to stop, where to slow down for a brief pause, where to double efforts, where to share with friends and where to accelerate in putting rough ideas on paper before they evaporate. In fact, there is too much to do in the class namely in the process writing under the help of good classmates and a vigilant teacher.

4. Learners need the WANT TO

From my experience with teaching writing I have discovered that in reality writing is not necessarily the teacher's initiative but sometimes it comes from the students. So if I want my learners to write about something, I instigate in them a WANT TO WRITE. How does this happen?

I start talking about something, so I give a free lance to my thoughts and let them flow one after the other in a not necessarily ordered way. I just talk and students are listening and in a funny way I recollect to their minds how the story links and relates to each other in a way that looks very well structured. As I go and go on telling and recounting the whole story, I create a kind of pleasure within students' minds so I wet their appetites and then incite them to write something about. At the first moments, students look hesitant then one volunteer then the second and the third... This experience creates a kind of contest and soon the game starts seriously and finally I find myself moving from one row to another to help and check. The idea of wanting to write has come to light and students feel more to write. What I discovered is that the want to write exists within the learners' WANT but it needs a good teacher (in the words of Vygotsky a MORE KNOWLEDGEABLE OTHER) that pushes, enhances and instigates this initiative to emerge as a fact. NO SURPRISE, IT CAN WORK.

Some students come to the teacher and ask his opinion. Please sir, I want to write some poems, or a short story about..., what do you think?, some others are more interested in writing something in the school journal so voluntarily they offer their wishes to write. So not all the students are motivated to write but still there are some who, may be impressed by the teacher's ideas, show their readiness to volunteer to try their hands at writing something that pleases the audience. This has always been the case of literary writings where students like creative writing, producing poems and writing idioms as well as short stories. It is the students themselves who offer their writings to teachers to correct-this act is often voluntary and this I believe is the result of a good habit teachers used to cultivate among learners. In short, I believe everything is possible with learners, a good teacher can expect anything and in discovering the unexpected, he has not to curb initiatives but help give a freelance to personal enterprises so as to germinate into other good habits.

5. Learners need to KNOW HOW TO

Learners by nature are curious to KNOW, they envy their teachers in their teaching, in their habits, in their performances, in their accents, pronunciation etc... They like when teachers write on the board with a certain kind of fluency and wished to become like them one day. For self gratification purposes a sound teacher is the one who does not deprive his learners from practising and benefiting from his learning stock. So, in every reciprocal state, learners need to know how to write and become good writers. And as the process of writing is acquired and not innate, teachers have to show their learners the way to good and fine writings. And I believe this could be better seen in the classroom where learners work cooperatively in groups under the guidance of a benevolent encouraging teacher who is always on his alert watching out learners in their WANT TO KNOW.

6. Learners need to HAVE A CHANCE TO.

In fact, experience has shown to us that the low achievers in class are often those who end their school years with good and well set up records. This fact often leaves us with plenty of moments of muse that we, as teachers, have to take into account. We should never belittle learners but give equal chances to all to unleash their latent potentialities-give the opportunity to those who want to try and to those who are timid and shy and reluctant. This view has evoked in me a famous saying by Jibran Khalil about alms giving-he said, "it is good to give when asked but it is better to give when unasked." Then, we can say the good teacher is the one who gives to all but the best one is the one who goes after the unnoticed, the unseen and tries to awake them to write, to express themselves and record their self expression.

The role of teachers is not to content with those few who participate but to question those who do not participate. It is at this level that we can say teachers are about to give equal chances for everybody to learn, to try, to make mistakes by having a chance to endeavours and trials though at a minimum level-learners are expecting this to come from an understanding teacher. His presence then, in the classroom, is another indication of his psychological wisdom in treating his learners with equal equity. That is the expected teacher WELCOME!

Section two

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“Take a subject, ye writers, equal to your strength; and ponder long what your shoulder refuse, and what they are able to bear whoever shall choose a theme within his range, neither speech will fail him, nor clearness of order.”

– Horace: The Art of Poetry/

I)-ESSAY WRITING/:

Definition:

An essay is a long literary composition presented in prosaic form usually composed of many paragraphs that deal with the same topic. The essayist who attempts to write on a given subject matter should give a lance to his imagination and feel what he is writing about. He should, therefore, convey his ideas and thoughts as clearly as possible to express his personality through his piece of writing.

As it is always said-Behind every essay, there is the man who wrote it. The writer must gather information to enrich his essay and bring variety into it. This, of course, will require a great amount of READING, blended with an acute observation to the different kinds of styles. It is also relevant to note that the mental faculties play an important role for any pamphleteer who, once digested and assimilated ideas and thoughts from different sources, will proceed-with the help of his mind-to think to produce his own style whet on the different experiences he has sustained.’ To be a good essayist, one must READ, OBSERVE, THINK and WRITE.

II)-WHAT MAKES A GOOD ESSAY?/:

A good essay must be light, attractive, vivid and interesting. It must follow a certain structured form of paragraphs-varied in contents and meaningful. The essay should prove a certain unity, coherence and balance. Though the essay consists of many paragraphs, it is therefore regarded as one body with its central idea and its main divisions-Introduction-Development and Conclusion.

III)-WHAT'S A GOOD BEGINNING?/:

An interesting essay should strike the reader from the first glance. An essay should be indented. The topic sentence should state a general view about the subject we are writing about. A good introduction brings the reader to a clear path of understanding before proceeding to the core of the subject. The good essayist is the one who inflicts his reader with much more to read in a great delight. What matters most is not the starting but how to start it and which introductory sentence will satisfy the reader? What type of techniques one may use to gain suitability of the style and the contents? The answer to such questions requires a whole personality to be conveyed. A good artist, then, is the person who senses the tastes of his art before moving to the canvas.

IV)-HOW TO DEVELOP AN ESSAY/:

The great laying stones of a good starting will undoubtedly help to a great extent to build up the different steps of the development which more or less bases itself on what is previously stated in short. The development of the essay is a comprehensive scope of the introduction. Thus, the precise and intensive use of illustrative pictures and examples will make the essay livelier and vivid in the sense that it brings its different parts into motion and urges the reader to use logic and reasoning when passing through the whole chain of events previously stated. The body of the essay must amplify the ideas and thoughts already expressed in the introduction. The use of coherence and detailed information is fairly recommended. The context modulators should ensure the smooth transition from sentence to sentence or link between paragraphs. The essayist, to make his writing fine and pleasant, should quote from time to time. Quotations for an essay are like gems studded in a work of art.

V)-HOW TO END AN ESSAY/:

When the essayist feels his subject fully covered and well developed, he may conclude. The end of an essay may be a solution to a problem, may be an open question, may be a natural ending or may be a summary to what has been stated. An essay should end and not stop for the lack of time and space.

Avoid such plain phrases as:

- Excuse me Sir, I am sorry there is no space or time for...
- If I have much time I'll...
- It's high time to end our essay...

The best way to end an essay is to focus on two main aspects: -

The essay should be concluded with the final point that stresses the whole discussion. This could be another form to add to emphasis.

A general paragraph that restates or resumes all what has been stated in the development.

Here is a Sample of an essay where the three main parts clearly defines what has already been dealt with:

What types of books you should read in the library

A Good Beginning/:

Certainly, the true essence of knowledge, if it does not pertain to the world of memory, is a part of a stereo typed, a retrieval system or a mass bundled and condensed in black and white. And as the books are the best immunizers against social flails, comforters to the lonely and the depressed, the faithful companions in times of solitude, one should look at them with piety because they complement our knowledge acquired in schools. Consequently, for some-it is far better to be close to a book than to a bad friend. -

DEVELOPMENT/

Friendship is a treasure but to be true to books is a valuable treasure scarce in its species. Notions are acquired from books more than from a teacher especially when they are married with the learners' good work.

Those who skim through books cannot get into the hard core of their contents. The matter we should shed lights on is what sort of books one should read in order to be an educated person?

The answer to this question necessitates all the conditions available to any learner's needs. To be true to one's own situation, one should read a lot but what to read and how?

First, a reader should read the best books of worldwide reputation, the best ones fit for the social needs, morally implementing and of high contents. One has to read scientific and philosophical books, to know how to be logical, objective, exact and of good reasoning. In short, to learn how to be truthful, and how to rely on one's imagination to comply with the universal laws of human nature. One can also read literary books of any kind, about the living literature, historical events, geographical and legendary leaflets, books of social backgrounds and political figures. This is just for the sake of ensuring self-formation in the different aspects of life-literary, scientific, social and political.

The worst books should by all means be avoided. To distinguish between, the best books are of a universal appeal and interest. They offer a wide range of basic notions, appropriate rules of conduct and moralistic impressions, well stated, translucent and directly transmitted to the learner.

Read whatever your meanest hands can reach but simply know what to read and let your choice be filtered. The best and the worst of what you acquire of notions depends solely on your choice. The dangerous of all are the notions you get from a book if it is badly chosen because behind the well adorned stylistic language there exists an immediate influence to be planted in the reader's mind ready to spring up if found in a cosy atmosphere.

CONCLUSION/

So, whatever this theme is stated, one has to chew any book his eyes can reach and never swallow any sort of knowledge. One, therefore, has to be careful of every word he reads before it reaches his mind in the same way he ought to think of a piece of meat before it is submitted to subdue its final digest.

VI)-GENERAL RECOMMENDATIONS:

1. Collect the sufficient material that covers your subject.
2. Observe the best writings and the finest literary achievements and try to imitate their constructive styles
3. Write in correct, fresh and idiomatic up to date English.
4. Arrange and develop your thoughts and ideas accurately and logically.
5. Choose the appropriate style that suits your topic.
6. Avoid abbreviations in your writing.
7. Use indentations at the beginning of each paragraph,
8. Prepare an outline on a rough paper before copying on the proper.
9. Revise your work and eliminate incongruous constructions, wordy style, ambiguity, misuse of punctuation and capital letters.
10. Give your handwriting a plain upkeep and let it be clear legible and understandable.
11. Limit your subject properly: Never be taken in by the lack of time.
12. Determine your central idea right from the beginning and let all your sentences rotate on it.
13. Make sure that your outline has properly covered the title you have stated.

VII)-CLASSIFICATION OF ESSAYS/:

Essays can be classified into two broad categories:

- Narrative, descriptive and reflective essays.
- Expository, argumentative and imaginative essays.

Narrative, descriptive and reflective essays.

NARRATIVE ESSAYS: deal with or feature the important events that can be narrated as:

1. Historical events, battles and wars.
2. Stories real-or imaginary, different types of biographies.

DESCRIPTIVE ESSAYS: deal with description of general places and settings –

- Description of houses, buildings, towns.
- Description of natural phenomena.
- Description of persons.

REFLECTIVE ESSAYS: deal with subjects of reflection on:

- Habits and qualities
- Social and political-or domestic affairs.

EXPOSITORY and ARGUMENTATIVE ESSAYS:

For this type of essays, we have to explain everything by showing a real truth and try to make people believe in it. We should give our own reflections about it-we have to give arguments both for and against. Your points should be supported by illustrative examples, references, quotations and illustrations –

An exposition or an explanation of a thesis, a saying or any other given point could be a good example for this class of essays.

SAMPLES OF NARRATIVE, DESCRIPTIVE AND REFLECTIVE ESSAYS/;

1. Narrative Essays/;

The Algerian Family: Past and Present

During the past decades, the Algerian family was regarded as an overwhelming society where countless figures of both men and women lived under its protection. They shared the same property and benefitted from the collective ownership. They were working hand in hand with their sole aim to keep their family names high through good and benevolent deeds. Therefore, the most vital feature of that family was to preserve customs and traditions throughout social daily activities. The whole tendency observed tended towards conservatism rather than to liberalism. Mutual aids between the different members of the same family and among tribes was the order of the day.

Young people were bound to early weddings so as to shun corruption and social abuses. The old family was economically self-sufficient: barter-the exchange of goods without paying, was the most dominant factor at that era. People were closely related so they helped one another in all the domains especially in agriculture. They consumed only what they collected from their dairy produce and farming.

During the period of colonization, the Algerian family suffered a lot of

misfortunes: A lot of people were killed, many homeless and orphans were forsaken and left to the mercy of the colonizers whose aim was to separate and uproot the national cultural insights from the prime. The Algerian family was rather divided against its will. Many of the Algerian peasants left for good while others emigrated to the farthest regions where nothing grew. The colonizers wanted to abolish all the traditions and customs so as to integrate the Algerian society within the French; thus leaving them with no identity at all. Under such dire atmosphere, many Algerian felt obliged to change their names because most of them were pursued by the French secret agencies.

The most striking trait that helped the Algerian family to remain resolute and steadfast was undoubtedly the religious one. The faith and the good will of the Algerian predominant figures of that period made them feel obliged to work together and co-roporate, to fight to get the independence and preserve the national cultural insight and property.

After the independence, the Algerian family came out of the Liberation war groaning and lamenting the separation and the mis-deeds. Misery, poverty and illiteracy were the most vital traits of that epoch: many dangerous epidemics and plagues cut people's lives short, while most of them were deprived, orphans, homeless and physically disabled persons. Great areas of arable lands, countless villages were set on fire. People felt obliged to flee the shelling of bombs to live there in grottoes and caves. The macrocasms of the Algerian deprived-society were bare bodies, ill-fed Labourers and shepherds.

Nowadays-the Algerian family receives much care in the sense that nearly all the amenities are at hands or in the route. Many schools have opened up. Now, countless of youngsters are able to go to schools to pursue higher studies here or elsewhere. These young generations are more liberalists than their ancestors they want to see, to live and to act. In short they are open-minded because they are able to study different languages and get into contact with the world, its civilization, its interaction and all that can enfold.

What is left for the Algerian family nowadays is to ensure a sturdy sound breeding of the young generations to come to be able to transmit the

message of self-improvement and dependency the best rules of conduct and the way they should adapt themselves to cope with the different realities in the nearest future.

T.B. June-1983/

2. Narrative/

2.1 Islam: The Perfect Heaven-gifted Religion

A long time ago, before the outstanding religious leader took the helm, people were leading a very dreadful life for there were cruelty and violence prevailing everywhere. There were no rights for the poor but all is dominance of the rich. Everyone fed his dependents on mean goods gained by different means-stealing or robbing or farming. The poor people were exploited by the rich in exchange with handfuls of dates or cereals. There was a high predominance of religious taboos, a fierce ignorance and tribal contravention.

The inhabitants of Mecca were devoted to their religious rituals based on constellation and superstition: they were ruled by their sensitivity towards divine like creatures made for the purpose of being worshipped, for a simple reason, their gods, made of clay or wood or stones shaped on their own desires-men and women-supposedly great powers that protect them against misfortune, hazards, wild beasts and other risks.

The disbelief in such creatures was regarded as a kind of outrage that would lead its authors to a social punishment as total isolation. The widespread belief that overwhelmed Mecca on its primitive age was on its verge of disappearance when the revelation started its way through, and soon Mohamed (peace be upon him) received the first premises of the New Religion. When the prophet was prompted by the first message from God, the whole grotto named "Ghar Hirrah" – the place where first Mohamed (S.A.W) received the first verse of the Holy Quoran-lightened and echoed the words that God sent to Mohamed through Gabriel his angel-the mediator:

"Read on the name of the sustainer Who has created, created man from a germ cell..."

When the news reached the whole town, the Korachi rulers were quite afraid of the New Prophet and his religion. They soon started inquiring

about the matter by means of spies sent here and there on the prophet's pace. When the prophet started diffusing his revelation among his friends and relatives, he received a great support and soon people gave him heart welcomes. The first lines spread like a wild fire and people from every place entered the new religion without reluctance.

And between now and then, the ties of Islam were strengthening day after day and soon the principles of the new religion were put into practice. The young Muslims met in the mosques, exchanged ideas and diffused traits to their relatives. What a jolly atmosphere? They were all full of envy and enthusiasm-They were all proud to know the five pillars Islam came to put into use.

The mosques and the battlefields were the sole places Muslims could help one another. They were gathered by the appeal of the muezin to do their prayers. Patience was their guidance and devotion was their mouthpiece. They praised it to be equal before God: Zakat'(alms giving) and chahada (martyrdom)) and (Djihad) struggle for the sake of God their sole aims at hand – at times when the muslims made one appeal-Allah the Great!

In the course of time, the number of Muslims in Mecca increased and cruelty, violence increased more and more against the young muslims who were entirely devoted to protect the New Religion with all they possessed. Muslims were considered as outlaws and soon they were all robbed of their properties. They were chased by small children, who threw at them stones and rubbish and covered their pathways with sprickly spines. But all these incitements were but encouragements for muslims who swore to continue their struggle. Mahomet (s.a.w.) was offered a large sum of money to give an end to his religion but he refused when his words fell upon his opponents as a stroke of lightning.

“I swore on God that if they put the sun on my right hand and the moon on the left one to quit this religion forever, I would not do it until God brings it to existence or I would perish without it.”

Finally we may assert that Islam was and still is and it will be the perfect model of consecration that has brought to the world an infinite power with what the holy Quoran contains of good conduct and better

guidance for all humanity whatever its origin, race, language and belief.

Today, Islam is spread all over the world thus giving rise to more cooperation between the islamic communities. The new religion stresses no more racial injustice and discrimination that exists between the different ethnical tribes. Islam considers people as equal before God: they are sisters and brothers pertaining to the same father and Mother: in fact, they are all sons and daughters of Adam and Eve.

T.B. April 1982/:

2. DESCRIPTIVE ESSAYS/

1. Censorship: The Types of films you should/should not see

The awe one can give out is resulted from strained muscles and weary mind. All this is a part of physical mental depression felt after long hours of hard work. To be fit with one's normal state, one has to occupy his time with a leisure activity as going to the cinema to ease one's spirit and soul. The film we can see may be good or bad; but what matters most for a disabled body or mind is that any film of any sort can do.

The deepest effects of bad films are apparent in the youngsters' manners. Most of young children, after watching breath taking and thrillers, try to imitate their heroes with acts deserving praise. So, what can these young energies do if there are no strong hands to prevent them from taking to these sorts of movie productions? As for the role of the government, the key to censorship remains. Thus, it should be advisable for any government, especially in developing-nations to banish propaganda expressed through films as pornography, films of political side effects, nudism, drug-addicting, alcoholic dipsomanies and many other social diseases.

Today, most young people do not give the appropriate shaping to films: they just see any film and pretend themselves to have acquired a great know-how about the value of things. But in reality, they have got an access to nothing susceptible of mentioning a part from some certain bad pictures about things that are deeply rooted in their minds and which to a certain extent create in them a sort of burden difficult to be effaced mainly in a civilized world. So, one can say that their dreamy pursuit to

misadventurous scenes will end in smoke. Surely, most of the affected will make their ways to crimes, robberies, alcohol and drugs; thus incriminating themselves to perpetual misdeeds and gratuitous acts as purse snatching and offending innocent people.

The result is to boast as heroes in the streets with their motorcycles, roving with their tape recorders that are pitched to their fullest and tuned on a 'Raimusic' station. They are proud because they feel they are on the threshold of modern civilization with tattoos of love, geisha girls and swords on their arms. Some others are queuing, killing one another along the cinemas where an Indian or a Jackie film is on. What an influence! What sinful influences the cinema today is inflicting young people with? - We should never remain arm folded: we should remedy these flails by planting the true seeds of self-awareness among our youngsters. So let us all join the hands.

T.B. 1985/:

2. Descriptive Essay:

2. ART

Art in its broad sense embraces the aesthetic parts of life. Some of these are visionary concepts. while others are sensed through perceptions. The physical nature of art necessitates the taste to distinguish between beauty and ugliness. Anything of beautiful attraction gains favour and thus, be of a great delight and there stands the best part of art. Art includes physical objects, pictures, paintings, drawings and prepossessing artistic shapings of high esteem. Its various streamlines tend to be shapes of different architectural molds, an utmost high product of unique blend, a truesome sweaty production scarce in its genre. Among these, we rank civilizations with their pre-historic ruins, musical innovations, theatrical achievements and historical decorations of great men: The Pyramids of Egypt and Grenada Palace in Spain are maze instances of the seven world wonders that really reveal the true artistic merit.

So what is appealing to the inner senses as an astonishing prospect in its real shape is that artistic deserve. Art is what can be perceived and evaluated as high and noble summit of a rare work that deserves much praise and fine tributes. The artist working to achieve his self-oriented goal

for his product to gain interest has to possess the power of technology transfer from his inner sensations to concrete examples, from concepts to real shapings according to what he considers to be a psychological drive.

Therefore, he should cultivate a sharp wit of presenting his molds, giving them suitable colours then exhibiting them better than a normal beginner does. So with his endurance, he has to accept criticism if ever he wants to reach his aims. My final word in this is quite consistent: There is no real work susceptible to no critics and every criticism will bring about some changes and therefore be just a fillip to the better work that ever comes after.

T.B. 1985/

3. REFLECTIVE ESSAYS/:

Sample One: Economic – Wars

There are no more dangerous consequences than those emanating from wars. They can cause tremendous destructions either human or material. Among the different Cold Wars there is what we call the economic wars. This unanimously affects the countries' wealth by paralyzing the most sensitive aspects of life as factories and other industrial infrastructures. An economic war chokes the industries and diverts the economy to multiple ends as to fire out goods and bring them to ruin and decay. Packages ready to be shipped are damped on harbours. The concoctors and planners of these sorts of wars are much interested in rendering the others' economies to its lowest scale.

But who hears the consequence of these wars? Certainly the poorest nations that commit themselves to take part without a previous consent, exposing thus their inhabitants to social diseases, unemployment and slow death characterized by famine and inflation: what happened between Iran and Iraq and Iraq and the Allies in the Gulf war are true examples of a hard revenge between nations. The enmity, contrivances and rivalry between two neighbouring nations have led to sufferings both shared for land controversies. A stretched lump was the real and serious problem that had caused much damage and ruin to both countries in the sense that what has been erected in 50 years or so has ended in smoke in two years' time.

So for the memories of the cities left in annihilation, for the martyrs, the lame and the puny, for the industrial plants that have ceased to eject high their smoke, we may lay it down: Lust for peace if you want to live in peace for people that live in glass houses should never throw stones at others.

June 1991/T.B.

2. Science: 2. Do Scientists Differ in their Pursuit of Scientific researches?

The procedure of how to consider scientific projects and their appropriate inner formations differ in the scientists' own investigations and the degree to which scientists' speculations aim at. So, whatever the cosy atmosphere; a scientist of any domain may gather data which are totally different from the ones noticed by his neighbour working in the same conditions. What can be deduced from these distinctions is clearly evident in the nature of the work entrusted.

The personality any scientist endeavours to project on his layout really counts for the outcome he wishes to produce or come to: In other words, the inner components of subject matters are subjected to real experiments objectively handled and studied where all the necessary aspects can be achieved. To stress the point a little, there should be a setting, a favourable place let's say a well equipped laboratory with the update material and tools; i.e some visual aids to implement all the sorts of data, to practise and put in use what is concrete and to locate an object under a microscope for a future speculation and analysis.

All these speculations are common to scientists who devote themselves to consider things according to their proper nature. The scientific researches they undergo are similar in nature but they are different in their outcomes. Some scientists prefer having their investigations in the open as the case of archaeologists, cosmologists and geologists; while others consecrate themselves to study viruses of various fungi and bacteria compositions in laboratories.

For this they prefer speaking in terms of material and scientific instruments, chemical products and other scientific appliances. But whatever the controversies noticed, all the scientists agree that any scientific study necessitates a hypothesis, an observation and finally a common rule; that is, hypothesizing with a probable insinuation, analysing

through observations of concrete examples and finally synthesizing and making generalizations about what can be deduced according to the various outcomes. Subjected to a change each time another theory appears. I think this the real scientific speculation.

T.B 1985/

1. On the Inner self

The inner self is an extension of the outer self measured through observing the other half of the self that sometimes fails to represent in reality what man aspires to; thus creating a conflict within the human demeanor ending in the mind divided against itself.

2. On friendship

Friendship is not money, not a sweet word thrown here and there; neither it is passion embalmed in good deeds nor an act of divine blessing. Friendship is like a small tree stretching its roots to embody the vein where blood flows strengthening consanguinity in a rather friendly way-a feeling of devotion, a shared moment, a constant love that endures scarcity and opens up wide the frontiers.

3. On Jealousy

Jealousy is the other twin of the prosperous son; it envies the possessions of the other and wishes them to be its own. It feeds on the internal flame of depriving the possessor not through imitation but through repression. It is hued in yellow and never its disciples gain fortune.

4. On Children

Children are the big men of the future; the more you know how to rear them, the better manly they become. They are born under parents care and die alone. It is easy to playfully deceive them as it is also difficult to trick them for it comes the day when your lies will be revealed by them.

5. On Honesty

Honesty is a promise one sets upon himself the day he decides to be honest. He is confined to respect certain norms and if violated he turns to

the first point of departure-a misfit, a rogue, a man of no – principles. Honesty is like a tree; it grows with time, the more it is watered, the more it gets in size-It is encompassed in the human soul that once it takes its course, it constantly not deviate from. Honesty is a treasure shared between hearts that die for the sake of spoken words, the good deeds and the non villainy material upsurge.

6. On Kindness

Kindness is a plant that innately roots deep. It gives flowers to the surrounding positive, sows its nectar amongst hearts of the same innateness. Kindness is a high quality that few but rare possess as it enfolds the seeds of goodness, high spirit filled up with the will to do good to others-it is rather the philanthropic deed, the sound reaction to others violent acts.

7. On courage

Courage is an act of no return – a risky endeavor one entreats to accomplish. An act of bravery that uplifts the heart beats, gets sinews hardened and puts the whole body into alert. Courage speeds up the blood in the body; makes the adventurer bites his lips to reach the goal mapped out. Courage sets up records, opens up roads to blindness and stiffens the determination; for a brave man is after all a man who risks himself in a shy world.

8. On Pride

Pride is a warm feeling generated by an inner satisfaction. Pride grows within a self emotive inward sensation. Pride is delight in one's own world crowned by self esteem; a feeling of privileged position not contrived by the external world. Pride is an embalmed treaty between the individual and his heart on condition the goal is scored.

9. On Love

Love is an ethereal bound between lovers sharing heartthrob feelings. Love grows from naught, spreads its roots in steps, and waters its stems from constant contacts of distant tears. Love is deeper than the lover can imagine; if

it is sensed by one; it enfeebles the other. The true love is after true marriage. Yet, love before the marital status is just an ephemeral move that in most of time ends in a vain hope. Love affects the heart and the bowels and make kings bow as slaves entreated to submit, weep and in front of its deep aching, lovers admit their defiance and to the back they surrender and retreat.

10. On marriage

There is no perfect thing than marriage. Wedding is a sweet feeling and an act of fulfillment that overwhelms the couple in their peaceful quiet abode. Marriage is a self gratified feeling that attaches two souls united in heaven before their unison upon earth. Marriage generates progenitors that mirror a state of heavenly relations that he Supreme venerates and casts His blessings upon.

11. On Forgiveness

Blessed be the forgiver for forgiveness is divine. Forgiving is an appreciated drive between individuals before the doomsday. For this purport, forgiveness stands a unique quality amongst the one a human being has to select. If forgiving lessens from sins, its marriage as a principle is kindly blessed. Hence cultivate forgiveness among God's creatures before forgiving will be dear and grows in remorse.

12. On truthfulness

Truthfulness is an engagement between logic, mind and heart. You trust your mind for reasonable truth, and though your heart is soft in comparison to your mind, it supports the thrust and signals the consentment. Truthfulness is a self commitment, a judgment that one utters as a response to certain circumstances experienced.

13. On melancholy

Melancholy is a varying degree of anger that travels in longitude hence meeting nervousness in latitude giving birth to somber, dark and monotonous mood of rage, fury and discontentment. Melancholy feeds from the inside and grows up towards the surface to give its premises on the face then the other parts of the body. Melancholy kills the human heart

if it persists, enfeebles the body and lowers respiration. It ashens the face, veils the spirit, makes the eyesight blind and speeds up paces to the grave.

14. On sympathy

Sympathy, a notorious enemy to antipathy, resides in the cheerfulness of hearts, *the openness of spirit* and the hugging of similar contended moods. To be sympathetic is to think not in terms of violent reactions but in lenient embracing of others' ailments. It is a godly gift that enshrines more when the sympathizer sends the signals of the good temperament-the seeds of appeasing anger within an electrified environment-it falls upon as a shock breaking off monotony, killing the mundane and invigorating the hardened hearts for an envious discussion.

15. On giving advice

Advising people at times of need is emblematic – an intuitive sermon that the advisor sets upon himself to donate to others what he thinks could do good to them that he often does without being asked to. This philanthropic sensation appeases and cherishes hearts, a burden release, a love compassion to make the others feel better and at ease.

16. On education

Education is a heavenly crown that educators share in imparting knowledge. They are the candle lighting up the somber corridors for an awakening dawn. Education is that valuable core entrusted to the cultivated, the intellect whose light fades in time to illuminate the paths before the others' eyes, it gets more enflamed when the assigned principles are wisely imbued and pass forward to the entreated spirit-a bloom in itself that generates a multitude of blooming minds.

17. On Reading

Reading a close twin brother to writing. It strengthens as skill if invited through eyes to decipher the hidden messages-decode the latent and signals the form leading to apprehension. Reading enlarges the mental scope, reinforces memory for an immediate recall, helps writing in connect, enables speech to implement vocabulary acquired and fits the ear

with loud uttered sounds. Reading stands in the middle between speaking and listening; in the sense that before the word arrives to the ear is visualized in terms of word power that has already been viewed in reading through the eyesight.

18. On writing

Writing is simply jotting down in an artefact skill using the alphabet, the words, the sentences then the whole script. Writing is a skill, a talent crafted in practice; it is in itself an art of copying the right version, the creative flow of the spirit in an emblematic way. Writing is a gift for those who know how to measure words, weigh them before they lay, a concise way of printing in sum, in wit and in essence.

19. On Fun

Fun is a neighbour to laughter; whenever fun goes, laughter follows. They are inseparable for no smile, no joke, no humour in the absence of funny atmosphere. Fun consolidates the good company, solidifies friendship, adds to longevity, absorbs anger to its extreme, broadens the mental scope and cherishes hearts. Life without fun is like a treeless forest-it does serve for any purpose and people around never seek its shelter.

20. Selfishness

Selfishness reduces human energies and enfeebles hearts. It kills the individuals before reaching their own satisfaction. Selfishness is a curse veiled in positive gain; yet it latently leads to its possessor to slow death. People who marry selfishness as a strategy in life will bear no offsprings and die alone in lamentation and remorse.

21. On Greed

Greed is eating with eyes more than with the stomach. It is the love and the envy of the more; the more one gets the more additional he wants. Greed affects the habits, erases satisfaction, builds up craze in case of non possession; the craver, the greedy can kill for the sake of obtention. A greedy person looks like a tank that leaks, the more one gets, the more one loses-its end is a vain gain.

22. On motivation

Motivation is a lure to do something attracted by a stimulation that comes from outside-an external motivation as opposed from within-an intrinsic motivation often characterized by a strong will to achieve in life. Motivation awakens the dormant for a more promotion. A motivated can do miracles but once he is demotivated, electric motors cannot in himself invigorate the dead organs-he looks like a Siberian train in a frosty weather.

23. On devotion

Devotion is sacrifice and the one who devotes his life to a cause lives by the spirit of fulfillment; he never in faith fails and God observes his intent with praise. A devotional act weighs gold if it is purely intended. Devotion springs from the well engrained seeds of goodness; it is a difficult deed to act for devotion is risky and though its doer is overwhelmed with pride yet his path is so prickly.

II)-EXPOSITORY, ARGUMENTATIVE AND IMAGINATIVE ESSAYS/

Expository Writing/:

1. The Different Social Strata/

In every type of society there exist the rich, the moderate and the poor classes that constitute the basic differences in many aspects of life. First, those who are rich are the most materially established, the well-clad, and the aristocrats who usually tend to be rulers, managers of high social positions-symbols of authoritarian governors at different levels. Among those rank the plutocrats-the keystones of political conducts and powers.

For those whose turn lies half way between the rich and the poor are termed as the medium class: composed generally of social workers with a comfortable state of living. They usually feel at ease for they lead a moderate living. For this class, people tend to be governed rather than governing... Some of them like to be rulers while the majority prefer living far from political conflicts.

As for the third class-the only social class everything is based on where the majority of its constituents are the working class: whatever their social status they are always considered as the cheapest class whose tendency is

the continual struggle to lead a happy and a normal life; but most of them remain mean and shabby even after many years of hard work. They are often victims of some social injustices as the amount of hours of work, unemployment, bad conditions of living and the absence of the necessities of life.

T.B. 1985/

2. The Functional Approach

As many modern and upto-date methodologies of teaching, the functional approach stands as a sound and effective approach that enables both teachers and students of foreign language learners to assimilate every syllabus with an offhand ease. The use of the various teaching components of language forms will certainly bring to the senses a general view to the different backgrounds. The vital need of the functional approach is to impart to the students the guidelines of how to use certain knowledge acquired and how to make it do in times of emergencies. The students are not supposed to emphasize the grammatical structures but rather stress the way they express themselves easily and without constraint.

The versatile teacher will not commit his students to waste their time going through grammatical components but rather leads them to use the language adequately to satisfy their own needs, to have acquaintances with people of different backgrounds and to be able to assume a verbal interaction between people at a different level of discourse.

Pupils should be taught the notional syllabus-gradually where every group of words is dealt with separately according to the different context and situations. The students will be asked to find out what is implied from any text and therefore be able to infer meanings from implicit passages to decode them and dissect their contents easily.

The Comprehension of any passage will require much effort to get an explicit understanding of the message and then be able to restate and bring forth the maximum of information extracted. Then, the teacher will check whether his students have really grasped and mastered what is meant to be taught through a set of objectives set beforehand. The teacher asks his students to apply the knowledge grasped so far to form generalizations

after making-inferences and drawing conclusions. Moreover, the students shift to the analysis of the subject matter with a stress on the gist. After giving a specimen, the teacher asks his students to analyse any text in terms of path, paradigm, fixed or unfixed center and its structure.

Assuming all the different steps stated, the teacher will undoubtedly ask his students to synthesize with the material already at hand, to help create new ideas and probe them to choose the exact clues and vocabulary to express any situation provided; otherwise, there will a confusing idea on how to get a good glossary usage.

3. Philosophical Attempts/:

3. Do we feel Responsible when Responsibility is no more felt?

People do a lot of things: some of these are willingly done while some others are reluctantly brought about. On the first pace, people like greatly endorsing a lot of actions to produce certain abstract output, to furnish amounts of energy in order to assume certain tasks and thus attain various targets.

The energy produced at one time is no more than a desire felt internally. When this energy is given out, it is regarded as a free source of undertaking. If it occurs, it is better to check it later, to evaluate its result when its form changes from an activity to a self-evaluation.

So, any will depending on a free aboriginal source of energy will undoubtedly bring about certain responsibilities. Anyhow, if the energy or effort is devoted to the sake of some processes production, one may feel quite at ease for contributing to something even if it is a wrong doing.

Anything that emanates from any process is in fact a release of certain links and obstructions that have been going on until the amount of energy is produced for the benefit of some interactions felt. Responsibility is a trace element that assesses the aftermath of any cause. It is the righteous balance used to measure properly the value of the task whether it is quite entrusted or fulfilled. In this case, the doer is the most outstanding figure to whom responsibility is charged. If in any case a wrong doing emerges from an activity, punishment will be the right deserve.

On the internal structure, one may sense his wits scattered and a stern

hearty scorn. The sense of devotion and consecration become loose. Doubt of failure is quite high: the misuse of opportunities, the duties unfulfilled and therefore, the aim is missed.

Once the feeling of self-apraisal reigns, the doer does not feel in the right frame of his mind for there is something that pests his wits. He does not exclude himself from the vicious circle of cause and effect relation. Yet, all the prejudices are factual and thus, they are presented as a sturdy base towards evaluation where certain choices are presumably on display. It remains only for the doer to pick out benevolent steps and proceedings that he may refer to in times of depression. As a result, the system of selection provided requires high energy spirit to discriminate between a wide range of presented decisions.

If the desire is strong enough to stand, it is better to put it in favour of one cause or another. At that stage, the action is said to be an output based on free will. Here, too, responsibility rises to have a main part in the social milieu. It conducts the action from the starting point to the end, from cause processing to result undertaking.

Now, the doer is proud of himself. He senses a great jollity when the consequence is right away in his favour. But if on the other hand the result is not as favourable as he considers it to be, he senses thousands of souls blaming him for being mistaken.

People with great appalling senses look at him with awe and critical eyes as he is in a situation of self-apraisal and agitation: in short, he wants a revenge. His shape lessens and his integrity decreases in the eyes of others: his fame is lost. The social punishment is directed right to him; so he admits his wrong doing without any firm denial. At this time, he has to forgive himself to be forgiven.

When the crisis reaches its highest pitch, the doer accepts to be the mouthpiece of his own actions. By the way, he receives heaps of praises from his society. Now, he feels proud of being congratulated as all his surrounding still favours his fame. However, he receives punishment for any misuse and wrong doing. He acknowledges the fact that he is the proper owner of his actions for which results he is the only one to bear.

He gives himself to his surrounding and thus frees himself from the

internal confusion. He senses completion in his rightful desire; but incompleteness regarding the path he has traced for himself, for his Neighbourhood and for his social values. He thought as if he is the proper owner of the crime-since all the means of such doings are preserved-freedom, good will and consciousness. Here too, the true responsibility remains. So, he acts freely, he is not absent-minded the time he undergoes the action. His spirit is attended. And with the consent of all his proper being and his physical endowments, he feels promoted to act and react to attain certain achievement.

At any rate, he must be punished by his society and this should be open to many forms: – The doer will certainly be regarded as a person whose destiny has brought him out of the social boundaries. In this aspect, the society has to take decisions whenever the limits he works in are broken down. Some interactions will be taken into consideration as they are newly created. Consequently, the doer is isolated among his community. He feels shaky and depressed; so he tries to travel in the dark corner of his consciousness to seek an alibi to the accusations he is inflicted with.

Now, he looks at the central figure linked to his wrong doing to apologize for being overthrown by the misleading events. So, under the sound of LAW, he opens his eyes to hand his hands to the open handcuffs, to let himself be taken by the misprints of his PROPER FATE.

T.B. June 1981/

2)-Argumentative Writing/:

1. Types of Writers/

The distributors of knowledge are those who are adept to transmit what is known to the common rank and file as the hard core. Then come those who apply it in everyday life, most of those are writers of various backgrounds. Writing essays on miscellaneous topics is a hard job though it seems plain. In fact, it does require a great presence of wit and a strong moral conduct of interpretation, an immense sense of logic and exactness. The true lovers of the written word must possess an inner treasure of eloquence and fluency.

To be adept mouthpieces, every writer should, on his field, possess an encyclopedic mind, be ready for critics and high debates, able to affect and

be not impervious to be affected: a symbol of righteous deserve that is more or less-worthy of praise. The real reporter of facts is exposed to danger each time his pen is about to reveal latent deeds. The manners to which writers are devoted to are in fact original and unidentical for every writer has his own techniques to how to tackle his subjects.

Some prefer hitting their hot spots straight from the shoulders and therefore believe in the slogan hit your iron while it is still hot; whereas others deal with their subjects with a great ability, smoothness and delight. They don't feel hasty to skin their victims or unveil the truth right away from a ground base-but patience is their right order then. They sense it a necessity to retain the form in its symbolic form and thus personify it in a sarcastic way to convey humour and render it as sharp and effective as an arrow on a soft garment. Some others are too imaginative and feel they can transmit their messages otherwise.

The fictitious way is their appropriate method so, they prefer writing long and long pages to make insinuations about what they want to convey. In other words, they want to express their standpoints. So, for some a few can suffice and writing a little can mean a lot-whereas for others, the right word for the righteous reason and each word matters and counts as a part of the true version. This is merely a general statement that often leads to days of continual sweat to preserve a good page of high merits. Writing, rather than a will in its proper value, is whet on extra reading and writing-in fact, it stands as a gift often hard to define.

T.B. 1985/

2. A Father Can Assume Many Tasks/:

The quality one should deserve is notorious and its notoriety originates from the stalwart person whose attitude towards the generation preserve is of an extreme need and importance. A father necessitates a great respect for his tasks which are rather adventurous. There is no need to deny the risks he is exposed to. A true father who intends to keep a good management of his domestic life has to assume many functions. He should act upon his will to bring food, clothing and prepare the other necessities of life. He has to provide his children with affection and love so as to brief them to enter the adult society without any psychological complex.

To deter his children from being delinquent at an early-age, a father has to stay up to bring up his children in good conditions, to advise them, to show them how to discriminate between good and evil, to teach them self-discipline, how to respect the others in order to be respected and finally how to gain self maturity and independency.

The father is often a comforter in times of anger and misfortune, a nurse in case of emergencies and accidents, a teacher imparting lessons of moral conduct: in addition, he should be a good adviser, a story teller and a great humourist. He should be young at heart even at a late age of his life. He ought to be respectful, helpful and cheerful. He ought not be too permissive and not too authoritarian: he should stand in between...

He should be strong in character and lovable in manner. He should never lie or get people into trifles: his way in life should be lucid, understandable and adaptable to any situation, if he wants to get a meaningful life; otherwise, he will not succeed. If the case is quite reassuring, then, there the true task of the real father is.

T.B. 1985/

3. Argumentative Writing: Philosophical attempts

3. Are feelings parts of our Remembrances, concepts and Visualization Processes?

When I quite remember myself as a child well shaped by time and place, limited by the horizon of my proper fate a human being aware or unaware of his own past, destined to represent that part of my life, I see the picture of myself quite visualized in my mind. It represents a reflect from a real picture which has gone before thus resulting in a concept-that abstract notion on the basis of some historical events is still rooted.

When I urge myself to repeat itself, it starts the running pace on slow motions and therefore, events from the past start moving slowly-each time they focus on a great event, deeply rooted and which emanates from a well remembered past linked to the present.

Whatever, the pictures are not the proper visualization of our own mind at a given time in the past; but they should represent certain notions with the concept which are normally pre-assumptions formed in a given

context. In this case, the concept is formed visually; while the words and the language forms are no more than parts of the language system designed to represent abstract concepts.

So, when I remember an unframed event, I feel quite obliged to frame it in place and time. Events found in parallel or at times characters are present the moment something happens should be brought to mind. So, the whole thing requires imagination. And if we are not really able to define out subject matter by means of concepts, contextualization and thinking processes, the floor will be given to imagination to attempt over and again but each time with a new assertion taking, of course, into consideration some data from the time of the incident.

The results obtained are sorts of limits to the picture being looked for. Once the picture is pretty limned, the concept is found and hence, the picture is reinforced by more back tips from the present scenes. Consequently, this will not disappear from our minds. The wide range of events is regarded as a chain working on a much powerful basis. Everyone depends on the other-they are linked one to the other as a filmed strip of events in a process. One, therefore, is considered to be a pre-requisite to the one that follows: "Every step in matter finds the ground already paved by the previous one."

The pictured film I come to finish in my mind about any scene does not really present the event seen and faced at that definite point of time. The reason for this is that when we start visualizing those pictures in chains, we are either telling, representing or translating them to the hearer or to an audience. We are not purely efficient in our description to those pictures.

So, we have just concepts in our minds. And since concepts are abstract or concrete, the concreteness can be explained through compared figures or pictures from our daily life. But, abstract things ought to be explained without any objectivity. i.e. we won't feel bound to translate pictures objectively; for there are other psychological needs and drives to be considered. We feel, towards these things, as parts of our subjectivity and yet, it remains for the language we use. We may interpret the scenes lived as they have occurred to us or, owing to some complex matters, we boast of oneself as being great doers that in fact, hide the evil of their own misdeeds.

Even if the pictures and the concepts are quite adept and the language used as a mouthpiece is not a reflect of its user, it does not lead to a comprehensive outlook of what our minds contain and by the way, all our attempts are in vain. We are either led to a false result based on the user's lack of objectivity or on the absence of sound techniques applied to transpose from abstract into concrete.

This bad representation of the story teller gives the hearer a good judgement on the speaker's background and at that precise moment he loses the fame of his mental competence and his speech is no longer taken into consideration. Consequently, the context used to represent any picture must be valid, must be based either on time, place, characters or events of the same natural sort. In order to remember all these facts as one set working together, we feel it necessary to make an appeal to our imagination to help us remember. Once all the things are over, we must choose on which language forms we should contextualize our visualization. Should it be based on a background or a setting given as an introduction presented before hand? Or should it be a direct narration of the scene? The best way is to present the setting first, to adapt the audience to the atmosphere and to this ground of the plot then set the ball rolling.

Once the hearers are contented with your first premises, feel sure you have gained them through tongue telling forms. Each time you say something, repeat it in more varied ways to attract your listeners and by the way vary the tones of your voice and the pitches of your story. To make sure of their understanding, slow your speech apace and give opportunities to your audience to follow the chains of events visualised in your mind...

Each time, the pictures transmitted by the speakers are conform with those of the hearers, a production of laughter, surprise or resentment is felt; this is simply because you are still working on the same wavelength as your partners. So, they become conditioned and the feelings produced by themselves are no more than parts of your feelings.

3. IMAGINATIVE ESSAYS/

1. A Pipe Dream

She is a small child playing on a dusty lane, nearly bare body and feet.

Her eyes bright reflecting a great despair. A tall girl of ten years old stands as a lofty tree enfeebled by the vigorous wind. She looks at me with awe for a while, then she admires me without tire. I avert my eyes to give them a freelance to commemorate the past figures when suddenly I come to realize that we are no more than simple creatures conducted through spirit and soul, our shapes are still traced in everyone's mind in a great agitation.

We wonder and wonder and by and large, we remain mere helpless bodies thrown out of the existence, a waste of ashes that no more endures. A great dilemma occurs to the child's feelings as she plunges her mind beneath her hands and sinks within problems. As she makes me feel her tender love, I take by her hands and erase her warm tears. At that moment, I have realized the other side of the fence: on one hand people suffer forlorn lives and on the other, others endeavour a running through without boredom. She opens her eyes and starts to shake her limbs, to remember the blissful returns but in vain. The lack of affection is deeply sensed in her words and motion.

The child confesses that her father has abandoned her when her mother has gone to no return. What a dreary life to lead Oh my child! So let's put in as Shakespeare (-Hamlet Act II) has once put it:

To be or not to be that's the question.
Whether it is nobler in the mind to suffer.
The slings and arrows of outrageous fortune.
Or to take arms against a sea of troubles.

Be brave my child, live in content as everything on this earth will disappear and perish...

Life has got odd characters that none could stand,
Dead or divided we shall depart,
As if we lived no more, as if we were no friends.

Don't bother yourself about things that you don't possess for all the material things will disappear except for your kindness, your good conduct and the traits you will leave to your friends to live by and remind you when you are no more. Live in peace my child and be content. So, after rain there will be a sunshine. See about the brave and the jolly figures who have already passed through...

I am content with what I have,
Little, be it, or much –
And, Lord, contentment still I crave,
Because thou savest such,
My crown is in my heart, not on my head,
Nor decked with diamonds and Indian stones,
Nor to be seen, my crown is called content.
A crown it is, that seldom kings enjoy.

– Shakespeare

2. *The Ideal Society*

The other day I dreamt of the ideal society where there are no pains and no troubles, I was sole amidst nature reading that sweet poem:

I bring fresh showers for the thirsty flowers,
From the seas and the streams,
I bear light shade for the leaves when laid
In their noonday dreams,
From my wings are shaken, the dews that waken
The sweet birds everyone,
When rocked to rest on their mother breast
As she dances about the sun
I wield the flail of the lashing hail

And whiten the green plains under,
And then again I dissolve it in rain,
And laugh as I pass in the thunder.

– Shelley, *the cloud*/

... I thought that scientists and philosophers could make a plan for the future ideal society as they are sharp witted. The role of people, however, is to toil to improve the standard of their living. They should in the course of time fight against all the pesters of this society segregation, delinquency, crimes and other social flails. Therefore, our task to uproot all the social diseases and evils and bring them out of sight.

If every one makes up his mind towards perfection, our society will certainly appear as a nice garden covered with fragrant flowers. In this way,

we can help one another, we can lend our hearts as well as our knowledge and consecrate ourselves for the sake of human welfare. We should sweep dirt from our minds and from our society through faithful actions. Confidence, advice, co-operation, earnestness are our scopes in life.

We could say that the carelessness in doing certain tasks and the assumption of certain responsibilities is the great danger we encounter nowadays. The best illustrative exam is the one that can be extracted from our social milieu. We sometimes hear of managers roving here and there without any purpose, leaving thus, their – workers playing with machines in different factories. No matter how the oupput is depleting provided that a high sum of money is destined to their private ends. We sometimes hear of a teacher treating his students as a king treating his servants. He promotes his pupils to practise segregation rather than showing them how to suppress it-forever. In fact, he is not educating but impairing his students' will.

The boys and the girls who spend much of their time rambling on streets, squandering their money without limit are to some extent acting towards the complete annihilation of the proud structure of human life. These are the wicked persons that add nothing to the natural flow of social development. They must be re-educated.

In my opinion if these youngsters find a good breeding in their home towns, they will certainly be useful persons and they will endeavour to erect the ideal society where all the social flails should be abolished.

Education is the only solution capable of shedding lights on the problems of these rovers. Boys and girls should go to the same schools where they learn how to co-operate, to co-exist and how to work shoulder to shoulder without any prejudices. To achieve this, we should select the best teachers whose proven records are beyond any doubt. They will undoubtedly know how to tackle fresh minds and how to brief them for the welfare state.

... But when I woke up, I saw myself roving in the real frame of my life and soon I became upset because my dream ended in smoke-It was but a pipe dream.

TB 1979/

3. Soft Words from the Deep

For the purpose of love I want to trace what my heart senses of pain...

For the purpose of these mean lines that come out from my deep, I want to remind my age of that premises in love. I was roving on a street with no destination in my mind: I was like a moving shadow of a lofty tree, still moving and lengthening. I remembered in an instant of time that I had a stroke on my mind. I felt uneasy because I was absent-minded. I was thinking about far fetched moments of joy. So, I stood near the room where I used to take my final stead at times of studies. I did realize what was going on; but without being quite aware of what had happened to me, I plunged my eyes beneath my hands to shun gazing at the nearby. When I woke up, a nice bird was still moving in front of my eyes. I felt as a butterfly seeking nectar of roses. The bird looked at the butterfly admiringly: It seems they knew each other, perhaps they were relatives. But, both of them did not say anything. And after a while they hovered over, each one on a different direction.

It was but a great devotion between the two creatures; but they did not understand each other. Though their relations were purely lovely and affectionate, they stood puzzled. The butterfly did not know what would happen when the matter would be discussed and the bird, still hungry as he used to be, longed for company.

What a bad luck! Our butterfly is eventually deceived by a certain negative assertion; The small bird he had chosen for company refused at last. It seemed it was engaged. Unfortunately, the first pace in my love affair ended in vain: This unhappy event was a deep wound in ay bleeding heart.

T.B.1979/

4. A Dreamy Soaring Devotion

This piece of writing is a donation from a gifted boy to his beloved rose which looked out to recede his help and his pity. But what beyond such implication of wait? It seemed, nothing appeared so bright and everything emerged a little bit hazy.

“The ethereal loves bind soul to soul with chains that chatter death,

physical distances or any other obstacle. An unfortunate victim who intrudes in this mystical union is ruthlessly slaughtered.”

– Bessie Head, *A Question of Power*/

Who dares set out looking at the twinkling stars and moonbeams. None could even gather his sense of knowledge, his wits and the fire burning his chest. None could ever bear it in mind, ruthlessly chasing his destiny to overcome these dreary dire circumstances. As such, our heart is broken and with no cure. That breathing piece of flesh, the hearty sensation roving with no help at sight, seeking amidst the somber summer nights.

There in the shaky remote nights, I was still awake-half sleeping, raising my mean hands to erase my watery brown eyes-So I gave free reins to my imagination to float beyond time in the gloomy sight lusting for a destination.

Sometimes and forever waiting for someone to come, to take by my hand, to fill it with pitioussity and vim, to whisper to my ears the very words of love and wisdom, to sympathise the little erring heart and to appease the blazing fire in its gloomy corner.

Besides the lofty trees I remain alone aimlessly thinking about what to do to free my heart of that soaring fever dodging my body and limbs. Half-awake, I got up for a nightingale stroll, sometimes singing the very lovely songs to release the knell of my broken heart. Meanwhile, I start plunging my mind beyond the time being to rove over to the boyish experiences of the past, to remember the jolly moments spent together hand in hand knitting the common abode of love and affection. None on his turn could ever disrupt the torrent of that friendly relation.

I often recall my existence to twist in an ever going turn to set in fire and motion the flying leaf of our affection and sensation, to whirl there in the blow of the gentle breeze of the smooth running dawn, and to take an overstay out of the turmoil of that burning furnace and blaze.

Sometimes I feel alone, quite silent, sitting, talking to myself and thinking deeply of the spectrum of my little deer. Then, at that period of time, I feel her quite portrayed in mind. I turn a little bit around then I start whispering to her moving pictures swinging in front of my gleaming eyes.

Oh dear! How can I stay alive without receiving your gentle smile? How shall I revive without even glaring at your small brown eyes? For now

and still forever, I cannot stand by myself without any back up from your well-fashioned hands.

Do come along my life, I cannot survive anymore. My sight is dwindling. My heart suffers with pain tormented by your blinking brown eyes. Between now and then, I stay up for a whole night as an overseer looking out, waiting for the glistening star amidst the cloudy sky to light up on my face. What on Earth am I doing? Sleeping or dreaming? Ask and let the events narrate the story of our passing days. Never mind, the scattering pleasant scent coming from the pianissimo little rose: it is no more than fragrant beauty and charm going ahead to attract the little lover.

Do bear in mind my precious thing that I cannot even forget. I still remember your gestures and motions. How shall I proceed without the light of your candle, your advice and words of wisdom? I shall watch out forever to let my rose peep as a culminating power; waiting for the nice drizzle to take its water and flourish in a spirit stirring fashion.

Oh God! how can I remain asleep while that burning flame is still digging my lovely heart? How can I stay whole nights waiting for that flickering light? With certainty, I apologize for that plummeting flame and none could ever deny that soaring calamity.

Do keep in mind my little rose that we are shifting towards an end and none will stay alive to eternity. But never mind, I shall favour your fame and never let you down; but I promise to keep you sane whenever I shall survive.

I know it is no use trying to persuade her to come by my side for the simple reason she pays for me a disdain. Certainly not, she still loves my existence and my motion. I could not deny her fiery temper, her generosity and her ardent sense of justice whenever she sees me. She owes me nothing apart a gentle smile beneath her milky teeth.

Her love is a burning flame that renews exceedingly towards high elevated tunes. She hitherto cannot forget my deep ringing voice, my gladness and my faithfulness. For years I have impatiently waited for a mean gesture to wave in the remote horizon. I often walk to sit by a small running creek, to listen to the moving rippling water, speaking in a cool voice, responding to the mild breeze emanating from the different mansions.

I beg your pardon for what makes you a troublesome love thirsty little

rose. I can do nothing for but protect your deep shifting roots. I am always looking to your green leaves, to your buds and your blossoms. I am greatly waiting for that rising dawn to keep us near that small blossoming flower. I shall make it do to feed you with my soul, my heartthrob and my warm devotion.

Oh dear! I need you by my side, ogling your reddish face and speaking to your brown shining eyes. I feel alone, though I live by your side. I have much time to spare; but doing nothing except thinking with arms folded round my face. I am in a very bad state ignoring how to get out of that dreadful situation.

Be patient my little rose, I am still good as my words. I cannot abandon my precious milestone. I am always on your heels whenever you move for a pithy spin behind the wheels. Think over the long term promise that one day we shall meet and none will stay alone, exchanging the very sweet love words smiling to each other under a jolly atmosphere. Keep in mind that I shall ask for your hand to be my sweetheart forever. I cannot let you go whenever you find the fortune; but I fear things will take another turn and you will be an unfortunate victim.

Never forget, one day, when you hear of my death, to offer my lonesome grave a bunch of flower, to commemorate and celebrate the common vistas of our background. At that time, I cannot say a word; but I feel your perfume scattered along the somber corridor, coming slowly through the groovy land to spread moist in my right hand. I feel warm, something plays with my mean fingers, itching them together, then taking them one by one. It is no more than a dream mapped out by an ill-tempered lover under the influence of his pet deer.

T.B. 1978/

Part Two: suggested Topics:

Note to the Readers/

The following part of reading material contains only clues and not fully developed essays. It is destined to people who want to develop them into essays. Therefore, the ideas and the notes given are not the final frame of your essay if you want to search elsewhere.

1. Work and strikes/: Outline:

- 1. Definition**
- 2. Workers' conditions of living**
- 3. Workers' attitudes.**
- 4. Solutions**

Strikes involve a stop in work-all the workers felt uneasy so they express their deep anger and resentments through demonstrations held in the streets or in the different parts of the places of their work.

The workers are oppressed, crushed down under their employers' heels, trampled down to death-they are killed with hard back breaking jobs and in some places they work from dawn to the sunset.-There are no amenities, no benefits, no security, no insurance and no better housing-their working conditions are deteriorating day after day. Through strikes, the workers became in away more vocal in respect to their rights and privileges. They have acquired a sense of confidence; so they have created trade unions and elected their representatives, their appeals are centered on the following points: –

- Regulation of human relations and protection of the workers from the different risks and hazards and unemployment.
- The workers should be free to choose their respective associations in which they can affiliate without any constraint.
- Social and economic well being of the workers in their different status.
- Construction of houses for workers, hospitals, dispensaries, child and maternity care centers, schools and vocational training centers for workers' children, recreation clubs, social security, old age benefits and invalid benefits.
- Every worker's wife should be entitled to a maternity benefit to secure her life and her infant's life.
- To finance welfare projects for workers working in difficult conditions as mines, foundries, steel mills, underground constructions.
- Ensure medical care in case of illnesses and emergencies, supply of potable water, recreation, and transport facilities for far areas free of charge or at low costs.
- Every worker should be worthy of his hire: he should be paid according to the amount of efforts he has furnished.
- And every extra hour should he notified and taken into consideration.
- Creation of welfare centers for different activities: Sports activities (get the workers to subscribe – into the various clubs.), children of school age should go to schools, craft centres for men and women should be erected everywhere so as to promote traditional handloom weaving and pottery...

2. Unemployment/:

- 1. Introduction**
- 2. The Unemployed attitudes.**
- 3. Consequence**
- 4. Possible solution**

Unemployment is the state of being unemployed, jobless or workless. People rove on streets without anything to do so they feel they are needless energies. They feel very angry and immediately they start blaming the officials and the government and their fates. A sense of detestation soon grows in them. Consequently they turn to alcohol, crimes, drugs and robberies. In short, they become dangerous gangs, outlaws and misfits.

This state of feeling reflects a great loss in human potentialities not yet very well exploited. This adversely affects human and social lives and create within people a sense of fear and frustration.

Possible Solutions/:

- Develop an appropriate programme in favour of labour absorption technique.
- Increase employment through the creation of new jobs.
- Try to reduce the rate of underemployment and unemployment by giving every able person an opportunity to work and improve his living conditions.
- Increase labour productivity to cover the needs of unemployed people.
- Expand the technical and apprenticeship training programmes with the government's promotion, of course.
- Improve and better the contents of the different projects for training skilled and semi-skilled workers to brief them for any future prospects.

3. HEALTH AND DISEASE/:

1. Health: Its importance.
2. Disease: Its influences on our social life.
Possible treatments: (preventive and curative treatments.) –
3. People's attitudes towards diseases.

Health is an important factor in human happiness. What's money for if we are in a bad health? Do you sense or feel its delight? Certainly not. Good health is essential to the efficiency and productivity of every capable worker.

When the breadwinner is lying on bed, all his dependents feel angry. This states influences all the members of his family. The incidence of any disease is determined through the interaction of man and his environment. The ecological systems, including all the living beings, will help to transmit the disease from one person to another. These could include the flies (the vectors) such as mosquitoes... Any disease being affected with determines the living conditions or the standard of living of the affected.

Places affected by disease reflect the following social problems:

- High infant mortality and morbidity.
- Malnutrition
- Poor and shabby infrastructure of water supply, sanitation and housing.

Possible Treatments/:

- Improve preventive curative measures.
- Use large sums of money for the service of inner training programs in the investments of material and human resources to acquire the best of medicine and curative preventive services.
- Devise special programs and general health services to get outstanding doctors, medical and paramedical personnel or staff.
- Create better and basic conditions that are conducive to healthy living as clean drinking water, food of nutritive value and better housing.
- Immunize people against infectious diseases.
- Devise special programs to help children, women and workers.
- Control and cure infectious diseases like malaria, tuberculosis and small pox.
- Develop adequate health manpower to shoulder any job entrusted to them.
- To meet the immediate needs of ill persons, administrative organizations as laboratories, hospitals, dispensaries should be erected.
- Take and assume different measures for health conditions:
- Emphasize the training of the staff for a better competence and performance.
- Improve medical education, school health, nutrition, maternity and child welfare.
- Organize strong and massive campaigns to educate people about the different knowledge concerning the nature and the origin of pathogens, the degree of infections and the first aids possible to give to a newly affected person.
- Avoid unhygienic conditions, bad housing, over crowded places polluted waters, inappropriate ventilation, malnutrition and dirty environment.(undernourished, underfed, malnourished persons are more susceptible to infections.)

- Every person should take or receive an intake of 2, 714 calories per day.
- Give aids to the needy people suffering famine, vitamin deficiency diseases. Emphasize food fortification through mass media.

4. SOCIAL WELFARE/:

- 1. An embracing topic.**
- 2. Its contribution to society.**
- 3. People's behaviour.**

Social welfare aims at improving peoples' conditions of living as it provides rehabilitation services for the shabby and the miserable, the indigent, the homeless, the parentless (the orphans), the physically and mentally disabled persons, the needy, the widow, the aged without families and support, beggars sitting in street corners waiting for alms-donations...

Social Welfare and its contribution to Society/: There is a rural and a urban development-industrial homes and multi-service centers, correctional devices for thieves and misfits, youth welfare services (for recreational games), social services for handicapped persons, social services for emergencies, child and infant welfare services, family allowances as an aid to numberless families to improve their standard of living, free medical and hospital treatments and medicaments for poor families, free sight testing, widows pensions, retirement pensions, sickness benefit, dental treatments at low costs, glasses and spectacles at reduced charges, hearing aids with possible free treatments and free appliances and devices for the physically disabled persons as wheel-chairs, legs or arms...

5. DELINQUENCY, CRIMES AND ROBBERIES/

- 1. Causes:**
 - 1. Social causes**
 - 2. Environmental causes**
 - 3. Consequences**
- 2. Possible solutions:**

1. Social Causes/

Deprived background as the house and the family, poor conditions of

living, homes lacking in love and affection, uncomfortable and unstable home life caused the parents' divorce or misunderstanding between husband and wife, Over – protected and spoilt children who remain very dependent on their parents Will find it hard to cope with the different aspects of life. This will make from them weak-hearted fellows that no longer turn to delinquency. If the children come from an uncared for society, or they are ill-treated, will certainly grow with a feeling of inferiority-as they think they are unwanted or rejected by the society in which they live.

2. *Environmental causes/*

An unfortunate child who goes out of his home for the first time full of enterprise, very greedy to know about the outside world his parents used to tell him about, will be upset when he faces a corrupted surrounding, or a social milieu. Consequently, the child will be corrupt, too, especially when he sits with bad companies and where parents seem powerless; they don't do anything to prevent him from. After days, the child turns to alcohol, drugs and wrong doing.

Most of the children are thrown out of schools at an early-age and without any qualification for any job. Jobless children are not sent to special training schools where they can train to be skilled handy men able to get any job in the future. Instead, they remain roving in the streets, playing truants, going to the cinemas or just sitting somewhere to play cards or gambling. Their reaction is violent because they feel they are rejected from the society.

3. *Consequence/:*

People are robbed especially in crowded buses and in swarming places. Ladies and young women avoid wearing objects of values lest they are attacked at any time. Houses are kept closed day and night for there is no feeling of security. A lot of thieves and pickpockets rove here and there waiting for the opportunities to come to make money.

4. *Possible Solutions/:*

1. Before the boy is integrated in the society as a man capable of assuming tasks, he must be induced with some moral values that should help him acquire the basic notions and needs of the adult society. He must

be taught to respect the others, to act unselfishly, to have a good behavior with his elders, a disciplined person aware of the difference between good and bad.

2. The government should help these people. Instead of being thrown out of schools, they should be sent to special training centers to be skilful workers.

3. Vocational training centers should be built in every place to receive these children. Public libraries should open their doors to them. Sports activities should be encouraged, creativity should be rewarded, family problems should be solved with better living conditions, decent housing and financial back ups for the poor and the needy.

6. FRIENDSHIP/

1. The essence of friendship.

2. Inter-relations: Advantages and shortcomings.

3. The influence of friendship on people.

Friendship is the best part of character, and the noblest reason one can have in the company of good persons. And whatever the situations, the ties that relate one person to another will remain sound, refined and untouched.

Inter-relations/

As we get to know people, we take into consideration all what concerns the others from age, race, physical appearance, moral attitudes, economic and social status, intelligence and behavior. Friends play an important part in our life. We are socialistic and we like to be social with the others. We cannot live alone, we need company; but what sort of company we should choose to live with?-People like doing favors to friends and hate letting them down. Friends should learn how to forgive one another, to hear misunderstanding, to put up with irritable manners and habits, and to tolerate differences of opinions. The more people get acquainted, the more they can rely on one another in times of crises and depressions.

The Influence of Friendships/

Friendship affects to eternity as a teacher's advice to his pupils. Friends must be sensitive to one another's behavior and conduct, facial expressions

and other paralinguistic features. Friendliness can be expressed through a gentle voice, smiles, eye contact and easy interactions. Friend-ship seeks from others similar attitudes, ideas, beliefs and common interests. Friends learn how to forgive in case of erroneous mistakes. The mutual support and understanding that result from an ever-lasting relationship, from shared experiences and emotions will create a powerful link that can surpass the differences of social origins. Economic, geographical or racial barriers as well as differences of age, social class and mentalities will not prevent friendship from playing its vital part.

7. DROUGHT, STARVATION AND FAMINE

1. Definition

2. Consequences:

- 1. Social**
- 2. Economic**
- 3. Political**

3. Possible solutions:

- 1. Short term planning: First Aids.**
- 2. Long term Planning: building of dams, forests...**

Famine is the extreme shortage of food characterized by the lack of rain, coupled with unfavorable climatic conditions as the continual sunshine. Moreover, the spread of vitamins deficiency diseases, malnutrition and the increase – of illnesses due to the lack of drinking water, food supply and adequate clothing. Consequently, it gets too hot and people could not bear such a heat; so they die slowly as there is nothing to eat, no vegetation, no agricultural product and no animals to kill.

Causes/:

1. Social Causes:

People suffering drought and famine will live from hand to mouth: they don't think whether the sun rises one day. They are very tired of looking for something to eat or a shelter to protect themselves under. The social relations start to decrease as no one is interested in the other. What matters most is how to procure a piece of bread or pails of water. In some instances,

a sense of solidarity reigns; people put hand in hand to share the common fate, they weep and moan their destinies. They turn around one another forgiving themselves, purifying their souls from wrong commitments and misbehavior. They feel that a day passed is better than the day to come and they still survive today to see others perish and wish they will not survive to see unhappy scenes by the rising sun.

2. Economic Causes:

Nations and countries facing famine – and drought live in “miserable conditions”. They live in utter insufficiency to food supply. The economic status of unemployment will soon take another figure. Many people die everyday, the skilled manpower will be reduced to the minimum. The factories and industrial plants and workshops will soon be exhausted and choked as the workers try to double food production and productivity but in vain. Soon the different parts of the system will be affected too. The balance of trade will be unfavorable and at a loss.

The amounts of import will increase. In case of poor nations, they have no capital to face the dilemma and import food. Soon corruption and bribe take their ways and people come to practice the black market. Inflation will rise all at a sudden, and we see a total disappearance (vanish) of most of the commodities that are necessary for life. There will be long queues to receive handful of vegetables or pints of milk for small children. Countries that are greatly affected will launch international appeals to FAO (Food and Agricultural Organization) or to developed nations for a urgent help and assistance.

3. Political Causes:

Nations encountering these awful dilemmas and misfortune will live over flames. They see their countries perishing slowly. The fullest power of the country, either human, finances or material is used to its extreme to find solutions to these social diseases. The officials ask for considerable loans from the international Monetary Fund (IMF), the U.N.I.C.E.F. for providing the children with social welfare (as milk...) – The governments will live in debt and credit and they will soon see the red. Financial aids and donations will be bound to the political systems that govern the country in need.

3. POSSIBLE SOLUTIONS/:

A) Short term Planning/:

The first measures taken to reduce and minimize the degree of agitation in the country, due to the overwhelming drought, is to increase the production especially that of food. They try to keep food in special tins available for future use. They try to live in a state of austerity and fight against massive consumption to food. Increase the import of necessary elements of nutritive value and encourage cultivation.

B) Long Term Planning/:

For several million nomads and countless cattle and herds, a drop of rain represents life. People along the southern borders of the Sahara and nearly more than thirty other African countries face drought and famine. More than seven years have been dry and as a result more than two million people have died of starvation. Grass and bushes have also died, the wind has also carried away the soil and thus, it has covered large areas of arable land with sand, extending the desert year after year. Scientists and experts estimate that the desert in its worst spots and areas is advancing at a rate of 48 km a year.

Solutions/:

To cover the desert or the land with vegetation so that the soil will neither be blown away by fierce winds nor washed away by streams and rivers. Algeria has issued the forthcoming program that will help stop the creeping desert from advancing and hold the soil together. This great project is named THE GREEN Belt; A line of trees planted along the northern Sahara borders to prevent the sand from not impairing the northern arable land, to hold water and to break the force of the wind.

8. HOME ACCIDENTS/

1. Causes.

2. Attitudes:

- 1. Officials and journalists.**
- 2. Parents' role at home.**

3. Advice

A lot of home accidents have recently been notified. Many victims have passed away and this is an alarming situation that predicts the nonsense of some parents, especially mothers who fail to assume their tasks properly.

Causes/:

Faulty electrical equipment, the absence of a sound mastery of their appropriate uses, assuming a task inattentively as to clean a refrigerator or repair a damaged lamp, or touching a socket with a sharp device or opening a T.V. set and touching the different wires without a prior turning off of the power or taking a portable electric fire into the bathroom at the time of having a bath.

Advice/:

- Switch off the power before you touch anything.
- Beware when operating or repairing faulty equipments and never pretend you know how when you don't.
- Fire is risky: it needs a great attention. Don't keep on drying wet clothes in front of unguarded fire or leaving oil heaters or candles on papers, in places where they can easily be knocked over.
- Keep matches where children cannot get at them.
- Keep medicaments (medicines) of any kind in a safe place and far from children's reach.

The parents' role at home is to clarify everything for their children, to advise them not to use matches. Moreover, they should also turn off the power before going out of their houses. Check the meters for gas and electricity before leaving.

It is also very significant for the journalists to advise people through different monographs, articles, adverts, and to sensitize people about the hazards that can happen at home.

9. ROAD ACCIDENTS/

1. Consequence

2. Causes:

1. Mechanical failures

2. Environmental causes.

3. Drivers' lapses

3. Possible solutions

The number of killed persons on road accidents is staggering day after day. This slaughter is alarming in that it reflects the carelessness of certain drivers. The main attributes of these accidents are;

1. **Mechanical causes:** bald tires, faulty direction, faulty brakes, no light signaling, and failure in the engine or the motor –
2. **Environmental causes:** bad weather resulting in a slippery road (due to intermittent rain, wind, hail, and snow) – narrow streets, dangerous turnings or blind corners, narrow passages and bridges, flooded pathways.
3. **Drivers' Lapses:** drunken driving, failure to signal a turn or to change the line without previous signaling, failure to stop at stops, failure to notice the street signs or to drive at a fantastic speed; nervousness.

3. Possible Solutions:

The role of the government, officials, the police and the insurance companies is to inform people through different driving campaigns, to show them the realities about fatalities on roads. They should punish the offenders; they should check some necessary parts of cars.

10. The Mystery of the Bermuda Triangle (A natural Phenomenon)

1. Historical and geographical description

2. The dangers of the Bermuda Triangle.

3. Theories issued in this case.

One of the greatest mysteries of the world for which scientists have so far been unable to find explanations to is the Bermuda Triangle where a lot of boats and even airplanes disappeared. This specific place is sometimes named as the graveyard of the Atlantic.

Historical and Geographical Background The Bermuda Triangle is an area in the Western Atlantic between Bermuda and Florida, it is triangular in shape, a place known by the disappearance of thousands of persons and countless boats and airplanes especially during the second World War.

Consequences/

- Many ships sank at this specific area leaving no wreckage signs behind. There were no bodies, no life belts or any other evidence or signs of an accident.
- In certain instances people on board or coastal guards received some radio signals but for a moment before pilots faded to eternity.
- In another place an S.O.S. sign had been received. – Many American and Japanese airplanes sent to rescue disappeared too.

According to some astronauts, on their ways to the different – space explorations, the surface is covered with a white light or haze or streaks of light.

Theories and Scientific Speculations: Some experts believe that the white light emanation from this place is due to some extraterrestrial activities, or some undiscovered sources of energy, perhaps it is a magnetic field somewhere in the profundities of the sea or some dimensions of time and space not yet discovered.

11. Men and women

- 1. Physical aspect.**
- 2. Psychological aspect.**
- 3. Should women get the same rights as men?**
- 4. Women and the Industrial Revolution**
- 5. Men and Women – Two complementarities.**

The story of the disputes between men and women is as old as that of the cat and the dog. In the primitives societies men were there only masters of their tribes or their communities. Physically speaking, men are superior than women regarding the force and the strength with which they had to conquer nature and therefore turn it from master to servant. Women are weaker physically and so, they cannot employ the same efforts as men in the various domains of life. Women are, on the other hand, a symbol of tenderness, compassion and pity. With the rise of the Industrial Revolution, lots of jobs were created especially in textile industries, craftsmanship, pottery and hand loom weaving and farming.

People at that time were very poor and did not have what to eat; so they employed all the members of their families in order to overcome certain social problems. Little by little, women got some rights and started making appeals for more rights until they came to compete with men.

Today, women have rights to go out to work beside men in factories, under the ground in tubes, in the planes as pilots or stewardess, in different services especially in drug stores, watch industries, at hairdresser's, as dentists, trainers in sports clubs and teachers.

What people think of women?

- Some think that women should have equal opportunities in education, the possibility to find jobs and thus be paid as men for doing the same work.
- Some think that the girls' education should differ from that of boys because they will spend a large part of their lives looking after their home and families and therefore, their education should brief them for this purpose.
- Others think that the choice of a job is influenced by the fact that she is different from men in shape, size and instinct. She can't always run a full-time job easily because she has another responsibility at home.
- But some others say; in fact, women have often been treated as inferior to men because they are physically weaker. Men claim that their only role in life is to look after their families and take care of their children to prepare them to be future citizens.

Men and women are complementary creatures that help form the society where happiness, comfort, and welfare reign. Their presence around good and bad is quite felt. So, they must stand hand in hand to assume the tasks entrusted to them properly and work in a common joint to preserve the common needs of the modern life. Life nowadays is getting more complex so their mutual help is fairly recommended but everyone should be respected according to his/her instinct; desire and taste. There are jobs and jobs, let them choose for which they opt for. What a man can assume is the right of the other woman and the duty of this woman starts when she can give what that other man cannot.

12. Racial Segregation

1. **Definition**
2. **Its origin**
3. **Racism in America**
4. **Racism in South Africa.**
5. **The real features of the dilemma**
6. **Blacks and their rights**
7. **A stand on the Black Reality**

Racism is a tenet that segregates between the different races. The clash between the whites and the blacks started at an early age, at the time when the black slaves were taken from Africa as cheap manpower to work in the different plantations especially cotton and tobacco in Virginia and the southern parts of the USA. The poor powerless blacks were led as animals in chains-handcuffed and shackled. This growing attitude gave rise to this specific group of people, hate and resentment. The Black did not claim their freedom until the human Rights proclamations made appeals.

In the USA, racism is less apparent to the sense of sight than in South Africa. The blacks in America have some right; there are certain school which do not admit blacks and some buses are also forbidden for them. But due to some pacifists and abolitionists proclamations, peaceful demonstrations, congregations and protests throughout the different parts of America, the discrimination is slowing down day after day. The prominent figures in the black community were countless but the most prominent one who acted through non-violence means is Martin Luther King. Here is an extract from his famous speech on Lincoln Memorial Address on August 28, 1963.

I say to you today, my friends that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American Dream. I have a dream that one day on the Red Hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood... I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their characters have a dream today... And

if America is to be a great nation this must be come true... So let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvacious peaks of California! But not only that, let Freedom ring from Stone Mountain of Georgia...

... When we let freedom ring... we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hand: and sing in the words of that old Negro Spiritual:

"Free at last! Free at last! Thank God Almighty, we are free at last!"

Extracted from *Living Documents*
of *American History*, P.83

In South Africa, the white south Africans are but a minority that rules the country. Their supreme powers is their top most. They see blacks as shadows moving with no rights to express. It is therefore forbidden for a black man to marry a white woman or even talk to her. In addition, they cannot walk down certain streets or enter specific gardens.

People who segregate between races in terms of prejudices and color think they are superior and thus look down on them as inferior. And in certain cases, they don't even consider them as human beings. In South Africa, killing in mass is not considered as a crime since it is permitted to the whites to eliminate the blacks, exploit them, occupy their lands by force, pay them at low-costs or even profit from them without the minimum charge.

Why do whites despise and hate the Blacks? This is simply because of the color of their skins. "Wash me, wash me until I shall be whiter than snow." cried one black when he despaired of his life. Ralph Ellison, the author of *Invisible Man* says in his book: – "Iam an invisible man because people refuse to see me."

The black people are chased everywhere and pursued by misfits and outlaws who are charged to kill them to do away with them forever. Wherever they go they are received with hatred feelings and cold welcome. So, they feel rejected as no one wants to feel their inalienable rights. Consequently, they grow in self awareness to use violence and to react

fiercely to get their proper rights as citizens or perish forever. So, they often enter into clashes with the white at night, in night clubs, in restaurants, in stations and in public places.

This misunderstanding often causes thousands of Black youth to organize demonstrations asking for equal rights with the whites. So, many were arrested and put into jail and others killed. In America, today, blacks, to a certain extent, have got some rights, they can elect, vote, express their opinions and go to school. Many American representatives are black today. There are some black mayors and senators. The black community has produced outstanding poets, writers, musicians, playwrights, athletes, doctors and scientists.

13. Agriculture/Mechanization of Farming

- 1. Old and Traditional Farming.**
- 2. Farming and the Industrial Revolution.**
- 3. Mechanization of Farming.**
- 4. Improvement made to Agriculture:**
 - A) Agri-business**
 - B) Irrigation – and arable land extension.**
- 5. Agriculture: a real implement towards consumption.**

In the primitive age, the aboriginal workers and farmers used to rely on mean tools to implement their lands and ensure their living. Nature was hard and force was employed in every aspect of life. The land was limited and most farmers lived on barter. There were no varieties of crop. The method of living were really hard.

With the rise of the Industrial Revolution, many machines and tools appeared to sight and soon agriculture saw a tremendous change in matters of product and productivity. With the coming of the harvesting machines, tractors, lorries and carriages, the output was easily transported from place to place.

Today, a wide range of new material and equipment is at hand and is put at the service of farmers all over the world. So, many dams are built for irrigation, thousands of acres have turned productive. Rivers are extended, lands are erased and leveled, cultivation of a great variety of new seeds is

available, forests have been cared for. There is also a great progress in using chemicals and fertilizers to enrich the soil and increase productivity. More pesticides and herbicides are developed and sprayed with the help of special aeroplanes. Plastic domes are another aspect of agriculture in greenhouses. These special plastic warehouses have given products of proven records: They stand against frost and cold weather.

In Africa and in Asia, more food production is on the rise in certain nations. The majority of the population of these two continents live on agriculture. Their first aim is to develop more food to encounter famine. To provide a buffer against drought, new dams are erected to help irrigating the various fields of bumper crops and vegetables...

Through irrigation, there is a potential yield per hectare enabling multiple cropping and a stretch in land resources. Family planning and land reform are growing hand in hand. With the development of poultry farming and egg production, the markets have been able to face the alarming need of the consumer to the basic elements of nutritive value. Meat is available in places where mass consumption exists. Cattle and stockbrokers are given a special care. And as natural resources are about to exhaust, many oil producing nations turn to Agriculture because they think this is the most everlasting resource.

14. INFLATION/:

- 1. Definition**
- 2. Causes**
- 3. Consequences**
- 4. Possible solutions**

Inflation may be defined as a rise in prices and fall in the value of money or devaluation. In other terms it can be seen as “too much money chasing too few goods.”

1. Causes/

- The government is spending more than they can get or collect in taxes either (direct or indirect.)” – Deterioration or decay in employment.
- The exhaustion of the world raw materials, scarcity in resources, tariff

barriers, population explosion, bad harvesting seasons, the effects of mass media reporting on feigned prices.

- Rising in demand for limited resources.
- Decline in productivity due to low wages and absenteeism.
- Assembling and collecting the basic capital to pay the labourers at a high cost.
- The alarming increase of world natural resources and raw materials'
- Trade unions' wage increase plus a monopoly profit made at the expense of others.

2. Consequences/:

- Corruption spreads easily
- there is a lack of necessary food consumption
- the rise of the black market
- there is an upheaval in the standard of living, social disorder and instability, workers' agitations towards strikes.

3. Possible Solutions/:

The governments should meet the dilemma with drastic measures

- to fight against blackmarket
- to settle prices according to the citizens' purchasing powers
- the government should bear the expenditures at its own expense to cover the deficit through taxes.
- In addition, the government should increase productivity
- check the prices on goods in the markets and fight against corruption, bribes and monopolization of prices.

15. WARS/: Consequences

War is an evil:

- It stands for terror, barbarism and disaster.
- An enormous amount of wealth is wasted.
- A vast expenditure is lost
- Destruction of habitat, human life and countless of animals.
- Trade, industry and infrastructures are paralysed.

Wars are a fillip to armament industries, the nation building activities

stop, a sudden break in human relations due to shellings and lack of transport. All the available resources of capital, labour and material are diverted to the profit of arms making.

- There is a lot of propaganda in the country, an agitation within the local parties (a good opportunity for revenge and retribution.)
- Bankruptcy increases, financial crises oblige the affected country to borrow a lot of money
- there is an acute shortage of food and material (this will cause inflation and blackmarket)

Possible Solutions/:

- Live and let live as the maxim says,
- prevent oppression of the weak nations,
- teach people to diminish from the strength of competitive instinct
- avoid tyranny and exploitation
- impart the knowledge of possible co-existence between brothers
- Seek world peace by eliminating fascism and totalitarianism
- give up fond hopes of killing ourselves
- remove all the grievances that lead to racism and segregation between nations
- develop a sense of responsibility and moral integrity towards peace preservation
- Finally, eradicate violence from the earth and try to establish the spirit of mutual help, good faith and harmony.

16. FLOODING/:(characteristics, consequences and solutions.) –

Characteristics:

A terrible downpour, crash of thunder, repeated flashes of lightning, a groaning in the dark cloudy sky, strong wind that tears leafy plants and vegetations, an excessive rain and the overflow of river banks.

Consequences:

People leave their shelters and houses, large trees are uprooted, many houses are blown down, the rivers are full to the brim, boats are smashed to

pieces, the telegraph wires and means of communication are impaired, the rivers run across the towns and the villages thus, causing a great loss in human, animal and material things, the inhabitants are taken by surprise at midnights-panic, confusion and disorder, don't know where to go. Roofs are demolished and walls collapsed on civilians, some persons are taken by water shouting for rescue, some have been saved; others to no return, whole villages are swept, crops are destroyed and large acres of farmland lie under water.

Possible Solutions/:

- Build houses for the homeless and the victims
- Sympathize with or condole the affected families.
- Supply the drowned families and the homeless with tents, medicaments, blankets other first aids available.
- Build more drains and repair water pipes, clear out the roads and the narrow pathways from dirt, garbage and clay and finally, evacuate dirty, and unhygienic places to fight and prevent infectious diseases from penetrating.

17. OVER-POPULATION/: Causes, solutions (measures) –

Causes/:

- The increase of growth rate (a need to man to multiply to be more fruitful)
- The rise of Industrial Revolution and the development of medicine have promoted population growth (as new and old diseases have disappeared.) The shift from rural to urban cities has greatly changed the way of living
- Famine and diseases and even wars have become less destructive than ever before.
- Death rates begin to decline, there is an advance in medical and ancillary sciences, an increase in life expectancy in many nations of the world and finally there is an optimistic trend which lays it down-longevity has reinforced reproductivity.

Solutions/:

- The continuous use of contraceptive devices as pills (such as IUD (intra Uterine Device) and the condom rubber sheet-from family planning clinics,
- opt for a sharp rise in male sterilization
- promotion of abortion law legal use
- the Malthusian influence (food scarcity implies loss of natural resources and consumption goods,)
- Social restraints on people not to marry at a very young age,
- The limitation of offsprings – In India for example, a person with more than two children does not get government job.
- Finally, some nations suggest a compulsory male sterilization after having three children

18. EPIDEMICS/: Hazards:

Diseases: their possible treatments –

Diseases have been the principal cause of death throughout history:

1. **Bubonic Plague/:** this disease is known as the Black Death. It killed vast numbers throughout history especially in 1347 (killed nearly 25 million European)
2. **Influenza:** Killed a lot of persons after the first World War.
3. **Small-Pox:** (related to **Jenner**) –
4. **Yellow Fever**-an infectious febrile disease called yellow jack
5. **Cholera:**
6. **Malaria:** an intermittent or remittent fever caused by the female fly tse-tse-a result of dirty ponds.
7. **Tuberculosis:**
8. **Rachitis (polio)**
9. **Diphtheria**
10. **Tetanus**
11. **Rabies** (disease brought by rabid dogs-related to Louis Pasteur)
12. **Cancer**

13. Whooping cough

14. Snake bites.

Possible Treatments/: Some useful methods, medicaments or cures.

- Generic Drug, antibiotics, serum, penicilin injections, vaccination (inoculations) (BOG injections), immunizations, pasteurization, poly-immunization.
- Better nutrition, sanitation, better housing, complete isolation of infectious diseases, and contamination of water.
- seasonal spray activities (insecticides, pesticides, herbicides) or other forms as fly-tox,
- eradication of the diseases, improvement of unhygienic conditions, inappropriate ventilations, inception of mass BOG vaccination.

Medical Instruments and Nutritional Diseases/:

- **Bacteria**
- **a microscope** (invented by a dutchman named **Anton Van Leeuwen; Hock**)
- **Vaccination** (invented by an English named **Edward Jenner** (related to small – pox)
- **Pasteurization** related to Louis Pasteur-a French Chemist.
- **Vitamins** (necessary elements for life) – Vitamin Deficiency Disease (often caused by the lack of one or many vitamins) – Such diseases are: **Beri Beri, pellagra, scurvy, rickets**, (James Lind: a Scottish doctor found that a fresh fruit can cure scurvy (a disease caused by taking in improper diet.)
- **X-ray apparatus** helps to discover inner diseases through the use of electric rays also the new improvement is named scanner from to scan: to search deeply.
- **A stethoscope** is a device used by doctors to feel the impulse and blood circulation and heart beats. Symptoms: the signs or the marks of coming disease-Radio isotopes are used for medical operations or surgeries-Radio Active Cobalt can be used to cure cancer.

19. THE PRESS/: Definition and role:

The press is a very important means of communication in our life. It embraces both good and evil. It brings forceful points of views and at the same time it supplies prejudices and backward view. So the press is a weapon that brings forth the wrong social flails to clear cut forms. It is considered as a social reformer. Newspapers influence people with different standpoints. The journalists who bring facts are often disloyal to their realities; they ignore facts and reshape realities, concoct conspiracies, and criticize firmly to score their goals.

The press is not an easy task; it is very risky for journalists to collect pictures at times of wars or the case of violent demonstrations. The journalist tries to do his best to remain the mouthpiece and the spokesman of his audience. Although the difficult situations, the feigned news and the unnamed sources, the journalists always try to filter things for the public, give the audience sound and efficiently well written articles with much information supply and objectivity.

THE PRESS: As a means of:

1. Information:

It informs us about the various cultural programs; news, events of universal interests and invite us to the different occasions.

2. Advice:

The press warns us against the various dangers and hazards, gives us preventive and curative treatments in case of epidemics (it copes with the unexpected) – It explains to us things that we must avoid, as drinking from contaminated water or the bad effects of cigarettes or poisonous preserved tins.

3. Entertainment:

It entertains us about music, reports, songs, riddles, sports, games, funny stories, documentaries, soaps and various features, thrillers, love stories, children's adventurous stories, interviews with famous personalities.....

Section three

Contents/:

How to prepare outlines:

1. NARRATIVE WRITING/

1. General Plan for Historical Events, battles etc.
2. General plan for Biographical sketches....

2. DESCRIPTIVE WRITING/:

– General plan for aspects of life, natural phenomena, a particular place, a famous personality.

3. REFLECTIVE WRITING/:

Any exposed problem, a scientific or a literary point to discuss, to expose or to show-one's speculations on...

4. ARGUMENTATIVE WRITING/:

Discussion of a given quotation, or a factual problem or a topic of a great topicality.

5. THE TYPES OF OUTLINES/:

1. TOPIC OUTLINE

2. SENTENCE OUTLINE

3. PARAGRAPH OUTLINE

- **AN EXAMPLE OP EACH TYPE OP OUTLINES WITH THE BIOGRAPHY OF ILYA ABOU MADHI**

GENERAL RECOMMENDATIONS about HOW TO DEVELOP A PLAN before Writing.

Preparing an outline

What is an outline? An outline is a synopsis or – a plan about anything we want to work out-it is a sign of organisation of our work so that the reader will grasp what we want to convey easily.

Generally, the type of writing determines the sort of outline we have to choose. For narrative writing, it is not the same for argumentative or reflective or descriptive. Let us see these examples in details: –

1. NARRATIVE/:

a) General Plan for Historical Events and Battles etc.

1. Introduction: date and place of the event
2. Situation: the circumstances and the causes of the event.
3. The Consequence of the event.
4. Reflections or personal impressions about the event.

b.) General Plan for Biographical Sketches:

1. Date and place of birth (family, ancestors, relatives and social milieu.)
2. Infancy (childhood), early years of life and Schooling, external influences in the place where he/she lives or at school.
3. Career and future prospects.
4. His/Her death-achievements.
5. Impressions about his/her life, contribution, actions and attempts.

2. DESCRIPTIVE/:

General Plan for aspects of life (natural phenomena) as volcanoes, earthquakes and flood...

The Synopsis:

1. General Description (definition of the phenomenon) –
2. Particular aspect of the phenomenon and its effects on people.
3. Its influences on peoples' sensations (its traits as a more or less dangerous)
4. Possible measures taken.

3. REFLECTIVE/:

This deals with any piece of writing that requires a thinking over, an exposition of a problem or a point to discuss.

Example//– Honesty

1. Introduction
2. What is honesty?
3. How to be honest (some pre-requisites) –

The assets of being an honest person –

4. General impressions about honest persons –
5. Conclusion.

4. ARGUMENTATIVE/:

A quotation to discuss or a saying to feature: –

1. First criticize or praise the author.
2. Then, explain the quotation in your own words and be as objective as possible.
3. After this, find about the central idea and study it attentively.
 - a. What is positive? If the suggestion is all right then what are its advantages?
 - b. What is Negative? If we assume what the author has said is false, then what sort of arguments we should issue?
4. Compare and contrast between the given saying and others in the same field.(good examples from literature are fairly recommended) – Give references about your quotations so as to give force and validity to your arguments.
5. Conclusion.

5. TYPES OF OUTLINES/:

There are three commonly known types of Outline:

1. Topic Outline
2. Sentence Outline
3. Paragraph Outline

For shorter paper work, it is advisable to use the paragraph outline; but for research papers or any other comprehensive work, the topic and the sentence outlines are the most preferable.

The topic and the sentence outlines are nearly the same in the sense they have the same classes or groups or divisions; but they differ only in details and expansion. A topic outline takes the form of a summary or a headline but a sentence outline as its name suggests, it takes the form of one complete sentence.

However, the paragraph outline does not require any division as sub-heading of the first and the second degrees; but all the points come under one another and all of them are considered as major headings where each one stands but for one paragraph.

RECOMMENDATIONS/:

1. Think of a subject; limit it to your own documents, time and prospectus.
2. Determine your purpose behind such writing-Are you going to inform the reader or argue about something or describe certain feelings or narrate a biography?
3. Think of your central idea that you work will rotate on.
4. Develop a working plan, choose the appropriate outline that suits your type of writing.
5. Verify your outline-see the notations and indentations of major headings, and sub-headings of the first and the second degrees. Moreover, *you* should check your parallel constructions –

NOTE/:

1. Write the main ideas (major headings) under the same groupings:
– Let us call them (I) (II) (III) (IV) (V) – etc...
2. Then set down under each major heading the subordinate ideas: –

Let us name them: (A) (B) (C) (D) (E) – etc...
(these are called sub-headings of the first degree.)

3. Now, if you have other sub-divisions and details you want to provide, then use: (1) (2) (3) (4) (5) (these are called sub-heading of 2nd degrees –
4. **SEE THE EXAMPLE BELOW/:** Major Headings, Sub-headings of the first and the second degree.

5. **Outline**

Introduction

I) **Chapter One.....Major Heading**

II) **Chapter Two**

A.....sub-heading of first degree

B.....

1.....sub-heading of second degree

2.....

A.....

B.....

1.....

2.....

a.....

b.....

Conclusion

1. TOPIC OUTLINE/:

Ilya Abou Madhi: the poet, the Philosopher

Central Idea/: Ilya's social refutation helped him to gain predominance both as a poet and a philosopher in America where he immigrated.

Introduction/: Ilya's life as an important biography of a poet who made a name for himself.

I) **Ilya's Childhood in Lebanon**

A. His infancy in Lebanon

B. His education

C. His immigration to Egypt.

II) Ilya's immigration to America

- A. His experiences
- B. His membership in the Pen Association

III) Ilya's influences:

- A. His Principles in writing
- B. His influences
 1. Social background
 2. Congregational Meetings
 3. Contemporary writers in the Arab World and in America.

IV) A Stand on Ilya's Predominance:

- A. A poet
- B. A philosopher
- C. A social Reformer

V) Conclusion: A stand on his achievements and his deeds.

2. SENTENCE OUTLINE/:

Ilya Abou Madhi: the poet, the philosopher –

Central Idea: Ilya's social refutation helped him to gain predominance both as a poet and a philosopher in America where he immigrated.

Introduction/: Ilya's life as an important biography of a poet and a philosopher who made a name for himself.

I) The early years of Ilya Abou Madhi's Life:

- A. As an infant child in Bakfaya, Lebanon.
- B. As a pupil in the primary school.
- C. As a young scholar longing for immigration elsewhere.

II) The Premises of the first Arrival to America:

- A. As a merchant, a publisher and a poet innovator.
- B. As an active leader in the Pen Association for immigrant Arab writers and poets.

III) The Influences and the hardships Ilya first encountered

- A. As a social reformer who fled his native town.

- B. As a member in the Pen Association of intellectuals.
- C. As a globetrotter who met great writers and poets.

IV) The Assets Ilya's gained throughout his life

- A. As a poet-the father of symbolism and free verse.
- B. As a philosopher – inquiring about metaphysics
- C. As a social reformer-seeking peace, human sanity and nonviolence.

V) Conclusion: Ilya's contribution to literature and philosophy is beyond doubt great and abundant.

3. PARAGRAPH OUTLINE/:

Ilya Abou Madhi: the poet, the philosopher

1. Ilya Abou Madhi's early life, ancestry, education and his social background.
2. Ilya's shift to Egypt then to America-His activities and deeds.
3. Ilya's influences; his own cultural background coupled with that of his new World America and his contemporaries.
4. Ilya's career and achievements made him gain predominance as a poet innovator and a philosopher.
5. Ilya's merits for that social position because he worked hard to succeed to be as he wanted to be.

Ilya Abou Madhi the poet, the Philosopher

Ilya Abou Madhi, the immigrant poet was born in 1889 in a small village called 'El-Mouhaydatha*' in the suburbs of 'Bakfaya' in Lebanon. There, he received the first premises of his schooling periods at the age of 11 years old. At that era, waves of immigration to America were widely encouraged. And the Lebanese who did not seem to procure interesting social positions in their hometowns, seized the opportunity to change the atmosphere and therefore profitted to make money through various professions as commerce, printing and literature.

In 1900, Ilya Abou Madhi immigrated to Egypt after a vain hope in his native country to which he paid an everlasting farewell. Once in Egypt, Ilya Abou Madhi started working on commerce; so he opened a shop for selling tobacco. Meanwhile, he occupied his spare time in reading the old arabic

literature especially collections of great poets.

1. Feeling a sense to writing poetry and other poetic attempt that he published in many Egyptian magazines, Ilya Abou Madhi published a collection under-'Reminiscences of the Past'. Then in 1911, Ilya decided to leave off Egypt to the United States of America and perhaps this was the most predominant dream he had since he left Lebanon. The first cosy place that welcomed his arrival was Cincinnati where he spent many years working particularly on commerce then he left it for New York in 1816. There he developed his knowledge of printing and in the way he produced his first magazine 'Essamir'.
2. In New York, he met a group of Arab immigrant poets and constituted together "The Pen Association" – the mouthpiece of their principles and innovations. Ilya Abou Madhi struggled against many hardships that faced him during his stay in New York. Ilya kept on with his way in ameliorating the old Arabic rhyme by promoting free verse based mainly on symbolism. So, he no longer established his life among his elders than he widened the gap by erecting high the first bases of his school SYMBOLISM.

Besides his cultural impacts that the old Arab had on him, Ilya Abou Madhi studied the Andalusian lyrics and consequently, he whet his poetical gifts while reading to many modern poets of that era.

The The Pen Association which was a literary congregation of many immigrant literary men, was founded in 1920. The main tracing and factual principles of the association were contemplation of life, a stand on the secret that life folds, a deep understanding of the human spirit, an enlarging scope of society, a nostalgic feeling to the native country and the use of symbolism in expression. Through these principles, Ilya Abou Madhi built his poetic productions and thus, differed his views from those who considered them to be more influential.

The social conditions that Ilya Abou Madhi lived and endured were very depressing. In fact, he passed through many unfortunate experiences and ordeals created by the diabolic view he faced in Lebanon, in Egypt then in America. Besides Arabic, Ilya mastered English, the very prevailing tool that helped him read a lot and thus, get an idea about the various western European literary productions.

Ilya Abou Madhi departed as a living shadow after consecrating his life as a migratory bird who made a name for himself as a father of Symbolism: a new school that was developed far from his native country and the result of unique blend in its genre. His loneliness and nostalgia gave his literary productions a dignified style and a seal proper to himself and to his disciples. His literary achievements appeared as a mixture of many literary forms ranging from – elegies, praises, romances, wisdom, innovations, social upheavals, religion, poverty, nature, the human spirit and soul – to nostalgic traits and optimism.

According to Ilya Abou Madhi, the poet has a great responsibility in spreading justice, goodness and beauty and he has to contemplate deeply in the secrets of life and the universe stressing, thus, the two main factors: the absolute need of one to the other and humanity protection to preserve the human progenies against any violent destructive humanistic rivalries. In short, Ilya Abou Madhi was a great poet writer who deserves all the merits as a symbolist, a leader, a social reformer and at last another Robert Frost.

Here is an Instance from his famous poem musing about his existence.

1. Ettalassim (**This word** is taken from Arabic and means Enigma or a puzzling)

A) –

I've come but I don't know where I've come from, but I've come.
And seeing a pathway – straight ahead of me. so I walked.
And I'll keep on walking whether I like it or lump.
How have I come? How have I seen my – pathway I don't Know?

B) –

Am I recent or ancient in this existence?
Am I set free or am I a prisoner bound?
Am I master of myself in this life or am I an enslaved?
I wish I could know but... I don't.

C) –

And my way, what is my way? Is it long or short? Do I ascend or descend to the deep?
Am I the pathway walker or the pathway itself in move?
Or both of us are standing and the time flies... I don't know. (Translated)

Section four

Dialogue writing

Contents:

Dialogue writing/

- 1) – Definition
- 2) – Pre-Requisites of a dialogue writing
- 3) – Recommendations
- 4) – Summary

II) Samples of Dialogue Writing/:

1. Road Accidents
2. Smoking and health.
3. At a Doctor's
4. Planning Future Activities
5. Unemployment
6. A case of Divorce
7. Marriage
8. Describing a process
9. Culture
10. Money and Happiness

III) A set of Exercises on Dialogue Writing/:

Dialogue writing/:

I) Definition/:

Literally speaking, a dialogue is a discourse between two or more persons. It is a social unit of speech since it requires two or more persons to discuss about something. It enables the partners who share the same conversation or the topic to express their viewpoints and interact openly and in the meanest natural way. It is therefore, one of the sound and effective way of transmitting our standpoints to different people through a verbal communication and via various situational processes: – (Julia Dubson makes a hint on dialogue function so she says:

“What language Teaching Device used as early as 200 A.D. appears in countless text books around the world today?

The dialogue! yes, the dialogue-a short conversation between two people, presented as a language model-is probably the oldest of all language teaching aids. Nearly two thousand years ago the Greeks learned Latin from dialogues; and although many language-teaching techniques have come and gone since then, the dialogue-has survived right down to the present day.”

II) The Pre-Requisites of a Good Dialogue Writing/:

A good dialogue requires much efforts from the part of the Writer. As any other piece of literature, the dialogue writer should be adept in the matter. He should master the best ways and methods of developing a dialogue as regarded to the contents, the logical interweaving of thoughts and ideas and the consistency in the outflow of statements and statements

answer. What matters most is the upholding of truth and reality, the choice of characters, the proximity of the contents, the logical flow of ideas, the variety of the sentences, pitches, intonation and stress, the validity of paralinguistic features, the sociability of the contents, concrete and realistic situations, clarity of ideas, accuracy of information, naturalness in acting, movement, vividness and meaningfulness.

III) General recommendations/:

1. Be realistic in the choice of subjects-Let your characters be realistic and not fictitious.
2. Give your dialogue a cultural insight and let your speakers reveal their cultural background through different concrete and realistic situations.
3. Give your characters liveliness and movement. Let them move from one place to another to express their responses naturally and without any obstruction.
4. Be logical in the development of your ideas (give your statements coherence, unity and emphasis.)
5. Avoid useless repetition unless for the sake of emphasis.
6. Give equal chances or opportunities to your characters-let them speak in turn.
7. Vary the tone of your dialogue: make it an answer/question or statement/statement answer.

Ali: When did you arrive from Algiers?

Rachid: I arrived this morning by plane.

Ali: Did you enjoy your holidays?

Rachid: Yes, they were wonderful.

8. Sometimes the question/question gives the dialogue naturalness such as: –

Farid: Have you seen the last world circus?

Salim: The world circus! What nonsense!

Farid: Aren't you interested in the circus?

Salim: Of course lam, but what a circus for?

9. Vary the starting point of your dialogue to make it attractive and interesting.

Fatiha: What a nice pleasure to meet you Nadia?

Nadia: Very happy to meet you too.

10. Write well expressed and balanced sentences presented in good English.

IV) Summary/

The dialogue writing is a goal oriented activity that is centered on the liveliness of the characters encouraged by the use of meaningful and conducive gestures, facial expression and vocal modifiers (intonation, stress and pronunciation) – The writer's attitude is to build up flexible and consistent dialogue with well balanced uses of words, well put and defined and bear a meaningful content. It is fairly appreciated, therefore, to have a go at interesting subjects with a good mastery of the form and the contents without any flowery speech or clumsy constructions. It is effective to note that as far as we keep from redundancies and far fetching style we can construct expressively our way of thinking in a lucid clear cut form. A good dialogue should be of a medium length, uptodate in subject, varied in characters, good in style, coherent and meaningful in contents and natural in the flow of ideas.

V) Samples of dialogue writing/

1. Road Accidents/:

Samir: Hello Farid, how are you?

Farid: Not very well, lam afraid.

Samir: Why? What's the matter?

Farid: I'am worried; my brother Salim has an accident... and until now I don't know if he is seriously injured or not.

Samir: Oh, I am sorry. I hope it will not be as grave as you expect.

Farid: What a generation! Young drivers nowadays make a lot of accidents. They don't respect the driving code and they drive very fast without being conscious of that!

Samir: But the problem is that we don't even care about that situation at all. Look, my father did not want to give his car to my eldest brother but my mother insisted. So, my father accepted. Two hours later, a telephone rang... the police officer...

Farid: What happened then?

Samir: My eldest brother hit another car which ran over a child. And both of them were arrested (two years ago)

Farid: Oh that is always the case; but unfortunately they continue driving.

Samir: I hope that your brother will escape safely, best wishes...

Farid: We hope so, Goodbye and thank you for your compassion.

Sample two/: Smoking and Health:

This is a dialogue between Djamel and Rachid –

Rachid: Hello, how are you?

Djamel: Fine.

Rachid: Oh, are you still smoking?

Djamel: Unfortunately!

Rachid: But last time you promised to stop it, didn't you?

Djamel: Yes I did, but I couldn't. It was too difficult and I want to forget my problems.

Rachid: I think this is not the best solution.

Djamel: What are your suggestions then?

Rachid: Listen to me Djamel, smoking does not solve problems but create them.

Djamel: That is right. In fact, cigarettes cause many dangerous diseases such as bronchitis and cancer of the lungs. But despite that all, I need it to calm myself in times of nervousness.

Rachid: You ought to stop it, it makes you more nervous.

Djamel: Ok friend, I'll do my best to give it up forever.

Sample three/: at a doctor's

Patient: Good morning doctor! Can you spare me a few minutes?

Doctor: Certainly! Come in and sit down, what's the matter with you
Patient: I'm suffering from malaria. I have had no sleep for two days.

Doctor: Let me feel your pulse.

Patient: I have high fever and I'm feeling very unwell.

Doctor: Take this medicine and you'll be all right. You should not sleep in the open.

Patient: How many doses are there? And how often should they be taken?

Doctor: There are four doses. Take one after three hours.

Patient: Thank you doctor. I shall follow your instructions.

Sample four/: Planning Future Activities:

Salim: What are your future prospects Mohamed?

Mohamed: Well, I intend to visit Cirta (Constantine) and its monuments.

Salim: Are you planning to spend many days there?

Mohamed: Yes, of course, I am going to stay five days there.

Salim: It's probable that I'll join you in a couple of days.

Mohamed: Okay; I shall be waiting for you at the bus-station. I am thinking of taking some photos as a souvenir.

Salim: All right then. In that case, I shall bring in my camera with me.

Mohamed: Excuse me, the taxi is coming. I am going to book a ticket.

Salim: Good bye.

Mohamed: Bye, see you.

Sample five/: unemployment

The setting is a 'cafe' where Mourad and his friend Fateh sat to ease themselves from the tiresome day.

Mourad: Have you heard about the latest news?

Fateh: No, what's it about?

Mourad: They have brought new machines to our factory. And the manager has already expelled eight workers.

Fateh: You say eight workers expelled! What nonsense? Have they done something wrong?

Mourad: Absolutely no. Don't you know the vicious circle?

Fateh: No, can you be more explicit?

Mourad: All right, be all ears.

They say that machines work very fast and bring in lot of profit. They save up a lot of time and supply a lot of product.

Fateh: Yes, this is normal. But what's the relation of all this with the workers?

Mourad: Right, the manager says the budget is scarce this year and the investments bypass the benefit and at the rate things are going on, the factory will undoubtedly close its doors in the nearest time. To put an end to all this he expelled eight workers."

Fateh: It's absolutely foolish to dismiss all these innocent breadwinners. They all have dependents to feed. They must submit a letter of complaints to their trade union officials.

Mourad: That's a good idea. This is the point we have been turning round. Have you got an idea about the trade union?

Fateh: Yes. It is an organisation that represents and defends the workers' rights whatever their jobs are. It preserves their welfare state with favourable conditions of work and security.

Mourad: Good. Let's go cracking new. Hey waiter, let me have the change.

Sample six/: a case of divorce

At the court, the couple stands before the judge and the barri sters.

Judge: Today, we are going to *open* our plenary session with a case of divorce of this couple. The partners stand up. Mr. Mounir, can you tell me, the whole story that has led you to this misunderstanding?

Mounir: Well sir. We have decided to live together with our parents after the wedding; but my wife has changed her mind just when we've come to live together.

Nadia: He lies Sir, we have never featured this problem at all.

I can't live with his parents because his mother is very severe. I want him to build another house for me far from his parents.

Judge: Mounir, Can you live separately from your parents?

Mounir: No, I can't do that. I am the breadwinner of the family and my parents are both aged; so they cannot manage their own living.

Judge: Can you think of another solution, Nadia?

Nadia: No idea sir. At present lam at a loss to make up my mind.

Judge: Mounir, do you love your wife? of course, I do.

Nadia: Do you love your husband? Certainly Sir.

Judge: Frowning his forehead, whispering to his assistants then... said:

You partners, can you live separately from each other? No, it is not possible. In that case, I can't decide about your divorce. You have to live together with the parents for the moment until you get a new house...

Sample seven/: marriage

Father: Hey wife, don't you see that our son should get married?

Mother: Yes, it is high time for us to think about him.

Father: What do you think if we see Mr. Amar for his daughter?

Mother: That's a good idea. She is a nice and industrious girl. But I don't think Samir will accept her as a partner because she can't read and can't write.

In the afternoon, when Samir entered the house, his mother interrupted him....

Mother: Samir, is not it a good idea to think about your marriage?

Samir: Yes, mother. I have found one. I love her and she loves me; but I am afraid her father will not accept because I come from a poor family.

Mother: What do you think of Mr. Amar's daughter? Is not she fit for you?

Samir: Excuse me mum. This girl, I have no love relations with her. In addition, she can't read and write. You see mother... I want the one that I love.

Mother: In that case, I'll see your father about this. Don't bother about, it is a matter of fate!

Sample eight/: describing a process/:

At a bakery shop, the baker explains the different stages bread passes through before it is ready for use.

Customer: Can you explain the different stages of a piece of dough before it is finally shaped into bread?

Baker: Well, it is very easy. First, we mix flour, yeast with salty water and stir adding oil until we get dough.

Customer: You mean until it gets sticky?

Baker: Yes, then we weigh the piece of dough on a scale so that all the loaves will have the same weight. After this, we shape them in the form of loaves of bread and we put them in baking tins. After a period of time, we put these tins in the oven to be baked.

Customer: That's very easy... go on.

Baker: Once the tins are placed in the oven, we leave them for half an hour and then we take them out, they are ready for use.

Customer: Fantastic. Thank you very much for this explanation. I wish I could see it with another process. See you later Bye.

Baker: Not at all, see you, Bye.

Sample nine/: Culture

In the classroom.....

Teacher: Good morning boys and girls.

Students: Good morning Sir!

Teacher: Today's lesson will be about Culture. So what is Culture?

Rachid: Can we say that culture is science? Teacher to the whole class:

Is it a good definition?

Mohamed: No. Sir. I think culture is what we read in books.

Teacher: Again. your definition is not quite accurate.

Teacher: Well, we generally be cultured persons when we know and master many languages to help us read different books from various countries. Culture in its broad sense is the truthful contact with what the world has ever produced, with the different civilizations including their social, political, economic and historical aspects of life. Culture can embrace art, architecture, scientific developments and innovations in all the domains. All these are transmitted to us through means of communication, through books or recorded on tapes. So, a cultured person is the one whose knowledge of the world is of a paramount importance. Who can define culture?

Mohamed: Culture is the contact with the world through books and thoughts and the other ways we get informed either through direct interactions with other people or with their scientific and literary achievements that ever remain.

Sample ten/: Money and Happiness

Farmer: Hello, what's the matter, you look very sad today! Have you got some problems?

Peasant: Those who have no money always have problems.

Farmer: But they say money does not bring happiness, does it?

Peasant: Oh – dear... This is said only by poor persons.

Farmer: I don't agree with you... There are some rich persons but they are not happy.

Peasant: They aren't happy because they don't know how to make use of it. If I were in their position I would never be angry.

Farmer: But you are not rich and you are not even going to be.

Don't dream beyond your imagination...

See you, Bye.

Peasant: Bye...

Exercises

Write dialogues on the following topics:

1. Science and its effect.
2. The Algerian Woman: her role in the economic development.
3. Social flails in Algeria.
4. The role of the press and Advertising.
5. The Algerian University.
6. Literature is another form of luxury.
7. Do you believe in superstition?
8. Nursing.
9. The advantages of reafforestation.
10. Is it foolish to be an adventurer?
11. Travelling broadens the mind.
12. Traditions and customs in Algeria.

Section five:

Letter writing

Contents:

Letter writing

I) – **A-SOCIAL LETTERS:** Kith and kin letters, friendly letters, notes of invitation, love letters, letters of sympathy, illnesses and condolence.

1. Definition
2. Components
3. How to start a letter
4. How to end a letter

2-BUSINESS LETTERS: Letters of application, official correspondence, letters to newspapers and commercial correspondence

- a. Form
- b. Expressions used

II) **SPECIMENS of FRIENDLY LETTERS:** –

1.
 - a. From a friend to another asking for help.
 - b. A letter to a friend asking him for a loan.
 - c. Reply to above
 - d. A letter to a pen pal.
 - e. A letter to my mother.
 - f. A letter to my father
 - g. A letter to my sister
 - h. A letter to my neighbour.

2. **Notes of Invitation, letters of Sympathy, condolence and illnesses.**

- a. A letter of sympathy to a friend comforting him for his illness.
- b. A letter to a friend condoling him for his mother's demise
- c. An invitation to a lunch.
- d. Reply to invitation
- e. A letter to my uncle who is sent out of his work.
- f. A letter to an ill-teacher wishing him prompts recovery.

3. Love Letters/:

- a. From an engaged girl to her lover in the army.
- b. Reply to above.
- c. A letter from a young man to a young girl asking for her hand.
- d. Reply to above letter.
- e. A letter from a boy to his girl friend giving her some advice about how to behave with the common people

III)- BUSINESS LETTERS/

1. Letters of Application:

- a. Application for the post of a secretary
- b. Application for the post of a teacher of English.
- c. Reply to above.
- d. A letter to the police station inquiring about a lost child.

2. Official Correspondence:

- a. A circular letter
- b. Official replies
- c. Request for a testimonial
- d. Reply to above

3. Letters to Newspapers:

- a. To the editor of "Horizon 2000" (daily paper) about social evils.
- b. From an Algerian Insurance Company to "Horizon 2000" about Road Accidents in Algeria.

4. Commercial Correspondence:

- A. Asking for Information about electric lightning
- B. Prices are too high asking for cheaper samples of pendants and jewels.
- C. Curtains of high quality requirements.
- D. Supply of Pramsuit, jogging suit and baby stretches.
- E. Offers to Algerian goods: Algerian tailor's offer of services.

*“As keys do open chests
So letters open breasts.”*
– James Howell:/

A SOCIAL LETTERS

Introduction:/

The letter is the mouthpiece of the personality of its writer. It embraces all his feelings, emotions, sympathy and malevolent feelings. The sender should convey all his senses in his writing to achieve naturalness of thoughts and spirit. A letter is a true transaction between the sender and the receiver and it therefore stresses a message being transmitted via certain codes written on a cold piece of paper.

In whatever the case, the contents should reveal an inner communication that is felt only when the receiver gets to the right track of its sender. Thus, there must be a good communion between the writer and the reader. The reader is supposed to guess the writer’s cultural insights when reading his letters.

A good writer is the one who impresses his readers with much more to read: a refined accuracy both in language and style.

What are the components of a social letter?

A letter should, as any other piece of writing, be composed of an Introduction, a development and a conclusion. Besides, it should comply with certain forms of presentation:

Form One/:'

1. **Heading.**

- Address
- Date

2. **Salutation**

3. **Body of the letter**

- Introduction...
- Development
- Conclusion

4. **Complimentary Close ~**

5. **Name**

Form TWO/:

2. **Dear...**

1. **Heading**

- Address
- Date

3. **Body of the letter.**

4. **Yours truly**

5. **Tayeb**

A social letter consists of the following: –

1. Heading
2. Salutation/Greetings
3. Body of the letter
4. Complimentary close
5. Name

I) **THE HEADING/:** It consists of the address of the writer or the sender. This address should start with the name of the street, the number of the house, the village, the town, then the capital.

Note/:

The name of the capital is not necessary when writing to a person

living in your own country. Write it only when you are writing to a person who is outside your country.

How to Punctuate the Heading?

All the parts of the heading, which follow one from the other, are followed by a comma except the capital which ends with a period. There is no punctuation after the date.

II) SALUTATION (GREETINGS):

The salutation takes an initial position alone separately from the body of the letter. The conventional way of salutation is –

Dear or my Dear followed by a Christian name.

Look at the following table. The salutation reflects the degree of intimacy and friendship of the sender and the receiver.

Relatives	Friends	Strangers
My dear father My dear cousin My dear Sister Dear Rachid Dear Brother	Dear Samir My dear Nadia My dear Fateh	Sir Dear Sir Madam Dear Madam (married) or ummarried. Dear Professor Dear Teacher

III) The body of the letter:

1) How to Start a Letter

Some useful Expressions:

- A. Thank you for your loving letter
- B. I was very greatly surprised to hear that...
- C. I received your affectionate letter five days ago.
- D. Hearty, sincere congratulations for the result, success and...
- E. I have much pleasure to inform you that...
- F. Thank you for your kind invitation
- G. I am sorry for not attending your birthday party.
- H. I apologize for not sending you your documents on due time.

- I. I am glad to learn that...
- J. I was extremely glad to hear from you.
- K. I am extremely sorry to hear you...
- L. I am shocked to go through the lines of your letter.

2) How to end a letter – Expressions/:

1. Hoping that time will invigorate your health and lessen from your great sorrow, we will remain your best friend at times of need.
2. I'll tell you more about... in my next letter.
3. With more good wishes and promotions./Wishing a pleasant evening.
4. Remind me to your mother and give her my best respect.
5. My kind regards to all your relatives.

4. COMPLIMENTARY CLOSE/:

The conventional way of ending social letters is stated according to the degree of intimacy and friendship.

Friends	Relatives
<ul style="list-style-type: none"> - Your most – sincere friend, or your most sincerely, - Yours very/sincerely, - Sincerely yours, - Friendly yours, - Yours, - I am your affectionate friend. - Yours affectionately, 	<ul style="list-style-type: none"> - Yours affectionately, - Your most affectionate, - Lovingly yours,
Strangers	Teachers/Professors
<ul style="list-style-type: none"> - Yours truly, - Truly yours, - Very truly yours, - Yours faithfully, - I'm yours faithfully 	<ul style="list-style-type: none"> - Obediently Yours, - Your most obedient student, - Yours obediently, - Respectfully yours,

BUSINESS LETTERS:

This is a **business Letter** regarded in miniature/:

1. Heading<Address+date>
2. Inside Address
3. Salutation
4. Body of the letter
5. Complimentary Close
6. Name and Signature

Hint/:

The difference between social and business letters is:

1/. **Inside Address:** It should bear the name and address of the person the letter is addressed to.

It should be the same as the one that appears on the envelope. The address is placed on the left side of the page.

2/. **Salutation:**, The common form of address is:

Dear Sir, Dear Sirs, or Gentlemen.

3/. **Complimentary Close:** It usually takes the following forms: –

I am/I remain) Sir (Dear Sir (s), Madam)

We are/We remain)

Yours Faithfully,

Tayeb Bouazid

BUSINESS LETTERS/: EXPRESSIONS:

1. I trust you will with kind respect give your immediate attention to this matter.

2. Awaiting your favours, we are, Gentlemen,

Yours very truly,

3. We shall be glad, therefore, to hear from you as to what is to be done with the rest of your stored goods.

4. We should be glad to have your reply to this by return.
5. We hope you will kindly – write or phone whenever you feel we can be of service to you.
6. Thanking you very kindly for your favours and, hoping this will receive your complete approval.
7. Trusting you will give this order your best attention, we beg to remain...
8. We await the pleasure of your reply...
9. Awaiting your esteemed commands.
10. Thanking you in' anticipation, I remain, dear Sirs.
11. Soliciting the favour of an early reply.
12. Regretting our inability to answer your requirements/be of service to you, we beg to remain...
13. Please, let us know by return...
14. Please, let us have your orders at any time convenient to you.
15. Trusting that my application will receive favourable considerations at hand.
16. If I am given an opportunity to serve, I may assure you that I shall do my best to give you satisfaction.
17. I hope you will consider my case favourably.
18. Hoping that my application will meet your favourable considerations at hand.
19. Assuring you of my faithful and diligent services if appointed in the vacant post you will reserve me.

MISCELLANEOUS/:

1. Could you send us your invoice in duplicate...?
2. Please wire and let us know whether you can send us.../...
3. I apologize for any further delay in replying.
4. We hope our consignment.....
5. We regret that we are unable to send you...
6. Would you please mind giving us just your point of view...?
7. Would you kindly let us know...?
8. With apologies for troubling you and thanking you beforehand.
9. Trust us, everything you tell us will be treated in strict confidence.

10. We would be grateful if you let us have further details about...
11. We are glad to enclose.
12. I have the pleasure to acknowledge your letter of the... instant.
13. In reply to your favour of yesterday we beg to.
14. I shall be glad to hear from you again...
15. Under a separate cover I'll enclose our new leaflet concerning...
16. Will you kindly look into the matter so as to ensure if the complaints you speak about are well featured.
17. Will you send us in the enclosed stamped envelope a complete list of goods received.
18. We thank you very much for your order of...
19. Thank you for your catalogue, I am enclosing a money order for...
20. Could you please send us a copy of your latest catalogue?

SUM UP/

Through this résumé of social and business letters, we may assert that the best quality of a good letter should be based on clarity of ideas, simple, short and meaningful sentences. The ideas should not be obscure and vague but exact and consistent. The language used should be fresh, uptodate. Make sure that behind every letter there is a message to be clearly transmitted from one person to another through simple, meaningful and natural style.

II. SAMPLES OF FRIENDLY LETTERS/;

1. A letter from a friend to another asking her to come and help in a brother's wedding party.

32, Kechida Rd, Batna

April 16, 1984

Dear Samia,

I was extremely glad to hear from you. You are still in the right mood to write me again though I have not dropped you lines since a long time. I apologize for this unexpected delay in answering you. Certainly you have heard that my eldest brother Nacer is about to get married with Hakima his diligent student.

On this occasion, I am in need to an old hand to stand by my side at this

odd time. I am quite sure that you will respond to my present invitation. At the time being, everything is in a perfect work as my time is completely booked up and thus, I feel bogged down with work. I crave for your help.

My mother has been down with 'FLU' for more than three weeks and there are a lot of preparations that requires your immediate coming. I'll be waiting for you at the coach station on Sunday, April 18, instant, at 8 O'clock.

Your Affectionate sister
Rachida

2. A letter to a friend asking for a loan of money as an assistance to his sister who intends to enter a boarding school

16 Martyrs Sq.,
Kherrata,
April 15, 1984

Dear Toufik,

I am very sorry to cause you much trouble my fellow; but the necessity makes it; so, I find it obvious to make an appeal to you to stand by my side in this calamity. You see brother, how dearest you will be if you provide me with 1000 dinars to clear out an immediate pesting problem. My sister is going to enter a boarding school. The investments on her furniture and matriculation will cost me a lot. As I feel in need to this sum, I would like you to help me. Please don't be parcimonious. I promise to give it back in one month's time.

Thank you very much beforehand.

Sincerely Yours,
Amar

3. Reply to above/:

26, Cheriet Amar's Rd,
Cite Bel-Air, Setif,
April 21st, 1984

Dear Amar,

Thank you very much for your letter and the warm feelings you lay upon me. What is surprising in you is your frankness and the plain style

you devise. Your requirement and your ultimate need to money has created in me a sense of pity and strong friendship. Please find enclosed herewith an open cheque that may serve at any moment. If ever you need anything please let me know.

Yours Sincerely,
Toufik,

4. A Letter to a Penpal: –

XCRD El,
Cite Yahiaoui,
Setif,
August 15, 1991

Dear Peter,

Thanks to *Forum Teaching* that I have been able to get in contact with you.

Well, my name is Benchikou Abdelkader. I am 25 years old. I'm bachelor. I am a university student in physics department. Next year, I'll graduate from the University of Algiers as an Engineer in physics and electronics.

My family is not very large. I have only two brothers Rachid and Fateh. They are both secondary school students.

My hobbies are listening to music, reading scientific magazines, watching scientific documentaries, fishing and gardening.

I hope we'll get more acquainted in the future. Best wishes of success.

Friendly Yours,

P.S./: In my next letter, I'll send you a photo of mine.

5. A Letter to my Mother:

Dear Mother,

How things are getting on mum? I really miss you here. Please drop me a line from time to time.

Yours,
Salim.

6. A Letter to my Father

Dear Father,

Whenever I intend to do something I remember your advice. However the distance that joins us, I still feel your presence beside me. May God bless you!

Yours,
Farouk

A letter to my sister:

- Dear Amel,

You've promised to send me some books about mark Twain but you haven't. It seems that life there has baffled your dreams. Please tell me when should I expect them?

Yours,
Abdelaziz

A Letter to my Neighbour

Dear Abdenour,

I did not remember to tell you to keep watch over my house. I'm here in Algiers for two weeks' leave with all my family. Please take care of the garden until I come.

Yours, Rachid

NOTES OF INVITATION, LETTERS OF SYMPATHY, CONDOLENCE AND ILNESSES

1. A Letter of sympathy to a friend comforting him for his illness:

14, Ahmed Chawki Square,
Bab El Oued,
Algiers,
April 15, 1984

Dear Rachid,

I am very sorry to hear that you have got a chronic bronchitis. It was surprising such an event that comes out of date. I hope you will manage to recover from your illness as quickly as possible. May I send my best regards of best wishes of prompt remedy. If there is anyway of coming to your help

and assistance. Let me know beforehand whether you still feel pain. I hope you betterment and best news to report. Be patient my friend, this is just a cloud that will clear out in the very near future.

Lovingly Yours,
Djamel

2. A letter to a friend-condoling him for his mother's demise

23, Didouche Mourad
Annaba,
14 march, 1984

Dear Salim,

With a great comforting heart and grief, I would send you my hearty sympathy and condolence to your family for the great loss you have sustained. I know how tragic it-is for your desperate mother who has left us leaving this void behind. It is not therefore, of common sense to forget all about her deeds. Your mother was a great model for pity, hard work, observation and modesty. I used to joke with her and she was very helpful to needy people.

Though she was old, she was very young at heart. Believe me friend that I love her more than my mother. So her departure left in me a deep wound that stays alive forever. I am overwhelmed with grief, sorrow and pain. I hope you will not take it too much to your heart. Please come and spend some days with me in the city. We'll certainly appease our grief. May I send you my best regards as comforters, hoping to relieve from your sorrow and pain.

Yours Truly,
Fateh

3. An invitation to a lunch

Mr. Herbadji Abdelhakim acknowledges with kind respects the invitation of Mr. Abdelhak Hamoudi to lunch at his home-4, Zighout Youcef Rd\Algiers on Friday 11th, 1984 at 11 O'clock- Warm Welcome and delight alight.

Abdelhakim Herbadji 4,
Zighoud Youcef Rd,
Algiers,
April 5th, 1984

4. Reply to above:

Mr. Abdelhak Hamoudi is grateful to acknowledge his formal acceptance to the invitation of Mr. Abdelhakim Herbadji for a lunch on Friday 11, 1984.

He will enjoy himself to come and honour the ceremony with nice pleasure.

Mr. Hamoudi Abdelhak

19, Martyrs' Rd,

Hydra,

Algiers.

April 8th, 1984

5. A letter to my uncle who is sent out of his work:

Dear Uncle,

I am greatly sorry to hear that you have been fired. How has this happened? We are all here anxious about this disturbance. Please bring all the family and come to live with us for few days. Don't bother yourself about all that. Everything will clear out-for after the rain, there will be sunshine. Best wishes.

Yours, Fateh

6. A letter to an ill teacher wishing him a prompt remedy:

Dear Teacher,

We were all pained to hear that you've been down with 'Flu' and headache for many days. How is your health going on now? Please inform us by return of the post and say if any kind of medical help you need. We hope you a prompt recovery to join us in the nearest time possible: we really miss you sir...

We are anxiously awaiting your reply.

Yours Affectionately,

A group of Students

LOVE LETTERS

a. A letter from an engaged girl to her lover in the army

Dear Hichem,

Next week, next week... and I continue dreaming of you. Really, I missed you a lot. You know that your absence will weaken my heart. Life is getting impossible without you... Please ask your officer for two days leave and come immediately: I'll tell you about all the preparations for our marriage. Please come soon-Let me see you

Yours eternally,
Samira

b. Reply to above –

Dear Samira,

Do not think that you love me more than I do. Be sure that if ever I have the possibility to fly to you I'll do. My heart grows fonder you know.

Really I have gone through your letter times'and and over. I feel that – something is pulling in me. Perhaps this is the sign of pure love. Tomorrow, I'm going to see my officer about two days rest. Don't worry- See you soon.

Affectionately Yours,
Hichem.

c. A letter from a young man to a young girl asking for her hand.

Dear Radhia,

The last time I saw you, you were marvellous getting out of your school. My heart beats grew faster and faster. I wondered whether you would accept me as your future partner. I want to know the truth from you before I contact your parents. Please let me know about your answer as quickly as possible. Please send the message with Rached, my sister.

Yours in love,
Faycal

d. Reply to Above

Dear Faycal,

I've read your letter thoroughly and I've deduced that you really love me. Certainly, I wish I would fulfil your dream. I'll be waiting for you. Please go and talk to my parents. I'm quite sure they will accept.

Best wishes of success...

Yours Tenderly,

Nadhira

e. A letter from a boy to his girl friend giving her some advice about how to behave with the common people.

Dear Raima,

Thanks very much for the reminiscence. I am really grateful to your kind words and your valuable present. It is of absolute necessity to draw your attention on certain rules of conduct that you have to respect in order to keep on with your way of living darling. With much inclination, I *may* forward these few lines that you keep for your company in times of solitude, grief and passion. Be diligent in your studies and serious in your attitude with the outside world. Choose the best company and let your heart praise the good relationship of people all the world through. Make everything at your profit and never disrespect the others' limits. Make accounts for your lost time. Don't forget to handle your own problems with care and never be biased by others' sayings. With heaps of the best wishes and encouragements.

Lovingly Yours,

Aissa

III) BUSINESS LETTERS:

1. Letters of Application:

a. Application for the post of a secretary

19 Mosque Rd,

Skikda,

May 26, 1970

To the Headmaster-Secondary School-El-Houria-Constantine.

Dear Sir,

With your reference to your advertisement in 'El Moudjahid' under the

date of May 16 instant, I beg to offer or propose myself as a candidate for the post of secretary.

I am 23 years old. I have got a diploma in typewriting in 1964. Then, I have spent three years as a senior clerk in Sonelec Company. After this, I have been in Sonatrach as a secretary general for the main Division in Algiers.

I feel that my present qualifications will meet your requirements concerning the post previously mentioned. The CV I enclose herewith, together with the present application, will give you a clear idea of my experience. I hope that my future job will favour me with many new scopes at hand...

If appointed to the vacant post, I may assure you of my best hand and conscientious work. I hope you will consider me for an interview on the time convenient.

Yours Obediently,
Laameche Djamel

P.S. Find enclosed herewith my C.V

b. Application for the post of a teacher of English.

22, Liberty RdI
El-Hadjar,
Annaba,
December 21, 1980

To

The Ministry of Higher Education,
P.O. Box 13
Alger Gare,
Algiers.

Dear Sir,

In reply to your advertisement in the "Actualité" of December 15th, instant, I beg to propose myself, as a teacher of English in the central faculty-English Department.

I am thirty years old. I have completed my secondary school courses in 1970. Then I entered the university of Algiers as a student in the English

Department. When I was awarded my B.A, I left for Manchester University to prepare an M.A. in American Modern Literature. In 1977, I came back to Algeria and I worked as an assistant teacher at the University of Constantine. In 1978, I worked as a translator in Sonatrach Division Three, Hassi-Messaoud in an oil company.

My contact with the world of translation has widened my scope; but the sense of duty as an assistant teacher has urged me to go back to the university. For this reason. I hope that the University of Algiers will offer an acceptance to my present application.

I am not concerned with the military service and I am not married. Assuring you of my honesty for a perfect work and services. I wish I would be considered for an interview to evaluate my intellectual abilities.

In the course of time, I remain, Sir,

Yours Obediently

Nacef Amar

Reply to Above:

Dear Sir,

With reference to your letter Dec.21, 1980, number. 543/80, I have the honour to inform you that your application has gained a favourable consideration. We'll send you a detailed file to forward immediately.

Yours faithfully

Dean Of University of Algiers.

d. A letter to the police station inquiring about a six years old young daughter who has not returned from school.

23 Benboulaid's Rd,

Sour El-Ghozlane

June 14, 1980

Dear Sirs,

We would feel very sorry to disturb you by this time. We have just come to notice the loss of our lovely young daughter who left the house this morning at 8 a.m. and until now there are no hopeful news about her.

She is six years old of average height. She has a fair complexion and a

round plain face. She has a dimple over her right cheek. She has a long wavy hair. She always walks with an attentive care. She wears a purple jacket and a long dress and a red pair of sandals.

We hope you will ring us whenever happy news will burst out. Please do your best and let us hear about our daughter as early as possible.

In the course of time, we remain sirs, your humble servants.

Very Truly yours,
Benazouz Rachid

P.S. Our home phone number is: **80.05.33**

2. OFFICIAL CORRESPONDENCE/:

a. Circular letter:

From the Secretary,
Ministry Of Education, Algiers.
Ref.0619/91

To

Heads of Schools and Educational Institutions.

Dear Sir (s),

Kindly, send by return of the post all the detailed information about the orphans and needy students in your institution for a brief summer course in Egypt.

An early reply to my letter will of quite satisfaction.

Yours Faithfully
Said Ferradj

b. Reply to above:

Dear Sir,

With reference to your circular letter n° 0619/91 August 17, instant, we come to forward herewith the detailed list of all the orphans in our establishment.

Faithfully Yours,
The Principal

P.S/: Find enclosed herewith the detailed list.

Request for a testimonial:

Cité Pelliache,
Oran,
Algeria.
Aug.17th, 1991

To the Chief Executive of London School
of Journalism-37 Uxbridge Street,
Hillgate Village,
London W8 7TQ

Dear Sir,

I have been a Freelance writer with your institution for two years and as my relatives insisted to show them my qualification in journalism, I would like to know by return of the post whether you might supply me with your testimonial. My reference number is XC/2345

Thanking you in anticipation.

Faithfully Yours,
Touati Mourad

d. Reply to above:

London School of Journalism LTD
37 Uxbridge Street,
Hillgate Village,
London W8 7TQ

This is to state that Mr..... from..... has successfully completed in two years a course of ten lessons in Freelance Journalism to the satisfaction of his tutors.

Chief Executive
Patricia

3. Letters to Newspapers:

a. A letter to “Horizon 2000” in which you state some of the social evils that we face in our daily life.

23, Primary School Sq...,
Abane Pamdane City,
Setif,
May 10, 1984

To
The Editor of "Horizon 2000" Algiers,
Sir,

I would be much thankful to you if you give me an opportunity to drop these lines in the columns of your esteemed paper. I would, without boasting, like to trace the social evils we are encountering these days.

The streets are the perfect model mirror that reflects the work of the city dwellers. We are not supposed to impair our streets, our public gardens and our institutions. We should never leave delinquents roving in the streets; gambling and shouting all the way around. The protection of the environment and the neighbourhood is a duty that every inhabitant should bear to the bone. We are not expected to turn our backs to these sorts of evils. Young people need to be re-educated. We are living in a time of scientific developments and inventions. Why don't we give a chance to our youngsters to invent whatever they like? They need but encouragement and praise.

We must build houses for recreational games and vocational training for the mass. We have to suppress all sorts of street begging, stealing or cheating the others. We are not totally perfect: we need to brush up ourselves so as to appear clean and attractive to sight. We are people as the others. Why don't we leave others craving for us?

I hope the authorities will adopt strong measures that enable us to correct ourselves and long for the better.

I remain Sir,
Yours Truly,
Bengacem Farouk
Secretary Manager

b. A letter from an Algerian Insurance Company to "Horizon 2000" about some road Accidents in Algeria.

15 High Street,
Constantine,
March 22nd, 1984

- To the Editor of
"Horizon 2000" Algiers,

Dear Sir,

We would like to draw your attention to the increasing accidents that our roads face these days. Unconscious drivers do not feel the need to stop driving at odd times. The accidents that happen are due to many causes: – The mechanic failures and slippery roads. Besides, the psychological immaturity helps to a great extent produce certain accidents. Careless drivers need to be invigorated by some warnings and recommendations. The insurance company has invoiced certain drastic measures to put into practice. We beg our fellow editors of different papers to clarify the various points concerning the dangerous speed running. Drunk drivers should not be allowed to drive and if caught, they should be severely punished.

I hope our application will be considered and drastic measures will be taken. In the course of time, we remain.

Truly Yours,
Rachedi Mounir
Staff Manager Insurance Co.

4. Commercial correspondence/:

a. Asking for information about electric lightning

9

Gentlemen,

Please send us your very lowest estimate for the following work:

- Shop-11 lights and 3 pendants in the sitting-room.
- Hall-5 lights, three switches, three sockets.
- In the garage-7 lights, two sockets and four pendants.

We need also to replace our old electric meter. Please come and see our new café, we may need many electric repairs. We hope our application will be considered soon.

Yours Faithfully,

b. Prices are too high so we ask for cheaper samples of pendants and jewels.

Dear Sirs,

I have received your parcel containing samples of jewellery and some other pendants. As they are not within the limits of the agreed prices, we

are afraid they will be beyond our capacity to buy. What we expect should be bright and at low prices. If the patterns get cheaper, especially necklaces and earlaces. Please, let us know.

I hope you will consider our case favourably.

Truly Yours,

c. Supply of Curtains High Quality Requirements:

To the Manager of Cotton and Wool Industry,

Ti zi – Ouzou.

Algeria.

Dear Sir,

Will you please supply us with the different curtains of different styles for our Hotel windows. Thanks beforehand.

Faithfully, Yours

Cirta Hotel Staff Manager

d. Supply of Pramsuit, jogging suit, and baby stretches.

Gentlemen,

Please put in hand the following indent for babies' clothes and ship them in the soonest possible.

- 300 pieces of three piece pramsuit (hat and cardigan) white and pink-55-50-70 cm.
- 100 pieces of three piece jogging suit with striped cardigan with navy white – 70-60 – 92 cm.
- 150-one piece sleen suit with all over kangaroo print white/multi-70, 80, 86 cm.

e. Offers to Algerian Goods:

10 Bd, Zighout Youcef,

Algiers,

Oct.11th, 19...

Dear Sirs,

We have just received from Algerian first class consignment of goods to which we would kindly offer at small profit. It contains a great variety of

handicrafts and jewels, some porcelain, traditional antique vases, necklaces and cork flower pots. An early answer will prove beneficial.

Yours Truly,
Rachid Oumeziane

f. An Algerian Tailor's Offer of services:

Dear Customer,

We have individual requirements and you want to satisfy your tastes, here where tailoring skill of the genre you wanted. One of your reputable member can meet your needs, ask him to produce for you, and only for you, the best clothing of rare distinction. Making clothes is our business.

Welcome, the proof of the pudding is in the eating.

Yours very truly,

IV) EXERCISE/

1. Write a letter to your friend describing Algeria after the independence.
2. You have been on a visit **to** Djemila (A nice spot near El-Eulma, setif, algeria – famous for its Roman Ruins, describe what you have seen there.(in a letter to your cousin)
3. Write a letter of sympathy **to** your girlfriend who did not succeed in her final examination.
4. Write a letter to a doctor asking for an appointment.
5. Write a letter to a business company asking for an appointment with the staff manager.
6. Write a letter in reply **to** an advertisement you see in the newspaper about the post of a nurse in a new hospital.
7. Write a letter to your father asking him to bring all the family and come to attend the wedding ceremony.
8. Write a letter to the editor of a magazine to be allowed to issue an article.
9. Write a letter to the police station in which you describe an accident you have witnessed.
10. Write a letter to a friend congratulating him for his brilliant success in the exam.
11. Write a letter to your manager asking him for a few days leave

12. Write a letter to a postman requesting him about a registered letter you fail to receive.
13. Invite your friend through a letter.
14. Describe in a letter the loss of your purse,
15. Write a letter of sympathy to your friend on the loss of his uncle.
16. Congratulate your headmaster on his birthday and on the best result of the school year.
17. Write a letter to your friend asking him for a loan.
18. Write a letter to your insurance company describing the damage you have sustained.
19. Write a letter to your book seller asking him some other new books.
20. Write a letter to your mother in which you describe your sojourn in the countryside.
21. Write a letter to your teacher on his recovery from a dangerous plague.
22. You have been asked to attend a match. Describe it in a short letter.
23. Write a letter to your friend advising him to give up smoking.
24. Thieves broke into your house and stole the safe. You saw them. Describe their physical appearances in a letter to the police.
25. Write a letter in which you introduce your old friend to another friend.
26. Your uncle has just arrived from the Holy Land. Write to him a letter in which you express your hearty wishes of good health.

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