

The People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Faculty of Letters and Languages

Department of Translation



English Language Perfecting for Translation Students

A pedagogical handout designed for second-year undergraduate students (L2)
enrolled within the Department of Translation

Dr. Yasmina Djemil

2024-2025

Table of Contents

1. Syllabus	1
• Semester 3	4
• Semester 4	5
2. General Introduction	8
3. Overview Sheet	10
4. Unit 1: From Paragraph to Essay :	
An Introduction to Essay Writing	11
○ What is an essay ?	11
○ The structure of the Essay	12
○ Essay vs. Paragraph	13
○ From Paragraph to Essay	14
○ Student Writing Task	16
○ References	17
5. Unit 2: Language Variations in English	19
○ Defining Language Variation	19
○ Key Concepts	23
○ Writing a summary in English	24
○ Practice with Definitions	25
○ Exercises	26
○ References	27
6. Unit 3: Literary Writing	
Narrative and Descriptive Essays	29
○ Sample Narrative Essay : « On Safari »	30

○ Key Literary Devices	32
○ Introducing Voyant Tools	32
○ Sample Descriptive Essay “The Week End Market”	33
○ Structure of the Descriptive Essay	33
○ Practice (writing + application)	.. 33
○ References	33
7. Unit 4: Expository Writing – Medical English	37
○ What is Expository Writing	37
○ Sample Text: “ <i>The Human Body</i> ”	38
○ Using Voyant Tools to analyze medical texts	40
A. Practice Text analysis with Voyant Tools	41
B. Vocabulary practice	41
C. Translation practice	42
○ Key features of Medical English	42
○ References	43
8. Unit 5: Argumentative Writing – English for Economy and Business	45
○ What is Argumentative Writing ?	45
○ Key Characteristics of Argumentative Writing	46
○ Sample Argumentative text:	
“ <i>A Perspective on the Global Economy and the Role of the IMF</i> ”	46
○ Voyant Tools: Digital Analysis of an Economic Argument	48
○ Activities	49
○ Vocabulary and Translation	51
○ Voyant Homework	51
○ References	52

9. Unit 6: English for Legal Purposes	53
○ What is Legal English ?	53
○ Reading and Analyzing Public Law 107–40	54
○ Key Features of Legal English	57
○ Activities	58
○ References	59
10. Unit 7: English for Politics	61
○ What is Political Discourse?	61
○ Key Rhetorical Devices in Political Speech	62
○ Sample Political Speech: “ Extracts from: PM's speech on new Brexit deal: 21 May 2019”	65
○ Activities	65
○ Vocabulary and Translation	66
○ References	67
11. Unit 8: English for Advertising	68
○ Characteristics of Advertising	70
○ Voyant Tools –Analyzing advertising texts	70
○ Writing Practice	71
○ Vocabulary and Translation	72
12. General Conclusion	73
13. References	74

SYLLABUS

Domaine :Lettres et Langues Etrangères

Filière : Traduction.....

Spécialité :Traduction et Interprétariat (Arabe-Français-Anglais)

Semestre : ...**3...+ 4** . Année scolaire : ...2024/2025.....

Identification de la matière d'enseignement

Intitulé : Perfectionnement Linguistique en Langue

Anglaise

Unité d'enseignement: Fondamental

Nombre de Crédits: 2..... Coefficient : ...1..

Volume horaire hebdomadaire total :

- Cours (nombre d'heures par semaine) :
- Travaux dirigés (nombre d'heures par semaine) :1h30.....
- Travaux pratiques (nombre d'heures par semaine) :

Responsable de la matière d'enseignement

Nom, Prénom, Grade : Dr. Djemil Yasmina, Maître de Conférence B
Email : yasmina.djemil@univ-annaba.dz

Description de la matière d'enseignement

*Prérequis :

- Un bon niveau en langue anglaise : parlée et écrite.
- La capacité de lire et analyser des textes en langue anglaise.

*Objectif général de la matière d'enseignement :

- Renforcer les prérequis linguistiques de l'étudiant.
- Encourager l'étudiant à communiquer effectivement en langue anglaise en lui apprenant les techniques nécessaires.(écrite et orale)
- Permettre à l'étudiant d'enrichir ses connaissances culturelles et scientifiques grâce à la diversification des textes.

***Objectifs d'apprentissage : (de 3 à 6 objectifs, n'inclure que les objectifs que vous pouvez évaluer**

1-Lecture et compréhension de textes spécialisés : littéraire, scientifique, légale et technique.

2-Prise de notes, rédaction de paragraphe et de résumé en langue anglaise

3-Acquisition de terminologie spécialisée en langue anglaise.

4- Expression orale et échange d'idée à travers la discussion des contenus des textes étudiés.

Contenu de la matière d'enseignement

I- Language Variations

Text : What is Applied English?

*Writing definitions in English.

*Writing a summary in English

*A conceptual introductions to the varieties of English

II- literary writing

*The Narrative Essay

*The Descriptive Essay

III- Expository Writing: Medical English

V- Argumentative Writing : English for Economy and Business

VI- Legal English

VII- English for advertising and Marketing

Modalités d'évaluation

Nature du contrôle	Pondération en %
Examen	50%
Micro – interrogation	40%
Travaux dirigés	
Travaux pratiques	
Projet personnel	5%
Travaux en groupe	
Sorties sur terrains	
Assiduité (Présence /Absence)	5%
Autres (à préciser)	
Total	100%

Planning du déroulement du cours

Semaine	Titre du Cours	Date
	Semestre 3	
1	What is Applied English?	

	Writing Definitions in English. Writing a summary	
2	What is Applied English? Practice writing definitions	
3	Text: Varieties of English	
4	Text: Varieties of English Continuation and practice Writing a summary	
5	Literary Writing: Sample Narrative essay	
6	Continuation to literary text study	
	Sample Descriptive Essay	
7	Writing summaries in English	
8	Micro-interrogation écrite N°1	
9	Expository Writing : Medical English Sample medical Text	
10	The characteristics of Medical English	
11	Practise writing a summary of a medical text	
12	More practice: the summary	
	Examen de fin de semestre	
	Examen de rattrapage	
	Semestre 4	
1	Argumentative Writing: English for Economy and Business	

	Paraphrase: definition+ practice	
2	English for Economy.(continuation)	
3	The characteristics of English for economy	
4	Argumentative writing	
5	An introduction to Legal English Definition + paraphrasing	
6	The characteristics of Legal English	
7	Micro-interrogation écrite	
8	English for Politics Reading and discussion of a political Text Summary/ paraphrase	
9	The Characteristics of Political English	
10	English for Advertising Reading and discussion of an advertisement	
11	The Characteristics of English for Advertising	
12	More Practice: summary and paraphrase	
	Examen de fin de semestre	

Références et Bibliography

Textbook (Référence principale) :		
Titre de l'ouvrage	Auteur	Éditeur et année d'édition
/	/	/
Les références de soutien si elles existent :		
Titre de l'ouvrage (1)	Auteur	Éditeur et année d'édition
<i>The Handbook of English for Specific Purposes</i>	Brian Paltridge, Sue Starfield (Ed.)	John Wiley & Sons, 15 sept. 2014
Titre de l'ouvrage (2)	Auteur	Éditeur et année d'édition
<i>Clear, Correct, and Creative. A Handbook for Writers of Academic Prose</i>	Taylor, Karen, Heather Avery and Lucille Strath	Peterborough 1991
<i>Applied English Language Skills for Business and Everyday Use</i>	R.E. Barry	Prentice Hall College Div. USA. 1995
<i>Advanced English Reading and Comprehension</i>	D. Engelhardt	Mc.Graw-Hill College professional. 2013
<i>Applied English Language Skills for Business and Everyday Use</i>	R.E. Barry	Prentice Hall College Div. USA. 1995

General Introduction

This handout is designed for second-year undergraduate students enrolled in the “English Language Perfecting” course within the Department of Translation at the University Badji Mokhtar, Annaba. The primary aim of this course is to develop students' proficiency in academic and professional English by exposing them to a wide range of linguistic, literary, and domain-specific texts. The course seeks to enhance not only language skills, but also critical thinking, analytical writing, and cultural awareness through various textual genres and specialized registers.

The handout is structured around five interconnected components:

1. **Sociolinguistics** – Language Varieties: Students are introduced to how English varies according to context, social factors, and identity. Key terms like dialect, register, jargon, and idiolect are explored to raise students’ awareness of language diversity.
2. **Literary Writing** – Narrative and Descriptive Essays: This section helps students appreciate and practice creative expression. Through reading and writing activities, students analyze style, structure, and figurative language in literary texts.
3. **Expository Writing** – Medical English: Focused on informative and technical writing, this module teaches students how to understand and produce clear, factual writing using specialized vocabulary from the medical field.
4. **Argumentative Writing** – English for Economy and Business: This section trains students in persuasive writing and the interpretation of economic and business texts. Emphasis is placed on paraphrasing, structured argumentation, and economic jargon.

5. English for Specific Purposes (ESP): Law, Politics and Advertising: The final sections examine the use of English in legal texts, political speeches and advertisements. Students learn, to deal with the ambiguities of a legal text, analyze rhetorical strategies, recognize political and advertising jargon, and produce original content in these domains.

By covering these diverse areas, the course prepares students to confidently navigate both academic and professional contexts. Each unit contains reading texts, vocabulary building, writing tasks, translation practice, and guided exercises to reinforce the material and promote active learning.

Overview Sheet

Unit	Theme	Focus Areas	Digital Tools
1	Essay Writing Basics	Paragraph vs. essay, structure, thesis, transitions	—
2	Language Varieties	Sociolinguistic terms, language variation, definitions	Voyant (term frequency)
3	Literary Writing	Narrative and descriptive forms, literary devices	Voyant (theme tracking)
4	Medical English	Expository structure, medical vocabulary, passive constructions	Voyant (term clusters)
5	Argumentative Writing	Claims, counterarguments, reasoning, economic discourse	Voyant (focus terms, stance)
6	Legal English	Legal text types, Latin/French maxims, archaic forms, paraphrasing legal text	—
7	Political Discourse	Rhetoric in political language, pronouns, repetition, persuasion	Voyant (pronoun + tone use)
8	Advertising English	Short persuasive forms, emotional appeals, rhetorical compression	Voyant (keyword emphasis)

Unit 1: From Paragraph to Essay – An Introduction to Essay

Writing

Lesson Objectives

By the end of this lesson, students will be able to:

- Define an essay and distinguish it from a paragraph.
- Identify the three major parts of an academic essay.
- Understand the purpose of a **thesis statement** and **topic sentences**.
- Transform a paragraph into a multi-paragraph essay.
- Write a 3–5 paragraph academic essay using proper structure and transitions.

What is an Essay?

An **essay** is a piece of academic writing composed of **multiple paragraphs** that develop a single topic or idea. Unlike a paragraph, which discusses one idea in a few sentences, an essay explores the topic more deeply, often using **examples, arguments, and explanations**.

A standard academic essay includes:

- An **introduction** (with a **hook** and **thesis statement**)
- A **body** (with one or more **paragraphs**, each with a **topic sentence**)
- A **conclusion** (that summarizes or restates the thesis)

Most academic essays are at least **five paragraphs** long: one introduction, three body paragraphs, and one conclusion.

Structure of an Essay

1. Introduction Paragraph

- Begins with a **hook** to grab the reader's attention (a question, fact, quote, or anecdote).
- Introduces the topic in general terms.
- Ends with a **thesis statement**: a clear sentence that presents the main idea of the essay.

□ *Example Hook:*

"Have you ever wondered how technology is reshaping the way we interact as families?"

□ *Example Thesis:*

Although technology has improved communication, it has also weakened family traditions and harmed the environment.

2. Body Paragraphs

Each body paragraph:

- Begins with a **topic sentence** that supports the thesis.
- Includes **examples, facts, or explanations**.
- Uses **transition words** to connect ideas (e.g., *firstly, in addition, however, as a result*).

Example Topic Sentence:

Firstly, the use of computers and phones at home often interrupts quality family time.

3. Conclusion Paragraph

- Restates the **thesis** in new words.
- Summarizes the **main points**.
- Offers a final thought or recommendation.

Example Conclusion Starter:

In conclusion, while technology offers great convenience, it also presents serious challenges to family life and the environment.

Paragraph vs. Essay: What's the Difference?

Feature	Paragraph	Essay
Length	3–8 sentences	3+ paragraphs (usually 5 for academic)
Main Idea	One topic sentence	One thesis + supporting topic sentences
Structure	Topic → Support → Conclusion	Intro → Body (3) → Conclusion
Detail Level	Brief explanation	In-depth analysis or argument
Transitions	Few	Strong transitions across paragraphs

From Paragraph to Essay: Guided Practice

Sample Paragraph

Although machinery was devised to benefit mankind, it has also brought along many flaws. Firstly, technological equipment like computers can disrupt household communication. Secondly, having many machines is harming family traditions and the environment. With all its benefits, I believe overusing technology is becoming harmful and should be controlled.

Transformed into Essay Format

Introduction

- Hook
- Background info
- Thesis statement

Body Paragraph 1

- Topic sentence
- Example: family traditions
- Explanation: changing values

Body Paragraph 2

- Topic sentence
- Example: energy usage
- Explanation: environmental damage

Conclusion

- Restated thesis
- Summary of key points
- Final recommendation

Sample Essay

Technology has highly evolved over time. In fact, nowadays almost everybody has some sort of machine at hand, be it computers, cars, or even washing machines. But although machinery was devised to benefit mankind, it has also brought along many flaws.

Firstly, when it comes to technological equipment such as computers, disruption most often arises between the person using the computer, and the household he or she is surrounded by, or living with. For example, many old family traditions such as eating meals with your relatives at the dining table seldom take place now that one of the family members might be too busy working on his Mac. laptop. Thus, family values and morals have changed in order to adapt to this technological age.

Secondly, having many kinds of machinery at hand is not only destroying family traditions, but is also very harmful to our environment. Many people are careless about allowing their car engines to run haphazardly, or leaving their laptops on for long periods of time, however they do not seem aware of the fact that all this energy and electricity consumption is dangerous to not only our local environment, but to the world as a whole. Additionally, it is the over-usage of machinery, big or small that is bringing our society ever closer to Global Warming, and we must stop.

As I mentioned in my introduction, technological equipment was never programmed to damage nature per se, but to help people all around the globe. Now that nuclear families aren't as closely intact compared to the 1950s or 1990s, technology has given us an alternative method to keep in touch with our relatives thanks to computer applications such as Skype, or even cell phone applications such as VIBER or WhatsApp. Machinery has most definitely done wonders in our lives, and we as people should be grateful to easily possess cars, and/or phones when poorer countries do not even have the chance to. However, with all the advantages machinery has brought to us all, I personally believe that possessing too many cars or phones, or even consuming too much of their energy and battery, is beginning to get out of hand and needs to be controlled.

Adapted from: <https://fr.scribd.com/document/333725023/Essays-Sample-Commentary-pdf>

Student Writing Task

Write a 3-paragraph essay on one of the following topics:

1. *Is social media strengthening or weakening real communication?*
2. *Should students be allowed to use mobile phones in class?*
3. *Is technology more helpful or harmful to family life?*

Use this structure:

- **Paragraph 1:** Introduction with a hook and thesis statement
- **Paragraph 2:** One body paragraph with topic sentence + examples
- **Paragraph 3:** Conclusion restating your opinion

Key Transition Words for Essay Writing

Function	Words/Phrases
Adding ideas	furthermore, in addition, also, another
Contrasting	however, on the other hand, although, yet
Giving examples	for example, such as, to illustrate
Concluding	in conclusion, to sum up, finally, therefore

Vocabulary Support

Academic Term	Definition
Essay	A multi-paragraph composition
Thesis Statement	The central claim or argument of an essay
Topic Sentence	A sentence that introduces the main idea of a Paragraph
Transition Words	Words that connect ideas and improve flow

References

Arnaudet, Martin L. and Mary E. Barrett (1990). *Paragraph Development : A Guide for*

Students of English. New Jersey: Prentice Hall Regents

<https://www.scribd.com/document/333725023/Essays-Sample-Commentary-pdf>

Norton, L. S. (1990). Essay-Writing: What Really Counts? *Higher Education*, 20(4), 411–

442. <http://www.jstor.org/stable/3447222>

Nunes, M. J. (2013). The Five-Paragraph Essay: Its Evolution and Roots in Theme-Writing.

Rhetoric Review, 32(3), 295–313. <http://www.jstor.org/stable/42003457>

Tolkien, J. R. R., DeCamp, L. S., & Beifuss, J. P. (1968). WRITING PARAGRAPHS.

, 1(1), 43–55. <http://www.jstor.org/stable/23239773>

Unit 2: Language Variation in English

Lesson Objectives

By the end of this lesson, students will be able to:

1. Define key concepts related to language variation (dialect, register, jargon, etc.).
2. Distinguish between different types of language varieties.
3. Write formal and extended definitions in English.
4. Summarize a text on sociolinguistic concepts.
5. Translate key sociolinguistic terms into Arabic.

Defining Language Varieties

Text

Definition and Examples of Language Varieties

In sociolinguistics, language variety—also called *lect*—is a general term for any distinctive form of a language or linguistic expression. Linguists commonly use *language variety* (or simply *variety*) as a cover term for any of the overlapping subcategories of a language, including dialect, register, jargon, and idiolect.

Background

To understand the meaning of language varieties, it's important to consider how lects differ from standard English. Even what constitutes standard English is a topic of hot debate among linguists.

Standard English is a controversial term for a form of the English language that is written and spoken by educated users. For some linguists, standard English is a synonym for *good* or *correct* English usage. Others use the term to refer to a specific geographical dialect of English or a dialect favored by the most powerful and prestigious social group.

Varieties of language develop for a number of reasons: differences can come about for geographical reasons; people who live in different geographic areas often develop distinct dialects—variations of standard English. Those who belong to a specific group, often academic or professional, tend to adopt jargon that is known to and understood by only members of that select group. Even individuals develop idiolects, their own specific ways of speaking.

Dialect

The word *dialect*—which contains "lect" within the term—derives from the Greek words *dia-* meaning "across, between" and *legein* "speak." A *dialect* is a regional or social variety of a language distinguished by pronunciation, grammar, and/or vocabulary. The term *dialect* is often used to characterize a way of speaking that differs from the standard variety of the language.

Certain dialects have gained negative connotations in the U.S. as well as in other countries. Indeed, the term *dialect prejudice* refers to discrimination based on a person's dialect or way of speaking. Dialect prejudice is a type of linguicism—discrimination based on dialect.

Register

Register is defined as the way a speaker uses language differently in different circumstances. Think about the words you choose, your tone of voice, even your body language. You probably behave very differently chatting with a friend than you would at a formal dinner party or during a job interview. These variations in formality, also called *stylistic variation*, are known as registers in linguistics.

They are determined by such factors as social occasion, context, purpose, and audience. Registers are marked by a variety of specialized vocabulary and turns of phrases, colloquialisms, the use of jargon, and a difference in intonation and pace.

Registers are used in all forms of communication, including written, spoken, and signed. Depending on grammar, syntax, and tone, the register may be extremely rigid or very intimate. You don't even need to use an actual word to communicate effectively. A huff of exasperation during a debate or a grin while signing "hello" speaks volumes.

Jargon

Jargon refers to the specialized language of a professional or occupational group. Such language is often meaningless to outsiders. George Packer describes jargon in a 2016 article in the *New Yorker* magazine:

“Professional jargon—on Wall Street, in humanities departments, in government offices—can be a fence raised to keep out the uninitiated and permit those within it to persist in the belief that what they do is too hard, too complex, to be questioned. Jargon acts not only to euphemize but to license, setting insiders against outsiders and giving the flimsiest notions a scientific aura.”

Jargon is also defined as a faux method of creating a sort of dialect that only those on this inside group can understand. Jargon has social implications similar to dialect prejudice but in reverse: It is a way of making those who understand this particular variety of language more erudite and learned; those who are members of the group that understands the particular jargon are considered smart, while those on the outside are simply not bright enough to comprehend this kind of language.

Types of Lects

In addition to the distinctions discussed previously, different types of lects also echo the types of language varieties:

- **Regional dialect:** A variety spoken in a particular region.
- **Sociolect:** Also known as a social dialect, a variety of language (or register) used by a socioeconomic class, a profession, an age group, or any other social group.
- **Ethnolect:** A lect spoken by a specific ethnic group. For example, Ebonics, the vernacular spoken by some African-Americans, is a type of ethnolect, notes [e2f](#), a language-translation firm.
- **Idiolect:** According to [e2f](#), the language or languages spoken by each individual. For example, if you are multilingual and can speak in different registers and styles, your idiolect comprises several languages, each with multiple registers and styles.

In the end, language varieties come down to judgments, often "illogical," that are, according to Edward Finegan in "Language: Its Structure and Use":

"...imported from outside the realm of language and represent attitudes to particular varieties or to forms of expression within particular varieties."

The language varieties, or lects, that people speak often serve as the basis for judgment, and even exclusion, from certain social groups, professions, and business organizations. As you study language varieties, keep in mind that they are often based on judgments one group is making in regard to another.

Nordquist, Richard. "Definition and Examples of Language Varieties." ThoughtCo, Aug. 26, 2020, [thoughtco.com/language-variety-sociolinguistics-1691100](https://www.thoughtco.com/language-variety-sociolinguistics-1691100).

Key Concepts

Language variety (or *lect*) is a broad term used in sociolinguistics to describe any form or variation of a language. This includes dialects, registers, jargons, and individual speech styles (idiolects). These variations reflect differences in geography, social class, profession, ethnicity, and individual identity.

Types of Language Varieties

- **Dialect:** A regional or social variety of a language characterized by pronunciation, grammar, and vocabulary. For example, Cockney English in London or Southern American English.
- **Register:** The level of formality or style of language used depending on the context, audience, and purpose (e.g., academic register vs. casual speech).
- **Jargon:** Specialized terminology used within a particular professional or occupational group. It can be difficult for outsiders to understand (e.g., medical jargon, legal jargon).
- **Idiolect:** The unique way an individual speaks, influenced by personal experience, education, and social environment.

- **Sociolect:** A language variety used by a specific social group, often based on class, profession, or age.
- **Ethnolect:** A variety of a language associated with a particular ethnic group (e.g., African American Vernacular English).

Writing a Summary in English

- summary is a short overview of the main points of a text and it is one of the most important writing exercises. Writing summaries involves also reading and comprehension.
- The summary answers the question « What was the text about ? »
- A Summaries are much shorter than the original material—a general rule is that they should be no more than 10% to 15% of the original.
- When writing a summary, one has to use his /her own words, and avoid introducing his/her personal opinion. The summary should only highlight the main points.

➤ The Structure of the Summary

Like most essays, summaries have an introduction, a body and a conclusion, but they must be all written in the form of one paragraph.

- ✓ **The Introduction :** Begin your summary by an introducing statement in which you mention the author, title, and thesis (topic being discussed) of the text in order to make it clear that this is the summary of someone else's work.
- ✓ **The Body :** The main ideas are introduced using transitional phrases, such as « one of the author's biggest points is... » or « the author's primary concern about ...is.... » Writer tags, like : « for the author ,» « according to the writer, » are also recommended.

- ✓ **The Conclusion :** The last sentence or sentences of the summary are at the very good place to state (or restate) the things that are most important for your readers, but always according to the writer's point of view, not yours.

Summary of the Reading Text

In his article *"Definition and Examples of Language Varieties,"* Richard Nordquist outlines the many types of English used across different social and geographical contexts. He discusses standard English, dialects, registers, jargon, and more specific terms like sociolect and ethnolect. While sociolinguists try to classify these varieties, Nordquist argues that these labels are often biased and can lead to social exclusion and discrimination.

Practice with Definitions

A. The One-Sentence Definition

Structure:

Term + verb "to be" + general category + distinguishing features.

Example:

Applied English is a course that equips learners with language skills relevant to their careers.

B. The Extended Definition

Structure:

One-sentence definition + extra details (types, history, examples, purpose).

Example:

Standard English is a variety of English that follows widely accepted rules for grammar, vocabulary, and spelling. It is typically used in formal settings like education, media, and

government. It is often considered the “prestigious” variety, though not necessarily superior in linguistic terms.

C. The Stipulated Definition

This is a personalized or context-specific definition, often used in essays and arguments.

Example:

In this course, “applied English” refers to the practical use of English for professional communication in fields like medicine, business, and politics.

Common Mistakes in Definition Writing

1. **Circular Definition:** Repeating the term in the definition.

Economics is the study of economics.

2. **Over-Extended Definition:** Adding too much unnecessary detail.

Pepsi is a refreshing drink that is best served cold when you're tired and hot after a long day.

3. **Over-Restricted Definition:** Defining too narrowly.

An artist is someone who paints beautiful pictures.

Exercises

A. Comprehension Questions

1. What is the difference between a dialect and a sociolect?
2. Why is jargon often seen as exclusive or elitist?
3. What does Nordquist mean when he says judgments about language varieties are "illogical"?

B. Writing Task

Write one **extended definition** for each of the following terms:

- Global English
- Colloquial English

C. Application Task

Think of two examples from your own experience or community of:

- A register you use in a specific situation (e.g., at school vs. at home).
- A dialect or sociolect spoken in your region.

D. Translation Task

Translate the following terms into Arabic:

- Sociolinguistics
- Standard English
- Dialect
- Register
- Jargon
- Sociolect
- Idiolect
- Ethnolect

References

Arnaudet, Martin L. and Mary E. Barrett (1990). *Paragraph Development : A Guide for Students of English*. New Jersey: Prentice Hall Regents.

Finegan, Edward. (2013). *Language: Its Structure and Use*. Cengage Learning.

Nordquist, Richard. (2020). *Definition and Examples of Language Varieties*. ThoughtCo.

<https://www.thoughtco.com/language-variety-sociolinguistics-1691100>

Wardhaugh, Ronald & Fuller, Janet. (2015). *An Introduction to Sociolinguistics*. Wiley-

Blackwell

Unit 3: Literary Writing – Narrative and Descriptive Essays

(Voyant Tools Integration)

Lesson Objectives

By the end of this lesson, students will be able to:

1. Identify the structure and features of narrative and descriptive essays.
2. Understand and interpret literary language and devices.
3. Use **Voyant Tools** to perform basic digital textual analysis.
4. Write a summary and outline of a literary text.
5. Translate key literary terms into Arabic.

Understanding Literary Writing

Literary writing aims to express thoughts, emotions, and themes artistically. It often uses **figurative language** (similes, metaphors, symbolism), vivid imagery, and narrative structure.

There are two main types covered in this unit:

- **Narrative Writing:** Tells a story with characters, setting, conflict, and resolution.
- **Descriptive Writing:** Focuses on sensory details to paint a picture of a scene, person, or object.

Sample Narrative Essay: *"On Safari"*

Driving one evening through Amboseli, at the foot of Kilimanjaro, we see twenty-one minibuses gathered near a clearing to observe three cheetahs stalking. The first cheetah curtly moves through the thicket toward a small herd of impalas, occasionally twitching her ears as a signal for her companions to move on. There is an exaggerated stylishness about these animals' features—extravagantly long, elegant forelegs', outlandishly small, heavily marked faces. These most endangered animals of east Africa—champion runners but unskilled at camouflage, their temperament as open as the plains they frequent—seem only too willing to be movie star, and cock their heads photogenically toward the tourists.

After we have watched them for several minutes, the cheetahs have approached to about a hundred and fifty yards of their prey, coming close to the distance from which they make their famous sixty-mile-per-hour dash for the kill. But as they reach the critical moment, minibuses start crashing about them; tourists lean on the open rooftops of their vehicles, cameras poised, and urge their drivers to get the closest possible view of the kill. Startled by the commotion, the impalas race about in circles and cough out their warning message, the baboons' terrier like barking come sloughing off the trees. The cheetahs must know better than we that they have lost their chance for dinner, but they go on stalking for a few minutes, as if to finish their pose. And then, amid the clicking of some fifty cameras, the head scout abruptly turns away from the impalas. The three cheetah slink off into the plain. Their fragile rib cages seem terribly thin in the dusk, the black markings of their cheeks—like rivulets of black tears—seem to express their frustrated hunger.

We are going to kill those animals with sentiments, having slain and trapped wild creatures for food, domesticated them for our amusement, and hunted them for sport, we are now decimating them by our fantasies of wilderness. How serious that photographic "shooting" is becoming deadlier to game than the ancient pastime of sport shooting. How regrettable that

the tourists' etiquette viewing yet to be elaborated if the animals are to survive. I turned to Big Hunter, who, along with two other European drivers, respectfully kept his vehicle still during the cheetah's attempted hunt. "looking at game may become more dangerous to them than hunting," I say. "Worse than that," he remarks laconically, "it's so bloody rude to the animals."

Adapted from, Francine DuPlessix Grey, "On Safari" *The New York Review*, June 28, 1973.

Summary

In this narrative, extracted from her novel *On Safari*, Francine Duplessix Gray describes a safari experience in Amboseli, Kenya, and highlights how human intrusion interferes with nature. The events started at Amboseli where a group of tourists were hiding in minibuses in order to photograph three cheetahs attempting to hunt a herd of impalas. Unfortunately, the starving cheetahs lost their dinner because the minibuses crashed about them just when they were about to hunt their prey. Through the use of vivid language and personal reflection, the writer's main concern was to criticize the tourists' egoism and insensitivity toward wildlife, especially endangered species.

Narrative Structure:

- **Introduction:** Setting the scene (Amboseli, tourists, cheetahs)
- **Conflict/Climax:** Cheetahs' hunt disrupted by tourists
- **Conclusion:** Reflection on human impact on wildlife

Key Literary Devices

Device	Example from Text	Arabic Translation
Metaphor	<i>“exam is a murder”</i>	استعارة
Simile	<i>“as cute as a baby”</i>	تشبيه
Personification	<i>“the sun smiled down to us”</i>	تشخيص
Hyperbole	<i>“I could eat a horse”</i>	مبالغة
Symbolism	<i>“the red rose symbolizes love”</i>	رمزية
Metonymy	<i>“Crown” for monarchy; “Wall Street” for finance</i>	كناية

Introducing Voyant Tools – Digital Textual Analysis

What Is Voyant Tools?

Voyant Tools is a free online platform for analyzing texts using **word frequency**, **topic patterns**, **keyword trends**, and more. It helps reveal patterns you might not notice through traditional reading.



<https://voyant-tools.org>

Mini-Activity: Analyzing “*On Safari*” with Voyant Tools

Step-by-Step Instructions:

1. Go to <https://voyant-tools.org>
2. Copy and paste the full text of “*On Safari*” into the text box.
3. Click “**Reveal**”.

Suggested Focus Areas:

- **Cirrus (Word Cloud):** What are the most frequent words?
- **Trends:** How often do emotional words (e.g., *kill*, *hunger*, *tourist*) appear?
- **Context:** Use the “*Contexts*” tool to see how words like “*cheetah*” or “*wildlife*” are used.

Discussion Questions:

1. What do the most common words reveal about the author’s theme?
2. How does word repetition contribute to tone and emotion?
3. Compare what you noticed through close reading vs. Voyant reading.

Sample Descriptive Essay: “Show, do not tell”

The Weekend Market

Many tourists I have met have told me that one place they have to go is the weekend market. This market is huge and has everything from bags, souvenirs and handicrafts to many kinds of animals, many kinds of plants and it also has a variety of local food. In other words, the weekend market is a great place for shopping and experiencing the local culture.

The market is located near the city's main bus station so people come from all over the country to buy and sell goods. Moreover, it is also near a sky train station and a subway station which makes it very convenient for city people, especially young people who don't have cars. The market is very large and full of hundreds of small shops and stalls. Consequently, it can be confusing to get around. However, if you get lost, it is a good idea to look for the clock tower which is right in the middle of the market. It will help you find your way.

When I walk into the market early on a Sunday morning there are people and cars and motorcycles everywhere. You have to be careful where you walk. Many people are bringing their goods to sell in big bags on carts and trolleys. In fact, you might even have to jump out of the sellers' way as they charge along the narrow walkways with their goods. In addition to the sellers, tourists and locals are pouring in looking for something to eat or ready to start shopping. As time goes by, the market gets more and more crowded and you have to start squeezing past people to keep moving.

As you walk through the market you will experience many sensations. For example, there are many smells, scents and aromas. One moment you will be smelling the aromas of stir-fried cooking dishes from a small restaurant and the next you smell the scents of orchids and other flowers as you pass through the cooler and more relaxing garden section. Furthermore, walking deeper into the market, your eyes will have trouble recording so many products with their many colors, designs and sizes. After a while you may feel dizzy and look for a quiet place to have a rest and a refreshing drink. Fortunately, there are many small cafes and drink stalls selling fresh coconut juice, orange juice or iced water.

To sum up, a day at the weekend market is both a day of shopping and a unique experience for your senses. It is a kind of magical journey that is great as a first experience for tourists and an escape from daily life for locals. Moreover, while it is usually hot and crowded, the atmosphere is friendly and good-natured.

“The Week End Market” [https://fr.scribd.com/document/](https://fr.scribd.com/document/500637967/4-1-The-Weekend-Market)

500637967/4-1-The-Weekend-Market

Structure/ Outline of the Descriptive Essay (place)

1-Introduction:

Include attention getter & explain why this place (person or object) is important / interesting(thesis statement)

2-Body

- Paragraph 1

Describe the location and/or the parts of this place.(physical description of a person or an object)

- Paragraph 2

Describe the activities and what happens here.(hobbies and activities of a person, what the object described is used for)

- Paragraph 3

Describe the sensory details: sights, smells, tastes, sounds, etc.(place, person or object)

3-Conclusion

Summarize why this place is important or why you like it.

Writing Task

Sum up the text

Application task

- Highlight **figurative language** in the text.
- Evaluate the text in terms of:
 - ✓ Sensory details
 - ✓ Clear structure?
 - ✓ Strong verbs and specific nouns?
- Upload the text to Voyant and write a short paragraph explaining what you discovered.

References

Booth, Wayne C. (2008). *The Craft of Research*. University of Chicago Press.

DuPlessix Gray, Francine. (1973). "On Safari." *The New York Review*.

Oshima, Alice & Hogue, Ann. (2007). *Introduction to Academic Writing*. Pearson.

Sinclair, Stéfan J. (2012). *Corpus and Text: Basic Principles*. John Benjamins.

Voyant Tools. <https://voyant-tools.org/> (Accessed 2025)

Unit 4: Expository Writing – Medical English

(Voyant Tools integration)

Lesson Objectives

By the end of this lesson, students will be able to:

1. Understand the structure and purpose of expository writing.
2. Read and analyze a medical lecture using both close reading and Voyant Tools.
3. Identify and translate medical jargon.
4. Recognize the lexical and syntactic features of medical English.
5. Write a summary and short expository paragraph using appropriate technical vocabulary.

What is Expository Writing?

Expository writing is used to inform, explain, or describe factual information. It's common in textbooks, research papers, manuals, and lectures.

Characteristics:

- Objective and logical
- Linear and structured
- Factual and neutral in tone
- Avoids emotional or persuasive language

Sample Text – “*The Human Body*”

Extract from Anatomy course lecture

The Human Body

Welcome to today's lecture. Last week we looked at the [respiratory system](#) and how the [lungs](#) separate oxygen from other gasses which we breathe. Today, we will be looking at co-dependence within three of the body's most important systems: the central nervous system ([CNS](#)), the [cardiovascular system](#) and the [digestive system](#).

The nervous system can be divided into two parts: the central nervous system and the peripheral nervous system. The central nervous system is comprised of the [brain](#) and the [spinal cord](#), and is responsible for processing the information which is sent to or received from the peripheral nervous system which is made up of the body's [nerves](#). The brain processes information while the spinal cord acts as a delivery system for the information and impulses.

Information transmitted through the central nervous system tells our bodies how to react in a certain situation, such as when we want to take a step the brain tells our knee [joint](#) to bend, or when we touch something hot we receive information giving us a burning sensation. The CNS also sends information about infection so that the appropriate organ e.g. the [spleen](#) can fight certain types of bacteria. It is a common misconception that the brain is the largest organ in the human body, when in fact it comes in at third largest after the skin and the [liver](#) respectively.

The central nervous system also controls our second system of the day, the cardiovascular system (also known as the circulatory system) which delivers [blood](#) and oxygen to the various parts of the body. The relationship between these two systems is quite complicated as each has an effect on the other. If we take the [heart](#) for example which is a key organ in the cardiovascular system, we can think that it feeds the brain and as such the CNS

with oxygen and blood, but at the same time it is the brain that controls the heart telling it how often to beat.

In fact, the cardiovascular system is not only responsible for delivering blood and oxygen, but also for transporting nutrients, hormones and waste throughout the body. All of these are carried in the blood, of which an average adult has about 5 liters. The heart acts as a pump which circulates the blood through the capillaries, [arteries](#) and [veins](#). It is interesting to note that if these were laid end-to-end, the estimated length would be 100,000 KM.

Our next system, the digestive system is closely linked to the cardiovascular system as on the one hand it requires about 30% of all cardiac output. And on the other, the digestive system separates nutrients from food before they can be distributed via the cardiovascular system. Thus, as with the relationship between the CNS and the cardiovascular system, each system needs the other to work.

When thinking about the digestive system, the first organ that comes to mind is usually the stomach but surprisingly, this is not the largest organ in this system. That is, in fact the liver which is actually the largest solid organ in the body. The liver performs several functions among which are cleaning the blood, producing digestive liquids ([bile](#)) and storing energy. Again, we can see examples of cross system relationships here.

As well as the liver and stomach, the digestive system is made up of the [pancreas](#) and the [intestine](#). The pancreas, like the liver, aids in digestion of food. After food has passed through the stomach and has been 'ground' into tiny pieces, it enters the intestine where the bile is added and the nutrients are extracted from the food. Waste products then move further down the intestine. Now, don't forget to join me next week when we will examine the [tonsils](#) and other [glands](#).

- This text is an extract from a medical English lecture covering the **central nervous system, cardiovascular system, and digestive system**. It explains how these systems interact to support bodily function.

Key Concepts:

- **Central Nervous System (CNS):** brain + spinal cord
- **Cardiovascular System:** heart, blood, oxygen delivery
- **Digestive System:** liver, stomach, pancreas, nutrient processing

Summary of the text

The lecture explains the **interdependence** of the body's systems, emphasizing how each one affects and supports the other. For example, the brain controls the heart rate, while the heart supplies the brain with oxygen. The digestive system, though seemingly separate, requires blood flow and in turn provides nutrients essential for the other systems' functioning.

Using Voyant Tools to Analyze a Medical Lecture

Why Use Voyant in Medical English?

- Reveals **frequently used terms** and medical jargon.
- Helps students spot **collocations** (e.g., *nervous system*, *blood flow*).
- Encourages analysis of structure, repetition, and terminology density.

A. Activity: Analyze the Lecture in Voyant Tools

Instructions:

1. Go to <https://voyant-tools.org>
2. Paste the “*Human Body*” lecture text into the box.
3. Click “Reveal.”

Focus Areas:

- **Cirrus (Word Cloud):** What medical terms stand out?
- **TermsBerry or Trends:** Track repeated use of core system names (e.g., *heart*, *brain*, *blood*).
- **Collocates:** What other words often appear near *digestive*, *nervous*, or *system*?

Discussion Questions:

1. Which medical terms are most frequent?
2. What does this tell us about the lecture’s focus?
3. How formal is the language? Is it technical, semi-technical, or non-technical?

B. Vocabulary Practice

Classify the following terms as:

- **Technical** (used in academic/professional settings only)
- **Semi-technical** (used by professionals but understandable to laypeople)
- **Non-technical** (everyday equivalents)

Terms:

- Diarrhea
- Heart
- CNS
- Lockjaw
- Acne vulgaris
- The runs

D. Translation Practice

English Term	Arabic Equivalent
Cardiovascular System	الجهاز القلبي الوعائي
Nervous System	الجهاز العصبي
Liver	الكبد
Blood Vessels	الأوعية الدموية
Digestion	الهضم
Hormone	الهرمون

Key Features of Medical English**Lexical Characteristics**

- Specialized Vocabulary (technical/semi-technical)
- Latin/Greek roots
- Frequent abbreviations (e.g., CNS, AIDS, DNA)

- Use of nominalization (e.g., *inflammation*, *regulation*)

Syntactic Characteristics

- Passive voice: "Oxygen **is transported** by red blood cells."
- "There is/are" structures
- Complex sentences with subordinating clauses

More Practice

1. Voyant Homework:

Upload any **short medical article or lecture** to Voyant. Write:

- A word cloud analysis.
- A short paragraph (100–150 words) describing the most frequent terms and their significance.

2. Summary:

Write a 120-word summary of *The Human Body* lecture using 3–5 medical terms from the vocabulary list.

References

- Karwacka, W. (2015). Medical Translation. In *Ways to Translation* (pp. 271–298).

University of Lodz Publishing.

- Džuganová, Božena. (2019). Medical language – a unique linguistic phenomenon.

JAHR, 10, 129-145.

- Medical English Online. *The Human Body*.

<https://www.medicalenglish.com/module/core/unit/1/reading>

- Voyant Tools. <https://voyant-tools.org/>

Unit 5: Argumentative Writing – English for Economy and Business

(with Voyant Tools integration)

Lesson Objectives

By the end of this lesson, students will be able to:

1. Understand the purpose, definition, and structure of argumentative writing.
2. Identify and use economic and business terminology appropriately.
3. Analyze an argumentative economic essay using Voyant Tools.
4. Practice paraphrasing and summarizing techniques.
5. Write a short argumentative paragraph using clear structure and economic reasoning.

What is Argumentative Writing?

Definition

Argumentative writing is a type of writing in which the writer presents a claim or position on a topic and supports it with evidence, reasoning, and counter-argument analysis. The goal is to persuade the reader through logical and well-structured argumentation.

Key Characteristics of Argumentative Writing

Feature	Explanation
Clear thesis statement	A strong, debatable claim stated early in the text.
Logical structure	Introduction → Body paragraphs (claims + evidence) → Counterarguments → Conclusion
Use of evidence	Facts, statistics, examples, expert opinions.
Formal tone	Objective and professional style; no emotional appeals.
Counterargument	Acknowledging and refuting opposing views.
Transition words	e.g., <i>however, moreover, therefore, on the other hand.</i>

Sample Text :

“A Perspective on the Global Economy and the Role of the IMF”

In this essay, I argue that the IMF can contribute more effectively to the global economy as a platform for international dialogue if some improvements are achieved. I first point out several changes in the economic environment brought by globalization. Next, I adduce a recent example of an international monetary problem in which the IMF could have played an important role, and then propose some points of improvement to ensure its vigorous contribution.

Globalization brings about strong connections between economies, in which three “D”s - dependence, diversity and dispute - prevail. In a globalized world, economies are

interdependent, and communities diversified. Dependence and diversity often entail the other “D”, dispute. As it became apparent in the wake of the current financial crisis, there are countless numbers of economic disputes around the world; disputes about currency regime, cross-border capital flow, bank regulation, or current-account imbalances. The new generation has to work together to settle these disputes, and I believe a key to solution is the fourth “D”, dialogue. International dialogues shall improve mutual understandings among countries, which is a basis for financial stability.

A recent dispute in which the IMF could have played an important role is about monetary policy. In response to the ongoing crisis, industrialized countries adopt aggressive monetary policies to underpin growth. Some emerging countries claim that the overflow of money resulting from those policies is harmful to them because it induces inflation. In my opinion, monetary authorities of industrialized countries should take this complaint more seriously, since, in a globalized world, setbacks to emerging economies badly affect their economies via export channels. The IMF could have initiated international policy coordination in G-20 meetings, for instance, to make monetary policies more effective in industrialized economies and at the same time less harmful to emerging economies.

The IMF is eligible for this role because it has two advantages over other international financial institutions. The first is its outstanding research capability backed by the Article IV consultations. Based on its own research, the IMF can provide consistent interpretation of economic situations, and thus set a benchmark for dialogue among countries. The second advantage is the funds it has. The IMF can motivate cooperative policies by providing financial contributions, and is the only existing institution that can afford such incentives packages. Albeit these advantages, the IMF has to change. The research capability should be enhanced to tackle increasingly sophisticated problems. Furthermore, it is critically important for the IMF to be regarded as truly fair and neutral so that its researches and proposals are fully trusted. If

these improvements are made, I believe the IMF can function better to stabilize the financial system.

The further globalization progresses, the more important the role of the IMF to facilitate international dialogues becomes. Through this role, the IMF can encourage cooperation among shareholders of the global monetary system and, by doing so, it can help economies to benefit from globalization while avoiding downsides. This, I believe, leads to financial stability and a healthier world economy.

Nakada Kenji, Essay "A Perspective on the Global Economy and the Role of the IMF",

<https://www.imf.org/external/oap/jpn/2012/Contest/winners/pdf/NAKADA.pdf>

Author's Thesis

The IMF can contribute more effectively to the global economy if it enhances its research and maintains a neutral image.

Summary of the Argument:

- Globalization has increased interdependence, creating economic disputes.
- The IMF is positioned to mediate these issues through research and financial resources.
- Improvements in its transparency and neutrality are needed for better global coordination.

Voyant Tools – Digital Analysis of Economic Argument

Why Use Voyant for Argumentative Texts?

- Identifies **frequently used concepts** and economic terms.

- Tracks repetition of persuasive keywords (e.g., *dialogue*, *dispute*, *contribution*).
- Helps visualize **rhetorical focus** and argument development.

Activity: Voyant Analysis of IMF Essay

1. Visit <https://voyant-tools.org>
2. Paste the IMF article into the main text box.
3. Explore:
 - **Cirrus:** Which keywords dominate the essay?
 - **Trends:** Follow the frequency of terms like *IMF*, *economy*, *dialogue*.
 - **Context:** How is *dispute* framed throughout the essay?

Discussion Prompts

1. What do the most frequent words reveal about the author's central concern?
2. How does the text balance economic data and persuasive rhetoric?
3. Which words or phrases suggest the author's position or stance?

Writing Practice

A. Paraphrasing Practice

Original: “Globalization brings about strong connections between economies, in which three ‘D’s—dependence, diversity and dispute—prevail.”

Paraphrased: *Globalization creates strong links among global economies, often leading to interdependence, diversity, and economic disagreement.*

- Try paraphrasing these:
 1. “The IMF has the research capacity to provide consistent interpretation of economic situations.”
 2. “The IMF must be seen as neutral to build trust in its proposals.”

B. Writing an Argumentative Paragraph

Prompt:

Do you think the IMF plays a positive role in promoting global financial stability? Support your answer with at least two reasons.

Structure Model:

- **Topic sentence (claim)**
- **Supporting reason 1 + example**
- **Supporting reason 2 + example**
- **Conclusion**

C. Debate Activity (Pair or Group Work)

Topic: *“Should international organizations like the IMF be restructured to give equal power to developing nations?”*

Assign students roles:

- Pro-IMF reform
- Against IMF reform
- Neutral analyst

Each group must present:

- A clear claim
- At least 2 arguments
- Rebuttal to an opposing point

Vocabulary & Translation

English Term	Arabic Equivalent
Globalization	العولمة
Monetary policy	السياسة النقدية
Economic dispute	نزاع اقتصادي
International dialogue	الحوار الدولي
Financial stability	الاستقرار المالي
Research capacity	القدرة البحثية

Voyant Homework:

- Upload an argumentative article (any economic opinion piece from IMF, World Bank, or UN).
- Write a paragraph (100–150 words) on what the most frequent words reveal about the writer's stance.

References

- Graff, G., & Birkenstein, C. (2014). *They say / I say: The moves that matter in academic writing*. W.W. Norton & Company.
- Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing*. University of Michigan Press.
- Nakada, K. (2012). A perspective on the global economy and the role of the IMF. International Monetary Fund.
<https://www.imf.org/external/oap/jpn/2012/Contest/winners/pdf/NAKADA.pdf>

Unit 6: English for Legal Purposes

Lesson Objectives

By the end of this lesson, students will be able to:

1. Define and identify the features of legal English and legal documents.
2. Analyze a real legal document in terms of form, content, and language.
3. Paraphrase a section of a formal legal text using accessible language.
4. Translate selected legal terms and maxims into Arabic.
5. Recognize the unique structure, vocabulary, and rhetorical features of legal English.

What is Legal English?

Legal English is the specialized register of English used in the field of law. It is characterized by its technical vocabulary, formal structure, historical roots, and complex syntax. Legal texts include laws, contracts, judgments, treaties, and more.

Legal English has evolved through the influence of **Latin**, **French**, and **Anglo-Saxon** traditions, making it unique and often difficult to understand for general readers. This lesson focuses on reading, analyzing, paraphrasing, and translating legal texts with an emphasis on **formality**, **precision**, and **terminology**.

Key Definitions:

- **Legal English:** The variety of English used by legal professionals and in legal documents.

- **Legal Text:** Any document produced within a legal context (e.g., law, contract, verdict) that adheres to the conventions and vocabulary of the legal domain.

Reading & Analysis: Public Law 107–40 (Authorization for Use of Military Force)

The Text

115 STAT. 224 PUBLIC LAW 107–40—SEPT. 18, 2001

Public Law 107–40

107th Congress

Joint Resolution

To authorize the use of United States Armed Forces against those responsible
for the recent attacks launched against the United States.

Whereas, on September 11, 2001, acts of treacherous violence were
committed against the United States and its citizens; and

Whereas, such acts render it both necessary and appropriate that
the United States exercise its rights to self-defense and to protect
United States citizens both at home and abroad; and

Whereas, in light of the threat to the national security and foreign
policy of the United States posed by these grave acts of violence;
and

Whereas, such acts continue to pose an unusual and extraordinary
threat to the national security and foreign policy of the United

States; and

Whereas, the President has authority under the Constitution to take action to deter and prevent acts of international terrorism

against the United States: Now, therefore, be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This joint resolution may be cited as the “Authorization for Use of Military Force”.

SEC. 2. AUTHORIZATION FOR USE OF UNITED STATES ARMED FORCES.

(a) IN GENERAL.—That the President is authorized to use all necessary and appropriate force against those nations, organizations, or persons he determines planned, authorized, committed, or aided the terrorist attacks that occurred on September 11, 2001, or harbored such organizations or persons, in order to prevent any future acts of international terrorism against the United States by such nations, organizations or persons.

(b) WAR POWERS RESOLUTION REQUIREMENTS.—

(1) SPECIFIC STATUTORY AUTHORIZATION.—Consistent with section 8(a)(1) of the War Powers Resolution, the Congress declares that this section is intended to constitute specific statutory authorization within the meaning of section 5(b) of the War Powers Resolution.

VerDaM (2) APPLICABILITY OF OTHER REQUIREMENTS.—Nothing in this resolution supercedes any requirement of the War Powers Resolution.

Approved September 18, 2001. PUBLIC LAW 107–40—SEPT. 18, 2001 115 STAT. 225

LEGISLATIVE HISTORY—S.J. Res. 23 (H.J. Res. 64):

CONGRESSIONAL RECORD, Vol. 147 (2001):

Sept. 14, considered and passed Senate and House.

WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, Vol. 37 (2001):

Sept. 18, Presidential statement

Context:

This document is a **joint resolution** by the U.S. Congress passed after the September 11 attacks, authorizing military force against the perpetrators.

Comprehension Questions:

1. What is the **nature** of the text?
2. What features of the **format** make it a legal document?
3. What is the **main idea** of the resolution?
4. **Paraphrase** Section 2(a):

“The President is authorized to use all necessary and appropriate force against those nations, organizations, or persons...”

Key Features of Legal English

Feature	Description
Use of Latin/French Maxims	E.g., <i>inter alia</i> , <i>caveat emptor</i> , <i>force majeure</i>
Archaic Terms	E.g., <i>hereto</i> , <i>herein</i> , <i>hereof</i>
Synonymy	Multiple terms from different language origins (e.g., <i>assign</i> / <i>transfer</i>)
Formal & Impersonal Style	Passive voice, abstract nouns, third-person constructions
Long Sentences & Nominalization	E.g., " <i>give consideration</i> " instead of " <i>consider</i> "
Modifiers	<i>the same</i> , <i>the aforementioned</i>
Special Legal Meanings	Words like <i>consideration</i> or <i>action</i> have technical meanings
Minimal Punctuation	Often observed in formal contracts or statutes
Capitalization	Important legal terms written in all caps (e.g., JUSTICE, LIBERTY)
Doublets/Triplets	Pairs/trios for clarity or tradition (e.g., <i>will and testament</i>)

Vocabulary: Latin & French Legal Maxims

Term	Meaning (English)	Arabic Translation
<i>Ab initio</i>	From the beginning	من البداية
<i>Amicus curiae</i>	Friend of the court	صديق المحكمة

Term	Meaning (English)	Arabic Translation
<i>Force majeure</i>	Irresistible force	القوة القاهرة
<i>Ultra vires</i>	Beyond one's legal power	خارج الصلاحيات
<i>Ex parte</i>	By one party only	من طرف واحد
<i>Inter alia</i>	Among other things	من بين أمور أخرى
<i>Sine die</i>	Indefinitely postponed	إلى أجل غير مسمى

Activities

A. Document Classification

After reading Public Law 107–40:

- Identify its **form** (Joint Resolution)
- Comment on its **style** (impersonal, formal, structured)
- Highlight any **technical terms or phrases**

B. Paraphrasing Exercise

Paraphrase Section 2(a) in simpler, accessible English.

“The President is authorized to use all necessary and appropriate force...”

Simplified version: The President is allowed to use military power against anyone involved in the 9/11 attacks to prevent future terrorism.

C. Terminology Matching

Match complex legal phrases with their modern English equivalents:

Legal Phrase	Common Equivalent
At a later date	Later
During such time as	While
Adequate number of	Enough
Hereto	To this

Discussion Prompts

- Why does legal language rely on so many Latin/French terms?
- How does the style of legal English serve its function?
- In what ways is legal English **exclusive**, and how can it be simplified without losing precision?

Student Writing Task

Option A: Summarize the legal resolution in 3–4 sentences using plain English.

Option B: Rewrite a short legal paragraph using **modern equivalents**, avoiding maxims and archaic forms.

References

Bourguignon, M., Nouws, B., & van Gerwen, H. (Eds.). (2021). *Translation Policies in Legal and Institutional Settings*. Leuven University Press.

<https://doi.org/10.2307/j.ctv2269hww>

Forester, J. G. (1998). The Language of the Law. *Litigation*, 24(4), 41–62.

<http://www.jstor.org/stable/29760017>

Ross, K. M. (2019). *Essential Legal English in Context: Understanding the Vocabulary of US Law and Government*. NYU Press. <http://www.jstor.org/stable/j.ctv27ftpn>

Salome Beradze.(2019) *Introduction Legal English Units 1-10 and Keys*,

<https://fr.scribd.com/document/428880090/Introduction-Legal-English-Units-1-10->

and-Keys

Unit 7: English for Politics

(with Voyant Tools integration)

Lesson Objectives

By the end of this lesson, students will be able to:

1. Understand the nature and purpose of political discourse.
2. Identify key rhetorical devices used in political speeches.
3. Analyze a political speech using Voyant Tools.
4. Explain how pronouns, metaphors, repetition, and intertextuality shape political messages.
5. Practice writing a short political statement employing rhetorical strategies.

What is Political Discourse?

Political discourse refers to the language used by politicians, governments, and political institutions to communicate ideas, policies, and ideology. It aims to persuade, inform, and mobilize audiences.

Key Rhetorical Devices in Political Speech

Device	Description	Example	Arabic Equivalent
Metaphor	Comparing one idea to another for emphasis	“The invisible hand” (Adam Smith)	استعارة
Metonymy	Substituting a related term for another	“The White House” for the US presidency	كناية
Pronouns	Use of “I”, “we” to express power, solidarity	Churchill: “We shall fight on the beaches”	ضمائر
Repetition	Repeating words/phrases for emphasis	“We can do all these things.”	التكرار
Intertextuality	Referencing other texts or speeches	Quoting famous leaders or documents	التداخل النصي

Sample Political Speech Extract

(From UK Prime Minister’s Brexit speech, 2019)

Extracts from: PM's speech on new Brexit deal: 21 May 2019

I became Prime Minister almost three years ago – immediately after the British people voted to leave the European Union.

My aim was – and is - to deliver Brexit and help our country move beyond the division of the referendum and into a better future.

A country that works for everyone.

Where everyone has the chance to get on in life and to go as far as their own talent and hard work can take them.

That is a goal that I believe can still unite our country.

I knew that delivering Brexit was not going to be simple or straightforward.

“...” This new Brexit deal contains significant further changes to protect the economic and constitutional integrity of the United Kingdom and deliver Brexit.

It is a bespoke solution that answers the unique concerns of all parts of the community in Northern Ireland.

“...” With the right Brexit deal, we can end this corrosive debate.

We can get out of the EU political structures – the Parliament, the Commission, the Council of Ministers that are remote from our lives – and put our own Parliament back in sovereign control of our destiny.

We can stop British laws being enforced by a European court and instead make our own Supreme Court is genuinely supreme.

We can end free movement and design an immigration system based around skills that work for our economy and society.

We can stop making vast annual payments to the EU budget and instead spend our own money on our own priorities like the NHS.

We can get out of the Common Fisheries Policy and the Common Agricultural Policy, and design our own systems around our own needs and resources.

We can do all of these things.

And by leaving with a deal we can do so much more besides.

By reaching an agreement with our EU trading partners we can keep tariff barriers down and goods flowing friction-free across borders.

Protecting jobs, and setting our firms up for future success.

We can guarantee workers' rights and environmental protections.

With a deal we can keep our close security partnerships – and keep working together to keep people safe.

We can ensure that the challenge of the land border between Northern Ireland and Ireland is met in a way that works for people on both sides.

This is a huge opportunity for the United Kingdom.

Out of the EU, out of ever closer union, free to do things differently.

And doing so in a way that protects jobs, protects our security, maintains a close relationship with our friends and works for the whole United Kingdom.

It is practical. It is responsible. It is deliverable.

And right now, it is slipping away from us.

We risk losing a great opportunity.

This deal is not the final word on our future relationship with the EU – it is a stepping stone to reach that future.

A future where the people of the UK determine the road ahead for the country we all love.

This deal lays the groundwork – and settles many of the core issues.

But in the years ahead, Parliament will be able to debate, decide and refine the exact nature of our relationship with the EU.

Some will want us to draw closer, others will want us to become more distant.

Both sides can make their case in the months and years ahead.

The key thing is, decisions will be made not by MEPs or Commissioners or the EU Council – but by the United Kingdom Parliament, elected by the British people.

That is what being an independent nation state is all about.

Those debates, those decisions, are for the future.

What matters now is honouring the result of the referendum and seizing the opportunity that is right before us.

So we are making a new offer to find common ground in Parliament.

That is now the only way to deliver Brexit.

Over the next two weeks the government will be making the case for this deal in Parliament, in the media and in the country.

On what is best and right for our country now and in the future. And on what the majority of British people of all political persuasions want to see happen.

Tomorrow I will make a statement to the House of Commons.

And there will opportunities throughout the Bill for MPs on all sides to have their say.

But I say with conviction to every MP of every party – I have compromised. Now I ask you to compromise too.

We have been given a clear instruction by the people we are supposed to represent.

So help me find a way to honour that instruction, move our country and our politics forward, and build the better future that all of us want to see.

<https://www.gov.uk/government/speeches/pms-speech-on-new-brexit-deal-21-may-2019>

Voyant Tools – Analyzing Political Speech

Why Use Voyant?

- Spot **key themes** through word frequency.
- See **emphasis through repetition**.
- Track the use of **inclusive vs. exclusive pronouns**.
- Analyze **tone and sentiment** through word context.

Activity: Voyant Analysis of Brexit Speech

1. Go to <https://voyant-tools.org>.
2. Paste the provided speech excerpt.
3. Explore:
 - **Word cloud:** What words dominate? (e.g., *we, country, deal*)

- **Trends:** How often does “we” appear compared to “I”?
- **Contexts:** Examine usage of “Brexit,” “deal,” “Parliament.”

Discussion Questions

1. How does repetition reinforce the speaker’s message?
2. What effect does the use of “we” have on audience connection?
3. How do metaphors or symbolic terms shape the speech’s emotional appeal?

Writing Practice

A. Compose a Short Political Statement

Write a 100–150 word statement on a current issue (e.g., education reform, climate change).

Use at least two rhetorical devices from the list.

B. Pronoun Awareness Exercise

Rewrite a paragraph from your statement replacing “I” with “we” or vice versa, and reflect on the change in tone or perceived authority.

Vocabulary & Translation

English Term	Arabic Equivalent
Political discourse	الخطاب السياسي
Rhetorical device	أسلوب بلاغي
Metaphor	استعارة

English Term	Arabic Equivalent
Pronoun	ضمير
Repetition	تكرار
Intertextuality	التداخل النصي

References

- Charteris-Black, J. (2005). *Politicians and rhetoric: The persuasive power of metaphor*. Palgrave Macmillan.
- Lakoff, G. (1991). *Metaphor and war: The metaphor system used to justify war in the Gulf*. University of California.
- Mio, J. S. (1997). *Metaphor and politics*. John Benjamins.

Unit 8 : English for Advertising

(with Voyant Tools integration)

Lesson Objectives

By the end of this lesson, students will be able to:

1. Identify the distinctive features of advertising language.
2. Analyze the structure and style of advertisements.
3. Use Voyant Tools to analyze advertising texts.
4. Recognize and apply rhetorical devices commonly used in advertising.
5. Create effective advertisement copy using learned techniques.

What is an Advertisement?

An **advertisement** is a public announcement promoting a product, service, or idea. It is designed to capture attention, create interest, and persuade consumers.



**START
30
AUGUST**

ADMISSION NOW OPEN

PROGRAM STUDY

- Design Communication
- Digital Business
- Public Relations
- Interior Design

ABOUT US

Greendale University is a student-centered research institution located in Washington, DC, with highly-ranked schools and colleges, internationally-renowned faculty, and a reputation for creating meaningful change in the world.



MORE INFORMATION

www.universityname.edu

@universityname

www.universityname.edu

Characteristics of Advertising Language

Feature	Explanation & Example	Arabic Equivalent
Short Sentences	<i>"It's your life, it's your store."</i>	جمل قصيرة
Imperative Sentences	<i>"Go ahead, try it!"</i>	جمل الأمر
Interrogative Sentences	<i>"Are you going grey too early?"</i>	جمل استفهامية
Noun Phrases	<i>"A truly unique experience"</i>	العبارات الاسمية
Conditional Sentences	<i>"Without vitamins, life would be impossible."</i>	جمل شرطية
Elliptical Sentences	<i>"Safe, easy, quick & fun."</i>	جمل مختصرة
Parallel Structures	<i>"To laugh. To love. To understand each other."</i>	تراكيب متوازية
Separative Sentences	Use of punctuation to separate ideas for emphasis	جمل مفصولة
Use of Quotations	Testimonials from customers	استخدام الاقتباسات

Voyant Tools – Analyzing Advertising Texts

Why Use Voyant?

- Identify **most common words** in ads.
- Analyze **repetition and emotional triggers**.

- Explore **sentence length and structure** patterns.
- Detect **rhetorical devices** through word frequency and context.

Activity: Voyant Analysis of Ads

1. Collect several short ads (print, online, TV scripts).
2. Paste ads into Voyant Tools.
3. Examine:
 - Word clouds for **key selling points**.
 - Frequency of **imperatives** or questions.
 - Patterns of **emotional words** or brand names.

Writing Practice

A. Create Your Own Advertisement

Write a 50–80 word ad for a product or service you like. Use at least three of the following:

- Imperative sentences
- Short, punchy phrases
- Questions to engage the reader
- Parallel structure

B. Practice

Exchange ads with a classmate and identify:

- Effective use of rhetorical devices
- Areas to improve clarity or persuasion

Vocabulary & Translation

English Term	Arabic Equivalent
Advertisement	اعلان
Persuasion	اقناع
Logo	شعار
Slogan	شعار
Mascot	تميمة
Brand	علامة تجارية
Promote	تشجيع
Publicity stunt	حيلة دعائية
Click bait	روابط مضللة
Stealth Marketing	التسويق الخفي
Product placement	وضع المنتج

References

- Cook, G. (2001). *The discourse of advertising*. Routledge.
- Leech, G. (1966). *English in advertising: A linguistic study of advertising in Great Britain*. Longman.
- Baines, P., & O'Shaughnessy, N. J. (2013). *Advertising and promotion: An integrated marketing communications approach*. Palgrave Macmillan.

General Conclusion

This course aims at inviting the students to explore the richness and complexity of the English language across different contexts and purposes. From the sociolinguistic study of language variation to the production of narrative, descriptive, expository, and argumentative texts, each section of this course pack contributes to a deeper understanding of how English functions as a dynamic tool of communication.

The specialized modules on medical English, economic texts, legal English, political discourse, and advertising language have shown how professional fields demand precise and often technical forms of expression. In contrast, literary writing and sociolinguistics encouraged students to consider the more personal, social, and cultural aspects of language use.

Ultimately, this course has aimed to:

- * Strengthen the students' ability to comprehend and produce a wide range of text types.
- * Develop awareness of audience, purpose, and register.
- * Equip learners with strategies for effective academic writing, translation, and critical analysis.

Students are encouraged to continue engaging with English not only as a subject of study but as a living language that reflects the complexity of human thought, culture, and society. As they move forward, these tools and insights will serve them in academic research, professional communication, and intercultural interaction.

References

- Baker, P., Gabrielatos, C., KhosraviNik, M., Krzyżanowski, M., McEnery, T., & Wodak, R. (2008). A useful methodological synergy? Combining critical discourse analysis and corpus linguistics to examine discourses of refugees and asylum seekers in the UK press. *Discourse & Society*, 19*(3), 273–306. <https://doi.org/10.1177/09579265080888962>
- Barry, R. E. (1995). *Applied English language skills for business and everyday use*. Prentice Hall College Division.
- Charteris-Black, J. (2005). *Politicians and rhetoric: The persuasive power of metaphor*. Palgrave Macmillan.
- Cook, G. (2001). *The discourse of advertising*. Routledge.
- Džuganová, B. (2019). Medical language – a unique linguistic phenomenon. *JAHHR*, 10*, 129–145. <https://doi.org/10.21860/j.10.1.7>
- Engelhardt, D. (2013). *Advanced English reading and comprehension*. McGraw-Hill College Professional.
- Finegan, E. (2013). *Language: Its structure and use* (7th ed.). Cengage Learning.
- Graff, G., & Birkenstein, C. (2014). *They say / I say: The moves that matter in academic writing*. W.W. Norton & Company.
- Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing*. University of Michigan Press.
- Karwacka, W. (2015). Medical translation. In *Ways to translation* (pp. 271–298). University of Lodz Publishing.

- Lakoff, G. (1991). *Metaphor and war: The metaphor system used to justify war in the Gulf*.
University of California.
- Leech, G. (1966). *English in advertising: A linguistic study of advertising in Great Britain*.*
Longman.
- Mio, J. S. (1997). *Metaphor and politics**. John Benjamins.
- Nakada, K. (2012). A perspective on the global economy and the role of the IMF. *International Monetary Fund**.
<https://www.imf.org/external/oap/jpn/2012/Contest/winners/pdf/NAKADA.pdf>
- Nordquist, R. (2020). Definition and examples of language varieties. *ThoughtCo**.
<https://www.thoughtco.com/language-variety-sociolinguistics-1691100>
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing**. Pearson.
- Paltridge, B., & Starfield, S. (Eds.). (2014). *The handbook of English for specific purposes*.*
John Wiley & Sons.
- Sinclair, S. J. (2012). *Corpus and text: Basic principles**. John Benjamins.
- Taylor, K., Avery, H., & Strath, L. (1991). *Clear, correct, and creative: A handbook for writers of academic prose**. Peterborough.
- Voyant Tools. (2025). Retrieved from <https://voyant-tools.org/>
- Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics** (7th ed.). Wiley-Blackwell.