

AYDI EST.

Open Learning & Translation

2023-2024

Fourth Year

First Term



7+8



+9+10

The Last Lecture

Essay I

19/26.01.2024

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أ. حلا يوسف



AYDI 2024

Essay 4.7+8+9+10 Last

HELLO EVERYONE!

Page 84:

3.9. Evaluating and Writing Summaries

Practice: Evaluating Summaries

1. Read the following excerpt from a psychology textbook, "The Concept of Self." (Cited in Fellag, 1998, pp.10-11).

One of the basic concepts in the field of psychology is the idea of "self", which can be defined as your whole person, the qualities that distinguish you from everyone else. Psychologists have offered a number of different explanations about the concept of self. One well-known psychologist, Carl Rogers, believed that self-concept-your own view of who you are and what kind of person you are-is the most important factor in the development of your personality.

According to Rogers, you slowly build an opinion of yourself as you interact with other people, beginning with your family. Benjamin B. Lahey explains in *Psychology: An Introduction*: "You might learn that you are a good athlete by seeing that you run faster than most other people or by your parents telling you that you are a good athlete."

Every person has two types of self. "There is the self- the person I think I am-and the ideal self-the person I wish I were," Lahey write. "For example, I am pretty sure I can never be better than a 'c' class racquetball player (self), but I would love to win tournaments in the "A" class (ideal self)."

Is it possible to live with two selves inside you, the self and the ideal self? You can, but it may be difficult at times. First, you may feel very uncomfortable if there is a great difference between the person you are and the person you wish to be. "It's okay for the ideal self to be slightly out of reach--that can stimulate us to improve ourselves," Lahey explains, "but if the ideal self is so unrealistically perfect that we know it can never be reached, then we feel like failures."

Lahey reports that a recent study by Timothy Strauman (1992) at the University of Wisconsin proved Rogers' ideas. "Students in introductory psychology classes were interviewed and tested to determine if there were discrepancies between the way they view themselves (their concept of self) and the way that they think they would like to be or ought to be (two

aspects of the ideal self)." The result of the study was that the students who saw big differences between their selves and their ideal selves were sadder and more anxious than the students who did not see big differences.

2. Read the following brief summaries of the excerpt above. With your partner, discuss which is the best summary:

1. In "The Concept of Self," Benjamin Lahey writes about the ideas of Carl Rogers. Rogers believes that our self-concept affects our personality very much. We have two self-concepts: the real self and the ideal (make-believe) self. Both are important, but they can cause us psychological problems. In summary, Rogers believes that we must know all our feelings well.

2. If your parents say you are a good athlete, it makes you believe that you are. You may think that you are nice, but you want to be less selfish. It's not realistic to think that you can be perfect.

3. A recent study at the University of Wisconsin shows that if your ideas of your "real" self and your "ideal" self are very different, you may have psychological problems. Students may be more nervous. You need to symbolize your feelings. Your parents can also affect how you think of yourself.

Which is the best summary?

The first one, because they mention the author, the name of the work, and the main idea. Another very important idea is the use of linking words in the first summary; how they move from one idea to another.

QUOTING

In quoting, we take the words of the author exactly as they are, even if there is a mistake, we never correct it.

We need to introduce the quotation. We can introduce a quotation by using some verbs called reporting verbs or phrases.

4.2.1. Direct Quotations

4.2.1.1. Verbs to Introduce Quotations and Paraphrases

Reporting verbs and phrases are used to introduce a quotation or other borrowed information (such as statistics). Some of the more common reporting terms are as follows:

say according to insist report claim write
 declare mention state

When using signal phrases to introduce source materials, you might choose a more specific verb than said to indicate the author's attitude or approach. The following verbs create different meanings that may suit your purposes more specifically,

For an Objective Observer

Describes observes points out
 explains notes sees

For Making Conclusions and Defending an Interpretation

analyzes concludes maintains
 alleges contends predicts
 assesses insists suggests

For Agreement

Agrees concurs grants

For Disagreement

Condemns derides opposes
 Criticizes objects warns

On page 106, there is a long list that you will need in the exam, because you may need to quote something.

Here is a list of other ways to introduce quotations (Kennedy & Smith, 1994, p. 86):

In the words of Quindlen
 According to Quindlen
 Quindlen...

acknowledges	concludes	identifies	remarks
addresses	considers	illustrates	reminds us
adds	critiques	inquires	replies
admits	defines	interprets	responds
affirms	delineates	investigates	reviews
answers	demonstrates	lists	shows
argues	determines	makes the case	stipulates
ascertains	discovers	measures	stresses
asks	emphasizes	notes	suggests
asserts	envisions	postulates	summarizes
assesses	evaluates	presents	surveys
believes	examines	proposes	synthesizes

- The quotation marks are always used in pairs.
Notice that the punctuation mark at the end is always put inside the quotation.

4.2.1.2. Punctuating Direct Quotations

The rules for punctuating direct quotations can become very complex.

For general purposes, the rules are as follows:

1. Quotation marks are always used in pairs. Place a comma between the reporting phrase and the quotation. Put quotation marks before and after the actual words quoted. Normally, place commas (and periods) before the first mark and also before the second mark in a pair.

According to Sports Illustrated, "The use of steroids and other, more exotic substances such as human growth hormone (hGH)-has spread to almost every sport, from major league baseball to college basketball to high school football."

There is an important exception to this rule: When you add an in-text citation after a quotation, the period goes at the very end, after the closing parenthesis:

Prince Alexandre de Merode of Belgium stated, "I believe that as many as 10% of all Olympic athletes are regular users of performance-enhancing drugs" (qtd. in Bamberger and Yaeger 63).

2. Capitalize the first word of the quotation as well as the first word of the sentence.

Dr. Donald Catlin, director of a drug-testing lab stated, "The sophisticated athlete who wants to take drugs has switched to things we can't test for."

3. If you break a quotation into two parts, enclose both parts in quotation marks and separate the parts with commas. Capitalize only the first word of the sentence.

"The use of steroids-and other, more exotic substances such as human growth hormone (hGH)-- has spread," according to Sports Illustrated, "to almost every sport, from major league baseball to college basketball to high school football."

4. If you omit part of a direct quotation, use an ellipsis (...).

According to Sports Illustrated, "The use of steroids... has spread to almost every sport, from major league baseball to college basketball to high school football."

5. If you have a good reason to add words of your own to the original,

put brackets [] around the words that you have added.

Commenting on the difficulty of detecting drug use among Olympic athletes, the director of drug testing for the U.S. Olympic Committee at the 1984 and 1988 games declared, "The testers know that the [drug] gurus are smarter than they are."

Suppose that I'm writing a research about artificial intelligence. I write:

"For this research, generative AI [a type of AI] was used."

• Note: in the exam, I might present a quotation and ask you to identify the mistake in it or to correct it.

The following part is important for the theoretical questions in the exam.

Practice: Direct Quotations

Add punctuation to the following direct quotations. Change the capitalization if necessary. (The sentences in this practice are about black holes, which are invisible masses in space larger than giant stars.)

1. Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said it is one of the most interesting phenomena we astrophysicists have ever studied.

2. As she explained in black holes the laws of nature do not seem to apply.

3. A black hole is a tiny point with the mass 25 times the mass of our sun explained Ma's associate, Chun-Yi Su. Black holes are created by the death of a very large star she stated.

4. It is an invisible vacuum cleaner in space she added with tremendous gravitational pull.

5. According to Dr. Su, if a person falls into a black hole, he will eventually be crushed due to the tremendous gravitational forces.

6. Time will slow down for him as he approaches the event horizon she said and when he reaches the event horizon, time will stand still for him.

The correct form:

1. Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said, "It is one of the most interesting phenomena we astrophysicists have ever studied."

2. As she explained, "In black holes the laws of nature do not seem to

apply."

3. "A black hole is a tiny point with the mass 25 times the mass of our sun", explained Ma's associate, Chun-Yi Su. "Black holes are created by the death of a very large star.", she stated.

4. "It is an invisible vacuum cleaner in space", she added, "with tremendous gravitational pull."

5. According to Dr. Su, "If a person falls into a black hole, he will eventually be crushed due to the tremendous gravitational forces."

6. "Time will slow down for him as he approaches the event horizon", she said, "and when he reaches the event horizon, time will stand still for him."

4.2.2. Indirect Quotations

In indirect quotations, the speaker's (or writer's) words are reported indirectly. For this reason, indirect quotations are sometimes called reported speech. Indirect quotations are introduced by the same reporting verbs used for direct quotations, often with the added word 'that'. Do not use quotation marks. Also, the tense of verbs in indirect quotations is affected by the tense of the reporting verb.

*

Changing Direct Quotations to Indirect Quotations

Good writers use both direct and indirect quotations. In certain situations, you may find it easier to use one kind or the other, and using both adds variety to your writing. In the following examples, notice what changes occur when a direct quotation is rewritten as an indirect quotation.

Normally, it's good to use both direct and indirect quotations. If I like the exact words of an author, I use direct quotation. If I make a second quotation, it's better to use an indirect quotation in order to avoid repetition.

*

Direct Quotation	Indirect Quotation
He declared, "I am looking for intellectual women."	He declared that he was looking for intellectual women.
My father told me, "I want you to do your best."	My father told me that he wanted me to do my best.
The teacher told us, "You can take another test to try to improve your	The teacher told us we could take another test to try to improve our

grades."	grades.
The students confessed, "We didn't study."	The students confessed that they hadn't studied.

*

• To change a direct quotation to an indirect quotation, we change the tense, the time words (today, tomorrow, etc.), the pronouns, and the verbs.

To change a direct quotation to an indirect quotation:

1. Omit the quotation marks.
2. Add the subordinator that. (You may omit that if the meaning is clear.)
3. Change the verb tense if necessary. Follow the sequence of tenses rules provided here.
4. Change pronouns as necessary.

A fifth point is to change the time words if they exist.

*

Sequence of Tenses Rules

1. If the reporting verb is in a past tense, the verbs in an indirect quotation may change tense according to the following rules:

	Direct Quotation	Indirect Quotation
Simple present changes to simple past	Susan said, "The exam is at eight o'clock."	Susan said (that) the exam was at eight o'clock.
Simple past and present perfect change to past perfect	She said, "We didn't have time to eat breakfast." He said, "The exam has just started."	She said (that) they hadn't had time to eat breakfast. He said (that) the exam had just started.
Will changes to would, can to could, and may to might	Pedro mentioned, "Today I will eat Chinese food, and tomorrow I'll eat French food if I can find a good restaurant."	Pedro mentioned that today he would eat Chinese food and that tomorrow he'd eat French food if he could find a good restaurant.

*

2. When the quoted information is a fact or a general truth, the verb

tense in the quotation does not change.

He said, "Water boils at a lower temperature in the mountains."
He said that water boils at a lower temperature in the mountains.

With facts, we don't change the tense of the verb:

The sun rises from the east.

He said that the sun rises from the east.

3. When the reporting verb is simple present, present perfect, or future, the verb tense in the quotation does not change.

He says, "I can finish it today."

He says that he can finish it today.

4. When the reporting phrase is according to, the verb tense does not change.

Gupta said, "Anyone I meet on the Internet will probably be professional and educated."

According to Gupta, anyone he meets on the Internet will probably be professional and educated.

If the reporting verb phrase is "according to", I don't change the tense.

Homework

1. *The exercise on page 114: Changing Direct Quotations to Indirect Quotations.*

Practice: Changing Direct Quotations to Indirect Quotations

Rewrite the following direct quotations as indirect quotations.

1. Television channel General Manager Jim Burns said, "Not everyone can attend college in the traditional way; therefore, taking courses via television will offer many more students the chance to earn a college degree."

2. Pre-med student Alma Rodriguez said, "I miss being on campus, but I have to work and take care of my family."

3. Other students said, "Last year, we spent several hours a day commuting to and from school. Now we don't have to do that."

2. *On page 115, you need to write a short paragraph and use the quotations that are mentioned.*

Writing Practice: Writing with Quotations

Write a short paragraph that develops the topic you are given below. Use

the quotations for support. You may use them either as direct or as indirect quotations. Include some additional supporting sentences and transition signals to connect the ideas and make your paragraph flow smoothly.

Step 1 Copy the topic sentence exactly as it is given.

Step 2 Write several supporting sentences, using the main points and quotations supplied. Add supporting details such as examples if you can. Use the techniques and rules you have learned for direct and/ or indirect quotations. Be sure to mention somewhere in your paragraph the book or article that is the source of the quotations.

Step 3 Document the source further by putting the author's name and a page number in parentheses at the end of your paragraph.

Topic sentences: The increased use of computers in business has been accompanied by a costly increase in computer crime.

Main point Computer criminals cost business a lot of money.

Quotation: "The financial losses to business from computer thefts will exceed \$15 billion in 1998."

Main point: Computer criminals steal not only money but also information.

Quotation: "It is not just the money they steal; they steal data, and data is power."

Source: A book by Meredith Bruce, Cybercrime, page 185.

Revision

The Organization of the Essay

• In the exam, you will not have time to write an outline and a first draft and then a second draft, etc.

Student: what is the difference between a topic sentence and a thesis statement?

Instructor: the topic sentence is in the paragraph, while the thesis statement is in the essay. The thesis statement is the last sentence of the introduction of the essay. The thesis statement tells the reader about what the whole essay is about.

For example, if my essay is about the advantages and the disadvantages of early marriage (or of working from home):

- I start with the title: Advantages and Disadvantages of Early Marriage
- I write in my thesis statement: There are many advantages and disadvantages of early marriage.
- The first body paragraph is about the advantages of early marriage. I start it with a topic sentence.
- The second body paragraph is about the disadvantages of early marriage. I start it with a topic sentence.
- In the conclusion, I can state my opinion or summarize what I wrote in the body paragraphs.
- Don't forget the title and the indentation.

☞ The best way to start my introduction is to start with a *hook*; a sentence to attract the reader. The hook can be statistics or a question or a sentence with very strong words to shock the reader. The hook can also be a quotation.

☞ After the hook, I may provide my *background information*. I may say here:

Working from home is getting increasingly popular because of so and so, especially after Covid 19.

☞ Then I write my thesis statement: There are various advantages and disadvantages for working from home.

☞ Then I write my body paragraph 1. I start with the topic sentence: Some of the advantages of working from home will be discussed in this paragraph.

☞ Then I mention the main point: Firstly,

☞ Then I write my body paragraph 2. I start with the topic sentence: Some of the disadvantages of working from home will be discussed in this paragraph.

Then I write my conclusion: To conclude, In conclusion.... In summary, Finally, In my opinion,....

Thank You

LECTURE NO. 8

26.01.2024

HELLO EVERYONE!

RESPONDING

We already talked about summaries and said that in summaries you don't present your opinion whatsoever. In responding, it's the opposite. You write an essay in response to another piece of writing presenting your opinion about it or your own ideas.

Responses are of four kinds. If someone told you "read this book and write a response to it in an essay", he will have to decide the kind of response he wants you to write.

Kinds of responses:

1. Agree or disagree
2. Compare and contrast: you either compare and contrast it to another piece of writing or you compare and contrast it to your own experience.
3. Apply it: how I can apply what I read in a certain situation.
4. Evaluation: I evaluate this piece of writing.

What is the difference between "evaluation" and "agree or disagree"?

In agree or disagree, my opinion doesn't depend on certain criteria or certain principles. In evaluation, I have criteria and principles.

Unit 5

Responding

5.1. Introduction

While a summary is objective and only includes the author's ideas, a written response includes your own ideas and reaction to the reading.

For some academic assignments, you will only be asked to write a summary. For others, you will be asked to respond to the reading. In an academic response, you will be expected to develop an informed opinion and support your ideas with examples, details, and facts, either from the reading or another source, just as you do in other kinds of writing. You cannot just give a general opinion, such as "I liked/hated this article" or "I thought this was an interesting/boring article."

There are several types of responses. Most commonly, you will be asked to agree or disagree. For example, an assignment may ask you to agree or disagree with the main idea of a reading passage, or ask you to choose

some part of a reading to agree or disagree with.

A second type of response may ask you to compare and/ or contrast what you have read with your own experiences or the experiences of others. For other response assignments, you may be asked to apply what you read to another situation, or to evaluate a reading.

In the four types, you have to provide support for what you present. You support your opinion with examples, experiences of other people, statistics, facts, etc.

Note: in the exam, I might present a quote and ask you what you think about it. Here you have to write an essay as a response to it. I might ask you “do you agree or disagree?” or “compare and contrast to your own experience”. In the case of “compare and contrast to your own experience”, you write a comparison and contrast essay. In the case of “agree or disagree”, you write an argumentative essay.

For example: John said that “mechanical engineering is not suitable for women.” Do you agree or disagree?

Sometimes you are asked to summarize and respond at the same time. (Not required for the exam). In this case, I write two paragraphs: the first is a summary, the second is a response. If the passage is long, I write more than one body paragraph for the response, and in the introduction I write the summary with a thesis statement that indicates that the coming paragraph is a response.

5.2. Stating Your Opinions in Appropriate Language

When you state your opinions, you need to consider your audience. You need to use appropriate language and an appropriate strength to your argument so that you convince your audience without alienating them. The language you choose can help you vary the strength of your statements and avoid faulty reasoning.

Your readers will be convinced by logical, rational argument, not by emotional appeals, so you must be careful of faulty reasoning-- logical fallacies. The following are some of the most common fallacies and should be avoided.

Faulty reasoning refers to some mistakes that are normally made but they shouldn't be. These are sometimes called fallacies.

Hasty Generalization

Arriving at an opinion quickly without much evidence. Examples
Two of my friends failed that class, so the professor is unfair. Everyone I talked to thought it was a workable plan, so we should adopt it immediately. (The writer talked to only three people.)
Solution: Get enough evidence to present a convincing argument.

Stereotype

A generalization applied to people or to a particular group of people, often using words like always, everybody, all, nothing, never, only. When these are used, or even when they are just implied, readers will find the claim unbelievable because they can probably think of at least one case in which the generalization or stereotype isn't true.

Examples

[All] College freshmen spend more time partying than studying.
Every adopted child wants to find his or her biological parents.
It is unsafe for [all] people over the age of 70 to drive.

Either/Or

Oversimplifying the argument, so it seems that the choices between the ideas are very limited.

Examples

Motorists can either wear seatbelts or die on the highways.
You can study hard or flunk out of college.
There is only one thing to do: raise taxes.

Solution: Be sure to consider all rational outcomes before making a concluding statement.

Ad Hominem

Attacking or insulting a person instead of rationally confronting the issues.

Examples

Bill is totally uneducated and uninformed and should not be allowed to express his opinion.

Solution: confront the issue rather than the speaker.

These mistakes or fallacies include:

- Hasty generalization (overgeneralization): It's like when you say for example "all students don't study enough".
- Stereotype (الافكار النمطية): it is similar to hasty generalization. It's like when you say "all women can't drive."

The solution for these two kinds of fallacies is to avoid using words like “all” and to use words like “most”.

- Using either/or: it usually happens when you oversimplify an argument so that it appears to have only two choices. The solution is to avoid oversimplifying things.

- Ad Hominem: it is when your reaction is directed against a person not against the idea or the situation. Instead of attacking the person, I might say “This topic should only be discussed by professionals.”

Note: in the exam, if you want to use statistics or quotes, you can make them up even though they are not real or accurate.

5.3. Support Your Opinion

One of the biggest problems in student writing is that student writers often fail to prove their points. They fail because they do not support their points with concrete details. Their papers are too often full of opinions and generalizations without the factual details needed to support them.

It is certainly acceptable to express opinions in academic writing.

In fact, most professors want you to express your own ideas.

However, you must support your opinions with factual details. The more specific you are, the better.

We support our opinions by proving details like examples, statistics, quotations, etc. Try not to include an opinion without supporting it with factual details. Don't present factual details or examples and consider them to be your opinion. The best solution is to present your opinion, explain it, and then present an example. I write the supporting idea, then the supporting details, and then the example.

5.3.1. Writing with General Ideas and Specific Details

In English, we often begin by writing or saying something general.

We then provide some specific details that support or prove our general statement. In this paragraph, the writer begins with a general statement. The writer then provides specific details. The details may become more specific as the paragraph develops.

Examples

general statement

specific details

I am a visual learner. For instance, I improve my vocabulary by reading

the new words several times.

5.3.2. Making Accurate Generalization Structures

Academic writers avoid "overgeneralizing." For example, writers avoid making statements like "Americans always use credit cards" or "All Syrians love football" because these statements are not true for everyone. In the following sentences, the writer did not overgeneralize about people and culture. Instead, the writer used various grammar structures to make the generalizations more accurate and to persuade the reader to support those generalizations.

For example, the writer used opinion structures, adverbs of frequency, modal auxiliaries, and expressions of quantity. Read the following sentences, and notice the structures that make generalizations more accurate.

All humans have culture. It is reflected in their customs. Culture makes us human. And each human group--a family, a tribe, or a nation--has its own culture.

I have to avoid generalizations. I don't say "Americans always use credit cards" or "All Syrians love football." To solve the problem, I use opinion structures like "I think that", adverbs of frequency like sometimes, often, etc., or expressions of quantity like a lot of, most, some, etc. Let's see the example:

expression of quantity

adverb of frequency

Most members of the same cultural group usually share similar customs and values. For example, they often speak, dress, eat, think, and act in similar ways.

Instead of saying "all the members of the same cultural group" I say "most members". Instead of saying "always share similar customs and values" I say "usually share similar customs and values."

5.3.3 Opinion Structures

In my opinion: In my opinion, most people share the same values.

I believe (that): They believe their way of life is the best way.

I think (that): Most people think that their customs are natural, right, and good.

I feel (that): Most U.S. teenagers feel that they are not ready for marriage.

*

5.3.4 Personal Experience

Example

opinion (general statement)

I believe most young Americans like to dress informally. For example, my classmates usually wear jeans and T-shirts to school.

General statement: I believe most young Americans like to dress informally

Example (specific detail): my classmates usually wear jeans and T-shirts to school.

5.4. Synthesizing Information to Answer Test Questions

Throughout your education, you have synthesized information. In other words, you have selected information from several sources and combined it with your own ideas. You have gathered information from personal experience, reading, and interaction with others. This has included:

- your prior knowledge and experience
- textbook reading
- sources in the library and on the WWW
- interviews with others - informal discussions
- classroom lectures

*

5.4.1. Synthesizing in Written Tests

For an in-class written test, you have a limited amount of time (perhaps as little as an hour) to write. You use the information that you have synthesized from your class notes, textbook reading, additional course readings, class discussions and lectures. However, for most tests, you cannot consult these sources during the test - this information must all be in your head.

*

To write effective essay test answers, first you must thoroughly know and be able to use the material that you will be tested on. In addition, you must:

- understand the question (what is expected of you)
- write clear, well-organized, and concise answers
- work under time pressure

It is very important to understand the question. For example, in the

essay about the advantages and disadvantages of working from home, most students made a comparison between working from home and working in an office which is incorrect.

Concerning working under time pressure, you have to bring a watch in the exam. The exam will be 2 hours.

5.4.3. The Process of Responding to Exam Questions

Preparing for Timed Written Essay Exams

In-class closed-book tests are the most common. The following suggestions apply to this kind of test.

Studying Before the Test

If you have done active reading before the test, you can go back to your notes and study what you've highlighted, underlined, or numbered in your text without rereading everything. You'll be able to spend more time reviewing the main points instead of reading all the material again. One way to review is to write a list of possible essay questions and compare your list with someone else in the class. Then practice writing answers for these questions. (Just be sure that when you get to the test, you don't write the answer to the question you thought would be on the test, when it is actually a different question.)

In addition, take advantage of any review session the professor offers or any study guide. Both give strong indications of what might be on the test. Keep your eyes and ears open.

The notes that you take during the lectures are the most important.

*

Taking the Test

1. **Assess.** Before you write any answers, read all of the questions carefully. Circle key words in the questions to help you focus on what you have to do.

Divide up the time you have for each question. For example, if you have 90 minutes for three questions, allot yourself about 25 minutes for each question so you will have some time left to review your work.

I can circle key words in the question. For example, if you see "agree or disagree", you can circle it so that you will remember that this is an argumentative essay.

2. **Take quick notes to organize your thoughts.** After you read the questions, in the margin of the test paper make a quick list of information

you will include in the answer. After you have generated your list, organize the information by grouping or numbering your items. Eliminate any irrelevant ideas.

The temptation with a timed essay test is to begin writing without taking these preliminary quick notes. However, these notes will free your mind to concentrate more on the form and style of your answers. You can concentrate more on your English.

In the margin of the paper, write a list of the ideas that you want to write about so that you won't forget any idea.

Note: in the exam, don't write in the margin of the exam paper.

3. Begin writing

a. Start with the easiest questions. This will give you a boost of confidence and help you warm up your mind and your writing skill. In addition, you might spend less time on the easy questions so that you can devote more time to difficult questions. Be sure to write legibly and work within your time limit for the question. While you are working on these easy questions your unconscious mind will help you prepare for the other questions you have previewed.

The easiest question in our exam is the theoretical question. You may start with it.

b. Begin your short-answer or essay test answers with a thesis statement or topic sentence. Due to your time limits, there will be no time for a gradual introduction. Instead, start with a topic sentence. In many cases, this can be restatement of the test question. By restating the question in your first sentence, you will help focus your answer. Then add the necessary examples, details, and evidence to support your main idea.

It's better to start your exam by thinking about your thesis statement and topic sentence

c. Write organized answers. Connect your ideas with transition words and phrases (i.e. next, as a result, after that, consequently) to show the relationships between your ideas. Don't just scribble down the ideas from your notes in random order.

*

4. Revise and Proofread. Be sure you save some time to check over your work. Your professors do not want you to recopy your answers because that

would take time away from your thinking and writing. But they do expect you to reread your answers before you turn them in, and make neat corrections, such as crossing out unnecessary words, adding necessary transitions, and correcting spelling and grammar.

A lot of mistakes result from lack of reading your own writing.

Homework: Discuss similarities and differences between working from home and working in an office.

I have two ways of organizing essays: point by point organization and block organization. I can choose the way I like.

Important Notes

☞ The most common mistake in your writings is the repetition of words or sentences. Try to avoid repetition.

☞ Spelling and grammatical mistakes are also common. Three deadly mistakes will cause the student to fail the exam.

☞ Don't forget the title please. Forgetting the title will cost you 10 marks.

☞ The essay which is without a thesis statement will cause the student to fail the exam.

☞ You won't pass the exam if you use an incorrect organization.

☞ State your idea, explain it, and then mention the example. In some cases, you might put the example before you state the idea.

☞ Don't use short forms in the exam. Don't write "it's, he's, we're, doesn't, etc." Short forms are not accepted in formal writing.

Examples of theoretical questions

According to Sports Illustrated, "The use of steroids ... has spread to almost every sport, from major league baseball to college basketball to high school football."

• *What is the case in this quotation?*

A. Broken quotation

C. A combination of two quotes

B. A part is omitted

• Read a book entitled XXX and write a response agreeing or disagreeing with it.

Which type of response is the previous question?

Agree or disagree.

- Read a book entitled XXX and write a response discussing if it includes the following conditions.

Which type of response is the previous question?

Evaluate

- Thesis statement: There are three similarities between X and Y.

What type of essay is this?

a. Comparison

b. Contrast

c. Comparison and contrast

We know to compare is to state the similarities and to contrast is to state the differences.

- There might be a question in which you will have to choose the incorrect punctuation mark.

• قد يأتي سؤال مكون من ٤ أسئلة وعليكم الإجابة على ٣ منها بحيث يكون واحد من الأسئلة كتابي والبقية اختيار من متعدد.

• يفضل كتابة ٢٠٠ إلى ٣٠٠ كلمة في المقال أي حوالي صفحة وربع أو صفحة ونصف

المواضيع التي قام الطلاب بالكتابة عنها كوظيفة حتى الآن هي:

1) Write an essay about the advantages and disadvantages of working from home.

2) Summarize your essay according to what we learnt last lecture through :Unit 3 page 63 – 72; page 83 - 92

Some fields of study are more suitable for women while others are more suitable for men. Do you agree or disagree?

Write an essay about university life (you should write about an aspect of your choice related to university life)

For example, it can be a description or comparing university life in Syria to other countries or any other specific topic of your choice.

Thank You

AYDI 2024

LECTURES NOS. 9+10

THE LAST LECTURE

02/09.02.2024

HELLO EVERYONE!

Sample Exam Questions

A- Solve 3 of the questions below:

1- Decide if the following statements are true or false and correct the false ones

a- In summaries, you have to state your opinion.

b- There is only one type of responses.

2- Write a thesis statement for the following topic (write only the thesis statement): "Discuss the advantages and disadvantages of multiple choice questions in exams."

3- Briefly explain what you have studied about summaries.

4- Change the following direct quotation to an indirect quotation

The students said, "We are worried about the theoretical questions".

B- Write a 250- 300-word essay about one of the following topics:

1- Write about the procedure you follow when you prepare for exams.

2- Write about the causes and effects of early marriage (getting married before 18)

*

The Exam

The Theoretical Part:

There will be 4 theoretical questions similar to the following:

• Write a thesis statement to the following:

Discuss advantages and disadvantages of multiple choices questions in exams.

Student: *I will discuss the advantages and disadvantages of multiple choices questions in exams.*

Instructor: it's not wrong but not preferred to put it this way.

Student: *Multiple choices questions in exams have advantages and disadvantages.*

- *Write what you know about summaries.*

Here you can mention any two correct ideas about summaries. Summaries are basically restating. I can't present my opinion in summaries. I have to mention the writer's name and the name of the book with the date of publication.

Change the direct quotation into indirect quotation: we remove the quotation marks and we remove the comma. Then we add "that". We change "we are" into "they were" if the reporting verb is in the past.

- *Correct the sentence.*
- *Choose true or false.*

*

The Practical Part:

The practical question will be to choose to write an essay on one of two topics.

*

Thank You

Wish you all the best



Page:

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