

## **Extra sheets to study for the official exams for grade 12 English Language**

To read your test appropriately, Skim the text first, and then read the questions before scanning it, and finally start constructing your answers.

The sheet will follow the layout of a comprehension test in the official exams

### **Grade Twelve: GS and LS**

- **Themes:**
  1. Current Issues
  2. Natural Phenomena
  3. Technology
  4. Ecological Environment
  5. Teenagers
- **Writing:**
  1. persuasive
  2. problem-solution
  3. cause-effect
- **Figures of Speech**
  1. simile-metaphor-irony-personification
- All Skills are required with the new specifications (table analysis and charts are required).

### **Grade Twelve: ES**

- **Themes:**
  1. Global and Current Issues (Media included)
  2. Family and teenagers
  3. Human Rights
  4. Gender Issues
  5. Socio-economic issues (Employment-Immigration-Living Standards)
  6. Ecological Environment
  7. Youth Problems and Interests
- **Writing:**

1. persuasive
  2. problem-solution
  3. cause-effect
- **Figures of Speech**
    1. simile-metaphor-irony-personification
  - All Skills are required with the new specifications (table analysis and charts are required).

***A. The key words of the comprehension questions***

1. **Identify** means to prove or show who or what a particular person is. (The main idea or the minor ideas)
2. **Define, list, or locate:** To define is to summarize the meaning of the term to be defined in a clear, concise statement. Generally, to define consists of identifying the class to which the term belongs and telling how it differs from other things in that class. List to list is to write down a series of related points, words, or ideas (when listing make sure to start each point with the same part of speech).
3. **Describe, explain, discuss or clarify:** to describe is to give a picture of someone or something in words. Explain: To explain is to make clear or give reasons for something. This term is in a way similar to discuss, but places more emphasis on cause-effect relationships or step-by-step sequence.
4. **Infer:** to infer is to draw an unstated meaning from a speaker's or writer's words. The speaker or writer implies; it's the listener or the reader who infers. The speaker's or writer's meaning is implicit; the reader or listener states it explicitly.
5. **Analyze a character or information:** to analyze you examine the details related to the character finding relation in between to draw a conclusion about. When analyzing a character cite the background information about ( name, age, and post) examine his acts and says. What the others say about him.
6. **Evaluate:** to evaluate is to calculate the value or degree of something- to give pluses or minuses backed up with evidence.

### **Characterization or character (personality) sketch**

It is a kind of description to a character that can be most effectively developed by narrative. In a character sketch, your purpose is to show the reader the kind of person your subject is. Since a person's actions reveal character, you can often accomplish your purpose effectively by showing your subject in action. In other words you tell a story.

You can judge the character in the light of his/her behavior, opinions, motives, and daily habits. From these you can judge whether he / she is knowledgeable or ignorant, liberal or traditional, daring or cowardly, hypocritical or trustworthy, tolerant or dogmatic (dictatorial or arrogant)

### **Questions related to characterization**

1. Draw a character sketch of...as portrayed in the above text.
2. What devices does the writer use to sketch out major character?

- The writer might use descriptions of actual events.

To answer this question take into consideration the following points:

- *Back ground information about the character (name, age, title or position)*
- *The character's acts, says & what do the other characters say about him?*
- The result of such acts

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### **Themes required for SE (English)**

Current local and global issues in social sciences and economics.

- The media (promotion and information).
- Human rights.
- Waves of emigration.
- The ecological environment.
- Pollution (Air, water, soil, noise, visual).
- Natural phenomena, wonders, and disasters..
- The family.
- Youth problems and interests.
- Sports.
- Gender issues.
- Socio-economic issues (labor, employment, production/consumption, immigration, inflation, living standards life expectancy, etc.)

**B. The key words of the comprehension questions**

7. **Identify** means to prove or show who or what a particular person is. (The main idea or the minor ideas)
8. **Define, list, or locate:** To define is to summarize the meaning of the term to be defined in a clear, concise statement. Generally, to define consists of identifying the class to which the term belongs and telling how it differs from other things in that class. List to list is to write down a series of related points, words, or ideas (when listing make sure to start each point with the same part of speech.
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- The result of such acts

## C. Organization Questions

### 1. Attitude/ Tone/ Mood

**Tone: Tone, or the attitude** of the writer, is a web of feeling stretched throughout the text. Any human emotion may become the writer's tone; and it is left for the reader to identify from less obvious clues the tone or attitude implied by a writer in a piece of writing. Here is a list of some tones mostly used by writer.

1. **Positive tone:** hopeful enthusiastic, confident, cheerful, optimistic, amused, proud, fascinated, attracted, impressed etc.
2. **Negative tone:** angry, disgusted, accusing furious, nervous indignant, threatening, pessimistic, desperate, hopeless, horrifying , worried , frustrated, warning , shocked, disappointed, alarmed ,etc.
3. **Ironical tone:** humorous, scornful, sarcastic, cynical, critical, satire, indifferent, insolent, pompous, witty, etc.
4. **Sorrowful tone:** elegiac, melancholic, sad, mournful, apprehensive, concerned, worried, etc.
5. **Sentimental tone:** loving, compassionate, nostalgic, friendly, etc.
6. **Neutral tone:** formal, objective, candid, questioning, instructive, didactic, informative, authoritative, serious, rational, etc. ( the writer hasn't taken

any stand, unbiased, impartial )When the writer displays the opinion of two opposing sides without taking a stand )

A reader can recognize these tones or attitudes by identifying the subject, the flow of sentences, the atmosphere, **the choice of words and their connotations**, the point of view, and purpose of the writer. In an effective piece, the writer creatively and thoughtfully blends many elements together to unify and focus an overall tone, reflecting his general attitude. (Go back to the samples on your note book)

### **Official exams questions related to tone**

1. What is the tone of the writer in paragraph...? How does it change in paragraph...?
2. What two contrasting tones (attitude) do paragraph...reflect? Justify.  
*The writer might employ a positive tone, and then he shifts to a negative one and vice versa*
3. Paragraphs...reflect two contrasting tones (attitude towards...what are they? Illustrate.
4. The tone in paragraph....changes in paragraph... What necessitates this change?
5. Select from paragraph... all words that have negative/ positive connotation. How do such words convey the tone (attitude) of the writer?

### **Tone:**

More Words about the tone

#### **Positive words**

admiring	Concerned	excited	optimistic
amusing	Confident	happy	persuading
appreciative	Defending	hopeful	respectful
Caring	encouraging	joyful	supportive
certain	Euphoric	loyal	sympathetic

#### **Negative words**



ambivalent	challenging	humorous	pessimistic
biased	Critical	indifferent	sad
Bitter	disappointed	insensitive	skeptical
Blaming	Hesitant	ironical	threatening
Careless	Hopeless	melancholic	warning

Note: Tone of the writer expresses the way he feels about something.

## Instructions:

First, read the paragraphs well and focus on the connotation of the words. Determine whether they are positive or negative.

Next, try to elicit the implied message of the writer as if he is talking to you. What does he want to tell you?

Finally, use adjectives from the words above to describe the writer's message providing an evidence from the targeted paragraph for your choice.

## Exercise 1.

*The following two paragraphs are the **introduction and the conclusion of a selection** in which the writer sheds the light on SARS- a killer disease that threatens the entire planet but apparently is not yet beyond control. When you are through with the reading answer the question that follows.*

### Paragraph 1

Since news of the first cases of SARS- short for severe acute respiratory syndrome- began emerging from mainland China a month ago, health authorities around the world have gone into high alert. For the first time in its 55- history, the World Health Organization (WHO) recommended last week that travelers avoid nonessential trips to an entire region-China's Guangdong province and Hong Kong, right next door- for fear that they might contract and further spread the infectious agent.

### Paragraph 2

Even if all these measures fail to eliminate SARS quickly or completely, they should at least minimize the danger. "People should be concerned," says one doctor. "But I don't think they should be alarmed."

**Q1. Explain the two contrasting tones presented in the above paragraphs toward SARS.**

**Grade:** 12 ES, LS, and GS

**Subject:** English Answer Key On the tone exercise

**Teacher:** Jabine Moussa

The two paragraphs reflect an **ambivalent tone** when the writer shifts from a negative tone into a positive one. The opening paragraph reflects a **concerned, worried, and anxious** tone as we see recommendations of restriction on travelers by WHO. **He shifts** into a **hopeful** attitude because of the measurements to fight this malady despite of the possibility of failure along with a doctor's statement that we should be cautious but not alarmed adds to the mentioned tone.

**Explanation about the form of the answer:** since the question is about the two paragraphs, the answer starts with a topic sentence that incorporates a general answer about both. Then, explain each paragraph starting with the type of tone that it represents.

Topic sentence that answers the question in general
Explain the first paragraph starting with the chosen tone
Explain the second paragraph starting with the chosen tone

Note: The answer must be **one paragraph+**

## **Mood**

**Mood:** It has to do with the “intellectual and emotional climate” that envelops certain location or person. The author's choice of setting, objects, details, images, and words- all contribute in creating a specific mood.

Mood, however, should not be confused with tone. An author may create a mood of tranquility around

## Types of Mood:

Sad, melancholic, fear overwhelmed, doubt, disapproval approval, tranquility, calmness, hope, happiness, certainty, extremity humor, indifference.

**Note: use nouns to express the mood**

## Title: Mood

### Explanation

**Mood:** It has to do with the “intellectual and emotional climate” that envelops certain location or person. The intellectual and emotional atmosphere dominating a piece of writing. **It is related to the reader’s reaction toward a writer’s tone.** Some writings make one feel sad others, joyful; still others angry. Writers use several devices to reveal mood. The author’s **choice of setting, objects, details, images, and words**- all contribute in creating a specific mood.

Mood, however, should not be confused with tone. An author may create a mood of tranquility around

### Types of Mood:

**Positive words:** admiration, affection, approval, assurance, calmness, care, certainty, concern, confidence, contentment, delight, excitement, fulfillment, happiness interest p, pleasure., responsibility, romanticism, satisfaction, seriousness, sympathy, thoughtfulness, tranquility, understanding.

**Negative words:** Anger, anxiety, bitterness, blame, confusion, criticism, disagreement, disappointment, disgust, disinterest, dislike, disturbance, doubt, fear, frustration, horror, humor, indifference, melancholy, misery, panic, rage, skepticism, uncertainty.

### **Student Practice:**

In short, the mood is the atmosphere prepared by the writer to let the reader share him the same feelings toward a situation using various devices such as the description of a place, the words used and stressed

or confirmed, the images described in the place, and the conversation of the characters.

### **Instructions:**

**First:** Read the explanation about the mood and then make sure you have understood the meaning of each of the words.

**Second:** Read each of the paragraphs to determine whether the mood is positive or negative.

**Next:** look for the devices used by the writer such as words, Setting (description of the surroundings of the place physically), images or objects...)

**Finally:** start your answer using a noun from the words given in the tables above providing an explanation with an evidence from the paragraph.

### **Exercise one**

*The following paragraph is an introduction from a selection the writer reports how scientists unlocked the secrets of the worst natural disaster in Cameroon, West Africa. Read it carefully to answer the question that follows.*

#### **One of the strangest Natural Disasters of the 20<sup>th</sup> Century**

On the morning of August 22, 1986, a man hopped onto his bicycle and began riding from Wum, a village in Cameroon, toward the village of Nyos, on the way, he noticed an antelope lying dead next to the road. A short distance later, he noticed two dead rats, and further on, a dead dog and other dead animals. Soon the man came upon a group of huts, he was shocked to see dead everywhere. He did not find a single person still alive in the huts. The man threw down his bicycle and ran all way back to Wum.

### **Question on exercise one**

What two different nouns best reflect the mood paragraph 1 evokes in the readers? Justify.

Mood answer Key

Answer key of exercise 1

The mood that dominates paragraph 1 is that of **horror/ panic and eagerness/curiosity**. The images of dead bodies everywhere and the repetition of the word “dead” (“lying dead”, “two dead rats”, “dead dog”, “dead animals”, and “dead bodies”) cause a mood of horror/ panic. **Second**, since no single was mentioned in the paragraph, a sense of eagerness/ curiosity is provoked regarding the reason behind the death of many people and animals.

### **Exercise two**

*The following paragraph is an introduction from a selection where the writer describes the tragic end of a family because of a troubled marriage. Read it carefully and then answer the question that follows.*

#### **Burial among the “Angels”**

In little white coffins, they were carried to a place dotted with teddy bears and faded pinwheels spinning in the breeze. Vardaan Tiwari, 4, and his sister, Ananya Tiwari, just 18 months old, were buried among hundreds of other children in the “Heavenly Angels” section of Oakridge Glen Oaks Cemetery in Hillside. A granite statue of a mother cradling an infant tells visitors they are in a special part of the cemetery.

### **Question on exercise two**

Identify the mood revealed in the paragraph “Burial among the Angels”. Explain.

#### **Answer Key of exercise 2**

There is a mood of **melancholy, sadness and horror**. The choice of words reveals such mood: “white coffins”, “faded pinwheels,” “buried”, “Heavenly Angels”, and “Cemetery”. In addition, the image of the mother’s statue cradling an infant adds to the mentioned mood.

## **2. Types of introduction/ Conclusion/ body paragraphs**

## Introductory paragraph:

- **purpose**

The first paragraph in an essay serves a specific purpose. The purpose of the introductory paragraph is two-fold: to introduce the subject of the essay (the main idea) to the readers, and get their interest and attention.

- **Criteria**

The introductory paragraph starts out with a general statement related to the topic. Then interesting background information (facts or material) are provided. Next the topic is narrowed to end up with the thesis statement that highlights the controlling ideas; identifies a specific condition, purpose, and/ or attitude; and specifies the main points that develop or explore in your body paragraphs.

- **Types of introductory paragraphs**

1. **Anecdote: *An anecdote is a brief story that illustrates your topic.***

Example: Mike remembers coming across his first auction ten years ago while cruising the back roads of Wisconsin. He parked his car and wandered into the crowd toward auctioneer's singsong chant and wafting smell of barbecued sandwiches. Hours later; Canton emerged lugging a \$ 22 beam drill- for constructing post-and-beam barns- and a passion for auctions that has clung like a cocklebur on an old saddle blanket. "It's an addiction," says Canton, a financial planner and one of the growing number of auction fanatics for whom Saturdays will never be the same [the rest of the essay informs the reader about auctions.]

2. **Interesting/surprising facts or statistic: It introduces facts or numbers (taken from newspapers /journals or any credible resource to make the essay more effective and convincing.**

Example: Have a minute? Good, because that may be all it takes to save the life of a child- your child! Accidents kill nearly 8,000 children under age fifteen each year. And for every fatality, forty-two more children are admitted to hospital for treatment. Yet, such deaths and injuries can be

avoided through some easy steps parents can take right now. You do not have a minute to lose.

**3. Historical: It simply provides general historical background.**

Example: It seems curious that Charles Babbage is remembered today as grandfather of computing although his work was largely forgotten after his death in 1871. It was only with the construction of the first electronic computers in 1940s that Babbage's work became apparent. Had Babbage never lived, in other words, the rise of the computer would have happened anyway. That's because today's computers owe their ancestry not to Babbage but to the work of Hermann Hollerith, another 19<sup>th</sup> century pioneer.

**4. Question: It starts with a series of inspiring questions about a topic and ends up with a specific statement that demonstrates the writer's view(s) or answer(s) to these questions.**

**Example:** How can the power of AI be harnessed for social good? How can it accelerate the SDGs or Sustainable Development Goals? Over time, people have steadily advanced the boundaries of what technology can do. Speakers at a United Nations event that featured a robot as one of the panelists said that artificial intelligence has the potential to accelerate progress on global development goals, but also poses a range of complex challenges, including ethical questions, human rights issues and security risks.

**5. General to specific: It begins with a general statement of the larger topic, and then each sentence narrows it down until you get to the specific thesis statement.**

Example: The subject that technology addiction is relatively new compared to drug or gambling addiction. This fact has led to a heated dispute over whether we should consider the fervent need for technology, along with the monotony that the lack of technology causes, an addiction. However, for technology craving to be termed addiction it should be associated with several signs

**6. Dialogue or dramatic scene**

“You know what’s going to happen, don’t you?” Felix Donawa asks the pretty, twenty-year-old heroin user. “You’re going to be out on the street turning tricks.”

“Let me see your hands,” demands another questioner. No needle marks. Not yet, anyway. You’re lucky so far,” he continues. Then, he grimly goes into as old ones collapse. “How would you like it, having to shoot up in your neck?”

“I wouldn’t, Mumbles the girl.

**7. Summary: The writer sums up the whole text in paragraph one to attract or capture the reader’s attention, arouses his or her curiosity, and provide back ground information about the text. The writer shows interest in and worry about the severity of the case or seriousness of the issue at hand. His purpose also to emphasize the results.**

Example: Like many teenagers on a Friday night, James Cooney needed a car to pick up his girlfriend. He borrowed his good friend Barry Bootan’s father’s Chevrolet, banged it into a pole and racked 4900 worth of body damage. To come up with the money, the two New York City School graduates hatched a bizarre robber scheme. Over the past 48 hours, youngsters who had never been in trouble played out every parent’s nightmare. A minor scrape gave way to panic, then to terror. All judgment vanished. At the end, Cooney, 18, was dead, and four others lives lay in ruins. [The next paragraph goes back in details to the beginning of the incident]

**8. Description: the writer might become vivid and evocative when presenting an example in the introduction. In this case the type is descriptive.**

Example: Calcutta, India-every morning, 9-year-old Mohammad Faizulla rises, with crows and goes foraging, in the city’s trash dumps. As light creeps into the sky, his eyes scour the heaps of garbage, zeroing in on the recyclable treasures- a plastic jar that once held hair oil, shards of broken blue and yellow glass, and a used battery.



- 9. Listing examples: The purpose of listing examples in the first two paragraphs is to draw the reader's attention to the theme of the text, to support the writer's point of view, and to add credibility to his argument. An extended example includes personal experiences, stories, or reports of events to make the essay more convincing.**
- 10. Quotations: when the writer starts with a famous saying that expresses the topic.**

“As you grow older, you will discover that you have two hands one for helping yourself, the other for helping others”. This is not the case in Cameroon. Old people are facing ageism. They are seen as useless, and not get enough help. In Cameroon the constitution of 18-01-1996 is one of the articles states “the nation protects the youth, women, older persons, and persons with disabilities”. This constitutional article is done on paper, but not on the ground. Old age people in Cameroon have the right with two main things: Autonomy and Independence. If decrees had been implemented and followed in Cameroon then, these aged people statuses could have been better now. Aged people can be transformed from vulnerable persons as simple consumer to wealth producers in our country.

**11. Analogy: Compare and contrast /Turn About**

**Starts with the opposite idea and then moves to the focus.**

Max was a cute dog, a Tibetan Terrier with a "winning smile", but he had annoying habit of "lifting his leg" on my furniture whenever I left him alone for more than a couple of hours. Half-way through our walks, he would roll on his back indicating he had walked far enough. I would have to carry him home. Just when I decided to give him up for adoption, he used his amazing talent as a "chick magnet" to find me the love of my life.

**Concluding paragraphs**

**Purpose:** to leave the reader with clear understanding of the essay (the purpose is related to the type of concluding paragraphs)

**Types of concluding paragraphs: +**

1. **Result:** This type of conclusion is well studied to a process/ analysis essay. A process essay can be concluded by giving the results of the process that has been described.
2. **Restatement:** restates the main idea in different words to reinforce the writer's main point.
3. **Prediction:** an essay that expresses an opinion or point of view may end up with a prediction. After the summary of the main points the writer says what might happen in the future.
4. **Opening a new horizon.** Ends with a question.
5. **Recommendation:** Suggesting solutions to the problem.

***In the body paragraphs***

**Transitional paragraphs**

A transitional paragraph is posed in a text to start a new point by either connecting the former with the latter or by concluding the former point to start a new one.

**Background information / flash back:** This paragraph may provide background information about a person or the history of a certain event or a flashback of a story.

- **Questions in the body paragraphs**

The writer might use a lot of questions in the selection for many purposes:

- a. To eliminate monotony ( sentence variety)
- b. To keep the reader alert and interested
- c. To help the reader get involved in the problem and consequently force him or her into taking a position.

- **One sentence paragraph**

The writer might develop most of the body paragraphs in one-sentence paragraph for this technique shows:

- a. The depth of the writer's understanding of the issue being tackled
- b. It enables the writer to express concern by making all readers aware of the problem in the text
- c. It draws the reader's attention to significant issue being displayed through mentioning all its ins and outs.
- d. It tries to emphasize that it is a controversial issue.

**Official Exam questions related to the above mentioned information:**

1. In what way(s) are the introductory and the concluding paragraphs of the above text *thematically related*? *Explain. (Problem – solution/ question answer/ past – present) and vice versa.*

2. **What is the function of the first paragraph in the above text?**

*The introductory paragraph sets the main idea of the entire essay. It contains the thesis statement and, therefore, tells the reader what central idea will be developed in the coming paragraphs. It also serves to attract the reader's attention and interest in a certain theme, so that the reader continues reading the remaining parts of the essay.*

3. What background information does the first paragraph add to for the rest of the article?
4. What purpose(s) does the introductory paragraph serve?
5. An introductory paragraph usually serves to attract the reader's interest and attention, provide background information, and introduce the thesis statement. Does the writer of the above text observe these points? Show how.
6. What type of introduction (anecdote, fact, series of questions, general to specific, etc.) does the writer of the above text use? Justify his/her purpose(s) behind using such technique.

7. **How does the title reflect the main idea of the text?**

*The title of the above text is a condensed summary of the thesis statement. It reflects the main idea of the text which focuses on...such an idea is fully elaborated (developed or discussed) in the body paragraphs.*

8. Do you find the writer of the above article successful in his choice of the title? Explain why.

*The title must be related to the main idea; however the title might be ironically reflecting or expressing the main idea. Thus the title is accurate.*

9. How is the title of the above text related to its thesis statement? Illustrate.
10. Complete the chart with a phrase expressing the main idea of the paragraphs below.

Paragraph number	Main idea

**More questions about titles and subtitles**

- **Why does the writer use subtitles? What purpose does the subtitle serve?**  
*The subtitle adds more information and facilitates the reader's work on one hand and guides the reader better to the understanding of the text on the other hand+ explanation how*
- **What purpose does using a question serve?**  
*The usage of a question marks creates wonder and astonishment about.....*

**12. The writer's technique**

1. The writer might raise questions to engage the reader with the text and make them anticipate answers.
2. The writer presents facts and scientific opinions to help the audience consider the idea and take later action.
3. The writer might refute claims concerning a certain issue ( refutation means taking the misconception into account by making it explicit showing the difference by presenting the correct point)
4. The importance of the first sentence in the body paragraph. It is the topic sentence of the paragraph that comprises the main idea developed through the details.

### **Types of writing**

A text can be:

- a. **Descriptive**, when the writer produces a colorful picture of a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience.
- b. **Narrative**, when the writer tells a story (a biography or autobiography) or recounts an event.
- c. **3. Expository**, when the writer explains something or presents important information about a specific subject.( inform , explain, clarify ,define, or instruct)
- d. **4. Argumentative**, when the writer debates a point arguing **for** or **against** an opinion; and **persuasive** when the writer tries to convince the reader to accept a particular point of view.

When answering questions about the type of writing it is preferable to explain the modes used in the text.

#### **e. Modes ( ideas in the text can be developed through different patterns):**

1. Definitions: describe, define, or give the meaning to something, idea, word, etc... example: a worrywart is someone who sees danger everywhere.
2. Examples or exemplification : To illustrate or support an idea or attitude
3. Comparison and contrast: contrast shows differences and comparison shows similarities
4. Causes and effects: State how one person, thing, idea influence or cause another.
5. Classification: To group points due to different classes
6. Opinions: A person's thought about something, an unproven belief, a judgment or advice
7. Facts: Something known to be exist or to be accepted as being true
8. Chronological organization: organizing ideas according to time.
9. Spatial organization ( physical description) ( location in space)( sensory details)

10. Logical organization: Order of importance, start either with the most important point or the least.

**Official exam questions**

1. What type of writing is the above text? Explain.
2. To answer this question you must relate in between the type and the mode

**Audience**: The “Audience refers to the readers who will be interested in reading the selection. The kind of audience determines the specific language that writers can use.

**There are two main types of audience:**

- a. The General Reader: people who would read anything without any specific purpose
- b. Specific readers: people who have special interest in this text because it relates to their lives or interests in a way or another. The reason of this interest is to be explained.

**Examples**

Theme	Audience	Interest
Natural disasters(volcanoes)	Scientists, geologists	Find vital information about volcanoes He might be in an area subject to volcanic eruption. So, he needs to be equipped with basic information.
Globalization/ freedom/democracy	Politicians or public leaders of (specify their relation with the issue or the country)	This issue concerns the ordinary citizen’s very living. They are decision makers in this respect. It is their responsibility to take into consideration all

	Economists and sociologists	<p>risks and weigh carefully both positive and negative aspects of the issue</p> <p>Should be equally concerned. They ought to participate in the decision making process, and be ready to solve problems that may arise from decisions taken.`</p>
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Teenagers problems	Teenagers' parents	The writer addresses parents whose teenagers might be suffering from depression to alert them to dangers of depression when it becomes suicidal so as to take necessary measures before it is too late.
Medical errors	Patients (of what)	When a patient feels that the medical option put forward by a physician is unlikable, the patient must seek another medical advice.

### **-Achieving credibility**

The writer may use different types of evidence to achieve credibility. To answer this question, you must cite the paragraph number and then identify the type of evidence. You must start your answer with a topic sentence such as:

To achieve credibility/authenticity/objectivity/realism/avoid bias, the writer uses different types of evidence:

- . Live examples + paragraph # + example from the text
- . study result, or research result
- . Expert's opinion or quotes testimony or statement of authority
- . facts (names, dates, historical events)

1. What means of support does the writer of the above text use to achieve credibility? Give specific examples to illustrate your point of view.

2. Identify some types of evidence used by the writer to support his/her point of view. Comment on their significance.

3. Identify the type of evidence used in paragraph...Write your answer in the following chart.

Paragraph number	Type of evidence
1.	
2.	
3.	



### **Purpose of the writer (message conveyed)**

The purpose of the writer is the aim or message that he wants to convey through his writing. The purpose of a written passage maybe entertaining or amusing the reader, instructing and teaching, informing, describing, persuading...

The purpose is related directly to the type of the text:

To inform ( informative writing) to persuade ( argumentative writing) to entertain ( narrative writing)To describe ( descriptive writing ) .

To express the purpose you can say:

To give information about something and how it's done

To describe a person, place or thing.

To share ideas and experiences with others

To teach others moral lesson

To convince others that his/her opinion is correct,

To compare two persons, places, things

To entertain- to amuse and delight

To appeal the reader's senses and imagination...revealing a particular tone or mood may also be part of the writer's purpose.

### **Figurative language**

1. **Figures of Speech:** Figurative language changes the literal meaning, to make a meaning fresh or clearer, to express complexity, to capture a physical or sensory effect, or to extend meaning. Figurative language is also called figures of speech. The most common figures of speech are these:
2. **Alliteration:** The repetition of initial sounds in adjacent words. (the sweet smell of success)
3. **Antithesis:** the juxtaposition of two words, phrases, clauses, or sentences opposed in meaning in such a way as to emphasize contrasting ideas ( To err is human, to forgive divine)
4. **Apostrophe:** a direct address to a person, thing, or abstraction, such as “ O Western Wind,” or “Ah Sorrow, you consume us.” Apostrophes are generally capitalized.
5. **Assonance:** Identify similarity in sound between internal vowels in neighboring words (The spiders lie on their sides.
6. **Climax:** The arrangement of words, clauses, or sentences in the order of their importance, the least of which is more forceful than the others (Some books are to be tasted, others to be swallowed, and some few to be chewed and digested...)
7. **Epigram:** A witty saying which resembles a proverb (speech is silver, but silence is gold.)

8. **Hyperbole:** An exaggerated statement according to which a person or thing is depicted different from what the case actually is (Waves high as mountains broke over the reef.)
9. **Irony:** is using a word or phrase to mean the exact opposite of its literal or normal meaning. There are three kinds of irony:
1. *Dramatic irony, in which the reader or the audience sees a character's mistakes or misunderstandings, but the latter does not.*
  2. *Verbal irony, in which the writer says one thing and means another. ("The best substitute for experience is being sixteen.")*
  3. *Irony of situation, in which there is a great difference between the purpose of a particular action and the result. (The servant ends up to pose orders.)*
10. **Metaphor:** a comparison in which one thing is spoken of as though it were something else. ( Death is a long sleep)
11. **Onomatopoeia:** The formation or use of words that imitate sounds associated with objects or actions they refer to (Bang! went the pistol. Boom! Went the sound of the cannon.
12. **Oxymoron:** A combination of two seemingly contradictory or incongruous words (Freezing Fire; hot ice; wise fool; sad joy
13. **Paradox:** A statement whose two parts seem contradictory yet make sense with more thought. Christ used paradox in his teaching: "They have ears but hear not." Or in ordinary conversation we might use paradox, "Deep down he's really very shallow."
- Note:** (purpose) paradox attracts the reader's or listener's attention and gives emphasis.
14. **Personification:** a representation in which a nonhuman subject is given human qualities. ("Nature wept" or "the wind whispered many truths to me." )
15. **Pun:** A play on words that are either identical or similar in sound, but are sharply diverse in meaning. (We must all hang together, or we shall all hang separately.)

**16. Rhetorical question** a question to which no answer is expected used to assert more emphatically (expresses or performed with emphasis) the obvious answer to what is asked

Shall I, wasting in despair,  
Die, because a woman's fair  
Or make pale my cheeks with care,  
'Cause another's rosy are?

**17. Simile** A direct comparison between two subjects using either *like* or *as* ("I wandered lonely as a cloud")

**Official exams questions related to (figures of speech)**

1. Identify the figures of speech in paragraph... what purpose(s) does each serve?
2. There is an obvious touch of irony in sentence... of paragraph.... . What is ironical about it?
3. Paragraph...Contains a paradoxical situation. Identify the paradox, then explain its meaning.

What is paradoxical about paragraph...? Explain.

**Title: Figures of speech Write the type of figure of speech. Explain**

- The glow of the tube-light was as bright as the sunshine.
- In winter, when it rained, he climbed into bed and felt as snug as a bug in a rug.
- Chaos is the breeding ground of order.
- War is the mother of all battles.
- The shadow of the moon danced on the lake.
- The flowers were blooming, and the bees kissed them every now and then.
- He saw his childhood friend after ages.

- The boy was dying to get a new school bag.
- The girl ran her hands on a soft satin fabric.
- The fresh and juicy orange is very cold and sweet.
- His friend's hand was as soft as a rock.
- In Snow White and the Seven Dwarves, we know that the old woman bringing the apple is the wicked queen who wants to kill Snow White, but she does not. She purchases the apple, takes a bite, and falls.
- The police station gets robbed.

### **Exercise on (Irony)**

A few hours before her little boy and girl died in a fire she set, Nimisha Tiwari, the mother, brought them to a store and bought the toys later found near their bodies: a Dora the Explorer doll and a Thomas the Tank Engine toy. Shortly before that, Nimisha took the children with her in the family minivan to buy the gasoline she used to ignite the fatal blaze. That is the picture sketched by police before the mother set her house a blaze, killing herself, her daughter her son. All three were found on the same bed in the master bed room of their locked Naperville home.

**Question:** There is irony in the above paragraph. Identify this irony, and show its purpose.

#### **4. Thematic Relation**

**18. How paragraphs ...are thematically related? What cohesive link(s) (direct or indirect) does the writer use to emphasize the relationship? (the content of the paragraphs + the links)**

The relation could be

- a. problem-solution** ( the problem is presented through causes and effects)(the solution could be a suggestion, an advice , recommendation)
- b. Cause- Effect**
- c. Statement-reinforcement** (when the writer shows a kind of comparison by showing the similarities between the ideas, he is confirming and reinforcing the ideas. Or restating the ideas in other words.
- d. Statement – illustration** ( when the writer provides examples about the idea or notion mentioned previously )
- e. Statement- elaboration** ( When the writer provides explanation in details about the notion or idea mentioned previously)
- f. Statement- support** ( when the writer provides evidence such as historical facts, statistics, live example to support his idea)
- g. Contradiction** (when the writer provides two opposing ideas, opinions, images...)
- h. Statement – addition** ( when the writer provides more or new ideas to the notion)
- i. Past/ present** (when the writer draws a kind of description to compare a situation or an image to that of the past time.
- j. Question- answer**

#### **Unity and Coherence**

**Unity in writing :**

Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a body paragraph should relate to the topic sentence.

### **Coherence in writing:**

Coherence is related to unity, Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent the reader can easily understand the main points.

### **Cohesive devices:**

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas.

### **Coherence / Cohesion (think about the relation in between the paragraphs recognized by links)**

Cohesion in a piece of writing can be practically gained through use of two types of links: *'direct links* and *indirect links*.

A **direct link** is a connecting word or phrase that shows exactly how the ideas in one sentence or clause are related to the ideas in another. The connecting word or phrase you use will depend on the relationship you want to establish between the ideas you are connecting.

#### **To add another idea to one(s) already mentioned:**

Moreover, equally true, again, further, then too, in addition to

#### **To restrict or reverse one idea with another:**

And yet, however, otherwise, conversely, on the contrary, yet

#### **To establish a time or space relationship between ideas:**

After, next, before, at length, before, later, meanwhile, first, finally, so far

**To establish cause-effect relationship between ideas:**

As a result, resulting in, since, consequently, thereafter, because

**To summarize or serve as an example**

As a result, in conclusion, in short, briefly, on the whole, in summary

**The coordinating conjunctions: for, and, nor, but, or, yet, so.**

Note: the purpose from using direct links (precisely and sparingly) to provide one way of giving a paragraph continuity.

### **Indirect link**

-The purpose of an Indirect link is used to avoid the overuse of direct link for the direct link can make the writing style cumbersome (confused).

The most common types of indirect links (pronouns, synonyms, repetitions)

**Synonyms:** The writer might provide the synonyms of words in the paragraph

**Example:** The teacher gave the **class** a nod, and immediately the **students** took their seats. (The class and students are synonyms used by the writer to achieve coherence.)

**Repetitions:** Another way to connect ideas in an essay is by repeating important words and phrases. This will help the reader to remember the main ideas in the text and the writer to provide clarity and avoid ambiguity.

**Example:** Modern **medicine** focuses on illness. If a patient with a **cough** visits a modern doctor, then the doctor will give the patient a **medicine** to



stop the cough. If the patient also has a fever, the doctor may give a different **medicine** to stop the fever. For every person with a cough. The doctor will probably recommend the same cough medicine. The philosophy of modern **medicine** is to stop problems like coughing and fever as quickly as possible.

**Example:** Gulls love the lower weaker currents that form about three feet above the waves. They ride them for hours, tipping from one current to the next. Most people think that gulls ride behind boats for food. But garbage is only small part of what they eat. Clams and fish make up most of their diet. The sea gulls follow the boats for the ride- on the thermal currents the ships create. (the writer repeated the two nouns currents and gulls to relate the information given about each.

**Note:** In two paragraphs link the repetition can be cited at the end of the first targeted paragraph and the beginning of the second one.

**Substitution:** When a phrase refers to a certain noun or idea the link is considered

**Pronouns:** To satisfy the requirements of cohesion, a pronoun ought to have an antecedent- a noun that it stands for- in a preceding sentence. You have different types of pronoun

#### **Personal pronouns:**

1	subject	object	Possessive adjectives	Possessive pronouns
	I	Me	My	Mine
	You	You	Your	Yours
	He	Him	His	His
	She	Her	Her	Hers
	It	It	Its	
	You	You	Your	Yours
	We	Us	Our	Ours
	They	Them	Their	Theirs

## Relative pronouns

Who	Whom	Whose	Which
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## Reflexive pronouns

Myself	Yourself	Himself	Herself	Itself	yourselves	ourselves	Themselves
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## Indefinite pronouns

(Singular indefinite pronouns)

Each	Every	One	No one	Either	neither	anyone	someone
Everyone	Anybody	somebody	everybody	Anything	something	Every thing	

(Plural indefinite pronouns)

Few	Both	Many	Several
-----	------	------	---------

Singular or plural indefinite pronouns

All	Any	Most	None	Some
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**Demonstrative pronouns:** this – these- that- those

### **Thesis statement (Explanation)**

Thesis statement represents or reflects the main idea. The main idea can be *stated or implied*.

*Stated main idea (explicit) Thesis statement: A thesis statement is normally expressed in one sentence in the introductory paragraph; it tells the main idea of the essay. It clearly states the writer's central point; in it, the writer expressed what he wants the audience to know, believe or understand by the end of the essay. It is usually the last sentence of the introductory paragraph, but it might be the first sentence or included anywhere in the introduction.*

*Implied main idea (implicit):* The main idea might not be stated directly but might be implied, or suggested. You may have to figure out an implied main idea by analyzing the meaning of the details in the passage\_(the topic sentences of the body paragraphs and the conclusion).

The following guidelines will help you recognize and write a thesis statement

- . A thesis statement must be a complete sentence
- . It gives an opinion, attitude or idea rather than a fact apart from announcing it.
- . It is not a question but will often be the answer to a question.

**Question: The thesis statement could be at the first or the last sentence of the opening paragraph.**

*The last or the first sentence of the opening paragraph furnishes as a thesis statement since it introduces the main idea of the text which is about....*

*Such idea is fully elaborated in the body paragraphs. Explain by relating the*

*controlling ideas of the thesis with the topic sentences of the body paragraphs*

**Question: The thesis statement in the above text is implied (not directly stated). Skim the text, and then supply an appropriate thesis statement.**

*An appropriate thesis statement would be ..... This thesis statement reflects the main idea of the whole text which focuses on.... Such an idea is fully elaborated in the body paragraphs. Explain how*

**Questions related to the thesis statement:**

1. *Which sentence reflects the thesis statement? Justify your answer.*
2. *The opening paragraph of the above text doesn't seem to contain a clear thesis statement. Re read the paragraph and skim through the text to supply your thesis statement.*
3. *The thesis statement in the above text is (implied not directly stated). Skim the text, and then supply an appropriate thesis statement.*

*Summarizing and Paraphrasing*

**Summarizing and paraphrasing: Paraphrases** and summaries are very similar except that a paraphrase repeats most of the information in the original passage, whereas summary includes only the main points.

Paraphrasing: rephrase previously different words without changing its original meaning. A paraphrase is usually as long as the original text in order to communicate its full meaning.

Note: simply when you paraphrase, you can explain in your own words and when you summarize you use your own words following a certain criterion:

Paragraph: take into consideration the **(5-lead) who? What? Why? + How?**

Passage: skim the text by reading the introduction and citing the thesis and then read the topic sentence and the concluding sentence for each of the body paragraphs including important details needed to clarify the topic sentence, finally read the conclusion. After that read the text in details and write notes and then combine them in your own words to form one paragraph.

Note: you must start with the title and the writer's name and the source if mentioned.

**In paragraph x of the text.... The writer focuses on.....**

**False statements:** to correct the false statements, try to consider the following points:

**A word is replaced with its antonym**

**The tense of the verb is changed**

**The reasoning is turned from general to specific.**

**Causes and effects are converted**

**An opinion or act is attributed to another person**

**The sequence of events in an episode are distorted.**

### **Logical Fallacies**

In some reading texts of argumentation, we sometimes detect irrational thinking or a false line of reasoning; we outvote the argument because it is weak, unjustifiable, or unfounded. Therefore when asked to identify and fix a certain

logical fallacy, see that you keep the following cases in mind; there are other cases, but these are basic ones.

1. **Attributing a result to a faulty cause:** *he was sure he would do well because everybody wished him good luck*
2. **Making a hasty generalization:** All smokers die of lung cancer.
3. **Attributing a result to an occurrence simply because the latter happened first:** he gets full marks because he smokes a cigarette before every test.
4. **Oversimplifying things by attributing a complicated problem to a single cause:** the operation succeeded because they used sterilized tools.
5. **Establishing judgments on half- truths:** The new recycling law is bad because it will cost more money than it saves. (Maybe so: but it will also save the environment.)
6. **Making appeal to ignorance, thus shifting the burden of proof onto someone else:** Show me one study that proves seat belts save lives.
7. **Avoiding to justify a claim simply because everybody has or does something:** I choose to accept his proposal because everybody does.
8. **Establishing choices on the false authority:** A gifted accountant, he will obviously be an active member of the parliament.

### **The following fundamentals for logical analysis:**

Always remember never to say always and never (and all and none, and every one and nobody). Reasonable thinking should be reflected in reasonable language. All – inclusive statements can rarely be proved. Qualify and specify.

Even if you are sure that one thing is the cause of another, it may not be the only cause. Be careful not to oversimplify.

Suspicious words like “undoubtedly” and “obviously” are often followed by hasty generalizations and oversimplifications.

Any opinion you have must be qualified and specified, and must be supported completely with facts, examples, or personal experience.

### **Graphs, tables, and Illustrations**

**To analyze graphs and tables you must read the labels and the scales focusing on the increase and decrease levels .**

Start with the following statement:

- a. The table / graph entitled ( write the title of the table or graph) shows ( write the purpose of)
- b. Write the points in common ( similarities)
- c. Show the differences
- d. Relate the content with the text to determine the conclusion of.

**To analyze pictures or illustrations:**

- a. Describe the picture content
- b. Show the relation between the picture and the text through characters / countries.....
- c. Draw a general conclusion due to its relation with the text.

### ***Writing organization***

- 1. Persuasive
- 2. Expository

3. Problem-solution
4. Cause- effect

**Note :** *the prompt required in the official exams is your route for your writing organization. It will focus on the steps required to form your own essay.*

1. Argumentative Writing : You have 3 forms. However the focus will be on one form.

**Introduction :** general to specific + thesis statement that expresses your stand with three controlling ideas.

**Body:** ( 4 paragraphs including the counter argument and the refutation)

- 1<sup>st</sup> argument
- 2<sup>nd</sup> argument
- 3<sup>rd</sup> argument
- Counter argument + refutation

**Conclusion:** restate the controlling ideas + confirmation on your stand in other words. Provide a final comment.

**Transitions required for your argument.**

Usage	Transitions
Introducing the first point in a list of points	First... firstly,... first of all,... to start with,...To begin with,...



Introducing a further point in a list of points	Second(ly),... moreover,...furthermore,...In addition,...what is more,...Apart from that, Also,...Another point to be made is that,...
Introducing a final point in a list of points	Third(ly),...Finally,... lastly,...
Expressing someone else's opinion	Some people believe( that)... According to... It is said ( that) Some argue.... Some claim...
Expressing contrast	However, on the contrary, conversely,
Introducing a conclusion	To conclude,...In conclusion,...to sum up,...in summary,..., On the bottom line,... All in all ,... In a nut shell,...

2. **Persuasive writing** : follow the form of the argumentative **without** including the counter argument and refutation.
3. **Expository writing** : provide information supported with fact of many kinds. It could show the causes and effects of something or the comparison in between two sides. ( the organization depends on the pattern employed.
4. **Problem solution essays**: there are many forms. However we will focus on the generic form.  
**Introduction** : display the problem  
**Body**: 3 paragraphs
  - **Paragraph one**: explain either the causes or the effects of the problem
  - **Paragraph two**: provide the first solution that may be considered by the citizens themselves
  - **Paragraph three**: provide the second solution that could be considered by the government.**Conclusion**: restate the problem and solution explaining how should have they avoided the problem.

5. **Cause –Effect** : Follow the prompt concerning the organization. You might follow the block organization that means each of the causes or effects in separate paragraph.