English Summary+ Q&A

Summary Writing Steps:
1) Read the text or the paragraph several times
2) Underline main ideas only
3) Start your summary by citing the source
4) Use your own words (replace words with their meanings and change the sentence structure)
5) Use present tense reporting verbs (states, believes, claims, highlights, sheds light on...)
6) Make sure that you included important details only and that your summary is shorter than the original text
7) In your summary, do not mention your personal opinion; that is, stay objective, and do not use quoted speech and quotation marks

A: In paragraph …. of "......title of the lesson......." the writer "name if applicable" shows /implements/reveals ……………….

One-Sentence Summary:
1) Read the original paragraph carefully and identify its main idea
2) Start by citing the source
3) Use your own words
4) Replace some words with their synonyms
5) Write a one-sentence summary of the paragraph

Citation of the source:
1) For the text: you have to mention the title of the text and the name of the author
2) For the paragraph: you have to mention the number of the paragraph, the title of the text, and the name of the author

Tone:
Definition:
It is the writer's attitude toward his/her topic. It is a web of feelings that stretch throughout the text. The reader can identify the writer's tone by focusing on the words and the clues used by the writer.
-Use adjectives to describe the tone.
Tone types and lists:
1) **Positive tone:** hopeful, optimistic, cheerful, delightful, joyful, excited, enthusiastic, proud, confident, amused, encouraging, admiring, satisfied.
2) **Negative tone:** angry, furious, indignant, hopeless, pessimistic, nervous, accusing, accusatory, threatening, discouraging, desperate, frustrated, scared, horrified, disappointed, offending, disgusted.
3) **Ironical tone:** humorous, sarcastic, satiric, cynical, critical, indifferent, witty.
4) **Sorrowful tone:** melancholic, mournful, sad, disappointed, gloomy, concerned, worried, anxious, apprehensive.

5) **Sentimental tone** (related to feelings and emotions): loving, caring, compassionate, sympathetic, nostalgic, friendly.
6) **Neutral tone:** formal, objective, serious, impersonal, instructive, informative, didactic, questioning, candid, rational
7) **Other tones:** warning, alarming, advising, persuading, informal, personal, subjective, certain, uncertain, doubtful, skeptical, motivating, inspiring.

Function of the tone:
Tone, in a piece of literature, decides how the writer reads a literary piece, and how he feels about the subject. It stimulates the readers to read a piece of literature as a serious, comical, spectacular, or distressing manner, In addition, tone bestows voice on characters, and throws light on the personalities and dispositions of the writer.

A: The writer's tone in the … paragraph of the text is ……(1)….. and ……(2)…..It is (1) because the writer [insert explanation and evidence from the text]. It is also (2) because the writer [insert explanation and evidence from the text]. Expressions such as "" and "" emphasize such tone.

Credibility:
Credibility is objectivity, not subjectivity. It achieves credibility, the writer must use the following types of evidence:
-   Specific names of people, places, countries, organization…
-   Specific dates (months, years...)
-   Numbers, statistics, percentages, (1000, 100%...)
-   Facts
-   Results of researches and studies
-   Expert's opinion (scientists, environmentalists, doctors...)
-   Quoted speeches ("...")
-   Real-life examples and anecdotes (brief stories from real-life)
-   Authoritative statements (statements of presidents, governments, ministers, deputies...)

Note:
-Cite one example from the text on each type of evidence
-Write your answer in a paragraph form
-Don't list the types of evidence as points

The writer relies on real-life examples in order to:
●   Achieve credibility and objectivity
●   Avoid subjectivity and bias
●   Give the text a touch of authenticity and realism
●   Convey (reveal/show) his opinions about a certain topic or issue

Q: the writer relies heavily on live examples.why does he resort to this technique?
A: the writer uses live examples or statistics,quoting,experts…. Etc to:Achieve objectivity and credibility .Give his text a big touch of authenticity,besides,he resorts to this technique in order toConvey his ideas about…..and Avoid bias or prejudice/subjectivity
How he achieved credibility:
The writer in the above text achieves credibility by using specific names of people (example) ,names of ……. Results of studies…….opinions…..dates….numbers….

Graph Analysis/Table:
Writing an analysis about numbers, statistics, or percentages in a graph
1) Start with a topic sentence that states the main idea of the graph/table
2) Provide an analysis of the numbers/percentages/statistics. (Compare/ the lowest, the highest number/rises/increases/decreases)
3) Write a concluding sentence that shows what you concluded or deducted from the percentages given (the greatest/the least). Use words like: thus, therefore, it can be concluded, it can be inferred that.

Expressions for the interpretation of table/graph/histogram:
1) The graph/table/histogram shows/portrays/depicts/scrunitize

- To go up: rise, rocket, climb, surge, ascend, scores up…
- To go down: drop, decline, tumble, plummet, dive down, fatten...
- In the middle "a big change": starts rising, starts falling, stops falling, stops rising…
- No change: remains stable, stabilize, holds balance, constant...

Title:
A:
Stating the title in a form of question
The purpose of stating the title in the form of a question is to prepare the reader for answers to follow in the body paragraphs of the text in the form of main ideas. The title here acts as a thesis statement which prepares the reader to the main ideas of the text………..

Choosing the title
The writer is successful in his choice of the title because it reflects the content of the story.the title shows …………..and this is exactly what is shown in the text.

Subtitles:
Q: What purpose do the subtitles in the above text serve? Explain
A: The subtitles in the above text simply divide the articles into different parts, such a technique facilitates the readers' job. Additionally, these subtitles are guiding and orienting. They simply

hint at the points(s) to be discussed. Finally, certain subtitles might be very appealing and captivating to the readers.

Note that the student has to refer to the text for explanation.

Thesis Statement:

Q: which statement serves as a thesis statement in the introductory paragraph? verify your choice

A: it is the last sentence of the introduction.it simply incorporates certain ideas/issues that highlight ……………...such issues/ideas are fully elaborated in the body of the above text.

Style:

-Scientific style: objective, straight, formal, forward, logical, simple, direct, serious, impersonal, analytical/based on facts and statistics/doesn't show personal feelings and opinions

-Literary style: subjective, personal, reflecting personal feelings and opinions, rich with figures of speech and images, poetic, showing detailed description.

- The style can be informal, personal, subjective, simple, direct, straight forward if you are addressing your friend.
- If you are addressing a director, manager, president it should be formal, serious, objective, direct, and impersonal.

Thematic Relations:

(between 2 or more paragraphs)

Types:

1) Problem-solution
2) Cause-effect
3) Statement-support
4) Comparison (similarities)-contrast(differences)
5) Question And Answer

Thematic links/cohesive links/cohesive devices: (the link between paragraphs)

- Direct: by means of using conjunctions and transitions. EX: moreover, furthermore,but, although, however.
- Indirect: by the repetition of keywords, by using synonyms, and by using pronoun reference.

A: Identify the thematic relation, explain the main idea of each paragraph and what's common or different between the two. If you are asked about the cohesive device/s, you have to identify it/them and state whether they are direct or indirect.

Achieving cohesion between paragraphs

The author achieves cohesion between paragraphs …. And ….. By using indirect/direct cohesive devices. Mentioning the device with evidence and examples.(ex: she uses the pronoun those to refer to the days during which she used….)

Patterns of Organization (of a paragraph):
1. Exemplification (Showing Example/illustrating): for example/for instance
2. Chronological order (time order): now,then,later,soon,before,after
3. Spatial order (showing location or place): above,behind,below,for,beside
4. Cause- effect: as a result ,since,thus,due to, consequence
5. Problem- solution: as a solution,as an adult
6. Comparison - contrast: similarly,likewise,like,as,whereas,however,on the other,while…
7. Definition: using verb to be (is/are)-by definition-defined as
8. Classification: group-type-category-ex.1st,2nd,3rd,group or type
9. Process analysis (showing steps/ how to): (steps/how to), first,second,next,after that,then…)
10. Listing (doesn't show steps): first,second,third,in addition,furthermore

A: The pattern of organization followed in paragraph … is that of ….. The writer uses expressions such as ""... + elaborate about the topic of the text

Introduction:
Types of Introduction:
1. Rhetorical questions or a series of questions: a question that doesn't expect an answer.
2. Anecdote: a brief story
3. Historical background: referring to events that happened in the past.
4. Interesting facts: numbers, facts, statistics, percentages.
5. Quote: proverb, a famous saying
6. General to specific: (funnel) starts with a general idea and narrows down to reach a specific idea in this statement.
7. Definition
8. Catchy Statement: arouses the reader's curiosity and creates an overwhelming atmosphere that can heap up the reader's urge to read the rest of the essay, is using a contradictory or astonishing statement beyond one's reasonable and rational expectations (slogan, motto, maxim)

Functions/ Purpose of the introduction/Significance/Role:
1. Introduces the text's main idea of the text and puts the reader in the general atmosphere of the text.
2. Grabs/attracts the reader's attention to the main idea of the text and arouses her/his curiosity about it.
3. Provides background information about a certain topic.
4. States or contains the thesis statement which prepares the reader for a further discussion/elaboration of the main ideas highlighted in the text.

Note: with every function we state, we should state the main idea of the text.

A: The introduction of the above selection introduces the main idea of the text which is about……..it also attracts the reader's attention to …………. It contains the thesis statement which prepares the reader for a further discussion about……….

Interesting facts and statistics
The author uses facts and statistics to introduce his article by referring to (percentages of………, real life examples…….) the purpose of this technique is to introduce the text's main idea which is ……….. It also attracts the reader's attention to the topic………. It also contains the thesis statement which prepares the reader for thorough discussion about…….

General to specific:
The writer uses general to specific topic to introduce his article.he starts with a general statement about…. Then he narrows his ideas to focus on……. This method is significant as it introduces the topic of …. And it attracts the reader's attention to the main idea of the text focusing on ….. This introduction also prepares the reader for a further discussion of…..

Anecdote
The uses an anecdote to put the readers in the general atmosphere of the text that highlights the …...it also helps achieve the writer's credibility since …..

Types/Functions of the Conclusion:
Restating the thesis statement +
1. Summarizing the text's main idea
2. Restating the thesis statement
3. Opening a new horizon through raising a question.
4. Presenting a future vision
5. Giving advice and recommendation
6. Presenting an opinion
7. Suggesting a solution

Series of questions
Q: what questions do the questions in paragraph …. Serve?
A: the writer uses such questions to:
➔ Arouse the reader's interest and curiosity
➔ Prepare the reader for answers to follow in the coming paragraphs
➔ Implicity reflect his/ her attitude /doubts/fears towards a certain issue
➔ Trigger an argument
➔ Shed light on a certain issue

Graphic Organizer(Table):
-Use phrases and not sentences
-The phrases should be written in parallel structure

-Draw the table on the answers' sheet

Character Sketch:
A description of the character's personality traits (physical appearance, age, nationality), if mentioned in the text.
To describe a character, focus on the following:
-The character's actions, behaviors, and words
-The character's attitude towards other characters
-What other characters say about this character and their attitude toward him/her
-What the writer says about the character, and the adjectives the writer used to describe this character.
-Before drawing a character sketch, write a list of adjectives that describe this character
- Write a paragraph that describes the character using the adjectives that you listed

Types of figures of speech:
- Simile: comparison of two objects using or like
  example: As strong as a tiger, stubborn like a mule
- Metaphor is an indirect comparison between two objects without using as or like
  example: He is a mule. Juliet is a dove trooping among a group of crows.
- Personification: Is the animation of an object as if it were a human
  example: and my heart with pleasure fills and dances with the daffodils
- Literal Irony: is dating something to mean its opposite; it is a literary device meant to satirize, poke fun of something or criticize an object.
  example: you are so cute, so cute! (you mean the opposite)
- Situational irony: is the awareness in life. Imagine someone who talked about human rights and values but in reality, is just a backward dictator.
- Paradox: is a literary device which an appearance seems to be fooled with might be true in reality.
  example: The child is the father of the man. Global warming leads to global cooling.
- Hyperbole: exaggeration of things
  Example: I am so hungry, I can eat an elephant.
  Tim turned the key in the ignition and the engine roared to life(personification and hyperbole)

-Purposes of the figurative language:
- Beautifying/Ornamenting the writer's style
- Conveying his/her ideas clearly

A:
-Identify the sentence that contains the figure of speech. State its type and purpose:
-Show the comparison(in a simile, metaphor, personification...)
-Purpose:
- To beautify the style
- To clarify the meaning

● To convey the writer's opinion or attitude about (state the idea)

Audience:
-Teenagers: The origin of the text might be interested in knowing the various changes that accompany adolescents and a way to cope with them.
- Parents: they might be able to the changes that accompany their children and of the ways to solve their problems at this critical stage
- Teachers: they have an excellent knowledge of their adolescent children and can deal with them in pathetically
- Environmentalists or climatologists: Global warming is their major study and subject of specialisation causes effects outlets
- Students of geology/climatology/geography: these might enrich their knowledge about global warming
- Leaders of highly industrialised countries supposed to take the necessary measures in decisions to curb emissions and minimize global warming
- The general reader is the one who gets sample information about global warming in fact he or she is the one that reap dramatic results of this phenomenon

A: …….., ………., ………., ………. Might be interested in reading the above text since they will know more about + elaborate more about the topic of the text, so that they can take action concerning the issue at hand.

Mood:
Definition:
Mood is the feeling or atmosphere perceived by the reader. It is the emotions you feel while reading, a prevailing feeling, or a frame of mind. it has to do do with intellectual emotional climate. The tone and mood are different where an author may create a mood of tranquillity around a subject like love but still treat the subject in an ironic tone. To analyze the mood, you should examine the language the author uses to produce certain emotions and the attitude.

Types of mood:
1) Sadness - melancholy - depression - misery - gloominess - despair - hopelessness - pessimism - anguish - desolation
2) Fear - scary - terror - horror - panic - alarm - anxiety - confusion - worry - concern
3) Surprise - shock - amazement - astonishment - overwhelming - bewilderment
4) doubt - distrust - uncertainly - hesitance - scepticism
5) Disapproval - disagreement - disappointment - dislike - hatred - disgust
6) Approval - agreement - harmony - consent
7) tranquility - kalymnos - whiteness - silence - harmony - peace
8) hope - optimism - positivism - encouragement
9) pleasure - delight - amusement - trust - satisfaction - contentment - comfort - reassurance
10) Certainly - assurance - confidence - doubtlesness
11) Extremity - exaggeration

12) Humour - sarcasm - seriousness - mocking
13) indifference - carelessness - apathy

Function of the mood:
The mood helps in creating an atmosphere in a literary work by means of setting, theme, diction, tone. It evokes various emotional responses in readers, and thus ensures their emotional attachments to the literary piece they read. Once the readers are emotionally stirred, they fully comprehend the message that the writer tries to convey to them. The mood helps readers to be emotionally involved.

A: A mood of ……, ……., and …….. Dominates, because +elaborate the idea of the text. The mood serves the writer's call for action throughout the text.

Type of text:
-Narrative: chronological order (time)
-Descriptive: spatial order (place)
-Persuasive/Argumentative: order of importance(least important to the most important or vice versa)
-Expository/Informative: logical order(causes-effects, similarities-differences)

A: The above text is ….…(type of text)…….. In nature, where the writer ……. (elaborate on the topic of the text)........

WRITING

Introduction:
- Hook (grabs the reader's attention)
- Lead-in sentence
- Thesis statement

Hook:
Quote,anecdote,definition,question or series of questions,facts …

Lead In Sentence:
It links between the hook and the thesis statement

Thesis statement:
It contains the controlling ideas that will be discussed in the body paragraphs.

Each body paragraph should focus on one controlling idea

A Thesis Statement:
- Shouldn't be a question.
- Should be a complete sentence and not a fragment
- Should be a clear sentence, and shouldn't contain figurative language.
- Shouldn't be too broad or too narrow
- Shouldn't be a simple fact (numbers-statistics)
- Shouldn't be an announcement (don't use expressions like I'm going to speak about, my essay will focus on…)

Body Paragraph:
Each body paragraph should focus on one controlling idea.
-Body paragraph 1: 1st controlling idea (ex:1st effect)
1st controlling idea
Topic sentence ………..introduces the main idea of the first paragraph
-supporting detail 1………….
-supporting detail 2…………   Facts, examples, statistics, expert's opinion
-supporting detail 3………….

Body paragraphs 2 & 3 apply the same procedure above

Conclusion:
Restates the thesis statement (repeat the thesis statement using other words)
OR: summarize the text's main ideas. Then add your own opinion or give advice or call to action or suggest a solution or open new horizons by raising a question…

Notes for Essay Writing:
- Provide your essay with a title (words in the title should be capitalized except for articles and prepositions)
- Make sure that your introduction has a thesis statement with controlling ideas
- Provide each body paragraph with a topic sentence and relevant supporting details. Each body paragraph should focus on one main idea
- Use suitable conjunctions and transitions to join sentences
- Capitalize and punctuate where necessary
- Avoid mistakes related to: spelling, subject-verb agreement, verb tenses
- Make sure that your conclusion has two functions:
  - Restatement of the thesis or summary of the main ideas
  - Another function such as: giving an advice, suggesting a solution, giving your opinion, opening a new horizon, presenting future expectations, calling your audience to take an action
- Make sure that your handwriting is clear and your paper is legible

Outline of a cause-effect essay:
- **Focusing on causes pattern:**

Introduction:
-Hook
-Lead- in sentence
-Thesis statement (cause 1..cause 2…)

Body:
-body paragraph 1: cause 1
-body paragraph 2: cause 2
-body paragraph 3: cause 3

Conclusion:
Restatement of the thesis or summary of the main ideas and another function

- **Focusing on effect patterns:**

Introduction:
-hook
-lead-in sentence
-thesis statement (effect 1… effect 2…)

Body:
-body paragraph 1: effect 1
-body paragraph 2: effect 2
-body paragraph 3: effect 3

Conclusion:
Restatement of the thesis or summary of the main ideas and another function

Note: each body paragraph should contain a clear topic sentence and relevant supporting details.

- **Focusing on causes and effects pattern:**

-Block method: (easier)

Introduction:
-hook
-lead-in sentence
-thesis statement(cause 1, cause 2 - effect 1, effect 2)

Body:
-body paragraph 1: cause 1 + supporting details
-body paragraph 2: cause 2 + supporting details
-body paragraph 3: effect 1 + supporting details
-body paragraph 4: effect 2 + supporting details

Conclusion:
Restatement of the thesis or summary of the main ideas and another function

Note:
-you may state all the effects in one body paragraph
-in the block method it is not necessary to have a direct relation between the causes and the effects.

-Point by Point Method:

Introduction:
-hook
-lead-in sentence
-thesis statement

Body:
-body paragraph 1: cause 1 + its effect
-body paragraph 2: cause 2 + its effect
-body paragraph 3: cause 3 + its effect

Conclusion:
Restatement of the thesis or summary of the main ideas and another function

Note:
In the point by point method, there should be a direct relation between the cause and its effect.

Outline of a Persuasive Essay:

Introduction:
-hook
-lead-in sentence (showing more than one opinion forwards the same topic)
-thesis statement (showing your claim or opinion and 2 reasons that support it)

Example on a thesis statement for a persuasive essay:
I believe that everyone should practice sport on a daily basis due to its physical(reason1), mental(reason2), and social(reason3) benefits.

Body:
-body paragraph1: reason1 + supporting details
-body paragraph2: reason2 + supporting details
-body paragraph3: reason3 + supporting details

Conclusion:
Restatement of the thesis statement in which you re-emphasize your opinion + give an advice or call your audience to take an action

Note:
Supporting details should be based on facts, real-live examples, statistics, experts' opinions, and results of researches, etc…

Outline of a Problem-Solution Essay:

-Block method: (easier)

Introduction:
-hook
-lead-in sentence
-thesis statement(problem 1, problem 2 - solution 1, solution 2)

Body:
-body paragraph 1: problem 1(its cause(s) + effect(s))
-body paragraph 2: problem 2(its cause(s) + effect(s))
-body paragraph 4: solutions

Conclusion:
Restatement of the thesis or summary of the main ideas and another function

Note:
-the solutions should be stated in a separate body paragraph, not in the conclusion
-in the block method there shouldn't be a direct relation between each problem and its solution

-Point by Point Method:

Introduction:
-hook
-lead-in sentence
-thesis statement

Body:
-body paragraph 1: problem 1(its cause(s) + effect(s) + solution(s))
-body paragraph 2: problem 2(its cause(s) + effect(s) + solution(s))
-body paragraph 3: problem 3(its cause(s) + effect(s) + solution(s))

Conclusion:
Restatement of the thesis or summary of the main ideas and another function