People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Boudiaf University of M'sila

Faculty of Letters and Foreign Languages

Department of Letters and English Language

Module: Text Studies

Text Studies Online Courses Oriented to First Year Students

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https://elearning.univ-msila.dz/moodle/course/view.php?id=8881

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Objectives

This course aims at:

1. Acquainting the students with reading comprehension strategies and skills that facilitate their understanding and analyzing of written texts effectively and easily;

2. cultivating in the students the love for reading, and developing their oral and silent reading skills; also training students on critical reading and thinking.

3. further developing the students' four basic skills(listening, speaking, reading and writing);

4. introducing texts containing new ideas and concepts and helping the students to make use of and build on their prior knowledge to understand the texts and gain more knowledge about the topics. Also teaching students how to connect the ideas and concepts to real life experience;

5. helping the students to expand their vocabulary and learn new vocabulary in context;

6. introducing new grammatical structures and special difficulties and helping the students to understand and learn them;

7. familiarizing the students with different writing styles and different text genres;

8. helping the students to ask and answer questions about the texts and developing their ability to summarize both the main idea and specific details from a reading passage; and

9. developing the students' writing and paraphrasing skills through writing summaries and short compositions about the topics.
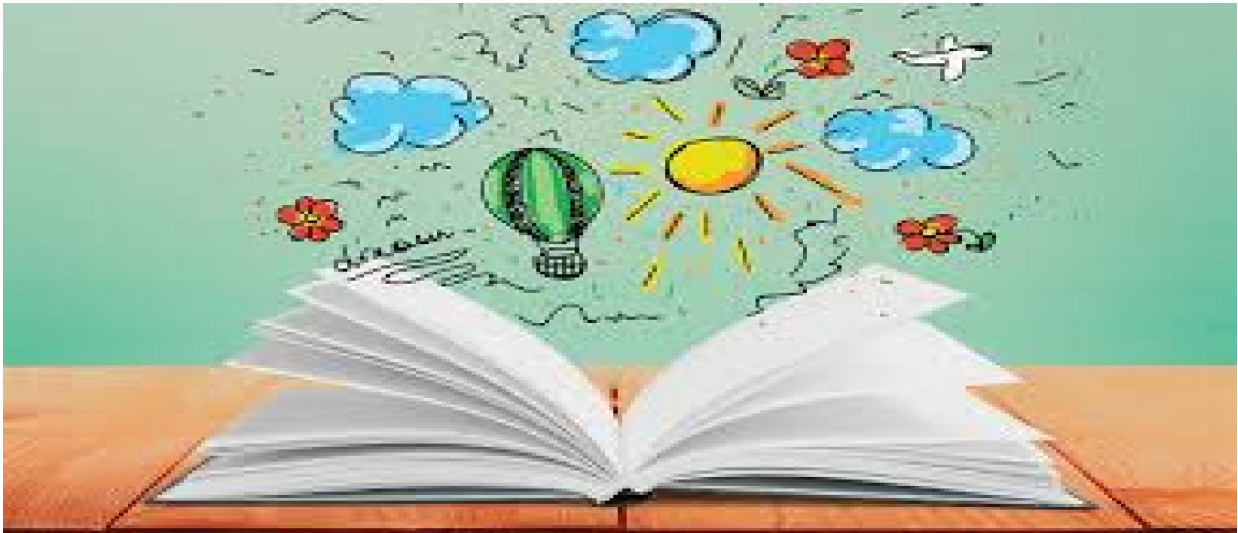
Lecture One :Defenitions and General Concepts

Defining a Text

As a college student, much of your time will be spent interacting with texts of all types, shapes, sizes, and delivery methods. In thefollowing sections, we'll explore the nature of texts, what they will mean to you, and how to explore and use them effectively.

In academic terms, a text is anything that conveys a set of meanings to theperson who examines it. You might have thought that texts were limited towritten materials, such as books, magazines, newspapers, and 'zines (aninformal term for magazine that refers especially to fanzines and webzines). Those items are indeed texts—but so are movies, paintings, television shows, songs, political cartoons, online materials, advertisements, maps, works of art, and even rooms full of people. If we can look at something, explore it, findlayers of meaning in it, and draw information and conclusions from it, we'relooking at a text.

Types of Texts and their Characteristics

Reading not only improves our knowledge, but can be great entertainment or help increase memory. Surely you have read many texts throughout your life; however, it is not the same as reading a romance novel or an instruction manual. Types of text and what makes them different

Therefore, there are different types of text. But what are the differences between them? What characterizes them? In the following lines you can find a classification with the different text types.

1. Narrative Text

The narrative text is one that tells events, stories, tales, facts or myths , so it can be fictitious or non-fictitious. It is characterized by a sequence of events expressed by dynamic verbs and adverbs and spatial connectors such as:

First we filled our bags and then we

got in a taxi and went to the airport. After that…

The most commonly used verb form in this type of text is the past tense . Usually past perfect but others are also used: he picked up the salt shaker, he lived in that house, he had walked, he was clear, he said what he thought, etc. However, when dialogues are reproduced in a direct way, that is, transcribing what the characters say to the letter, the most usual verbal form is the present: - Get out of here! -Let me go on my way! -said the man.

2. Descriptive Text

This type of text, called descriptive text, is intended to define something , whether an object, a person, an animal, a situation or a description of another type of text. It is also used to express feelings. Text usually revolves around the attributes of a thing and often uses the forms of the third person pronoun.

There are two types of descriptive texts:

Technical description text : is characterized by an emphasis on the accuracy **of Literary descriptive text** : the descriptions are more personal and it is the

author who gives the intentionality.

3. Expository Text

The aim of this type of text is to explain . The expository text is oriented to explain a topic but in which the author does not give his personal opinion, that is, he usually provides relevant facts and figures, but does not include his opinions. These types of texts are often found in many textbooks, such as those of a school or university subject. They usually include definitions, explanations, etc.

The structure of these texts is usually very clear, beginning with an introduction to introduce the topic; the development, highlighting objective analysis, examples or data; and the conclusion, summarizing the most important aspects of the topic at hand. Its purpose is to inform.

4. Argumentative Text

The argumentative texts start from an assumption, in which a writing style is used that tries to persuade the reader.

To achieve this, the text usually begins with a statement that helps to understand the arguments being proposed. In other words, it is necessary to put the reader in context before moving on to explain the benefits or characteristics of the topic at hand. To add credibility, this type of text may contain bibliographical references that allow to demonstrate its validity, but also reasoning of cause and effect, authority (i.e. experts in the subject) or popularity (i.e. everyone does it), among others.

5. Directive Text

The directive text encourages the reader to do something , so it is an instructive text that explains how to develop an activity or carry out an objective. In this type of text, the order is very important, as well as the logical order, with causeeffect

relationships, and the order from more to less importance. An example of

this type of text would be an instruction manual.

6. Scientific Texts

If you are one of those people who have studied at university, you have surely read a scientific text , which is a type of text that aims to show the progress of research. In it, formal writing stands out, in which technical language is used. The structure is coherent, and the information must always be referenced.

7. Legal Texts

These are texts used in the judicial field , which contain numerous technical terms, ancient terms (for example, from Greek or Latin) and a formal and conservative language. They are characterized by the logical and progressive arrangement of the contents, and their content stands out for its objectivity, which aims to avoid erroneous or ambiguous interpretations.

The prayers are third person singular, impersonal and passive reflections. Compared to other types of text, word repetition is common and, in fact, key concepts in the document are often repeated over and over again to avoid ambiguity.

8. Administrative Texts

The administrative texts are similar to the legal ones . In fact, they are often referred to as legal-administrative texts. However, they tend to be less rigid than legal texts. Certificates are an example of this.

9. Literary Texts

They are texts with a great literary aesthetic, so they are considered works of art . The metaphorical language stands out, rich in expressiveness and emotion. The poems, stories, tales and some essays are examples of literary texts.

10. Humanistic Texts

Humanistic texts are those that deal with the theme of human relations (for example, philosophy or sociology), but that are not formal, as is the case with

scientific texts.

11. Advertising Texts

As its name indicates, the content of these texts is advertising , and aims to persuade the reader to contract a service or make a purchase of a product. Copys and slogans are examples of this type of text.

12. Journalistic Texts

Journalistic texts are those that pretend to inform, although they can also provide an opinion . Their objective is journalistic communication, and they can be found both in paper journals and on websites.

13. Digital Texts

New technologies have allowed our way of relating and communicating to change. This change has also affected texts, which have a lot of power in the digital world.

This type of text, for example, is what we can find on blogs or in digital magazines . The immediacy of the information that characterises this medium and the ease of access to the content that can be found, means that the reader does not read many of these texts in their entirety, but rather usually scans them to go directly to the information that interests him.

Strategies for Reading Textbooks

Reading textbooks may not be fun, but being able to is important. Throughout middle school, high school and college, textbooks will be a big part of your reading. Understanding how to read and use them effectively is key to academic success.

Before You Read

Textbooks can be boring, tedious, and full of detail. Jumping right into a textbook without having a general idea of the central themes and topics can make textbook reading that much more challenging. We learn best when we

move from general to specific. Previewing and developing a big picture of a text before reading will enable you to better identify what's important as you read and make it possible for you to retain the detail.

Preview. The steps below will help you preview a text and enhance your comprehension and retention.

1-Review all chapter headings and subheadings.

2-Glance over any pictures, charts or graphs in the section you'll be reading.

3-Read any bold or italicized words and make sure you understand them.

4-Read the chapter summary.

5-Review any end of chapter questions.

6-Developing a set of questions you want to answer before you start reading a text provides direction and focus as you read the text. Once you've previewed the text, make a list of questions you want to find answers to as you read. How do you do this? Easy. While you're previewing the text, turn each heading and subheading into a question. For example, if the heading is "Root causes of the American civil war," then your question may be "What were the root causes that lead to the American civil war?"

While You Read

The following strategies will help you maximize your comprehension and retain information while reading textbooks.

1-Reflect. From reviewing chapter headings, subheadings, bold or italicized words, ask yourself what you've already learned. Now as you read:

2-Answer the questions you developed while previewing the text.

Try and predict the answers to the questions and find out if your predictions are correct.

3-Read aloud. Reading aloud improves comprehension and retention of information.

4-Develop a picture in your mind of the concepts presented. Visualizing Information, concepts or material presented makes it much easier to remember.

5-Highlight. As you read through your text, highlight important passages that support central themes and concepts. Be selective. If you're highlighting more than 20% of a passage you're not being selective enough.

6-As you read, try and identify important concepts and facts that could be likely 7-test questions. Underline and identify these concepts with a "Q" in the margin.

8-Circle with a pencil key terms and vocabulary. Write a short definition for each in your notes or in the margin of the textbook.

9-Take well organized notes on the backside of your corresponding class lecture notes. This way your lecture notes and textbook notes for the same topic will be easy to access and review in preparation for the test.

10-Make visual aids, including, picture, graphs, diagrams, or tables, to help visualize what you're reading. Visualization is a great way to take information that is complex or difficult and make it easy to understand and remember.

11-Write a brief summary of the central themes and ideas in your notes. Being ableto develop a summary of what you learned will help you master the material and retain the information.

After You Read

What you do after you read a text, can be almost as beneficial to learning and retention, as reading the text itself.

Recount. Once you've finished reading a text or passage, sit down with someone else and tell them what you read and what you learned from the text. Explaining aloud what you've learned from reading is arguably the most effective way to promote mastery of material and improve retention. Joining a study group is a great way to have the opportunity to share with others what you've learned from your reading.

Review. Review. And then review again! Within a day of your initial reading, spend 20 to 30 minutes–depending on the amount of material covered–reviewing your notes and the information you learned, reciting the main points and topics. This will move the information from short-term to long-term memory. Each week spend about 10 minutes reviewing your notes and the highlighted parts of your text. Reviewing will make sure you're prepared when test time arrives.

When Textbook Reading is Challenging

Textbook reading is typically more difficult than other forms of reading, but sometimes it's downright challenging. If you're faced with reading a challenging textbook, we recommend the following:

Read aloud. Reading aloud improves reading comprehension and retention of information. Reading aloud allows you to hear what you're reading which enables the brain to process the information more effectively and remember what it heard.

Change positions. Reading passages from textbooks gets tedious and boring really fast. Being stuck in the same position the entire time you read only adds to the monotony. Try reading standing up for a while, or change positions every once in the while.

Read the text again. Each time you read a text again you'll pick up something new, retain more information and find it easier to understand. It's not uncommon to read the same passage from a textbook several times before you're able to fully understand and retain the information.

Search for keywords. Read sentences removing the adjectives and adverbs. This will cut to the meat of the sentence and help you identify what's being said and what's really important for you to know.

Jump around in the text. Sometimes it's beneficial to skip around and read

different parts of a chapter or section in a textbook. For example, jumping to the end of the chapter and reading the chapter summary, before reading the chapter, can greatly enhance focus, direction and understanding as you go back and read the actual chapter.

Mark it. If you come across a passage or section of the text that you just don't understand, underline it and put a mark next to it in the margin of your book. When you're done reading your text, you'll have several marks throughout the chapter. Once you get back to class, you'll know what questions to ask your teacher or professor.

Take a break. If you're just not making headway with the text you're reading, take a break, regroup and come back to tackle it later with a fresh pair of eyes. Turn to the web. When all else fails, "Google" it. The web is a plethora of information. And these days there are websites that address, and lend understanding, to just about every topic or subject.

Things to Consider...

Here are a few more things to consider when reading textbooks.

What to Read

Every teacher and professor is different. Some weigh their tests and quizzes heavily on what's found in the textbook, while others rely almost entirely on their lectures. At the beginning of the semester try and find out if exams will be based primarily on information obtained through in-class lectures or from reading the textbook. This will help you know where to focus your time.

Where to Study

Finding a peaceful, comfortable location, away from distractions, where you can focus, is essential to reading textbooks effectively. Learn more about finding a good study location.

When to Read

When you read is just as important, if not more important, than where you read. Reading textbooks can be tedious and boring. The last thing you want to do is read when you're fatigued, tired or it's late at night. Reading textbooks requires that you're alert and attentive. We recommend reading for about 30 to 45 minutes at a time then taking a short break to reinvigorate your mind and body.

How to Retain It

The best way to retain information from textbooks is to (1) read aloud and (2) discuss what you've read with other people. Reciting text information moves it from your short-term to long-term memory and ensures subject mastery

Lecture Two : the Narrative Text

Introduction

Narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols. Students need to know how narrative texts work and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain, to gain and hold a reader's interest; however, writers of memoirs and novels often relate complex stories that examine universal ideas, events, and issues. In addition, speakers, advertisers, and politicians use stories to persuade us to accept or reject an idea.

Purpose: Essentially, the purpose of narrative texts is to tell a story. That said, there can be many reasons for storytelling in the first place, for example, myths can be told to explain natural phenomena and legends can be used to pass on cultural beliefs. Storytelling itself is a means to entertain and inform readers and allows for the writer to express themselves creatively and imaginatively. There are many types of narrative text, including myths, fables, traditional tales, novels, short stories, etc, to name but a few.

Structure: There are many types of narrative text, but broadly speaking they all begin by establishing the setting and introducing characters. A problem or complication is then introduced which serves as the driving force behind the ensuing events. After the rising action reaches a dramatic high point or climax, a resolution is achieved and the story ends.

Main Features:

Most often written in the past or present tense

Most often uses the third or first person perspective

Characters are often recognisably human in their motivations and actions

Language is used creatively to paint a picture in the reader's mind

Storytelling may be supplemented by the use of images

Drama

text types,writing genres | drama masks 768x576 1 | Text Types and Different

Styles of Writing: The Complete Guide | literacyideas.com

White theatrical masks of a comedy and tragedy

Purpose: As with narrative texts, the purpose of drama is largely to entertain through storytelling. Drama can also be used to provide social commentary, communicate culture, amuse, and inform too. While there are similarities between narrative storytelling and dramatic storytelling, drama endeavors to tell a story through enacting it on the stage, usually requiring the use of dialogue as a primary means of moving the story on.

Structure: As drama is largely concerned with storytelling, it often follows the same types of plot structures as other narrative forms, along with various conventions particular to this form itself. For example, where a novel might have chapters and parts, a drama has scenes and acts. Drama has written conventions too that make it distinct from prose forms of storytelling, such as its extensive use of dialogue and occasional stage directions, for example.
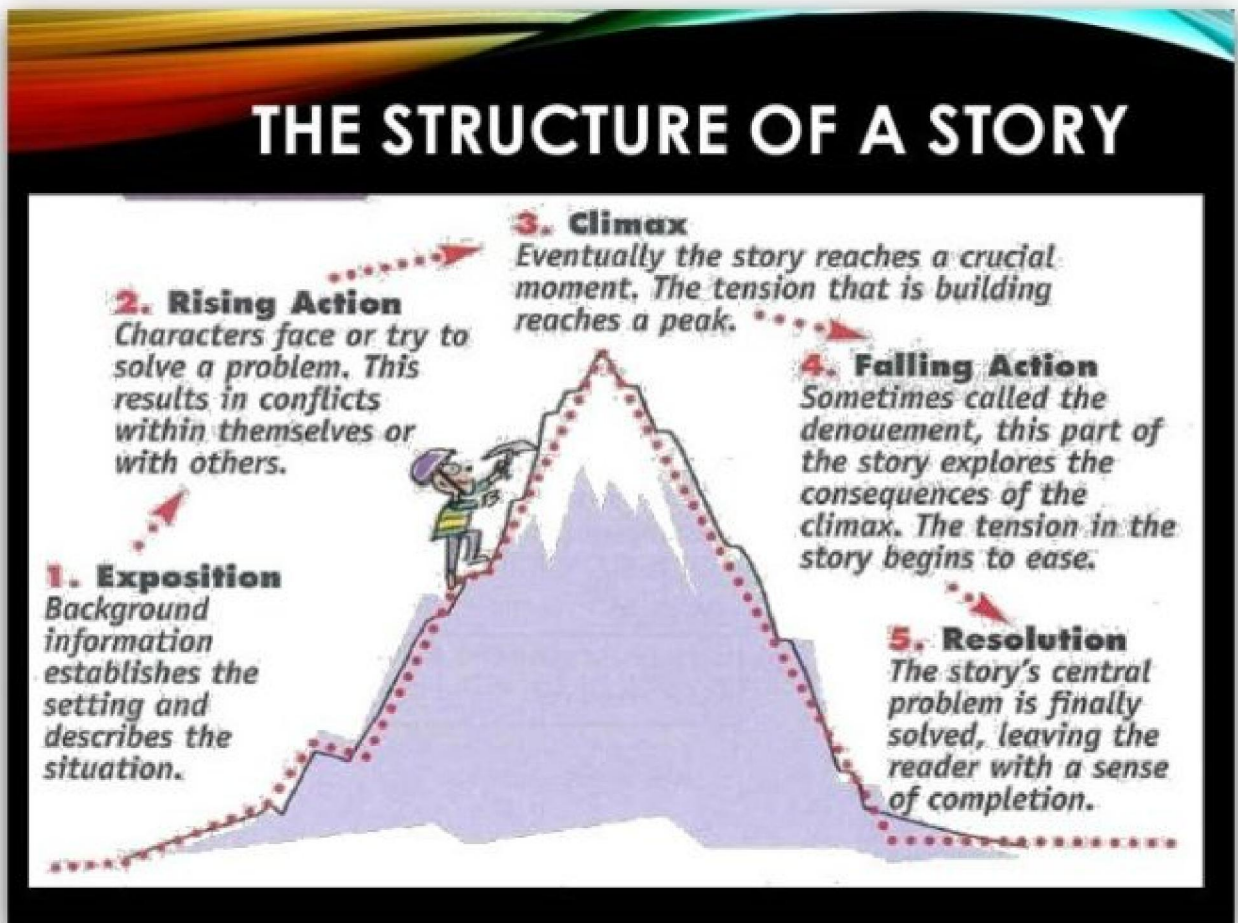
Main Features:

Story related largely through the use of dialogue with page showing name of character and the words they speak

Organisational information included such as set descriptions and stage directions

Story structures common in narrative texts also used here

All in all, the narrative form is unique, because authors relate ideas they want to express about how people behave and what they believe. These ideas, or themes,

generally relate to universal truths and make connections to the reader's experiences.

THE STRUCTURE OF A STORY

3. Climax
Eventually the story reaches a crucial moment. The tension that is building reaches a peak.

2. Rising Action
Characters face or try to solve a problem. This results in conflicts within themselves or with others.

4. Falling Action
Sometimes called the denouement, this part of the story explores the consequences of the climax. The tension in the story begins to ease.

1. Exposition
Background information establishes the setting and describes the situation.

5. Resolution
The story's central problem is finally solved, leaving the reader with a sense of completion.

Focus Strategy

1. Focus: Themes

2. Focus: Conflict

3. Focus: Features

4. Focus: Characterization

5. Focus: Setting

Text Structure: FICTION

Beginning Introduction	**Initial Set-Up** Introduces the main characters & setting	**Big Event** Introduces the problem/conflict (the problem may be with within the main character, another character, nature, or a circumstance)
Middle Rising Action	**Complications** ♦ Character tries to solve problem ♦ Obstacles are introduced	**Crisis/Dilemma** ♦ Character realizes he/she must make a choice and decide how to solve the problem ♦ A "showdown" is coming as the character makes his/her decision
End Climax & Falling Action	**Climax** ♦ When the tension is the greatest ♦ The character must face the problem head-on	**Resolution** ♦ Tension is gone ♦ Winners and losers are known (the winner is typically the main character or the "good guy") ♦ Loose ends are tied up

www.thisreadingmama.com   Adapted from www.structurechart.netfirms.com

Example of Narrative Text

A little girl in a village

Amelia's house was in a quiet place. It was a hilly village; the garden of her house was very beautiful. Flowers with various colors grew there. Amelia grew some roses. She's a nature lover. One day Amelia closed her book. She felt tired after studying hard. She stood by the window. She could see the mountain from there. It was a beautiful bluish green. "How wonderful it would be if I could reach the top of that mountain without climbing."

"If you want to fly up there, follow me," said a soft voice. Amelia was surprised.

"Who are you? Why did you come in without permission?"

"My name is Yuli. My home is a bit far from here. I want to be your friend, Amelia," said the girl.

"You know my name," said Amelia.

"I often hear your mother calling you," Yuli answered. She reached out her hand to Amelia. Amelia shook Yuli's hand.

"Why is your hand so cold? Are you ill?" asked Amelia, worried.

"I haven't been to school for few days," said Yuli.

"If you were sick, why aren't you in bed now?" asked Amelia.

"The fresh air will make me better, Amelia," said Yuli pulled Amelia's hand. She wanted Amelia to follow her.

"Oh, no. I cannot go now. I must do my homework."

"Okay. How about tomorrow? My mother will make some delicious cakes for me. You must taste some, Yuli," said Amelia.

"Thanks Amelia. You are so kind." Yuli waved to Amelia and then she was gone. Amelia's mother was puzzled to see her daughter talking alone

Example of Narrative Text

A Man and a Parrot

A man had a parrot. It was a very beautiful bird and every day the man talked to it.

"Pretty Polly," he said. "You are a pretty Polly."

"Pretty Polly," the parrot said. "You are Pretty Polly."

Every day the man spoke new words to the parrot "Hallo" he said, and "Goodbye."

One day the parrot was not in its cage. It was flying about the room. The man came into the room and saw the parrot. "What are you doing?" he said.

"What are you doing?" the parrot said.

The man laughed. Then he went out to visit his friends.

That evening a thief came to the house. He walked round the house and looked into the windows. There was no one at home. The thief broke open the door and entered the house. First he went into the sitting room. In the sitting room he found some bowls and vases. He put them into a sack. Then he went into the bedroom. In the bedroom he found a gold watch and some money. He put these into the sack, too. He stole many things from the house and put them into his sack.

The sack was soon full. The thief put it over his shoulder and walked to the door. He opened the door and looked out. These was no one there.

"What are you doing?" a voice said.

The thief jumped high into the air and dropped his sack. Then he ran out of the house and down the road.

"What are you doing?" the voice said again: "Pretty Polly. Hallo, Goodbye. What are you doing?"

Lecture Three : The Argumentative Text

Definition

An argumentative text uses evidence and facts to prove whether or not a thesis is true. It presents two sides of a single issue, and covers the most important arguments for and against. People sometimes confuse the argumentative essay and the persuasive essay. The persuasive essay relies heavily on emotional and ethical appeals to persuade readers, and the argumentative essay does not.

An argumentative text is a type of writing that presents the writer's position or stance on a specific topic and uses evidence to support that position. The goal of an argumentative essay is to convince your reader that your position is logical, ethical, and, ultimately, right. In argumentative essays, writers accomplish this by writing:

A clear, persuasive thesis statement in the introduction paragraph

Body paragraphs that use evidence and explanations to support the thesis statement

A paragraph addressing opposing positions on the topic—when appropriate

A conclusion that gives the audience something meaningful to think about.

Introduction, body paragraphs, and a conclusion: these are the main sections of an argumentative essay.

What Characterizes the Argumentative Text

1-Introductions are often used to start

2-Formal language is used

3-Sophisticated connectives help with formal tone

4-Paragraphs used to break up ideas

5-Writers opinions and views supported by facts

Argumentative Essay - Structure

1. Introduction
2. Body
   a) Arguments **supporting** your stance
      i. Argument 1, supported by **evidence**.
      ii. Argument 2, supported by **evidence**.
   and so on…
   b) Arguments **opposing** your stance
      i. Argument 1, supported (briefly) by **evidence**.
         – **Refute** this Argument.
      ii. Argument 1, supported (briefly) by **evidence**.
         – **Refute** this Argument.
   and so on…
3. Conclusion

Argumentative Text Sample I

As online learning becomes more common and more and more resources are converted to digital form, some people have suggested that public libraries should be shut down and, in their place, everyone should be given an iPad with an ereader subscription.

Proponents of this idea state that it will save local cities and towns money because libraries are expensive to maintain. They also believe it will encourage more people to read because they won't have to travel to a library to get a book; they can simply click on what they want to read and read it from wherever they are. They could also access more materials because libraries won't have to buy physical copies of books; they can simply rent out as many digital copies as they need.

However, it would be a serious mistake to replace libraries with tablets. First,

digital books and resources are associated with less learning and more problems than print resources. A study done on tablet vs book reading found that people read 20-30% slower on tablets, retain 20% less information, and understand 10% less of what they read compared to people who read the same information in print. Additionally, staring too long at a screen has been shown to cause numerous health problems, including blurred vision, dizziness, dry eyes, headaches, and eye strain, at much higher instances than reading print does. People who use tablets and mobile devices excessively also have a higher incidence of more serious health issues such as fibromyalgia, shoulder and back pain, carpal tunnel syndrome, and muscle strain. I know that whenever I read from my e-reader for too long, my eyes begin to feel tired and my neck hurts. We should not add to these problems by giving people, especially young people, more reasons to look at screens.

Second, it is incredibly narrow-minded to assume that the only service libraries offer is book lending. Libraries have a multitude of benefits, and many are only available if the library has a physical location. Some of these benefits include acting as a quiet study space, giving people a way to converse with their neighbors, holding classes on a variety of topics, providing jobs, answering patron questions, and keeping the community connected. One neighborhood found that, after a local library instituted community events such as play times for toddlers and parents, job fairs for teenagers, and meeting spaces for senior citizens, over a third of residents reported feeling more connected to their community. Similarly, a Pew survey conducted in 2015 found that nearly two-thirds of American adults feel that closing their local library would have a major impact on their community. People see libraries as a way to connect with others and get their questions answered, benefits tablets can't offer nearly as well or as easily.

While replacing libraries with tablets may seem like a simple solution, it would

encourage people to spend even more time looking at digital screens, despite the myriad issues surrounding them. It would also end access to many of the benefits of libraries that people have come to rely on. In many areas, libraries are such an important part of the community network that they could never be replaced by a simple object.

Analysis

The author begins by giving an overview of the counter-argument, then the thesis appears as the first sentence in the third paragraph. The essay then spends the rest of the paper dismantling the counter argument and showing why readers should believe the other side.

What this essay does well:

Although it is a bit unusual to have the thesis appear fairly far into the essay, it works because, once the thesis is stated, the rest of the essay focuses on supporting it since the counter-argument has already been discussed earlier in the paper.

This essay includes numerous facts and cites studies to support its case. By having specific data to rely on, the author's argument is stronger and readers will be more inclined to agree with it.

For every argument the other side makes, the author makes sure to refute it and follow up with why her opinion is the stronger one. In order to make a strong argument, it is important to dismantle the other side, which this essay does this by making the author's view appear stronger.

How this essay could be improved:

This is a shorter paper, and if it needed to be expanded to meet length requirements, it could include more examples and go more into depth with them, such as by explaining specific cases where people benefited from local libraries. Additionally, while the paper uses lots of data, the author also mentions their own experience with using tablets. This should be removed since argumentative essays

focus on facts and data to support an argument, not the author's own opinion or experiences. Replacing that with more data on health issues associated with screen time would strengthen the essay.

Some of the points made are not completely accurate, particularly the one about digital books being cheaper. It actually often costs a library more money to rent out numerous digital copies of a book compared to buying a single physical copy.

Argumentative Text Sample II

Students Who Study Abroad Achieve Greater Success

Much of our learning takes place outside the classroom. We learn how to maintain budgets, forge friendships, develop business relationships, and more. Imagine extending those skills on a global level. We would immediately cease to believe the world only contains the people and things we can see but, rather, a wide variety of opinions, customs, beliefs, and ethics. This is why every college-level student must study abroad during their undergraduate years. They will learn more in that semester abroad than in any other academic year.

According to IES Abroad, a company that encourages students to become international leaders, students who study abroad are more likely to be accepted into the graduate degree program of their choice. In fact, 90% of students who studied abroad with IES are admitted to their first or second choice for graduate school. Imagine walking into an interview and being able to discuss preparing the most popular dish in India or organizing the best route to take from Sydney, Australia to Perth. Not only does this strike up a memorable conversation, but it also demonstrates a student's fierce independence and determination. All this makes someone who has studied abroad a more desirable candidate for their dream job. As if IES Abroad's statistic above was not astounding enough, it has been proven that 97% of students who study abroad find employment within 12 months of graduation (Smith, 2019, p. 17).

Beyond college, students who study abroad will be better equipped to succeed inthe workplace. Their broadened worldview will help them relate to their coworkers, especially in a worldwide organization. This increased scope of knowledge allows 25% of students who study abroad to receive higher starting salaries. That is clear evidence that their experiences and views are valued by employers. In spite of all these benefits, some parents simply will not allow their children to study abroad. A portion will argue that it is not safe. Others will argue that studying abroad costs too much money. In these cases, it is important to take

a look at one semester's financial aid statement. How much does it cost to be a student at a local university? When tuition, housing, textbooks, transportation, and meal plans are considered, it becomes difficult to argue that there's a stark difference in the cost of a semester at home versus a semester abroad. Studying abroad will have long-lasting, positive implications on a student's future as an academic and a professional. New windows of opportunity will be flung open the moment an undergraduate boards a plane. Why not make an appointment with the study abroad center at your university? You have nothing to lose by starting a conversation today.

(IES :International Education Society)

Argumentative Text Sample III

Without Alcohol, the World Would Be a Better Place

It was 8:54 p.m. on a warm Sunday evening in mid-July. Westlake Middle Schooler Abigail Parnas was walking home from her Nana's house alongside her mother. Engrossed in her new iPad, they didn't hear the speeding car. Both she and her mother were mowed down by a 2018 Mercedes-Benz G-Class SUV. They died instantly.

A 32-year-old woman who was upset over an argument she had with her husband proceeded to drink two bottles of wine and then get behind the wheel to buy a third. She took their lives in less time than it takes to say, "Cheers." If alcohol was banned, there would be a reduction in violent crimes and a diminished number of vehicular manslaughter cases. More to the point, the ever-popular Abigail would still be alive.

Every day, nearly 30 people die, thanks to drunk-driving crashes (Wilson, 2019, p. 45). That equals one person every 48 minutes. In less time than it takes someone to watch the latest episode of Game of Thrones, someone will be killed due to drunk driving.

If a high school student begins drinking alcohol during these formative years, they become five times more likely to drop out of school (Perry, 2018, p. 13). Worse, since alcohol lowers one's inhibitions, it is likely to lead to even greater disasters,

including drug abuse and unsafe sexual encounters.

People all over the world drink to celebrate happy occasions. They also drink with friends after a difficult day. Social drinkers ingest wine or beer while preparing dinner, watching a movie, sitting out on the back patio, enjoying a picnic, dining downtown, and more. Why is alcohol so pervasive if it is a choice? Why do so many people choose to drink it? Are more people dependent than they realize? Over 17 million Americans have alcohol use disorders (Legg, 2019, p. 78). Not every heavy drinker will become a full-fledged alcoholic, but alcoholism is a progressive disease. So, the more people rely on it "in good times and in bad," the more likely they are to develop a dependency.

It's easy to argue that the entire population does not have to be restricted from alcohol simply because certain people cannot control their intake. However, what if the gateway to bad decisions was removed? After all, alcohol is an addictive substance. Why should it be placed in anyone's hands as a tempting invitation to death's door? Even if someone is a moderate drinker, alcohol serves no health purposes. With every sip, partakers are ingesting ethanol, the same thing that is pumped into the gas tanks of cars.

That 32-year old woman went from a life of luxury to life in prison with only one hour of sunlight. She eats slosh for breakfast, unidentifiable meat for lunch, and soggy potatoes for dinner. No one comes to visit her. She has not laid eyes on her husband or children in over a decade. Prison psychologists cannot break her of her self-imposed silence.

Her father died of cirrhosis of the liver. Her father's father fell off the back of a pickup truck in a drunken stupor, cracked open his skull, and died before his legs hit the ground. Every day, she lies in bed wondering when she will die, too. In a world without alcohol, she still would have made plenty of bad decisions, but she never would have landed in a prison cell because she took the lives of sweet

Abigail and her loving mother.

Activities

<u>**Task One**</u>

1-Read carefully the narrative text bellow.

2-Suggest an appropriate title

3-Analyze the text by identifying its literary elements.(Remember, narrative text structure uses a story structure that includes

story elements such as setting, characters, conflict, plot (rising action,

climax, falling action), and resolution)

<u>**Text**</u>

Once upon a time, there was a very old grandfather. His eyes were almost blind. His ears were deaf and his knees shook. When he sat at the table, he couldn't hold the spoon strongly. He spilled soup on the tablecloth. Besides, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed. Finally, they made the old grandfather sat in the corner behind the stove. They gave him not enough food in clay bowl. He sat there and looked at them sadly. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded him. However, the old grandfather didn't say anything. He could not cry. Then, he bought him a wooden bowl and made him eat from it.

Once the husband and his wife were sitting in the dining room, their four-year-old son put together some pieces of wood on the floor. His father asked him what he was doing. The little child said that he was making a bowl for his father and mother to eat from when he became an adult.

The man and the woman looked at each other. They began to cry. They bought their old grandfather to the table immediately. Since then, they always let him there. If he spilled a little, they did not say anything.

Task Two

1-Read the argumentative text bellow.

2-Suggest an appropriate title

3-Determine the central idea and analyze its development over the course of the text by stating the topic sentence and the arguments that support it.

4 -Provide an objective summary of the text.

Text

Fear is the bad feeling that one has when he is in danger or when a particular thing frightens him. A German proverb goes, "Fear makes the wolf bigger than he is." This is absolutely true as fear will often cause people to imagine the worst and act irrationally. In that case, can fear be any good?

Personally, I think a small amount of fear is good and even necessary as it not only acts as a form of control and deterrence but also serves to motivate oneself. Nonetheless, being overly fearful is bad as it will severely hamper man's progress. In this essay, I will discuss how fear can be a double-edged sword, bringing both advantages and disadvantages to man.

Fear is good as it deters people from doing dangerous acts and prompt them to control and regulate their behavior. For instance, despite the numerous wars since World War Two, the atomic bombings of Hiroshima and Nagasaki in Japan remain the only use of nuclear weapons in warfare. This is because the world is fearful of the widespread devastation that such weapons will bring about.

Therefore, the fear of total annihilation has prevented world leaders from acting irresponsibly and going down the path of self-destruction. Next, fear is good as it is a powerful motivator. For individuals such as students and entrepreneurs, the fear of failure will prompt them to work hard and put in their best effort in their studies and business undertakings. This will lead to results and progress. Similarly, for nations, the fear of losing their competitive edge will spur them to constantly improve and reinvent themselves to keep pace with the fast-changing world. For example, Singapore is taking active steps to maintain and improve her skilled and flexible workforce to ensure that she remains competitive and does not fall behind major economies like China. Retraining schemes and upgrading courses have been provided for the workforce to ensure that it stays relevant. Hence, we can see that the fear of losing out to others is one of the reasons that has motivated nations to take active steps in improving their economies. Without fear, nations will become complacent and they will eventually fall into a decline.

However, although fear is good, man must keep in mind that too much fear may be detrimental to his development. Being overly fearful of the unknown and intangible will prevent people from venturing into areas previously unexplored. For instance, in the area of space exploration, Apollo 11would have never landed the first humans on the moon if the Americans had let fear get in the way of their dream. As the late John F. Kennedy once said, "We choose to go to the moon in this decade and do the other things not because they are easy, but because they are hard." To achieve great feats, man must learn to conquer his fear and find the courage to overcome the obstacles that life presents. Only then can the human race continue to make progress and enjoy the sweet smell of success.

In sum, fear is good as it will ultimately lead to a well-controlled and motivated society. Nevertheless, people must keep in mind that they should not be clouded by fear as it will hinder their progress. I believe that a small dose of fear and a good deal of courage will make a great man as such a man will have the spirit to pursue his goals and the sense to act responsibly in the process.

Lecture Four :the Expository Text

Expository Essay Definition and Examples

Expose means to uncover or lay something bare, or to discover something in a way that others know what it is. Expository is derived from exposition, which is a noun of 'expose.' An expository essay is a genre of writing which tends to explain, illustrate, clarify, or explicate something in a way that it becomes clear for readers. Therefore, it could be an investigation, evaluation, or even argumentation about an idea for clarification.

Expository text: Usually nonfiction, informational text. This type of is not organized around a story-like structure but is instead organized based on the purposes and goals of the author or by content. Examples include news articles, informational books, instruction manuals, or textbooks. An expository essay is a genre of writing that explores several aspects of a particular topic to provide information. The 3 examples of expository are : scientific reports, academic essays and magazine articles.

For a perfect expository essay, the topic should be discussed in an objective manner. The writer should not try to convince the reader about any side of the issue.

The following are some other ways of writing expository essays.

1. **Descriptive essays**
2. **Cause and effect essays**
3. **Problem solution essays**
4. **Compare and contrast essays**
5. **Process essays**

Difference Between an Expository Essay and an Argumentative Essay

As is clear, an expository essay is an exposition, explanation, investigation, or illustration for the purpose of clarification, therefore, its tone is often kept neutral. However, in an argumentative essay, a clear position about something is taken before the argument is presented. There is no issue of objectivity or neutrality.

Functions of an Expository Essay

The function of an expository essay is to clarify and expose things, ideas, persons, and places through description, process, comparison/contrast, or through problem solution. The objective of this type of essay is to make readers aware of things given in the essay. It proves full and detailed information in a way that readers become knowledgeable about the topic.

Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence:

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text

is about visual experience, but in fact the experience other than the sense of sight, we can also use it to make descriptive text.

But in particular, the descriptive text is, "…… is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

So, it can be said that the descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.
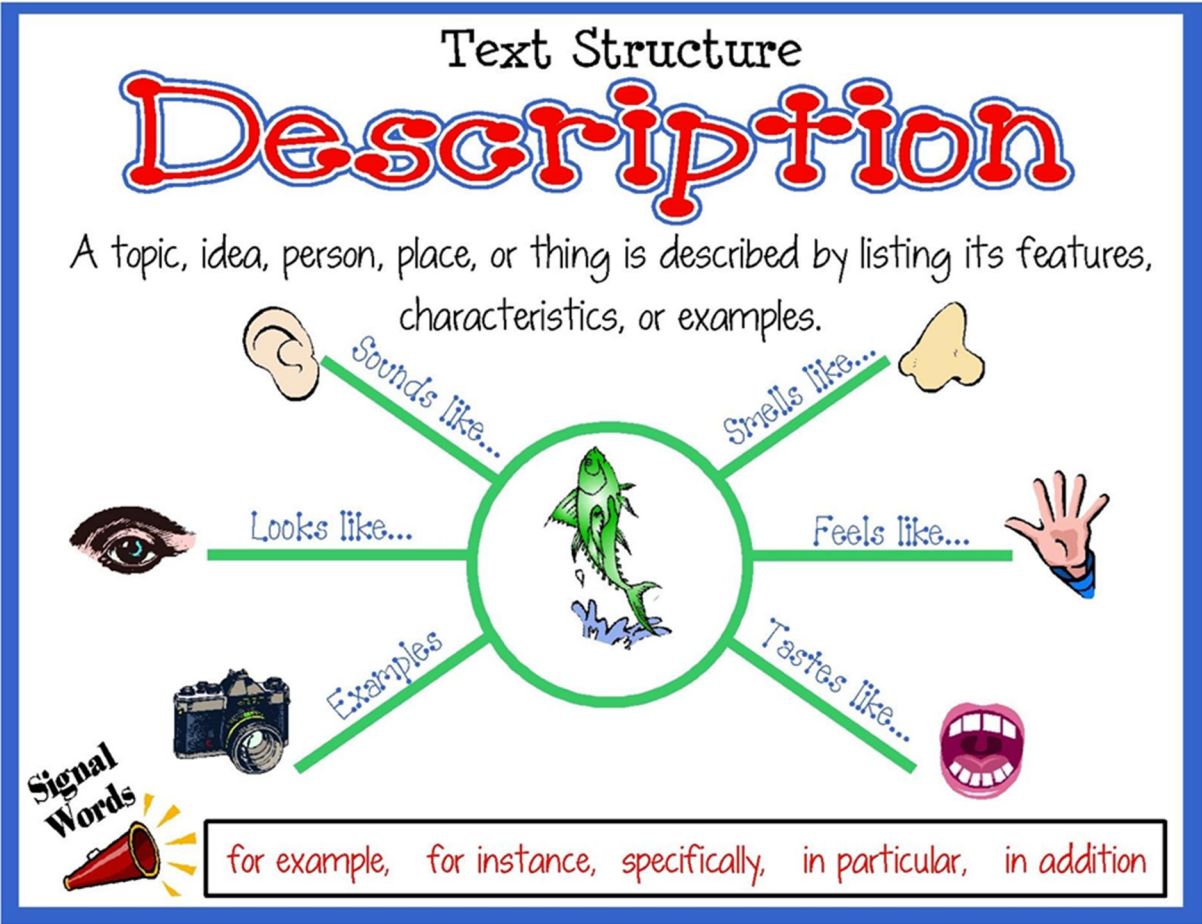
Description Example

Some belongings are more valuable than others. For example, on one corner of my dresser I have a smiling toy clown on a tiny unicycle--a gift I received last Christmas from a close friend. The clown's physical characteristics include short yellow hair, made of yarn, that covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. It is not big, for instance compared to my stuffed bear, the clown and unicycle together stand about a foot high. As a cherished gift from Tran, this colorful figure is like him, a real friend, who greets me with a smile every time I enter my room.

Sequence/Process Text

Chronology and sequence are text structures of time order often used to show a process, and there are two kinds of process paragraphs: the how-to paragraph and the explanation paragraph.

The how-to paragraph gives the reader directions on how he or she can do something: how to install a software program,

how to get to the airport, or how to make tasty barbecued ribs. The goals of such directions are the installed software, the arrival at the airport, or the great barbecued ribs. In other words, the reader should be able to do something after reading the paragraph.

The explanation paragraph, on the other hand, tells the reader how a particular event occurred or how something works. For example, an explanation paragraph might explain how an internal combustion engine works or how palm trees reproduce. After reading an explanation paragraph, the reader is not expected to be able to do anything, just to understand how or in what order it happened or how it works. Process writing is useful in history, business, the sciences, psychology, and many other areas.

Topic Sentence Here is the topic sentence of a how-to paragraph:

"Careful preparation before an interview is the key to getting the job you want."
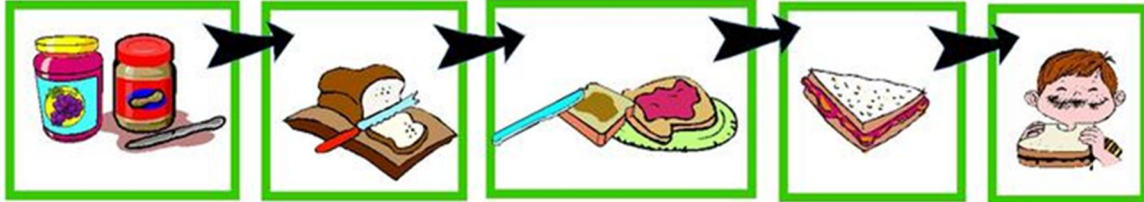
Sequence/Process Example

Hotels and transportation on trips can be expensive if you don't book them plenty of time in advance. When you go on a trip, first you need to think about how much money to allot for things like transportation, food, and hotels. It is important to plan your trips carefully. Planning your trip carefully will allow you to have a more relaxed trip. Another thing to plan for is how much time you want to spend sightseeing and doing different sorts of activities. Finally, even though you may want to do everything, you have to remember that there are only so many hours in the day!

Compare and Contrast Text

Comparison in writing discusses elements that are similar, while contrast in writing discusses elements that are different. A compare-and-contrast essay, then, analyzes two subjects by comparing them, contrasting them, or both.

The key to a good compare-and-contrast essay is to choose two or more subjects that connect in a meaningful way. The purpose of conducting the comparison or contrast is not to state the obvious but rather to illuminate subtle differences or unexpected similarities. For example, if you wanted to focus on contrasting two subjects you would not pick apples and oranges; rather, you might choose to compare and contrast two types of oranges or two types of apples to highlight subtle differences. For example, Red Delicious apples are sweet, while Granny Smiths are tart and acidic. Drawing distinctions between elements in a similar category will increase the audience's understanding of that category, which is the purpose of the compare-and-contrast essay.

Similarly, to focus on comparison, choose two subjects that seem at first to be unrelated. For a comparison essay, you likely would not choose two apples or two oranges because they share so many of the same properties already. Rather, you might try to compare how apples and oranges are quite similar. The more divergent the two subjects initially seem, the more interesting a comparison essay will be.
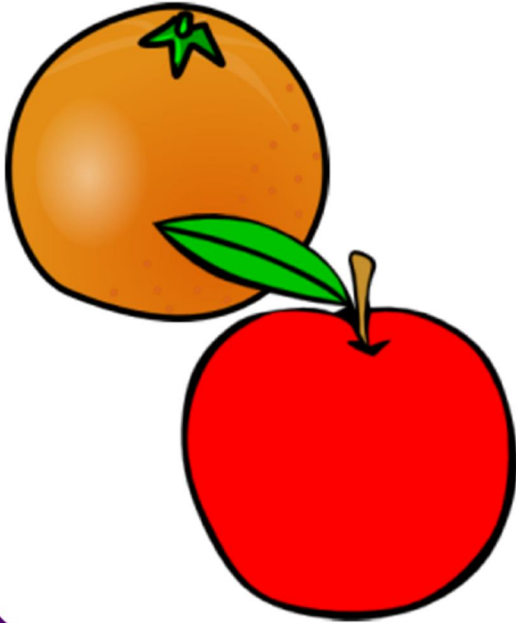
Compare and Contrast Example

Traveling is one of the favorite hobbies almost all people have. There are several ways for traveling around the world, and they all include some good things and some bad things. Backpacking and staying in hotels are two of the most common ways of traveling, that's why they are used by most people. The major differences that could be discussed between these two ways of traveling are the costs, the safety of the staying, and the availability of plans.Backpacking has been used by teenagers for a long time, and it has become really famous among young people who don't have a lot of money for traveling. By backpacking people could save a lot of money and travel with less money than what they would need for paying a hotel. As the travelers will need to sleep in a hostel, there will always be the issue of insecurity, as any kind of people could enter and sleep in a hostel. Hostels are not always

available as there are a lot of people who use them, so change of plans will always be a possibility in this way of traveling. People who rely on backpacking for their trips should always have a backup plan.In contrast, hotels are one of the most comfortable ways of traveling, but only if you have enough money. This way of traveling is mostly used by families and people who are wealthy enough to pay for good hotels. By staying at a hotel people will spend more money than they would spend in a hostel; of course a hotel will provide a high level of security to the traveler. However, to stay at most hotels, you need reservations, and once you have them you can rely on a place to sleep every night. In this way of traveling no backup plan is needed.

Comparison Example

Work and school are very much alike in at least five ways. First, both require an early start. Going to work requires getting up early to avoid the traffic rush, and going to school also requires getting up early to be assured of a parking space. Second, promptness is important in both places. Being at work on time pleases the employer; being in class on time pleases the instructor. Third, both involve quotas. A job imposes various quotas on a worker to ensure maximum production--for example, a certain amount of boxes must be filled on an assembly line, or a designated number of calls must be made by a telephone solicitor. Likewise, school imposes quotas on a student to ensure maximum effort--for instance, a certain number of essays must be written in an English composition class or a specific number of books must be read in an American Novel course. Fourth, both work and school deadlines must be met. On the job, the boxes would have to be filled and the telephone calls made by a certain time; in a class, the essays would have to be submitted and the books read by a certain date. Finally, both work and school benefit society. Workers produce useful and entertaining items for people to use, such as refrigerators and televisions. Similarly, students prepare themselves to enter fields like medicine and law, fields which serve society. It is not surprising

that work and school share these five similarities, since one of the purposes of school is to prepare a student for the job of his choice.

Cause and Effect Text

Cause and effect is a common way to organize information in a text. Paragraphs structured as cause and effect explain reasons why something happened or the effects of something. These paragraphs can be ordered as causes and effects or as effects and then causes. The cause and effect text structure is generally used in expository and persuasive writing modes.

To put it another way: when an author gives reasons why something happened, he or she is explaining what caused an effect (reasons are causes and the thing that happens is the effect). Also, when a writer explains the results of an action, he or she is explaining the effects of a cause (results are effects and the thing that occurs is the cause). The cause and effect text structure is used so commonly that you have probably written a paragraph using it and not noticed.

Cause and Effect Text Structure Graphic Organizer

Illnesses are caused by germs not temperature.

Example: Many people think that they can get sick by going into cold weather improperly dressed; however, illnesses are not caused by temperature- they are caused by germs. So while shivering outside in the cold probably won't strengthen your immune system, you're more likely to contract an illness indoors because you will have a greater exposure to germs.

In the above example, the paragraph explains how germs cause illnesses. The germs are the cause in the paragraph and the illness is the effect.

Here is another example of a paragraph that is written using the cause and effect text structure:

This is a graphic organizer representing the cause and effect text structure.

Cause

Gum makes messes in the classroom.

Effect

Students are not allowed to chew gum.

Cause

Gum is a distraction.
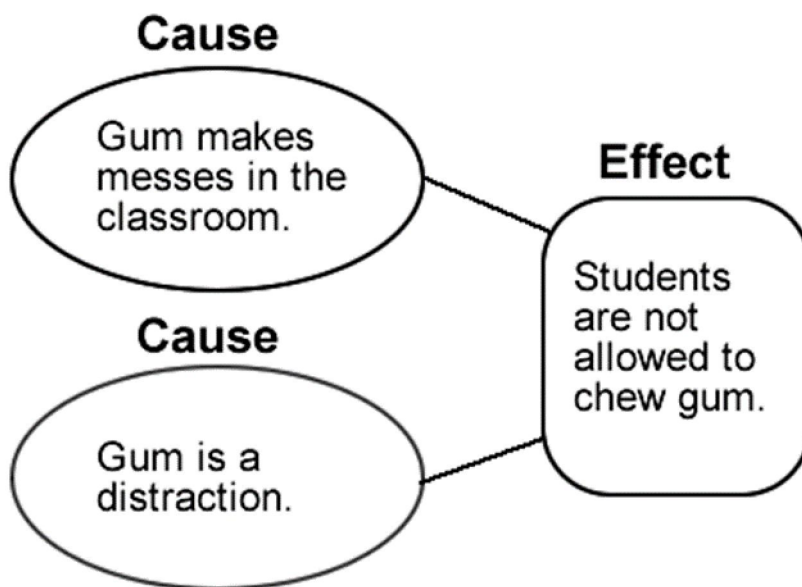
Reasons why you can't chew gum in class

Another Example: Students are not allowed to chew gum in my class. While some students think that I am just being mean, there are many good reasons for this rule. First, some irresponsible students make messes with their gum. They may leave it on the bottoms of desks, drop it on the floor, or put it on other people's property. Another reason why I don't allow students to chew gum is because it is a distraction. When they are allowed to chew gum, students are more worried about having it, popping it, chewing it, and snapping it then they are in listening, writing, reading, and learning. This is why I don't allow students to chew gum in my class.

Identifying a text written using the cause and effect pattern of organization can be tricky. In most stories, events in the plot occur for various reasons, This can be mistaken for the cause and effect text structure; however, stories are organized chronologically, and the information in each passage is more likely to be organized by the time in which each event occurred. Contrarily, cause and effect passages usually focus on explaining the reason why something occurs or occurred, and time will usually not pass in these paragraphs.

Text Structure

Cause and Effect

Shows relationship between cause (event) and effect (what happened because of the event)

Cause

Effects

Signal Words

consequently
therefore
as a result
reason why
because of
may be due to
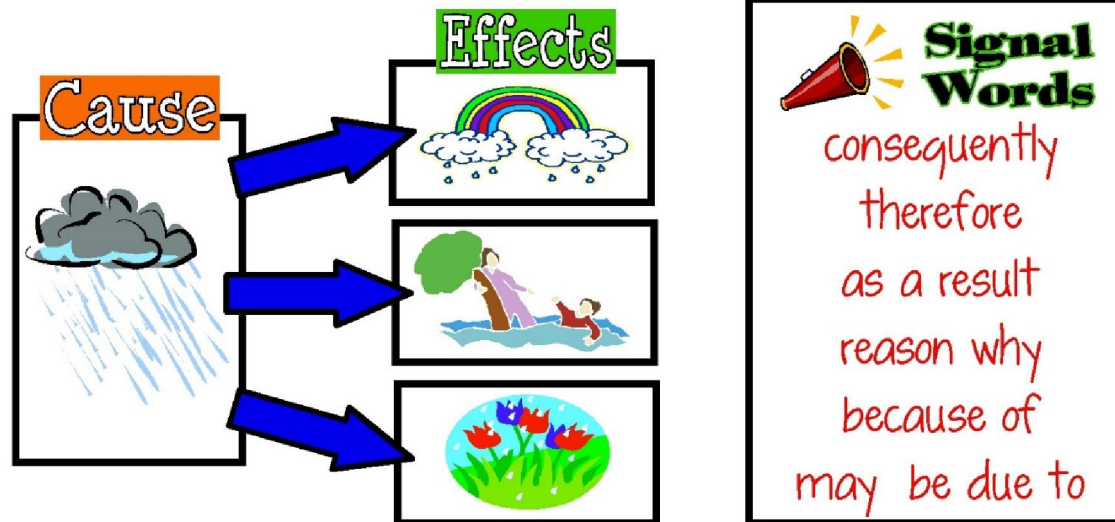
Cause and Effect Example

Recurring headaches can have disruptive effects in a person's life. Initially, in many cases, these headaches make a person nauseous to the point that he or she must go to bed. Furthermore, sleep is often interrupted because of the pain. This results in disrupted sleep. Disrupted sleep worsens the physical and emotional state of the sufferer. For those who try to maintain a normal lifestyle, drugs are often relied on to get through the day. Such drugs, of course, can lead to other negative effects. Drugs can inhibit productivity on a job, perhaps even causing regular absences. Not only is work affected, but the seemingly unpredictable occurrence of these headaches leads to disruption in family life. The ensuing interruption to a person's family life is enormous. cancelling plans in the last minute and straining relationships with friends and family. Therefore many of these people

feel discouraged and even depressed due to the cycle of misery re-occurring headaches cause.

Problem and Solution Text

Problem and Solution is a pattern of organization where information in a passage is expressed as a dilemma or concerning issue (a problem) and something that was, can be, or should be done to remedy this issue (solution or attempted solution). The problem and solution text structure may seem like it would be easy to recognize, but it can be moderately difficult to identify because it is frequently confused with the cause and effect pattern of organization, as they both have relational structures; however, if you read the passage and look specifically for both a problem and a solution to the problem, you should find it pretty easy to distinguish from cause and effect, as cause and effect passages do not propose solutions to any negative occurrences within the passage but rather just explain why or how they happen.
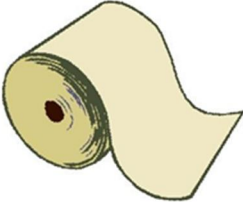
Problem/Solution Example

In the early 1800s, the United States needed room to grow. The problem was most people lived in the East. The cities were crowded. New land was expensive. Because of this, young families could not afford to buy farms. Then, as a solution, The United States government purchased land from France. The government also acquired land from Mexico. Soon the country stretched all the way to the Pacific Ocean. People looked to the setting sun with outstretched arms and said, "Go West!" However, now there was a new problem: getting there. They rode in wagons or on horses, following long, dusty trails across hot plains for thousands of miles. There was no shelter. People slept in tents on the ground. they had to watch out for wild animals like wolves and snakes. The trip wxest could take months. The government helped solve the problem by building a railroad. It stretched from the East Coast, almost to the West Coast. It made travel faster. More people poured into the new lands, settled and called it home.

Task One

Cause

Gum makes messes in the classroom.

Effect

Students are not allowed to chew gum.

Cause

Gum is a distraction.
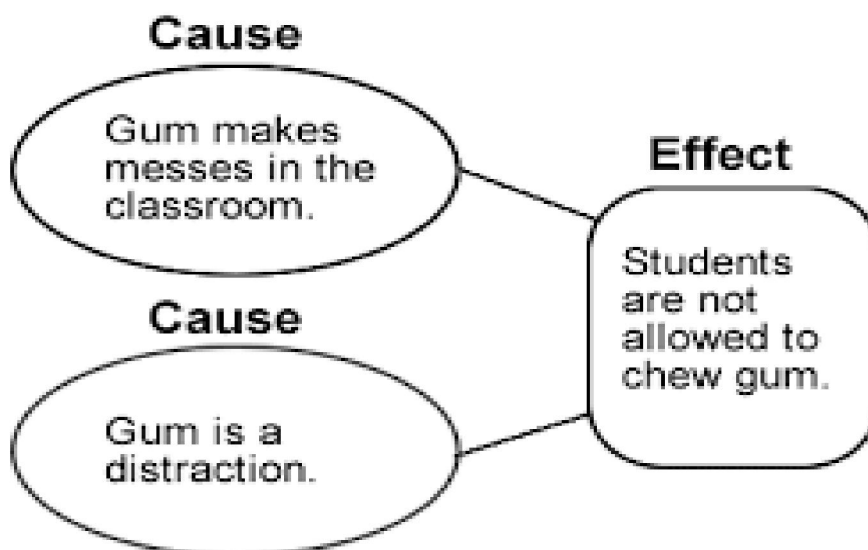
Using the chart below write a short text of your own words

Type: ……………………………..

      Title: ………………………………

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Task Two

I remember well the best place I visited, which is the island of Maldives. I was able to visit the Maldives with my family a year ago. And I enjoyed this visit a lot, as I found the water there very special, unlike the beaches of my city. The color of the water is turquoise and completely pure. The sand is white and fine. All the system there is wonderful, whether the beach or the palms hanging with a swing, or the bridges extending into the sea, and it has a lot of sitting areas or the rooms in which we live directly in the middle of the water, or the resorts that have places under the water and you can see the marine life from below. Surely this is the paradise on earth that I have always dreamed of living in. Especially at sunset, you can see the real Maldives with candles, parasols, parties and music. Not all these wonderful things can be described.

-Analyze the text above by indicating the following points

1-Suggest   an appropriate title

………………………………………………………………………………………

2-Copy the topic sentence

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…………………………………………………………………………

3-Indicate the type of the text

……………………………

4-Justify your answer about the type of the text

…………………………………………………………………………….

Task Three

Use the following words in coherent sentences

Magnificent –cranky-mischievous-upsides-downsides.

1. …………………………………………………………………………
2. …………………………………………………………………………….
3. …………………………………………………………………………
4. …………………………………………………………………………
5. …………………………………………………………………………

Task Four

Using your own words, suggest titles for the four types of the expository text

1……………………………………………………………………………

2…………………………………………………………………………..

3……………………………………………………………………………

4…………………………………………………………………………..

5...

Task Five

Brainstorm an essay that leans toward comparison. Choose one of the following three items. Then come up with one difference and three similarities.

Create and Use the Strategy

To create the text structure strategy teachers should:

1-Choose the assigned reading and introduce the text.

2-Introduce the idea that texts have organizational patters called text structures.

3-Introduce the following common text structures (see the chart below for more detailed information):

1. description
2. sequence
3. problem and solution
4. cause and effect
5. compare and contrast

4. Introduce and model using a graphic organizer to chart the text structure.

To use the text structure strategy one should:

1. Show examples of paragraphs that correspond to each text structure.
2. Examine topic sentences that clue the reader to a specific structure.
3. Model the writing of a paragraph that uses a specific text structure.
4. Try to write paragraphs that follow a specific text structure.
5. Diagram these structures using a graphic organizer.

Text Structure	Definition	Example
Description	This type of text structure features a detailed description of something to give the reader a mental picture	Example: A book may tell all about whales or describe what the geography is like in a particular region.
Comparison / Contrast	This type of text examines the similarities and differences between two or more people, events, concepts, ideas, etc.	Example: A book about ancient Greece may explain how the Spartan women were different from the Athenian women.
Order / Sequence	This text structure gives readers a chronological of events or a list of steps in a procedure.	Example: A book about the American revolution might list the events leading to the war. In another book, steps involved in harvesting blue crabs might be told.

Problem–Solution	This type of structure sets up a problem or problems, explains the solution, and then discusses the effects of the solution.	
Cause and Effect	This structure presents the causal relationship between a specific event, idea, or concept and the events, ideas, or concept that follow.	Example: Weather patterns could be described that explain why a big snowstorm occurred.

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