الجمهوريـــة الجزائريـــة الديمقراطيـــة الشعبيـــة
People's Democratic Republic of Algeria
وزارة التعليـــــم العالـــي و البحـث العلـمي
Ministry of Higher Education and Scientific Research

Ammar Telidji University of Laghouat
Faculty of Lettres & Languages
Department of : English

جامعة عمار ثليجي بالأغواط
كلية الآداب و اللغات
قسم اللغة الإنجليزية

عنوان المطبوعة

Reading and Text Analysis

المقياس :

التخصص

English Language

المستوى:

Second Year Licence

اسم و لقب المؤلف

Dr. Cherfaoui Samia

السنة الجامعية

2026-2025

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General Course Information

Course title: Reading and Text Analysis

Teaching Unit: Methodology

Semester: 03 & 04

Target Audiance : 2nd Year LMD

Credits: 4 | Coefficient: 2

Assessment : Continuous assessment (100%)

Average teaching hours: 45 hours (15 weeks)

Number of sessions per week: 1 session

Course delivery modality: TD

Follow-up and evaluation modality: continuous assessment -formative-

-In-class assignments

- Individual work

Academic Year : 2025-2026

1. Course Description

This module aims to develop students' reading comprehension and analytical skills through exposure to a variety of textual forms. It focuses on understanding structure, meaning, discourse organization, and interpretation of both written and spoken texts. Students will also develop critical reading abilities, including argument analysis and rhetorical awareness.

2. General Course Objectives

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

- Develop advanced reading comprehension skills across different genres.
- Interpret, analyze, and critically evaluate various types of texts and speeches.
- Identify textual structures, discourse markers, and rhetorical strategies.
- Apply critical reading tools (ethos, pathos, logos, fallacies).
- Analyze both written and visual arguments.

3. Learning Outcomes

Students will be able to:

- Read and interpret complex academic and non-academic texts
- Identify rhetorical strategies and argumentative structures
- Analyze spoken discourse and visual materials
- Critically evaluate information sources
- Produce structured analytical responses

4. Prerequisites

- Intermediate to upper-intermediate level in English
- Ability to understand and summarize texts
- Basic writing and reading competence

5. Content of the Book

This book covers 12 lessons distributed on both semester 3 and semester 4 according to the curriculum in the canevas and is put as follows:

Chapter 1: Journalistic Texts (Opinion Columns)

Chapter 2: Poetic Texts: Reading and Literary Analysis

Chapter 3: Multimodal Texts: Reading and Visual Analysis

Chapter 4: Orality (Phonological Aspects)

Chapter 5: Dialogues and Theatrical Texts

Chapter 6: Administrative Texts

Chapter 7: Recognizing Claims and Reasons (Thesis, Claims vs Evidence)

Chapter 8: Types of Claims (Factual – Value – Policy Claims)

Chapter 9: Rhetorical Appeals (Ethos – Pathos – Logos)

Chapter 10: Reasoning Patterns (Inductive – Deductive – Argument Mapping)

Chapter 11: Rhetorical Analysis (Intention – Audience – Persuasion)

Chapter 12: Visual Argument Analysis (Images, Symbols, Framing)

Introduction to the Reading and Text Analysis Pedagogical Book

Welcome to the *Reading and Text Analysis* pedagogical book for second-year LMD students of English. This is not a traditional reading textbook focused on simple comprehension. It is a structured academic training tool designed to develop your ability to analyze, interpret, and critically evaluate texts across multiple forms of communication**.**

In today's world, meaning is not limited to written words. It is constructed through language, argumentation, images, discourse, and interaction**. For** this reason, this book moves beyond surface reading to help you understand how texts actually work: how they persuade, how they construct meaning, and how they influence thought.

Throughout this book, you will engage with a wide range of textual forms including journalistic articles, literary texts, dialogues, administrative documents, spoken discourse, and visual materials. Each lesson is designed to train you to identify claims, reasoning patterns, rhetorical strategies, and visual arguments**,** while also developing your ability to question and evaluate what you read.

You will learn that reading is not a passive activity. It is an active process of interpretation that involves recognizing argument structures, detecting bias, understanding rhetorical appeals (ethos, pathos, logos), and identifying logical fallacies**.** You will also explore how meaning is constructed in multimodal texts, where images, symbols, and layout interact with language to shape interpretation.

In addition, this book will guide you through spoken communication and interactional discourse, helping you understand how meaning is negotiated in real-time conversation through turn-taking, speech acts, and power relations**.** You will also develop skills in analyzing how speakers and writers adapt their language to different audiences and communicative intentions.

The objective is not only to improve your reading comprehension, but to transform the way you think about texts. By the end of this course, you will be able to critically engage with complex ideas, evaluate arguments with confidence, and express your interpretations in a clear and structured academic form.

This journey requires curiosity, patience, and active participation. Each lesson invites you to question assumptions, explore multiple perspectives, and deepen your understanding of language as a tool of meaning and influence. Ultimately, this book is designed to help you become not only a better reader, but a more critical thinker in academic and real-world contexts.

Course Description:

This course is designed to move your English reading skills beyond basic comprehension toward deeper analytical and interpretative competence. It is not simply about reading texts, but about engaging with them critically: examining how meaning is constructed, how arguments are developed, and how different forms of discourse shape understanding.

Throughout the course, you will work with a wide range of texts drawn from journalism, literature, professional communication, spoken interaction, and visual media. These materials will allow you to explore key analytical dimensions such as claims and evidence, reasoning patterns, rhetorical strategies, and the relationship between language, image, and context. The themes addressed, such as identity, culture, social responsibility, communication, and representation, are selected to support both academic development and critical awareness of the world.

Reading in this course is treated as an active and reflective process. You will not only understand what a text says, but also examine how and why it says it. This involves questioning assumptions, identifying bias, evaluating arguments, and recognizing the strategies used to persuade or inform the reader. Each lesson is structured to help you progressively build these analytical skills through guided tasks and critical reading activities.

Learning is also collaborative. You will participate in discussions, group analysis, and structured writing tasks that encourage the exchange of ideas and the comparison of interpretations. This interaction is essential for refining your thinking, developing clarity of expression, and strengthening your ability to support your views with evidence.

By the end of the course, you will be able to engage confidently with complex texts from academic, media, and professional contexts. More importantly, you will be able to analyze them critically, interpret their underlying meanings, and communicate your insights in a clear

and structured academic form. These competencies are not limited to the classroom; they are transferable skills that support academic success and informed engagement with the world.

Overall, this course is designed not only to develop your reading abilities but also to strengthen your capacity for critical thought, analytical reasoning, and informed interpretation.

Aim of the Course

The aim of this course is to develop students into critical readers, analysts, and thinkers in English. It seeks to strengthen their ability to understand complex texts, interpret layered meanings, and engage with ideas in a reflective and structured way.

Rather than treating reading as a passive activity, the course positions it as an active process of analysis and evaluation. Students will learn to question texts, identify underlying assumptions, examine argumentative structures, and reflect on how meaning is constructed and communicated.

Through a diverse selection of themes drawn from contemporary society, including identity, culture, ethics, communication, and social change, students will be encouraged to approach texts from multiple perspectives. This will enable them to connect textual analysis with both academic inquiry and real-world experience.

By the end of the course, learners will have developed the ability to read critically, think independently, and articulate their interpretations clearly and convincingly.

Outcomes of the Course

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

1. Engage with Complex Texts

Students will be able to read, understand, and analyze advanced texts across multiple genres, including academic articles, journalistic discourse, literary works, and non-fiction materials.

They will develop the ability to break down complex ideas into structured components and identify key arguments, themes, and supporting evidence.

2. Think Critically and Reflect Deeply

Students will be able to evaluate ideas presented in texts and question their assumptions, implications, and validity. They will develop reflective thinking skills that allow them to connect textual meaning with broader social, cultural, and ethical issues.

3. Communicate Ideas Clearly and Effectively

Students will be able to express analytical ideas in a clear, structured, and coherent manner. This includes summarizing texts, writing critical responses, and participating in academic discussions using appropriate language and argumentation strategies.

4. Develop Academic Language and Writing Competence

Students will expand their academic vocabulary and improve their ability to use it accurately in context. They will also strengthen their writing skills, particularly in organizing ideas logically and producing well-structured analytical texts.

5. Collaborate and Exchange Perspectives

Students will engage in group discussions, peer analysis, and collaborative tasks. This will help them compare interpretations, refine their understanding of texts, and develop effective communication skills in academic interaction.

6. Apply Critical Skills Beyond the Classroom

Students will be able to transfer the skills developed in this course—critical reading, analysis, reasoning, and structured communication—to academic, professional, and real-life contexts. They will demonstrate greater independence in thinking and a more analytical approach to information and discourse.

Introduction

Overview of the Pedagogical Book

Welcome to the *Reading and Text Analysis* pedagogical book. This resource is designed for second-year LMD students of English at Ammar Telidji University. It aims to develop your ability to read, interpret, and critically analyze a wide range of texts, moving beyond basic comprehension toward deeper analytical and interpretative skills.

Throughout this course, you will engage with academic, journalistic, literary, spoken, and visual texts. These materials are selected to challenge your thinking and to help you understand how meaning is constructed through language, argumentation, discourse, and visual representation. The objective is not only to understand what a text says, but also to analyze how and why it communicates meaning in a particular way.

How to Use This Pedagogical Book

This book is designed for structured but flexible learning. You are encouraged to progress through the lessons step by step, as each chapter builds specific analytical skills such as skimming, scanning, deep reading, critical reading, rhetorical analysis, and visual interpretation.

Each lesson includes explanations, guided examples, and practice tasks. These activities are essential for developing your analytical competence, so active participation is required. You should take notes, complete all exercises, and revisit sections when necessary to reinforce understanding.

Learning is most effective when you engage actively with the material rather than reading passively. You are expected to question, compare, interpret, and reflect on the texts provided.

Key Learning Objectives and Expected Outcomes

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

1. Analyze complex texts by identifying key ideas, arguments, and supporting evidence.
2. Apply critical reading strategies to evaluate meaning, structure, and discourse organization.
3. Use reading techniques such as skimming, scanning, and deep reading effectively in academic contexts.
4. Develop critical thinking skills to question assumptions and evaluate textual arguments.
5. Express ideas clearly in both written and spoken academic formats.
6. Strengthen overall academic performance in reading, writing, and research-based tasks.

In summary, this pedagogical book serves as a structured training tool for developing critical reading and analytical thinking skills. It is designed to support your academic growth and to help you become a more confident, reflective, and independent reader.

Lesson 1: Journalistic Texts: Opinion Columns

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1. Lesson Objectives

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

- Define and explain the nature of journalistic opinion columns.
- Identify argumentative structure in media texts.
- Distinguish between facts, opinions, and interpretations.
- Analyze rhetorical strategies (ethos, pathos, logos) in journalistic writing.
- Critically evaluate bias and ideological positioning in media discourse.

2. Introduction

Journalistic discourse plays a central role in shaping how societies understand political, social, and cultural events. Among its most influential forms is the opinion column, a genre that combines factual references with subjective interpretation.

According to van Dijk (1988) and Fairclough (1995**)**, media texts are never neutral; they reflect underlying ideologies and power relations. Opinion columns are therefore important sites of discourse analysis because they reveal how language is used to persuade, evaluate, and influence public opinion.

Unlike news reporting, columns explicitly express the writer's stance, making them ideal for studying argumentation and rhetorical strategies in academic reading courses.

3. Journalistic Column (Extended Text for Analysis)

Title: The Rising Influence of Artificial Intelligence: Progress or Risk?

In recent years, artificial intelligence (AI) has rapidly transformed industries, economies, and everyday life. From automated customer service systems to intelligent healthcare diagnostics,

AI technologies are increasingly embedded in modern society. Supporters argue that this technological revolution enhances productivity, reduces human error, and opens new possibilities for innovation.

Indeed, AI has already demonstrated its capacity to improve efficiency across multiple sectors. In healthcare, for instance, machine learning algorithms assist doctors in detecting diseases at early stages with remarkable accuracy. Similarly, in education, adaptive learning systems personalize instruction according to student needs, potentially improving learning outcomes.

However, despite these advantages, concerns about AI's rapid expansion continue to grow. One major issue is the potential displacement of human labor. As machines become more capable, many traditional jobs are at risk of automation, raising questions about unemployment and economic inequality. According to **McNair (2009)**, technological shifts often produce unequal social effects, benefiting some groups while marginalizing others.

Another concern relates to ethical decision-making. AI systems operate based on data and algorithms, but they lack human judgment, empathy, and moral reasoning. This raises critical questions about accountability in situations where AI systems make harmful or biased decisions.

Furthermore, there is increasing concern about privacy and surveillance. Many AI applications rely on large-scale data collection, which may compromise individual privacy rights if not properly regulated. As **Fowler (1991)** argues, technological narratives in media often conceal underlying power dynamics that deserve critical examination.

Nevertheless, it is important not to adopt an overly pessimistic view. AI also offers significant opportunities for solving global challenges, including climate modeling, medical research, and resource optimization. The key issue is not whether AI should be used, but how it should be governed responsibly.

In conclusion, artificial intelligence represents both a transformative opportunity and a complex challenge. Its future impact will depend largely on the ethical, legal, and social frameworks established to guide its development.

(van Dijk, 1988; Fairclough, 1995; Fowler, 1991; McNair, 2009)

4. Key Concepts for Analysis

4.1 Argument Structure

- Introduction of issue
- Positive arguments
- Counterarguments
- Evaluation
- Conclusion

4.2 Rhetorical Devices

- Ethos: references to academic ideas and authority
- Logos: logical reasoning and cause-effect relations
- Pathos: fear of job loss, ethical concerns

4.3 Language Features

- Hedging: “may”, “potentially”, “raises concerns”
- Contrast markers: “however”, “nevertheless”
- Evaluative vocabulary: “significant”, “critical”, “remarkable”

5. Tasks

Task 1: Text Understanding

1. What is the main topic of the text?
2. Mention two advantages of AI.
3. Mention two risks associated with AI.

4. What is the writer's overall position?

Task 2: Fact vs Opinion

Classify the following:

a. AI is used in healthcare systems.
b. AI will destroy all jobs in the future.
c. AI improves medical diagnosis accuracy.
d. AI raises ethical concerns.

Task 3: Rhetorical Analysis

1. Identify one example of **logos**
2. Identify one example of **ethos**
3. Identify one example of **pathos**

Task 4: Critical Writing

Write 8–10 lines:

"Should AI development be limited by governments?"

6. ANSWERS

Task 1 Answers

1. The impact of artificial intelligence on society
2. Improves productivity; improves healthcare diagnosis; personalized learning (any two)
3. Job displacement; ethical issues; privacy concerns (any two)

4. Balanced view: AI is useful but must be regulated responsibly

Task 2 Answers

a. Fact
b. Opinion
c. Fact
d. Opinion

Task 3 Answers

1. Logos: Explanation of AI applications in healthcare and education
2. Ethos: Reference to McNair (2009), Fowler (1991), van Dijk (1988)
3. Pathos: Fear of job loss and ethical risks

Task 4 (Model Answer)

AI development should be regulated by governments to ensure ethical use and prevent misuse. While AI offers many benefits such as improved healthcare and efficiency, it also presents risks like job displacement and privacy violations. Governments should create laws that guide responsible development. However, regulation should not stop innovation. A balanced approach is necessary.

8. References

- Fairclough, N. (1995). *Media Discourse*. Edward Arnold.
- Fowler, R. (1991). *Language in the News: Discourse and Ideology in the Press*. Routledge.
- McNair, B. (2009). *News and Journalism in the UK*. Routledge.
- van Dijk, T. A. (1988). *News as Discourse*. Lawrence Erlbaum Associates.
- Bell, A. (1991). *The Language of News Media*. Blackwell.

Lesson 2: Poetic Texts: Reading and Literary Analysis

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1. Lesson Objectives

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

- Define poetic texts and identify their main characteristics.
- Analyze the structure, tone, and meaning of poems.
- Identify figurative language (metaphor, simile, symbolism, imagery).
- Interpret thematic and emotional layers in poetry.
- Critically respond to poetic discourse using textual evidence.

2. Introduction

Poetry is one of the most expressive forms of language, where meaning is often conveyed indirectly through imagery, rhythm, and figurative language. Unlike journalistic or academic texts, poetic texts rely heavily on symbolism and aesthetic expression rather than direct explanation.

According to Jakobson (1960), poetic language emphasizes the aesthetic function of language, where form and sound are as important as meaning. Poetry invites multiple interpretations, making it a key genre for developing interpretative and analytical skills in higher education.

3. Poetic Text: Text for Analysis

Title: "Whispers of Time"

Time walks softly on broken roads,
Carrying memories in invisible loads.

The sky once bright now wears a veil,
As fading dreams begin to pale.

We were once rivers flowing free,
Now trapped inside a silent sea.
Hope, a bird with wounded wings,
Still sings of lost and distant things.

The city breathes in iron and stone,
Yet every heart beats all alone.
Shadows dance on walls of gold,
Stories of youth that grew too old.

But still within the darkest night,
A spark survives, a fragile light.
Time may bend and hearts may break,
Yet poetry refuses to forsake.

(Adapted for academic analysis)

4. Key Poetic Features (Theoretical Framework)

4.1 Figurative Language

- Metaphor: “We were once rivers”
- Personification: “Time walks softly”
- Symbolism: “Bird with wounded wings”
- Imagery: “Shadows dance on walls of gold”

4.2 Thematic Layers

- Passage of time
- Loss and memory

- Human isolation
- Hope and resilience

4.3 Structural Features

- Free verse structure
- Irregular rhyme scheme
- Emphasis on rhythm and imagery

(Based on Abrams & Harpham, 2012; Culler, 2000)

5. Classroom Tasks

Task 1: General Understanding

1. What is the main theme of the poem?
2. Identify two emotions expressed in the text.
3. What does “time walks softly” suggest?

Task 2: Figurative Language Identification

Identify the literary device:

a. “Time walks softly”
b. “We were once rivers”
c. “Hope, a bird with wounded wings”

Task 3: Interpretation of Meaning

1. What does the “river” metaphor represent?

2. What is the meaning of “silent sea”?

3. How is hope represented in the poem?

Task 4: Critical Response

Write 6–8 lines:

“Do you think the poem presents a pessimistic or optimistic view of life? Justify your answer.”

6. ANSWERS

Task 1 Answers

1. Time, memory, loss, and hope

2. Sadness, nostalgia, hope, loneliness (any two)

3. Time is passing gently but inevitably affecting life and memory

Task 2 Answers

a. Personification
b. Metaphor
c. Symbolism

Task 3 Answers

1. Flow of life and freedom in the past

2. Silence, emotional stagnation, or loss of freedom

3. Hope is fragile but still alive despite difficulties

Task 4 (Model Answer)

The poem presents a mixed but slightly optimistic view of life. It highlights sadness, loss, and isolation through strong imagery such as “silent sea” and “broken roads.” However, it also emphasizes hope through the idea of a “spark” that survives darkness. This shows that despite suffering, life still contains resilience and possibility.

7. References

- Abrams, M. H., & Harpham, G. G. (2012). *A Glossary of Literary Terms*. Cengage Learning.
- Culler, J. (2000). *Literary Theory: A Very Short Introduction*. Oxford University Press.
- Jakobson, R. (1960). *Linguistics and Poetics*. MIT Press.
- Eagleton, T. (2007). *How to Read a Poem*. Wiley-Blackwell.

Lesson 3: Multimodal Texts : Reading and Visual Analysis

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1. Learning Objectives

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

- Define multimodal texts and their role in modern communication.
- Analyze the interaction between visual and verbal elements in texts.
- Interpret meaning constructed through images, text, layout, and design.
- Identify and analyze infographics and digital communication strategies.
- Apply basic semiotic tools to interpret visual signs and symbols.

2. Introduction

In contemporary communication, meaning is no longer conveyed through written language alone. Modern texts often combine words, images, colors, layout, and symbols to create meaning. These are known as multimodal texts.

According to Kress and van Leeuwen (2006), meaning in multimodal communication is constructed through the interaction of different semiotic modes, where each mode contributes to interpretation. As a result, readers must develop visual literacy in addition to traditional reading skills.

Multimodal texts are dominant in advertising, social media, newspapers, websites, and academic presentations.

3. Multimodal Text Analysis Framework

3.1 Interaction Between Image and Text

Multimodal texts combine:

- Written language (headlines, captions, slogans)
- Visual elements (images, photos, diagrams)
- Layout and design

➢ Meaning emerges from the interaction, not from each element separately.

Example:

- A photo of pollution + "Our planet is dying" → reinforces urgency
- Image + contradictory caption → irony or persuasion

(Kress & van Leeuwen, 2006)

3.2 Interpretation of Visual Meaning

Visual meaning depends on:

- Color (red = danger, blue = calm)
- Position (center = importance)
- Size (large = emphasis)
- Perspective (close-up = emotional impact)

➢ Readers must interpret **visual grammar**, not just words.

3.3 Infographics and Digital Communication

Infographics are visual representations of data or ideas.

Characteristics:

- Simplification of complex information

- Use of charts, icons, and diagrams
- Combination of statistics and visuals
- Designed for quick understanding

They are widely used in:

- News media
- Education
- Social networks

(Lester, 2014 – Visual Communication Theory)

3.4 Basics of Semiotic Analysis

Semiotics is the study of signs and meaning.

According to Barthes (1977):

- A **sign** = signifier (form) + signified (meaning)

Types of signs:

- Icon: resembles meaning (photo of a tree)
- Index: indicates meaning (smoke = fire)
- Symbol: culturally learned meaning (dove = peace)

➢ Multimodal texts are systems of encoded meaning

4. Classroom Activities

Task 1: Identifying Modes

Look at a multimodal text (advertisement or infographic).

1. What visual elements are used?
2. What written elements are included?
3. How do they interact?

Task 2: Visual Meaning Interpretation

1. What does the color red suggest in a warning poster?
2. Why is a certain image placed in the center?
3. What emotion does the image create?

Task 3: Infographic Analysis

1. What information is presented visually?
2. Why is an infographic more effective than plain text?
3. What is the main message?

Task 4: Semiotic Analysis

Identify the type of sign:

a. A photo of a hospital
b. Smoke coming from a factory
c. A dove representing peace

5. ANSWERS

Task 1 Answers

1. Images, text, colors, layout
2. Titles, captions, slogans
3. They reinforce or complement each other to create meaning

Task 2 Answers

1. Danger, urgency, warning
2. To emphasize importance
3. Fear, concern, urgency

Task 3 Answers

1. Statistics, comparisons, data visualization
2. Easier to understand, faster processing, visual impact
3. Depends on infographic content (summary of data/message)

Task 4 Answers

a. Icon
b. Index
c. Symbol

6. Conclusion

Multimodal texts represent a major shift in modern communication, where meaning is constructed through the combination of visual and linguistic elements. Understanding these texts requires more than reading skills; it requires **visual literacy and semiotic awareness**.

By analyzing multimodal communication, students become capable of interpreting complex messages in media, advertising, and digital environments.

7. References

- Barthes, R. (1977). *Image, Music, Text*. Hill and Wang.
- Kress, G., & van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*. Routledge.
- Lester, P. (2014). *Visual Communication: Images with Messages*. Cengage Learning.
- Chandler, D. (2007). *Semiotics: The Basics*. Routledge.
- Jewitt, C. (2009). *The Routledge Handbook of Multimodal Analysis*. Routledge.

Lesson 4 : Orality (Phonological Aspects)

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1. Learning Objectives

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

- Identify phonological differences between British and American English.
- Analyze a spoken-style passage for pronunciation and lexical variation.
- Recognize stress, rhythm, and intonation differences.
- Apply listening comprehension strategies to authentic spoken variation.

2. Introduction

English is a global language with many varieties. The two most widely taught and recognized standards are British English (BrE) and American English (AmE).

Although they share the same grammatical system, they differ in pronunciation, vocabulary, rhythm, and intonation, which can affect listening comprehension.

Understanding these differences helps learners improve their ability to understand real spoken English in international contexts.

3. Reading Passage (Main Text)

British vs American English in Daily Communication

English is spoken differently across the world, but the two most influential varieties are British English and American English. These differences are not only in spelling and vocabulary but also in pronunciation and speech rhythm.

For example, British English speakers often do not pronounce the letter “r” at the end of words such as *car* or *teacher*, while American English speakers clearly pronounce it. This feature is called rhoticity.

Vocabulary also differs. A British speaker may say *“lorry”* while an American speaker uses *“truck”*. Similarly, British English uses *“lift”*, whereas American English prefers *“elevator”*.

Another important difference is intonation. British English tends to have a more varied and melodic tone, while American English often sounds flatter and more direct. These variations can sometimes confuse learners who are exposed to both varieties.

Despite these differences, both forms are fully understandable to English speakers worldwide. Exposure to both accents improves listening comprehension and prepares learners for real-life communication in global contexts.

4. Comparative Table (Key Differences)

Feature	British English	American English
“Car” pronunciation	/kɑː/	/kɑːr/
“Water” pronunciation	/ˈwɔːtə/	/ˈwɔːtər/
Vocabulary (vehicle)	lorry	truck
Vocabulary (building level)	lift	elevator
Rhythm	More varied	More even
Intonation	More melodic	More neutral

5. Visual Representation

Accent Feature Comparison

6. Classroom Tasks

TASK 1: Reading Comprehension

Instructions:

Read the passage carefully and answer the questions.

1. What are the two main varieties of English discussed?
2. What is “rhoticity”?
3. Give two vocabulary differences mentioned in the text.
4. Are British and American English mutually understandable?

TASK 2: Vocabulary Matching

Instructions:

Match British English words with their American equivalents.

British English	**American English**
lorry	?
lift	?

British English	American English
car park	?
flat	?

TASK 3: True / False

Instructions:

Read the statements and decide if they are True or False.

1. American English does not pronounce the letter “r”.
2. British English is more melodic in intonation.
3. Vocabulary differences exist between BrE and AmE.
4. Both varieties are globally understandable.

TASK 4: Pronunciation Awareness

Instructions:

Read the words aloud and identify the difference:

- car
- water
- teacher
- park

Questions:

1. Which accent pronounces /r/?
2. Which accent drops /r/?

TASK 5: Short Writing Task

Instructions:

Write 5–6 lines:

“Which variety of English do you prefer: British or American? Why?”

7. ANSWERS

TASK 1 ANSWERS

1. British English and American English
2. Pronunciation of /r/ in words
3. lorry = truck, lift = elevator (any two)
4. Yes, they are mutually understandable

TASK 2 ANSWERS

British English	**American English**
lorry	truck
lift	elevator

British English	American English
car park	parking lot
flat	apartment

TASK 3 ANSWERS

1. False
2. True
3. True
4. True

TASK 4 ANSWERS

1. American English pronounces /r/
2. British English often drops /r/

TASK 5 (MODEL ANSWER)

I prefer American English because it is widely used in films, music, and online communication. It is easier to understand due to its clear pronunciation of /r/ sounds. However, British English is also interesting because of its melodic intonation. Both varieties are useful in global communication.

8. Conclusion

Understanding differences between British and American English is essential for improving listening comprehension. These variations in pronunciation, vocabulary, and rhythm reflect the global nature of English. Exposure to both forms helps learners become more flexible and confident communicators.

9. References

- Roach, P. (2009). *English Phonetics and Phonology*. Cambridge University Press.
- Cruttenden, A. (2014). *Gimson's Pronunciation of English*. Routledge.
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Lesson 5 : Dialogues and Theatrical Texts

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1. Learning Objectives

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

- Analyze dialogue structure in spoken and theatrical texts.
- Identify turn-taking strategies in interaction.
- Recognize interruption, overlap, and conversational dynamics.
- Identify and interpret speech acts in context.
- Conduct basic dramatic discourse analysis of a dialogue.

2. Introduction

Dialogues and theatrical texts represent interactive communication where meaning is co-constructed by speakers. Unlike written monologues, these texts depend on timing, turn-taking, and pragmatic meaning.

According to Sacks, Schegloff, and Jefferson (1974), conversation is organized through systematic rules that regulate turn exchange, interruptions, and speaker selection.

Theatrical texts (plays) exaggerate or stylize natural dialogue to highlight conflict, power relations, and meaning.

3. Theoretical Focus

3.1 Turn-Taking

Turn-taking refers to how speakers manage conversation flow:

- Who speaks

- When they speak
- How they respond

3.2 Interruption & Overlap

- Interruption = cutting into another speaker's turn
- Overlap = simultaneous speech

3.3 Speech Acts (Austin & Searle)

Language is action:

- Assertives (statements)
- Directives (requests/orders)
- Commissives (promises)
- Expressives (feelings)

3.4 Dramatic Discourse

Focus on:

- Power relations
- Conflict
- Pragmatic meaning
- Context of interaction

4. READING PASSAGE

Title: "The Late Submission"

Scene: University office – afternoon

Professor: You are late again with your assignment submission. This is not acceptable at university level.
Student: I understand, but I had serious technical issues with my laptop and internet connection.
Professor: Technical problems are becoming a frequent explanation. I am beginning to doubt their validity.
Student: I was actually working on it last night, and I can show you my draft versions if you allow me.
Professor: Let me see them. However, deadlines are strict and must be respected by all students.
Student: I apologize, sir. I assure you it will not happen again.
Professor: Very well. But next time, no excuses will be accepted.
Student: I understand. Thank you for your consideration.

(Adapted for pedagogical analysis)

5. EXPLANATIONS (GUIDED ANALYSIS)

5.1 Turn-Taking Pattern

- Professor dominates interaction
- Student responds reactively
- No equal conversational balance (institutional discourse)

5.2 Power Relation

- Professor = authority figure
- Student = subordinate role
- Institutional hierarchy shapes speech

5.3 Speech Acts

- "You are late…" → Assertive + evaluative judgment

- “Let me see them” → Directive
- “I apologize” → Expressive
- “I assure you” → Commissive (promise)

5.4 Interaction Features

- Formal academic register
- Controlled disagreement
- No real interruption (structured dialogue)

6. CLASSROOM TASKS (WITH CLEAR INSTRUCTIONS)

TASK 1: Text Comprehension (Individual Work)

Instructions:

Read the passage carefully and answer the questions in full sentences.

Questions:

1. Where does the conversation take place?
2. What is the main problem discussed?
3. Who has the dominant role in the interaction?
4. What is the student’s main justification?

TASK 2: Turn-Taking Analysis (Pair Work)

Instructions:

Work in pairs. Re-read the dialogue and complete the table.

Speaker	Number of Turns	Role (Dominant/Subordinate)
Professor	____	____
Student	____	____

Follow-up:

- Explain why one speaker dominates the conversation.

TASK 3: Speech Acts Identification (Individual Work)

Instructions:

Match each sentence with its speech act type.

a. “You are late again with your assignment.”
b. “I apologize, sir.”
c. “Let me see them.”
d. “I assure you it will not happen again.”

Options:

- Assertive
- Directive
- Expressive
- Commissive

TASK 4: Interruption and Interaction Analysis (Group Work)

Instructions:

1. Check if any interruption occurs in the dialogue.
2. Rewrite ONE line to introduce an interruption.
3. Explain why interruption might occur in real conversations.

TASK 5: Critical Thinking (Written Task)

Instructions:

Write 6–8 lines:

"Is the professor-student interaction fair? Justify your answer using examples from the text."

8. ANSWERS

TASK 1 ANSWERS

1. University office
2. Late submission of assignment
3. Professor
4. Technical problems with laptop/internet + draft evidence

TASK 2 ANSWERS

Speaker	Number of Turns	Role
Professor	4	Dominant

Speaker	Number of Turns	Role
Student	4	Subordinate

Explanation: Professor controls topic and evaluation power.

TASK 3 ANSWERS

a. Assertive

b. Expressive

c. Directive

d. Commissive

TASK 4 ANSWERS

1. No real interruption occurs
2. Example interruption:
    - Student: “No, that’s not correct, I submitted it—”
3. Interruptions occur due to disagreement, urgency, or emotional reaction

TASK 5 (MODEL ANSWER)

The interaction is not fully balanced because the professor has authority over grading and evaluation. The student is in a defensive position, trying to justify the delay. However, the professor also allows the student to explain, which makes the interaction partially fair. Overall, it reflects a typical academic institutional dialogue with power asymmetry.

9. CONCLUSION

Dialogues and theatrical texts are essential for understanding real-life communication structures. They reveal how power, turn-taking, and speech acts shape meaning in interaction. Dramatic discourse analysis helps students interpret not only language but also social relationships embedded in dialogue.

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Lesoon 6 : Administrative Texts

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1. Learning Objectives

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

- Identify different types of administrative texts (CV, motivation letter, application letter).
- Understand the formal structure and linguistic features of administrative writing.
- Produce well-organized and coherent professional documents.
- Use appropriate formal register and academic vocabulary.
- Differentiate between informal, academic, and professional writing styles.

2. Introduction

Administrative texts are essential written documents used in academic, professional, and institutional contexts. They include **CVs,** motivation letters, and application letters, which are required in job applications and academic admissions.

These texts are characterized by:

- Formal language
- Clear structure
- Concise and precise information
- Audience-oriented communication

According to Swales (1990) and Hyland (2002), administrative writing belongs to a “genre” that follows specific conventions shaped by professional expectations.

3. Types of Administrative Texts

3.1 Curriculum Vitae (CV)

Purpose:

A CV presents a person's academic background, skills, and professional experience.

Standard Structure:

Section	Content
Personal details	Name, email, phone
Education	Degrees, institutions
Experience	Internships, jobs
Skills	Technical + soft skills
Languages	Level of proficiency

Key Features:

- Bullet-point format
- Chronological order
- No full sentences
- Clear and concise information

3.2 Motivation Letter

Purpose:

To explain why you apply and why you are suitable.

Structure:

1. Introduction (reason for writing)
2. Motivation (interest in program/job)
3. Skills and qualifications
4. Conclusion (polite closing)

Key Features:

- Formal tone
- First-person writing (“I”)
- Persuasive language
- Structured paragraphs

3.3 Application Letter

Purpose:

Formal request for admission or employment.

Structure:

Part	Function
Opening	State application purpose

Part	Function
Body	Present qualifications
Closing	Polite request + gratitude

3.4 Formal Register in Administrative Writing

Feature	Example
No contractions	I am not (not I’m not)
Formal verbs	apply, request, submit
Politeness	I would like to…
Clear sentences	direct and precise

4. MODEL TEXTS (READING PASSAGE)

4.1 CV (Short Example)

Name: Sarah Johnson

Email: sarah@email.com

Education:

- Bachelor in English Studies, University of X (2024)

Experience:

- Internship at Language Center (2023)

Skills:

- Communication
- Writing
- Teamwork

4.2 Motivation Letter (Extract)

I am writing to apply for the Master's program in Applied Linguistics. I have a strong interest in language analysis and communication studies. My academic background has helped me develop analytical and research skills, which I wish to improve further through your program.

4.3 Application Letter (Extract)

I hereby apply for admission to your institution for the academic year 2025–2026. I believe that my academic profile and motivation make me a suitable candidate for this program.

5. CLASSROOM TASKS (CLEAR INSTRUCTIONS)

TASK 1: CV Analysis (Individual Work)

Instructions:

Read the CV example and answer:

1. What are the main sections of a CV?
2. Is the CV written in full sentences or bullet points?

3. Why is clarity important in a CV?

TASK 2: Motivation Letter Understanding (Pair Work)

Instructions:

Read the extract and answer:

1. What is the purpose of the letter?
2. Identify one formal expression.
3. Is the tone personal, formal, or informal?

TASK 3: Application Letter Structure (Group Work)

Instructions:

Arrange the following in correct order:

a. Closing and polite request
b. Introduction of application
c. Presentation of qualifications

TASK 4: Formal Register Transformation (Individual Work)

Instructions:

Rewrite in formal style:

1. I want to apply for this job.
2. I'm good at teamwork.
3. I think I'm perfect for this position.

TASK 5: Writing Task

Instructions:

Write a **short motivation letter (8–10 lines)** including:

- Purpose of application
- Motivation
- Skills
- Polite conclusion

7. ANSWERS

TASK 1 ANSWERS

1. Personal details, education, experience, skills, languages
2. Bullet points
3. Because it improves readability and clarity

TASK 2 ANSWERS

1. To apply for a Master's program
2. "I am writing to apply…" / "I have a strong interest…"
3. Formal

TASK 3 ANSWERS

Correct order: **b → c → a**

TASK 4 ANSWERS

1. I would like to apply for this position.
2. I possess strong teamwork skills.
3. I believe I am a suitable candidate for this position.

TASK 5 (MODEL ANSWER)

I am writing to apply for the Master's program in Applied Linguistics. I have a strong interest in language studies and communication. My academic background has helped me develop analytical and writing skills. I am highly motivated to join your program and improve my knowledge. I would be grateful for your consideration.

8. CONCLUSION

Administrative texts are essential in academic and professional life. They require precision, clarity, and formal language. Mastering CVs, motivation letters, and application letters helps students succeed in job applications and academic opportunities.

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Lesson 7 :Recognizing Claims and Reasons: Identifying Thesis Statements – Distinguishing Claims vs Evidence

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1. Learning Objectives

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

- Identify thesis statements in academic and argumentative texts.
- Distinguish between claims, reasons, and supporting evidence.
- Analyze how arguments are constructed in written discourse.
- Evaluate the strength of evidence used to support claims.
- Apply critical reading skills to academic texts.

2. Introduction

Critical reading is an essential academic skill that involves not only understanding a text but also analyzing how it is constructed. Readers must go beyond comprehension to evaluate arguments, claims, and supporting evidence.

According to Wallace (2003), critical reading requires readers to question assumptions, identify argumentative structures, and assess the validity of information presented.

In academic writing, arguments are usually built around a thesis statement, supported by claims and evidence.

3. Key Concepts

3.1 Thesis Statement

The thesis statement is:

- The main idea of the text
- The central argument the author defends
- Usually found in the introduction

Example:

“Digital education improves access to learning opportunities worldwide.”

3.2 Claim

A claim is:

- A statement that expresses an opinion or argument
- Needs support or justification

Example:

“Online learning is more flexible than traditional education.”

3.3 Reason

A reason explains **why the claim is true**.

Example:

“Because students can access courses anytime and anywhere.”

3.4 Evidence

Evidence supports claims using:

- Data

- Examples
- Research
- Statistics

Example:

"A 2022 study found that 70% of online learners improved flexibility in study time."

4. ANALYSIS TEXT

Title: The Role of Technology in Modern Education

Technology has significantly transformed education systems around the world. Many researchers argue that digital tools improve learning efficiency and accessibility. Online platforms allow students to access educational resources at any time and from any location, making learning more flexible.

However, some critics argue that technology may reduce deep learning, as students often rely too much on quick online information instead of critical thinking. Despite this concern, studies show that students using blended learning perform better academically than those using traditional methods alone.

Therefore, technology should not replace traditional teaching but should be integrated into education systems to maximize learning outcomes.

(Adapted for academic analysis – Wallace, 2003; Hyland, 2005)

5. STRUCTURAL ANALYSIS

5.1 Argument Structure Table

Element	Example from Text

Element	Example from Text
Thesis	Technology transforms education and should be integrated
Claim 1	Technology improves learning efficiency
Reason	Access anytime and anywhere
Evidence	Studies on blended learning performance
Counter-claim	Technology may reduce deep learning
Conclusion	Technology should be integrated, not replace teaching

6. CLASSROOM TASKS

TASK 1: Identifying Thesis Statement (Individual Work)

Instructions:

Read the passage carefully and answer:

1. What is the main idea of the text?
2. Identify the thesis statement.
3. Where is it located (beginning, middle, end)?

TASK 2: Claims and Reasons (Pair Work)

Instructions:

Complete the table using the passage:

Claim	Reason
_____	_____
_____	_____

TASK 3: Evidence Identification (Individual Work)

Instructions:

Find one example of evidence in the text and answer:

1. What type of evidence is used?
2. Does it support or weaken the argument?

TASK 4: Critical Thinking (Group Work)

Instructions:

Discuss and answer:

1. Does the author present a balanced argument?
2. Is the evidence convincing? Why?
3. What is missing in the argument?

TASK 5: Short Writing Task

Instructions:

Write 6–8 lines:

“Should technology replace traditional education? Justify your answer.”

7. ANSWERS

TASK 1 ANSWERS

1. Technology in education improves learning and should be integrated
2. “Technology should not replace traditional teaching but should be integrated…”
3. End of the passage

TASK 2 ANSWERS

Claim	Reason
Technology improves learning efficiency	Access anytime and anywhere
Students perform better with blended learning	Research studies show improved performance

TASK 3 ANSWERS

1. Statistical / research-based evidence
2. It supports the argument

TASK 4 (MODEL ANSWER)

The author presents a generally balanced argument by including both advantages and disadvantages of technology in education. The evidence supporting blended learning is convincing, but more detailed statistics would strengthen the argument. The text could also include real case studies for better support.

TASK 5 (MODEL ANSWER)

Technology should not completely replace traditional education. While it offers flexibility and access to resources, it cannot replace human interaction and classroom guidance. A balanced approach combining both methods is the most effective solution for learning.

8. CONCLUSION

Critical reading requires students to move beyond understanding the text and focus on how arguments are constructed. Identifying claims, reasons, and evidence allows readers to evaluate the strength of an argument and develop independent critical thinking skills.

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Lesson 8: Types of Claims: Factual Claims , Value Claims , Policy Claims

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1. Learning Objectives

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

- Distinguish between factual, value, and policy claims in academic texts.
- Identify the linguistic markers of each type of claim.
- Analyze how authors construct arguments using different types of claims.
- Evaluate the strength and purpose of each claim type in discourse.
- Apply critical reading skills to classify claims in real texts.

2. Introduction

In critical reading, understanding types of claims is essential for analyzing how arguments are constructed. Authors do not only present facts; they also express opinions and propose actions.

According to Wallace (2003) and Fairclough (1995), argumentative discourse is built through different claim types that serve different rhetorical functions: describing reality, evaluating it, or proposing change.

3. Types of Claims

3.1 Factual Claims

Definition:

A factual claim is a statement that can be verified as **true or false** using evidence, data, or observation.

Key Features:

- Objective
- Verifiable
- Based on evidence
- Not dependent on opinion

Examples:

- "The Earth revolves around the Sun."
- "Online learning increased during the COVID-19 pandemic."

3.2 Value Claims

Definition:

A value claim expresses a **judgment, opinion, or evaluation** about something being good, bad, important, or useful.

Key Features:

- Subjective
- Based on beliefs or values
- Not directly verifiable
- Uses evaluative language

Examples:

- "Online education is more effective than traditional education."
- "University education is extremely important for society."

Visual Support:

3.3 Policy Claims

Definition:

A policy claim proposes what should be done or suggests a course of action.

Key Features:

- Uses modal verbs (should, must, ought to)
- Suggests action or change
- Often found in argumentative texts
- Future-oriented

Examples:

- "Governments should regulate social media platforms."
- "Universities must integrate digital tools into teaching."

Visual Support:

4. Comparative Summary Table

Type of Claim	Definition	Verifiable	Example	Function
Factual	States objective reality	Yes	"Water boils at 100°C."	Inform
Value	Expresses judgment	No	"Education is important."	Evaluate
Policy	Suggests action	Partially	"Schools should change curriculum."	Recommend

5. Reading Passage (Integrated Practice Text)

Title: The Role of Technology in Education

Online learning has increased significantly in recent years. Many educators believe that digital education is more effective than traditional classroom learning because it offers flexibility and accessibility. However, some studies suggest that students may experience reduced concentration in online environments. Therefore, universities should invest more in blended learning systems that combine online and face-to-face instruction.

6. CLASSROOM TASKS

TASK 1: Identify Claim Types (Individual Work)

Instructions:

Read the passage and classify the underlined ideas into:

- Factual claim
- Value claim
- Policy claim

Questions:

1. Online learning has increased significantly in recent years.
2. Digital education is more effective than traditional learning.
3. Universities should invest in blended learning systems.

TASK 2: Table Completion (Pair Work)

Instructions:

Fill in the table using the passage.

Statement	Type of Claim
Online learning has increased	_____
Digital education is more effective	_____
Universities should invest in blended learning	_____

TASK 3: Justification (Individual Work)

Instructions:

For each answer, write ONE sentence explaining your classification.

Example:

- "This is a factual claim because…"

TASK 4: Critical Thinking (Group Work)

Instructions:

Discuss the following:

1. Which type of claim is most common in academic writing?
2. Why are policy claims important in argumentative texts?
3. Can a value claim be supported with evidence?

TASK 5: Writing Task

Instructions:

Write 6–8 lines responding to:

“Universities should replace traditional lectures with online courses.”

Use at least:

- 1 factual claim
- 1 value claim
- 1 policy claim

7. ANSWERS (END OF LESSON)

TASK 1 ANSWERS

1. Factual claim
2. Value claim
3. Policy claim

TASK 2 ANSWERS

Statement	Type of Claim
Online learning has increased	Factual
Digital education is more effective	Value
Universities should invest in blended learning	Policy

TASK 3 (MODEL ANSWERS)

- Factual: It can be verified with data.
- Value: It expresses an opinion about effectiveness.
- Policy: It suggests an action for universities.

TASK 4 (GUIDED ANSWERS)

1. Value claims are very common in argumentative writing.
2. They guide decision-making and propose solutions.
3. Yes, but they remain subjective even if supported by evidence.

TASK 5 (MODEL ANSWER)

Online courses offer flexibility and accessibility for many students. This is a factual advantage supported by recent educational trends. However, traditional lectures remain important for direct interaction and deeper understanding. Universities should adopt a blended learning model. This approach is more effective and balanced for modern education.

8. CONCLUSION

Understanding types of claims is essential for critical reading. Factual claims describe reality, value claims express evaluation, and policy claims propose action. Recognizing these distinctions allows students to analyze arguments more effectively and develop stronger critical thinking skills.

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Lesson 9: Rhetorical Appeals: Ethos – Pathos – Logos

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1. Learning Objectives

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

- Define and differentiate ethos, pathos, and logos in argumentative texts.
- Identify rhetorical appeals in academic and media discourse.
- Analyze how writers use credibility, emotion, and logic to persuade readers.
- Evaluate the effectiveness of rhetorical strategies in texts.
- Apply rhetorical analysis to critical reading tasks.

2. Introduction

Rhetorical appeals are fundamental tools used in persuasive communication. Writers and speakers use them to influence audiences through credibility (ethos), emotion (pathos), and logic (logos).

According to Aristotle's Rhetoric, effective persuasion depends on balancing these three elements. In modern discourse analysis, rhetorical appeals are essential for understanding how texts construct meaning and influence readers (Hyland, 2005; van Dijk, 2006).

3. Rhetorical Appeals

3.1 Ethos (Credibility)

Definition:

Ethos refers to the credibility, authority, or trustworthiness of the writer or speaker.

Key Features:

- Expert opinion
- Academic or institutional authority
- Professional tone
- References and citations

Examples:

- "According to the World Health Organization…"
- "Researchers from Harvard University found that…"

3.2 Pathos (Emotion)

Definition:

Pathos appeals to the emotions, feelings, and values of the audience.

Key Features:

- Emotional language
- Storytelling
- Strong adjectives
- Images of suffering or success

Examples:

- "Thousands of children suffer every day due to poverty."
- "Imagine losing your home overnight."

3.3 Logos (Logic)

Definition:

Logos refers to **logical reasoning, facts, data, and evidence**.

Key Features:

- Statistics
- Scientific data
- Cause-effect reasoning
- Logical structure

Examples:

- "70% of students improved after using digital tools."
- "If education is accessible, enrollment increases."

4. COMPARISON TABLE

Appeal	Focus	Purpose	Example
Ethos	Credibility	Build trust	"WHO reports…"
Pathos	Emotion	Persuade feelings	"Children are suffering…"
Logos	Logic	Prove argument	"70% increase in data…"

5. READING PASSAGE (ANALYSIS TEXT)

Title: The Importance of Vaccination Campaigns

Vaccination is one of the most effective public health strategies in modern medicine. According to the World Health Organization, vaccines prevent millions of deaths each year. Despite this scientific evidence, some people remain hesitant due to fear and misinformation. Imagine a world where preventable diseases spread freely, affecting vulnerable populations such as children and the elderly. Therefore, governments should strengthen vaccination campaigns and improve public awareness programs to ensure community protection.

6. CLASSROOM TASKS

TASK 1: Identify Rhetorical Appeals (Individual Work)

Instructions:

Read the passage and identify examples of:

1. Ethos
2. Pathos
3. Logos

Write one sentence for each.

TASK 2: Classification Table (Pair Work)

Instructions:

Classify the following statements:

Statement	Ethos / Pathos / Logos
WHO reports millions of saved lives	_____

Statement	Ethos / Pathos / Logos
Imagine a world without vaccines	_____
Vaccines reduce disease by 90%	_____
Scientists from Harvard confirm findings	_____

TASK 3: Explanation Task (Individual Work)

Instructions:

For each answer in Task 2, explain WHY you chose that category in one sentence.

TASK 4: Critical Thinking (Group Work)

Instructions:

Discuss:

1. Which appeal is most persuasive in academic writing?
2. Can a text use all three appeals together?
3. Which appeal is most effective in social media posts? Why?

TASK 5: Writing Task

Instructions:

Write 6–8 lines on:

“Social media should be regulated by governments.”

You must include:

- 1 ethos example
- 1 pathos example
- 1 logos example

7. ANSWERS

TASK 1 ANSWERS

1. Ethos: WHO reference
2. Pathos: “Imagine a world…”
3. Logos: vaccines prevent millions of deaths

TASK 2 ANSWERS

Statement	Answer
WHO reports millions of saved lives	Ethos
Imagine a world without vaccines	Pathos
Vaccines reduce disease by 90%	Logos
Scientists from Harvard confirm findings	Ethos

TASK 3 (MODEL ANSWERS)

- Ethos: uses authority of institutions
- Pathos: appeals to emotions and fear
- Logos: uses statistical evidence

TASK 4 (GUIDED ANSWERS)

1. Logos is most important in academic writing
2. Yes, strong texts combine all three
3. Pathos is most effective in social media due to emotional impact

TASK 5 (MODEL ANSWER)

Social media should be regulated to prevent misinformation. According to cybersecurity experts from Oxford University, online misinformation is increasing rapidly. This shows the need for control (ethos). Many families suffer from harmful content spreading online, which creates fear and confusion (pathos). Studies also show that 60% of fake news spreads within hours (logos). Therefore, regulation is necessary for public safety.

8. CONCLUSION

Rhetorical appeals are essential tools in persuasive communication. Ethos builds credibility, pathos appeals to emotion, and logos provides logical support. Understanding these strategies enables students to critically analyze texts and recognize how meaning is constructed in academic and media discourse.

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Lesson 10 : Logical Fallacies: Ad Hominem –False Cause – Generalization – Straw Man Argument

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1. Learning Objectives

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

- Define logical fallacies in argumentative discourse.
- Identify common fallacies in written and spoken texts.
- Distinguish between valid reasoning and flawed argumentation.
- Analyze how fallacies affect the credibility of arguments.
- Apply critical reading skills to detect misleading reasoning.

2. Introduction

In critical reading, it is not enough to understand what a text says; readers must also evaluate how logically it is constructed. Authors sometimes use flawed reasoning, intentionally or unintentionally, to persuade their audience.

These errors in reasoning are called logical fallacies. According to Walton (2008), fallacies are common patterns of weak or deceptive argumentation that may appear convincing but lack logical validity.

Understanding fallacies helps students become critical readers who can detect manipulation and weak arguments.

3. Logical Fallacies

3.1 Ad Hominem (Attacking the Person)

Definition:

An ad hominem fallacy occurs when an argument attacks the **person** instead of addressing the argument itself.

Structure:

Person → attacked instead of idea

Example:

- "You cannot trust his opinion on education because he is not intelligent."

Key Idea:

The argument is irrelevant to the topic and focuses on personal characteristics.

3.2 False Cause (Causal Fallacy)

Definition:

This fallacy assumes that because two events occur together, one must have caused the other.

Structure:

Event A → Event B → assumed cause

Example:

- "Since students started using laptops, their grades dropped. Therefore, laptops cause bad grades."

Key Idea:

Correlation is not causation.

3.3 Generalization (Hasty Generalization)

Definition:

A conclusion based on insufficient or limited evidence.

Structure:

Small sample → general conclusion

Example:

- "I met two rude tourists, so all tourists are rude."

Key Idea:

Overgeneralizing from limited data leads to incorrect conclusions.

3.4 Straw Man Argument

Definition:

Misrepresenting someone's argument to make it easier to attack.

Structure:

Original argument → distorted version → attack distorted version

Example:

- Person A: "We should reduce sugar consumption."
- Person B: "You want to ban all food and control people's lives."

Key Idea:

The original argument is exaggerated or misrepresented.

5. COMPARISON TABLE

Fallacy	Definition	Example	Problem
Ad Hominem	Attacks person	"He is stupid, so he is wrong"	Ignores argument

Fallacy	Definition	Example	Problem
False Cause	Wrong causation	“A caused B because it happened after”	Mistakes correlation
Generalization	Too broad conclusion	“One case = all cases”	Not enough evidence
Straw Man	Misrepresents argument	Distorts opponent’s idea	Not fair reasoning

6. READING PASSAGE (FOR ANALYSIS)

Title: Technology and Student Performance

Some people argue that technology is harmful to education. They claim that since students use smartphones frequently, their academic performance has declined. Others believe that universities should ban all digital devices in classrooms because they distract learners. However, research shows that when used properly, technology can improve learning outcomes. Critics who support digital learning are often naive and do not understand real classroom challenges.

7. CLASSROOM TASKS

TASK 1: Identify Fallacies (Individual Work)

Instructions:

Read the passage and identify one example of each fallacy.

1. Ad hominem

2. False cause
3. Generalization
4. Straw man argument

Write the sentence or phrase from the text.

TASK 2: Classification Table (Pair Work)

Instructions:

Match each statement with the correct fallacy.

Statement	Fallacy Type
“All students are distracted because of phones.”	_____
“Technology causes bad grades because usage increased.”	_____
“You are naive, so your opinion is wrong.”	_____
“We should ban phones completely to fix education.”	_____

TASK 3: Error Explanation (Individual Work)

Instructions:

For each answer in Task 2, explain in ONE sentence why it is incorrect reasoning.

TASK 4: Critical Thinking (Group Work)

Instructions:

Discuss:

1. Why are logical fallacies dangerous in academic writing?
2. Can fallacies appear in newspapers or social media?
3. How can you avoid using fallacies in your own writing?

TASK 5: Writing Task

Instructions:

Write 6–8 lines responding to:

"Social media is harmful to students."

You must:

- Use at least ONE logical fallacy intentionally
- Then correct it and explain why it is a fallacy

8. ANSWERS

TASK 1 ANSWERS

1. Ad hominem: "Critics… are naive"
2. False cause: "phones → performance declined"
3. Generalization: "students use smartphones → all are distracted"
4. Straw man: "ban all digital devices completely"

TASK 2 ANSWERS

Statement	Fallacy Type
“All students are distracted because of phones.”	Generalization
“Technology causes bad grades because usage increased.”	False cause
“You are naive, so your opinion is wrong.”	Ad hominem
“We should ban phones completely to fix education.”	Straw man

TASK 3 (MODEL ANSWERS)

- Generalization: applies a small assumption to all cases
- False cause: assumes causation without proof
- Ad hominem: attacks person instead of argument
- Straw man: exaggerates the original claim

TASK 4 (GUIDED ANSWERS)

1. They weaken logical validity of arguments
2. Yes, very common in media discourse
3. Use evidence, avoid emotional bias, stay relevant

TASK 5 (MODEL ANSWER)

Social media is often considered harmful to students because it distracts them from studying. This is a hasty generalization because not all students use social media in the same way. Some use it for educational purposes. Therefore, the argument is too broad and not fully accurate. A more balanced view is needed.

9. CONCLUSION

Logical fallacies are common errors in reasoning that weaken arguments. Identifying ad hominem, false cause, generalization, and straw man arguments helps students develop strong critical reading skills and avoid manipulation in academic and media texts.

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Lesson 11 : Reasoning Patterns: Inductive Reasoning – Deductive Reasoning – Argument Structure Mapping

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1. Learning Objectives

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

- Distinguish between inductive and deductive reasoning in texts.
- Analyze how arguments are constructed using logical reasoning patterns.
- Identify premises and conclusions in academic discourse.
- Map argument structures visually and textually.
- Apply reasoning analysis to critical reading tasks.

2. Introduction

Reasoning patterns are the foundation of logical thinking in academic writing and critical reading. Authors use different types of reasoning to support their claims and guide readers toward conclusions.

According to Copi, Cohen & McMahon (2016), reasoning is the process of moving from premises (supporting ideas) to conclusions. Understanding this process helps students evaluate whether arguments are valid, strong, or weak.

3. Reasoning Patterns

3.1 Inductive Reasoning

Definition:

Inductive reasoning moves from specific observations to general conclusions.

Structure:

Specific cases → Pattern → General rule

Example:

- Student A studies hard and passes
- Student B studies hard and passes
- Student C studies hard and passes

  ➡ Conclusion: Studying hard improves success

Key Features:

- Probable, not certain
- Based on observation
- Used in scientific research

3.2 Deductive Reasoning

Definition:

Deductive reasoning moves from a general rule to a specific conclusion.

Structure:

General rule → Specific case → Conclusion

Example:

- All students who study regularly pass exams
- Ahmed studies regularly

  ➡ Ahmed will pass exams

Key Features:

- Logical certainty (if premises are true)
- Strong in formal argumentation
- Used in mathematics and logic

3.3 Comparison Table

Feature	Inductive Reasoning	Deductive Reasoning
Direction	Specific → General	General → Specific
Certainty	Probable	Certain (if valid)
Use	Observation, research	Logic, theory
Example	Patterns in data	Rules applied to cases

3.4 Argument Structure Mapping

Argument mapping is a visual method used to identify:

- Premises (supporting ideas)
- Evidence
- Conclusions

Basic Structure:

Element	Function
Premise	Supporting reason
Evidence	Data or example
Conclusion	Final claim

Example of Argument Flow

4. READING PASSAGE (FOR ANALYSIS)

Title: The Impact of Study Habits on Academic Success

Students who regularly attend classes and complete assignments tend to perform better in exams. In several universities, it has been observed that students with consistent study habits achieve higher grades than those who study irregularly. Therefore, it can be concluded that disciplined study behavior is strongly linked to academic success. However, it is also true that some students succeed even without strict study routines, suggesting that other factors such as intelligence or prior knowledge may also play a role.

5. CLASSROOM TASKS

TASK 1: Identify Reasoning Type (Individual Work)

Instructions:

Read the passage and answer:

1. Is the main argument inductive or deductive?
2. Copy one sentence that shows generalization.

3. Copy one sentence that shows observation or evidence.

TASK 2: Classification Table (Pair Work)

Instructions:

Classify each statement:

Statement	Inductive / Deductive
All students who study regularly pass exams → Ahmed studies regularly → Ahmed will pass	_____
Students with good habits tend to get better grades → observed in several universities	_____

TASK 3: Argument Mapping (Group Work)

Instructions:

Fill in the structure:

Element	Answer
Premise 1	_____
Premise 2	_____

Element	Answer
Conclusion	_____

TASK 4: Critical Thinking

Instructions:

Discuss:

1. Is the conclusion in the text fully certain or probable?
2. What additional evidence would strengthen the argument?
3. Can inductive reasoning be wrong? Why?

TASK 5: Writing Task

Instructions:

Write 6–8 lines:

“Does regular study guarantee academic success?”

You must include:

- 1 inductive reasoning example
- 1 deductive reasoning example

6. ANSWERS (END OF LESSON)

TASK 1 ANSWERS

1. Inductive reasoning
2. “It has been observed that students with consistent study habits achieve higher grades…”
3. Same sentence or earlier observation statements

TASK 2 ANSWERS

Statement	Answer
All students who study regularly… Ahmed will pass	Deductive
Students with good habits tend to get better grades	Inductive

TASK 3 (MODEL ANSWERS)

Element	Answer
Premise 1	Students who attend classes perform better
Premise 2	Regular study improves grades
Conclusion	Disciplined study leads to success

TASK 4 (GUIDED ANSWERS)

1. Probable, not fully certain
2. More statistical data or controlled studies
3. Yes, because it is based on limited observation

TASK 5 (MODEL ANSWER)

Regular study increases the chances of academic success because students who consistently attend classes usually perform better. This is an example of inductive reasoning based on observed patterns. For example, if all high-performing students study regularly, then a student who studies regularly is likely to succeed, which reflects deductive reasoning. However, success is not guaranteed because other factors also influence performance.

7. CONCLUSION

Reasoning patterns are essential tools in critical reading. Inductive reasoning builds general conclusions from observations, while deductive reasoning applies general rules to specific cases. Argument mapping helps visualize logical structures and evaluate the strength of arguments in academic texts.

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Lesson 12: Rhetorical Analysis: Speaker Intention – Audience Analysis – Persuasive Strategies

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1. Learning Objectives

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

- Identify the speaker's intention in written and spoken texts.
- Analyze the target audience of a text and its influence on language choice.
- Recognize persuasive strategies used in academic and media discourse.
- Evaluate how meaning is shaped by context, purpose, and audience.
- Apply rhetorical analysis to interpret argumentative texts critically.

2. Introduction

Rhetorical analysis focuses on how language is used to persuade, inform, or influence an audience. It examines not only what a text says, but also how and why it is said.

According to Aristotle's rhetorical theory, effective communication depends on the relationship between speaker, audience, and purpose. Modern discourse analysis (Hyland, 2005; van Dijk, 2006) emphasizes that meaning is shaped by intention and social context.

3. Rhetorical Analysis Components

3.1 Speaker Intention

Definition:

Speaker intention refers to the purpose behind producing a text.

Main intentions:

- To inform
- To persuade
- To criticize
- To request action
- To entertain

Example:

- “Governments must act immediately on climate change.”
  □ Intention: persuasion + call to action

3.2 Audience Analysis

Definition:

Audience analysis examines who the text is addressed to and how this shapes language use.

Key aspects:

Factor	Influence
Age	Language complexity
Education level	Vocabulary choice
Social group	Tone and style
Purpose of reading	Message design

Example:

- Academic article → formal, technical language
- Social media post → simple, emotional language

3.3 Persuasive Strategies

Definition:

Techniques used to influence the reader's opinion.

Main strategies:

Strategy	Description	Example
Emotional appeal	Uses feelings	"Children are suffering…"
Authority	Uses experts	"WHO states…"
Logic	Uses evidence	"Studies show 70%…"
Repetition	Reinforces ideas	repeated key phrases
Contrast	Compares ideas	"not X, but Y"

4. READING PASSAGE (FOR ANALYSIS)

Title: The Need for Environmental Action

Climate change is one of the most urgent challenges of our time. Scientists from leading institutions such as the Intergovernmental Panel on Climate Change (IPCC) warn that global

temperatures are rising at an alarming rate. If immediate action is not taken, future generations will face severe environmental consequences.

Many communities are already experiencing extreme weather events, including floods, droughts, and heatwaves. These changes are not isolated incidents but part of a global pattern. Therefore, governments must implement strict environmental policies and reduce carbon emissions without delay.

Ignoring this problem would be a serious mistake that affects everyone on the planet.

5. CLASSROOM TASKS

TASK 1: Speaker Intention (Individual Work)

Instructions:

Read the passage and answer:

1. What is the main purpose of the text?
2. Is the author trying to inform, persuade, or criticize?
3. Copy one sentence that shows urgency or intention.

TASK 2: Audience Analysis (Pair Work)

Instructions:

Answer the following:

1. Who is the target audience of this text? (general public / scientists / governments)
2. What language features show this?
3. Would this text change if written for children? How?

TASK 3: Persuasive Strategies Identification (Individual Work)

Instructions:

Identify one example for each:

Strategy	Example from text
Authority	_____
Emotion	_____
Logic	_____

TASK 4: Text Evaluation (Group Work)

Instructions:

Discuss:

1. Is the argument strong or weak? Why?
2. Does the text use more emotion or logic?
3. How could the argument be improved?

TASK 5: Writing Task

Instructions:

Write 6–8 lines on:

“Should governments prioritize climate change policies?”

You must include:

- 1 persuasive strategy (emotion, logic, or authority)
- 1 clear intention statement
- 1 audience consideration

6. ANSWERS (END OF LESSON)

TASK 1 ANSWERS

1. To persuade readers to take environmental action
2. Persuade
3. "Governments must implement strict environmental policies…"

TASK 2 ANSWERS

1. Governments and general public
2. Formal vocabulary, scientific references, urgent tone
3. Yes, simpler vocabulary and shorter sentences

TASK 3 ANSWERS

Strategy	Example
Authority	"Scientists from IPCC…"

Strategy	Example
Emotion	“Future generations will face severe consequences”
Logic	“Global temperatures are rising”

TASK 4 (GUIDED ANSWERS)

1. Strong argument due to evidence + authority
2. Balanced, but slightly emotional
3. Add more statistical data or case studies

TASK 5 (MODEL ANSWER)

Governments should prioritize climate change policies because scientific evidence shows rising global temperatures. This text aims to persuade decision-makers to take urgent action. The intended audience is mainly policymakers and the general public. Emotional appeals are used by highlighting future consequences, but logical evidence also supports the argument. Therefore, immediate action is necessary.

7. CONCLUSION

Rhetorical analysis helps readers understand how meaning is constructed through intention, audience targeting, and persuasive strategies. It is a key skill in critical reading, allowing students to evaluate not only what is said but how and why it is communicated.

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Lesson 12: Visual Argument Analysis: Images as Arguments – Symbols and Meaning Construction – Media Bias and Framing

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1. Learning Objectives

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

- Explain how images function as arguments in visual communication.
- Interpret symbols and their role in constructing meaning.
- Identify media bias and framing techniques in visual texts.
- Analyze how visuals influence perception and interpretation.
- Critically evaluate visual messages in media and digital contexts.

2. Introduction

In modern communication, meaning is no longer transmitted only through written language. Images, photographs, advertisements, and infographics often function as visual arguments that influence how audiences think and feel.

According to Kress and van Leeuwen (2006), images are not neutral representations of reality; they are constructed messages that carry ideological and persuasive meanings. This makes visual literacy an essential component of critical reading.

3. Visual Argument Analysis

3.1 Images as Arguments

Definition:

An image becomes an argument when it is used to support a point of view, persuade, or influence interpretation.

Key Features:

- Selection of what to show or hide
- Use of perspective (close-up, angle, distance)
- Emotional impact
- Contextual framing

3.2 Symbols and Meaning Construction

Definition:

Symbols are visual signs that carry **culturally shared meanings** beyond their literal form.

Types of visual signs (Barthes, 1977):

Type	Meaning	Example
Icon	Looks like what it represents	Photo of a tree
Index	Indicates something	Smoke → fire
Symbol	Culturally learned meaning	Dove → peace

Key Idea:

Meaning is not fixed; it depends on cultural interpretation.

3.3 Media Bias and Framing

Definition:

- **Media bias** = selective presentation of information

- **Framing** = how information is presented to influence interpretation

Key Techniques:

- Choice of image angle (hero vs victim)
- Selection of events
- Cropping or omission
- Emotional framing (fear, hope, anger)

Example:

- A protest shown as “violence” vs “freedom movement” depending on framing

4. READING PASSAGE (FOR ANALYSIS)

Title: Images and Power in Modern Media

In contemporary media, images play a central role in shaping public opinion. A single photograph can influence how people interpret an event more strongly than written text. For example, images of natural disasters often evoke empathy and encourage humanitarian support.

However, the selection and presentation of images are not neutral. Media organizations decide which images to publish and how to frame them. A protest may be shown as peaceful or violent depending on editorial choices. This process influences how audiences interpret reality.

Furthermore, symbols are widely used in visual communication. For instance, national flags represent identity and unity, while broken chains often symbolize freedom. These meanings are culturally constructed and may vary across societies.

Therefore, visual literacy is essential for understanding how media constructs meaning and influences perception.

(Adapted for academic use – Kress & van Leeuwen, 2006; Barthes, 1977)

5. CLASSROOM TASKS

TASK 1: Images as Arguments (Individual Work)

Instructions:

Read the passage and answer:

1. How can images influence public opinion?
2. Give one example of an image used as an argument.
3. Why are images not neutral?

TASK 2: Symbols and Meaning (Pair Work)

Instructions:

Complete the table:

Symbol	Meaning
Dove	_____
Smoke	_____
Broken chain	_____

Then explain:

- Can symbols have different meanings in different cultures?

TASK 3: Media Framing Analysis (Group Work)

Instructions:

Discuss:

1. What is media framing?
2. How can the same event be shown differently in the media?
3. Give an example from news or social media.

TASK 4: Visual Interpretation Task (Individual Work)

Instructions:

Choose ONE image from the lesson visuals and answer:

1. What is the main message of the image?
2. What emotions does it create?
3. Is it neutral or persuasive? Explain.

TASK 5: Critical Writing Task

Instructions:

Write 6–8 lines on:

"Do images influence people more than words in modern media?"

You must include:

- 1 example of visual argument
- 1 symbol explanation

- 1 idea about media framing

6. ANSWERS (END OF LESSON)

TASK 1 ANSWERS

1. By shaping emotions and interpretation of events
2. Example: disaster photos used for fundraising or awareness
3. Because selection, angle, and context affect meaning

TASK 2 ANSWERS

Symbol	Meaning
Dove	Peace
Smoke	Fire or danger
Broken chain	Freedom / liberation

Yes, meanings can change depending on culture.

TASK 3 (GUIDED ANSWERS)

1. Media framing = how information is presented to influence perception
2. Same event can appear peaceful or violent depending on image choice
3. Example depends on student response

TASK 4 (MODEL ANSWER)

The selected image shows how visual communication can strongly influence interpretation. It creates emotional impact, often more immediate than text. For example, a protest image may suggest violence or justice depending on framing. Therefore, images are powerful persuasive tools.

TASK 5 (MODEL ANSWER)

Images often influence people more than words because they create immediate emotional reactions. For example, a photo of environmental destruction can serve as a visual argument for climate action. Symbols such as a dove represent peace and carry cultural meaning. However, media framing can change interpretation by selecting certain images over others. Therefore, visual communication is highly persuasive in modern media.

7. CONCLUSION

Visual argument analysis is essential in understanding modern media. Images function as arguments, symbols construct meaning, and framing shapes interpretation. Developing visual literacy allows students to critically evaluate media messages and recognize ideological influence.

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Apendices

Test Models for Reading Comprehension

Ammar Thelidji University of Laghouat **Test (1)**
Department of English
2025/2026

Name; ..... Signature; .....

Fisrt Semester Test in Reading Comprehension

The Time-Traveling Backpack

Seventeen-year-old Adam never believed objects carried memories, but the old backpack he bought at the flea market challenged that assumption. Its worn fabric smelled of dust and forgotten places, yet when Adam unzipped the smallest pocket, a surge of light hurled him into the past. The world he landed in was familiar yet unsettling: the same streets, but with different faces, different languages of fashion, and different rhythms of life.

Each pocket acted as a portal—one transporting him to his city's founding ceremony, another to a protest that shaped local politics, and one particularly emotional trip that revealed a painful family secret. The journeys taught Adam more than history; they revealed the fragile connections between personal identity and collective memory.

But the backpack's greatest lesson came when Adam witnessed an accident involving a family member. The power to intervene weighed heavily on him. Changing the past might save a life—but it might also fracture everything that followed. In that moment, Adam realized that maturity is not defined by what we can change, but by what we choose not to.

Task 1: (2.5 points)

Choose the BEST answer.

1. The backpack functions primarily as a symbol of:
   a) The unpredictability of technology
   b) The importance of physical objects
   c) The connection between personal and collective history
   d) Human curiosity about the supernatural
2. Adam's emotional journey suggests that:
   a) He becomes obsessed with controlling events
   b) He learns to accept limitations and consequences

c) Time travel enables him to escape responsibility
d) Family secrets always damage identity

3. What does the author imply about history?
   a) It is fixed and cannot be interpreted
   b) It is shaped only by major events
   c) It influences personal identity in subtle ways
   d) It should remain untouched by modern readers
4. Adam's dilemma about changing the past illustrates:
   a) The paradoxes inherent in time travel
   b) The meaninglessness of family ties
   c) That fate is predetermined
   d) That he values adventure over morality
5. The phrase "fragile connections" most closely suggests that:
   a) People remember history inaccurately
   b) Identity is complex and easily influenced
   c) Memories are stronger than present experiences
   d) Cities often forget their cultural origins

Task 2 : Vocabulary & Critical Response (4 points)

A. Vocabulary in context (2 points)

Give precise academic synonyms:

1. *Unsettling* → _____
2. *Fracture* (verb, figurative) → _____

B. Critical short answers (2 points)

Answer in 2–3 advanced sentences.

3. Why does the author describe the past as both "familiar and unsettling"?
4. In your opinion, why does maturity involve "choosing not to change" some events?

3. .....
   .....
4. .....
   .....

Task 3 :Analytical Writing (6 points)

Write **ONE analytical paragraph (10–12 lines)**:

"Discuss whether humans should intervene in historical events if they gain the power to do so. Support your argument with ethical and philosophical reasoning."

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ANSWER KEY — Exam 1

MCQ: 1-c, 2-b, 3-c, 4-a, 5-b

Vocabulary: unsettling = disturbing/disorienting; fracture = break/disrupt/harm
Short Answers (examples):
3. Because the locations are known to Adam, yet the altered culture, people, and atmosphere highlight how time transforms familiar spaces.
4. Because intervening may create irreversible consequences, and maturity involves discerning responsibility, restraint, and long-term wisdom.

MODEL ANSWER — Exam 1

Topic: Should humans intervene in historical events if they gain the power to do so?

If humans were ever given the power to intervene in historical events, the ethical consequences would outweigh any potential benefit. Although altering the past might appear to correct injustices or prevent suffering, history is an interconnected system where even

minor changes could produce catastrophic ripple effects. Intervening in one tragedy could unintentionally erase lives, cultures, or innovations that emerged afterward. In addition, the desire to change the past often reflects personal grief rather than collective wisdom, and emotional decisions can lead to biased or harmful choices. True responsibility lies not in reshaping what has already happened, but in learning from it to build a better future. Therefore, the power to alter history should not be used, because the moral risks threaten the very stability of human

Ammar Thelidji University of Laghouat **Test (2)**
Department of English
2025/2026

Name; ..... **Signature; .....**

Fisrt Semester Test in Reading Comprehension

The Boy with the Broken Compass

Leo inherited a brass compass that refused to obey the laws of physics. Its needle wandered aimlessly until it froze in the direction of a person who needed help. At first, Leo dismissed it as a broken family heirloom, but the pattern became undeniable: wherever the compass pointed, someone was struggling.

The compass did not guide Leo toward grand heroic acts but toward small, almost invisible moments—lifting groceries, comforting a frightened dog, offering support to a lonely classmate. Over time, Leo realized that the compass measured not geography, but compassion. It revealed opportunities for kindness that most people overlook in their rush through everyday life.

As an adult, the compass no longer moved, but Leo understood that its purpose had been fulfilled. The true compass was the moral orientation he had developed—one that directed him not by magnetic north, but by empathy.

Task 1: (2.5 points)

Choose the BEST answer.

1. The compass's behavior symbolizes:
   a) The randomness of life
   b) Humanity's need for adventure

c) A moral system that prioritizes compassion
d) The unreliability of old objects

2. Leo initially misinterprets the compass because:
   a) He expects objects to operate only scientifically
   b) He distrusts his grandfather
   c) He dislikes mysterious things
   d) He wants a newer version
3. The "invisible moments" mentioned reflect the theme that:
   a) Heroism is defined by public recognition
   b) Ordinary acts can carry profound ethical value
   c) Small deeds are insignificant
   d) Technology makes kindness unnecessary
4. When the compass stops moving, it implies that:
   a) Leo's curiosity faded
   b) Its battery died
   c) Leo internalized its lessons
   d) Leo no longer helps others
5. The main philosophical message is that:
   a) True direction comes from moral choices
   b) Maps are outdated
   c) People need magical tools to be kind
   d) Childhood determines destiny

Task 2: (4 points)

A. Vocabulary (2 points)

Provide precise academic synonyms:

1. *Heirloom* → _____
2. *Overlook* (verb) → _____

B. Critical short answers (2 points)

3. Why do small acts of kindness carry significant ethical weight?
4. What does the story suggest about how moral habits are formed?

3. ……
   ……
   ……
4. ……
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Task 3: Analytical Writing (6 points)

Write one paragraph (10–12 lines):

"Discuss whether morality is something people learn through experience or inherit from family values. Use the story as a starting point."

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ANSWER KEY — Exam 2

MCQ: 1-c, 2-a, 3-b, 4-c, 5-a
Vocabulary: heirloom = inherited object; overlook = ignore/fail to notice
Short Answers (examples):
3. Because they shape social trust, contribute to collective well-being, and demonstrate moral integrity.
4. Through repeated actions, reflection, and guidance, not through innate instinct.

MODEL ANSWER — Exam 2

Topic: Is morality learned through experience or inherited from family values?

Morality is shaped by a dynamic combination of family values and personal experience, but experience ultimately plays the larger role. Family traditions may introduce core principles such as honesty, compassion, or respect, yet these ideas remain theoretical until tested in real situations. When individuals encounter conflict, injustice, or the suffering of others, they are

forced to translate abstract lessons into action. These lived experiences create moral habits that cannot simply be inherited. In Leo's case, the compass acted as a teacher, guiding him toward repeated acts of kindness until empathy became part of his identity. This demonstrates that while families may plant the seed of morality, it is experience that allows it to grow into a stable and meaningful ethical compass.

Ammar Thelidji University of Laghouat
Department of English
2025/2026

Name; ..... Signature; .....

Fisrt Semester Test in Reading Comprehension

Test (3)

The Secret of Whispering Mountain

Mira had always considered Whispering Mountain a myth embellished by generations of storytellers. Yet when she climbed its ridge during a camping trip, she heard wind-carried echoes forming recognizable words—lines from legends her grandmother once recited. These echoes were not supernatural; they were the product of acoustics, geography, and centuries of oral tradition.

The mountain acted as a natural archive, capturing fragments of sound in its unique rock formations. Mira realized that the land itself preserved cultural memory, storing stories that might otherwise vanish. This discovery revealed a profound truth: heritage is not always written in books; sometimes it lives in landscapes, rituals, and collective memory.

When Mira returned to camp and shared what she had heard, her grandparents reacted with deep emotion. They believed the stories were fading from modern consciousness. Mira's decision to document them ensured that their cultural identity would continue beyond the fragility of memory.

Task 1 : (2.5 points)

1. The mountain is portrayed primarily as:
   a) A supernatural being
   b) A natural archive of cultural memory
   c) A dangerous geological site
   d) A symbol of modernization
2. Mira's discovery challenges the idea that:
   a) Only written texts preserve culture
   b) Oral traditions have historical value
   c) Nature can record sound
   d) Stories change over time

3. Her grandparents' emotional reaction indicates:
   a) They doubt Mira
   b) They regret telling stories
   c) The stories hold deep cultural significance
   d) They dislike modern technology
4. The mountain's "echoes" are used metaphorically to represent:
   a) The power of physical landscapes to store history
   b) Mirages created by weather
   c) Random environmental noise
   d) The danger of climbing alone
5. The passage suggests that cultural identity is:
   a) Completely fixed
   b) Easily replaced
   c) Connected to memory and storytelling
   d) Independent of history

Task 2 : Vocabulary & Critical Response (4 points)

A. Vocabulary (2 points)

Provide academic synonyms:

1. *Embodied* (implied in "embellished myths") → _____
2. *Fragility* → _____

B. Critical Response (2 points)

3. Why does the author describe the mountain as a "natural archive"?
4. What does the passage suggest about the relationship between memory and identity?

3. .....
   .....
4. .....
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Task 3 : Analytical Writing (6 points)

Write one paragraph (10–12 lines):

"Explain the role of natural landscapes in preserving cultural identity. Use examples from the text and real-world contexts."

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ANSWER KEY — Exam 3

MCQ: 1-b, 2-a, 3-c, 4-a, 5-c
Vocabulary: embodied/embellished = enriched/exaggerated; fragility = vulnerability/delicacy
Short Answers (examples):
3. Because it naturally stores echoes of cultural stories, acting like a physical memory system.
4. Identity is shaped by shared memories, stories, and traditions that connect generations.

✅MODEL ANSWER — Exam 3

Topic: The role of natural landscapes in preserving cultural identity.

Natural landscapes play a profound role in preserving cultural identity because they serve as living archives of memory, tradition, and collective experience. Mountains, rivers, and forests often become symbols of a community's origins, appearing in stories, rituals, and historical events. These places hold emotional significance, reminding people of their ancestors' struggles, celebrations, and values. In Mira's case, Whispering Mountain preserved fragments of oral traditions that might otherwise have disappeared, showing how nature can safeguard memory when written history fails. Landscapes also connect generations, offering continuity

in a rapidly changing world. For these reasons, protecting cultural sites is essential, not only for their beauty but for the identity and heritage they sustain.

Amar Thelidji University **Reading Comprehension**
Department of English (T2) **Dr. CHERFAOUI Samia**
2nd Year LMD **04/2026**

Second Semester Test in Reading Comprehension

Name: ..... **Signature:** .....

''The Impact of Urbanization on Traditional Communities''

Rashid had always lived in a small village at the edge of a bustling city. His family had been part of the village for generations. The village was tight-knit; everyone knew each other, and life was slow and simple. However, as the city expanded, more people began moving to the outskirts, seeking new opportunities and cheaper housing. The quiet, rural life that Rashid had known for so long began to change. Large buildings replaced small homes, and small local shops were replaced by chain stores.

At first, Rashid welcomed the new developments. The improvements in infrastructure, such as better roads and access to electricity, seemed promising. But soon, the rapid urbanization began to have a different effect. Traditional businesses closed down, and the local culture, which had been passed down through generations, started to fade. Rashid noticed that his younger siblings were more interested in city life and less involved in the community traditions. Even his own connection to the land felt weakened as he adapted to the new, faster pace of life.

One day, while walking through the new part of the village, Rashid realized how much had changed. The place no longer felt like home. It felt disconnected from the community he had known for years. Rashid started to question whether the benefits of urbanization were worth the loss of cultural heritage. He realized that while progress was important, it should not come at the expense of tradition and community values.

Task One : Choose the correct answer

1. What did Rashid initially think of the urbanization in his village?
   a) He thought it was destructive to the community.
   b) He welcomed it because of the improvements.
   c) He wanted to leave the village.
   d) He ignored it completely.
2. What negative effects did Rashid notice as urbanization continued?
   a) The community's traditions and culture started to fade.

b) The city's economy improved drastically.
c) People became more involved in community events.
d) New businesses created more local jobs.

3. What was Rashid's final opinion on the urbanization of his village?
   a) He believed that progress should not come at the expense of tradition.
   b) He felt the change was entirely beneficial.
   c) He was indifferent to the changes.
   d) He decided to leave the village permanently.

Task Two : Write whether the followings are True or False

1. Rashid immediately disliked all aspects of urbanization.
   - **.....**
2. The local culture began to disappear as urbanization advanced.
   - **……**
3. Rashid's younger siblings remained deeply connected to the community's traditions.
   - **.....**

Task Three : Vocabulary (Choose the correct answer from the given options)

1. **Outskirts**:
   - a) Central area
   - b) Farmland
   - c) Outer parts of a city
   - d) Expensive district

   Answer: c) Outer parts of a city
2. **Disconnected**:
   - a) Well-connected
   - b) Separated or isolated
   - c) Interconnected
   - d) Well-organized

   Answer: b) Separated or isolated
3. **Heritage**:
   - a) Modern buildings
   - b) Cultural traditions passed down through generations
   - c) Temporary customs
   - d) Technological advancements

   Answer: b) Cultural traditions passed down through generations

Task Four: Writing Task

Write a short paragraph (5-6 sentences) discussing the advantages and disadvantages of urbanization and its impact on traditional communities.

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Answer Key

Model 2

- Multiple Choice: 1. b, 2. c, 3. b
- True/False: 1. False, 2. True, 3. False
- Vocabulary Task: 1. b, 2. a, 3. b
- Rashid immediately disliked all aspects of urbanization.
    - **False** (He initially welcomed the improvements but later realized their impact.)
- The local culture began to disappear as urbanization advanced.
    - **True**
- Rashid's younger siblings remained deeply connected to the community's traditions.
    - **False** (They were more interested in city life and less involved in traditions.)

Model 3: "The Impact of Urbanization on Traditional Communities" Writing Task:

Write a short paragraph (5-6 sentences) discussing the advantages and disadvantages of urbanization and its impact on traditional communities.

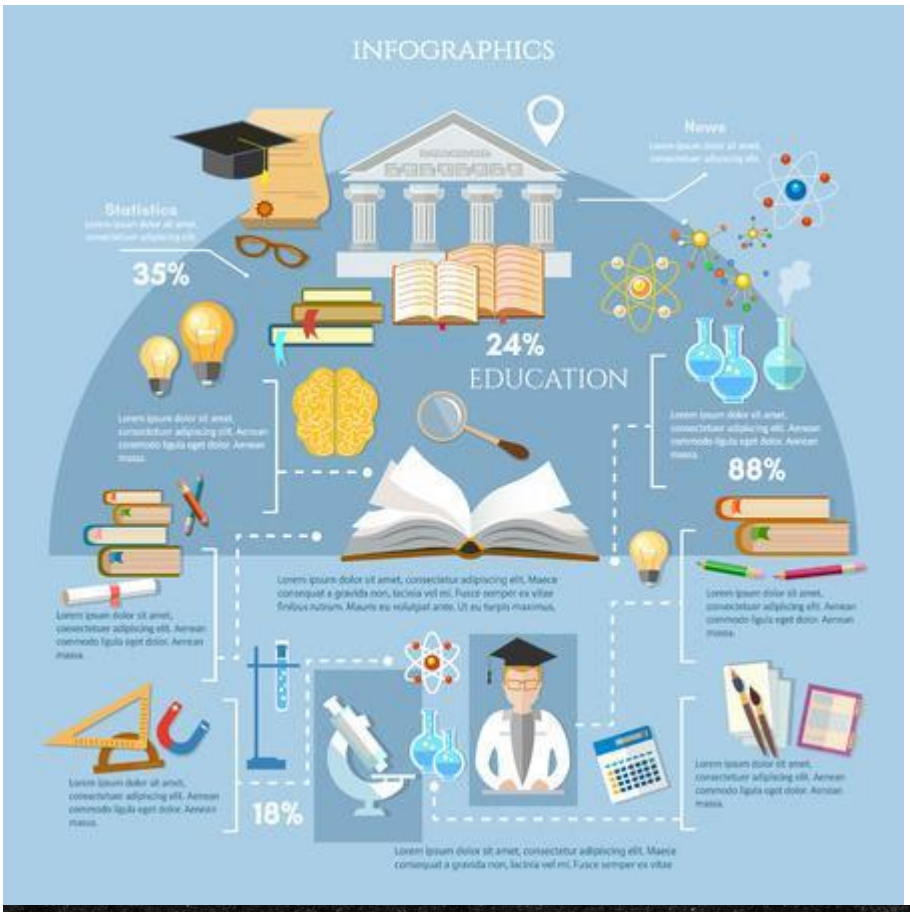
- **Model Answer**:

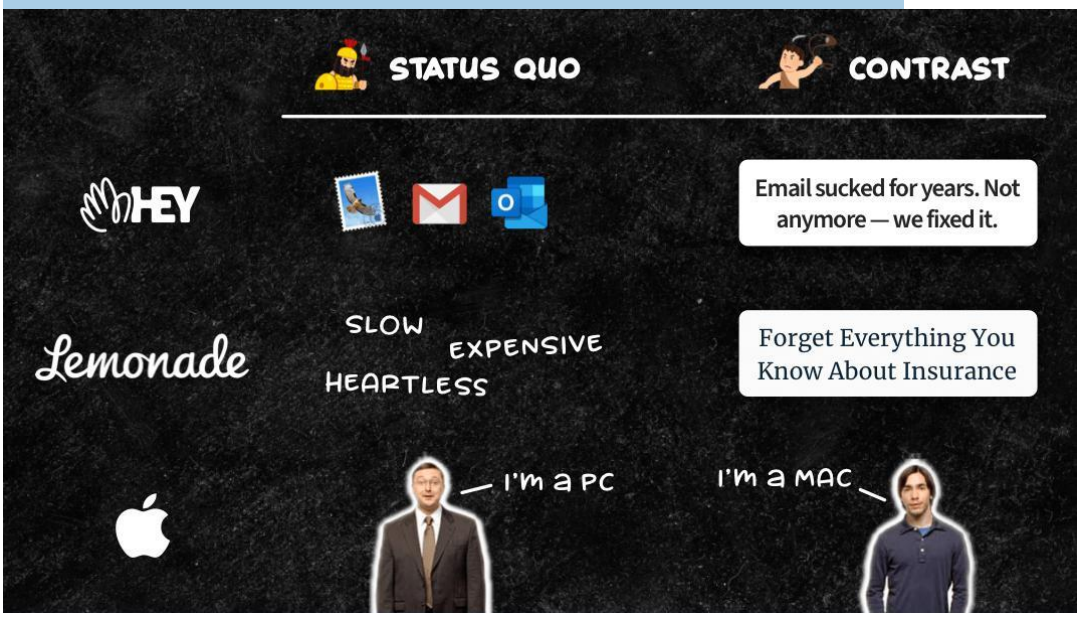
Urbanization brings many advantages, including improved infrastructure, access to better healthcare, and more job opportunities. The expansion of cities can drive economic growth and technological innovation, benefiting many individuals. However, urbanization often comes at the cost of traditional communities, as rural areas lose their cultural heritage and small businesses are replaced by large

corporations. The rapid pace of change can also lead to a loss of identity and community values, especially among younger generations. While urbanization has undeniable benefits, it is important to strike a balance between progress and preserving the cultural traditions that define a community's identity. Ultimately, thoughtful planning can ensure that both modern development and cultural heritage coexist.

Appendices B

Selected images that can be used in the lessons

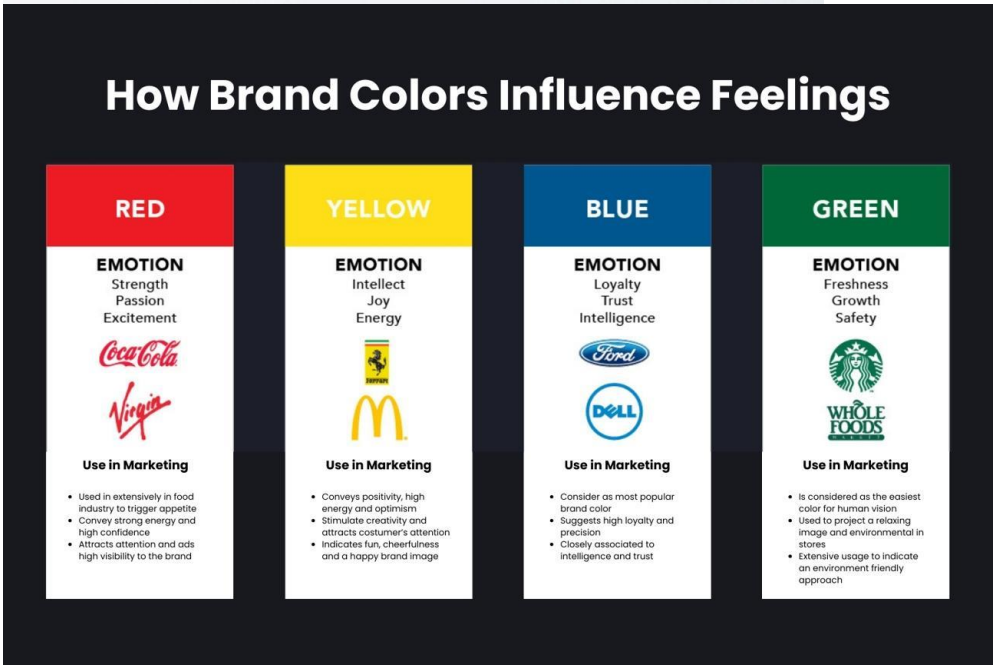

INFOGRAPHICS
Statistics
35%
24%
EDUCATION
News
88%
18%


STATUS QUO
CONTRAST
HEY
Email sucked for years. Not anymore — we fixed it.
Lemonade
SLOW
EXPENSIVE
HEARTLESS
Forget Everything You Know About Insurance
I'm a PC
I'm a MAC

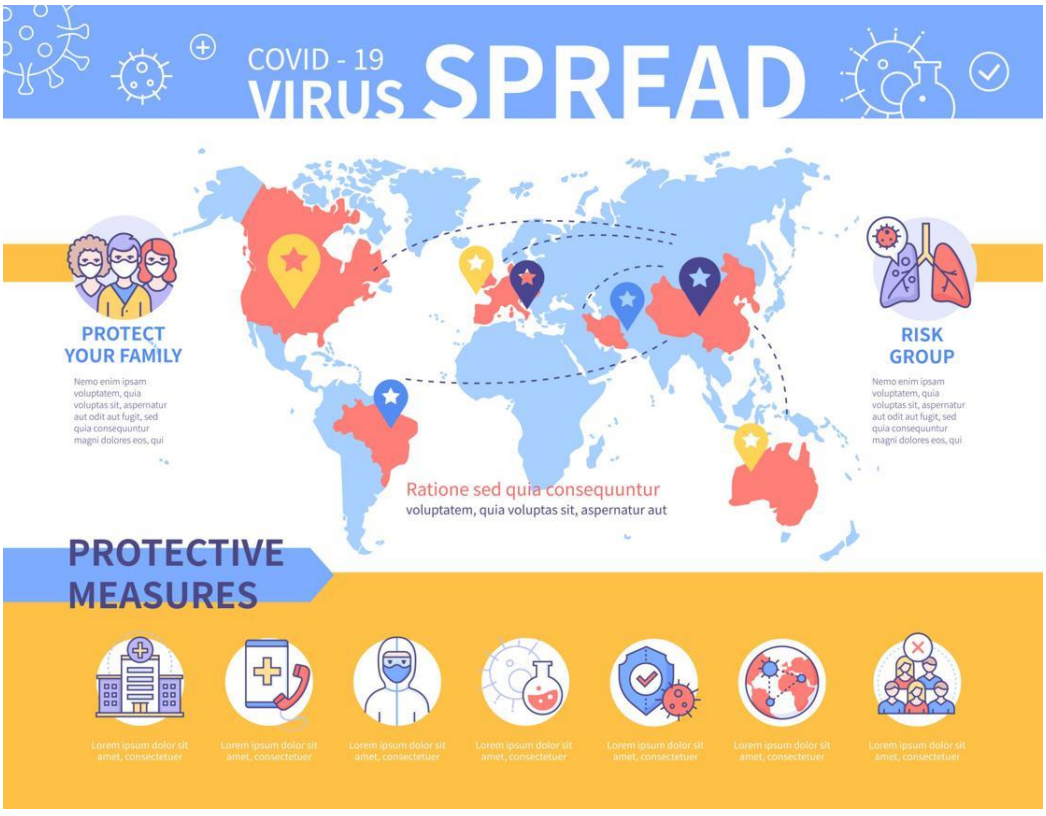



When the ice caps melt,
so will he.
For information on what you can do to prevent global warming, visit
http://www.nwf.org/globalwarming/


STOP BURNING
OUR PLANET


How Brand Colors Influence Feelings
RED
EMOTION
Strength
Passion
Excitement
Use in Marketing
Used in extensively in food industry to trigger appetite
Convey strong energy and high confidence
Attracts attention and ads high visibility to the brand
YELLOW
EMOTION
Intellect
Joy
Energy
Use in Marketing
Conveys positivity, high energy and optimism
Stimulate creativity and attracts costumer's attention
Indicates fun, cheerfulness and a happy brand image
BLUE
EMOTION
Loyalty
Trust
Intelligence
Use in Marketing
Consider as most popular brand color
Suggests high loyalty and precision
Closely associated to intelligence and trust
GREEN
EMOTION
Freshness
Growth
Safety
Use in Marketing
Is considered as the easiest color for human vision
Used to project a relaxing image and environmental in stores
Extensive usage to indicate an environment friendly approach


Traffic Signs & Lane Lines
Steep Downgrade
No overtaking
Traffic from Right
Traffic from Left
Left then right curve
Animals Ahead
Traffic Signals Ahead
Hard Road
Two way Traffic
Narrow Roads
Proceed with Care
Curve to Left
Danger Road
Intersection Ahead
Give Way
Electric Danger
Round About
Two way road from single carriage way
Two way traffic
Slippery Road
Rightlane closed
Warning
Construction Ahead
Airport


COVID - 19
VIRUS SPREAD
PROTECT YOUR FAMILY
Nemo enim ipsam voluptatem, quia voluptas sit, aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos, qui
RISK GROUP
Nemo enim ipsam voluptatem, quia voluptas sit, aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos, qui
Ratione sed quia consequuntur
voluptatem, quia voluptas sit, aspernatur aut
PROTECTIVE MEASURES
Lorem ipsum dolor sit amet, consectetuer
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Social Media Data Infographic

Content Performance

Impressions:
1.3M

Unique Reach:
780K

Reach Growth:
38%



Engagement & Interaction

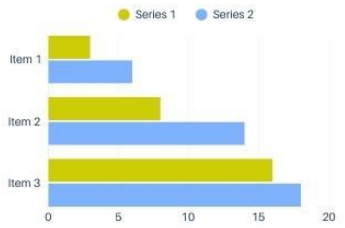


Content Performance

Watch Time:
12.4 Sec

Completion:
64%

Save Rate:
3.200



Profile Visit



New Followers

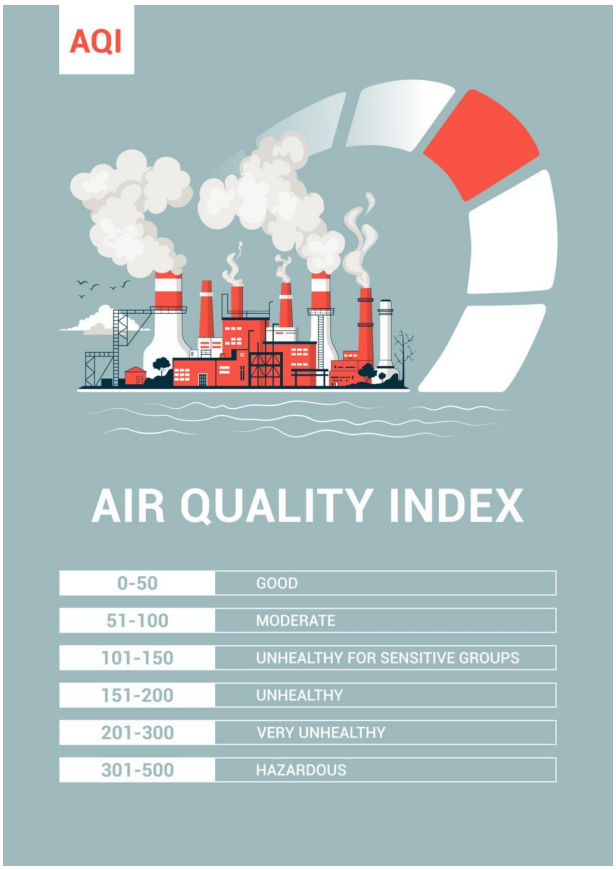
Conversion Rate



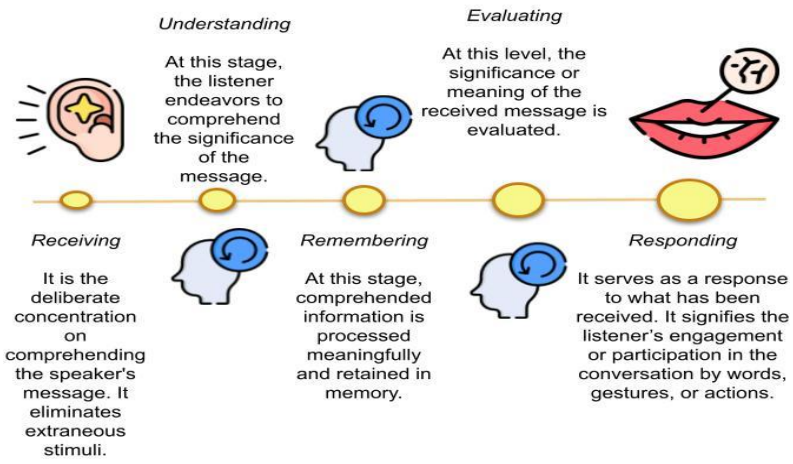
Conversion Rate: 5%

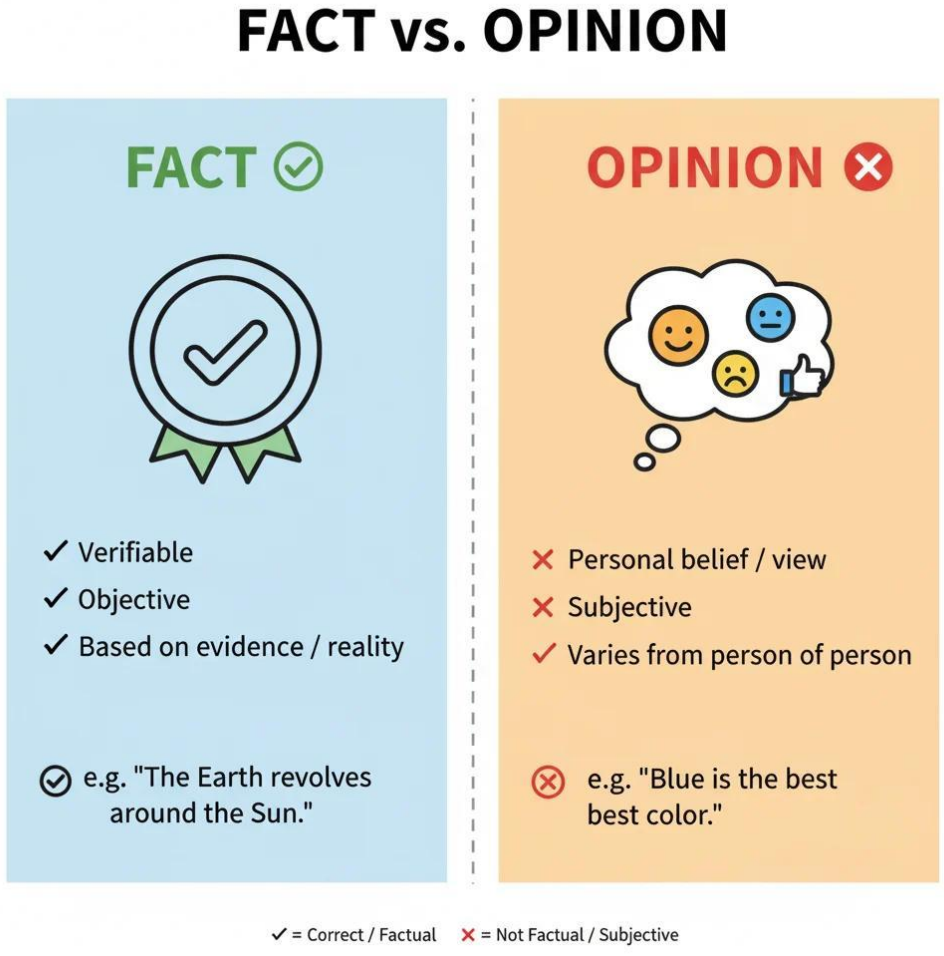
Conclusion

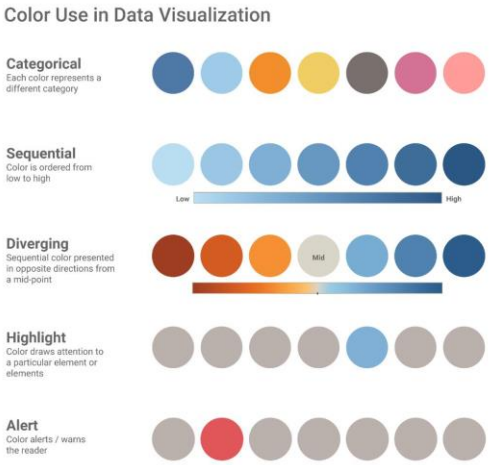
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam eu urna a ante gravida condimentum. Sed quis sapien tincidunt, sodales nunc in, dictum justo. Nunc ullamcorper eget erat id interdum.

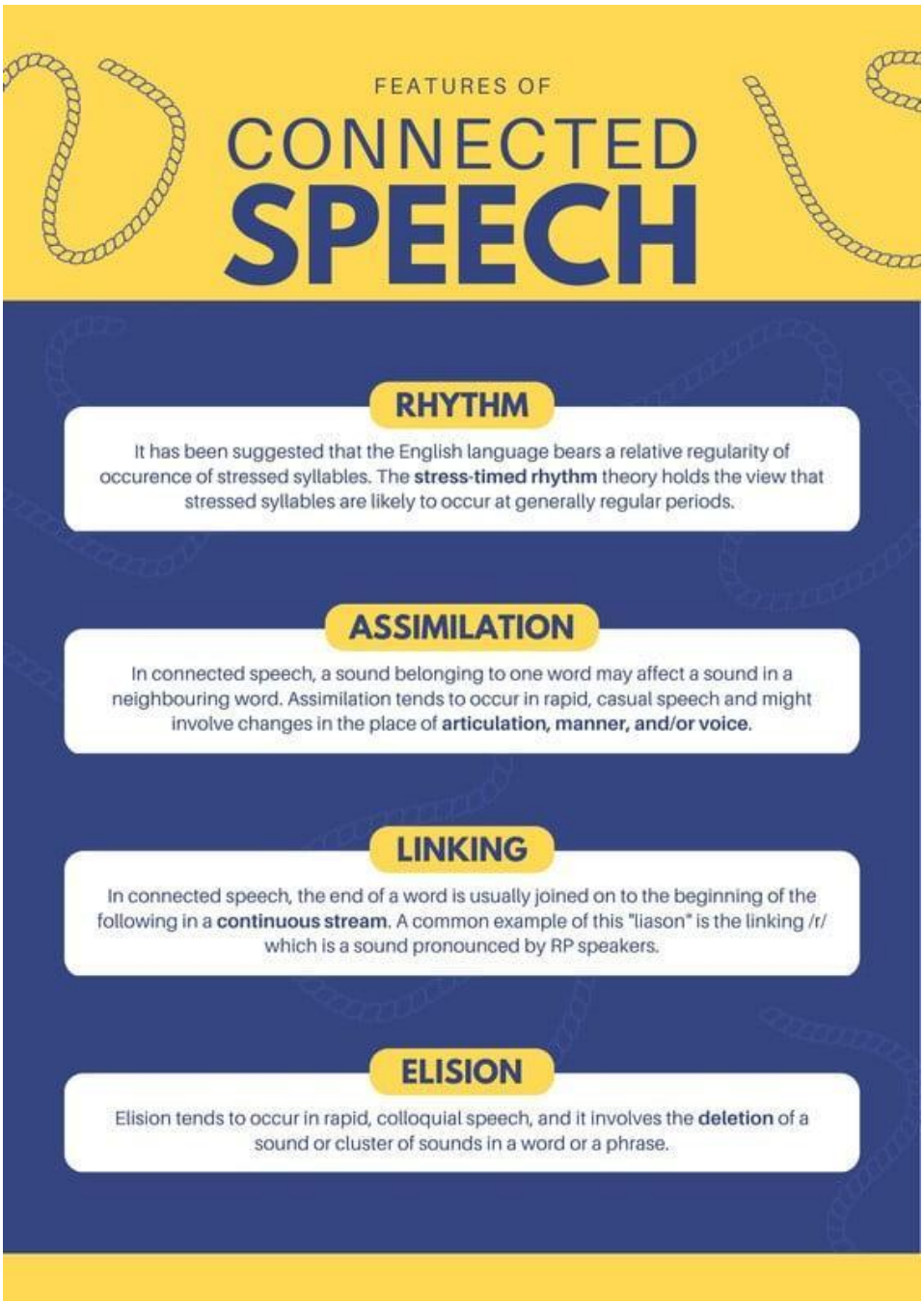

AQI
AIR QUALITY INDEX
0-50
GOOD
51-100
MODERATE
101-150
UNHEALTHY FOR SENSITIVE GROUPS
151-200
UNHEALTHY
201-300
VERY UNHEALTHY
301-500
HAZARDOUS

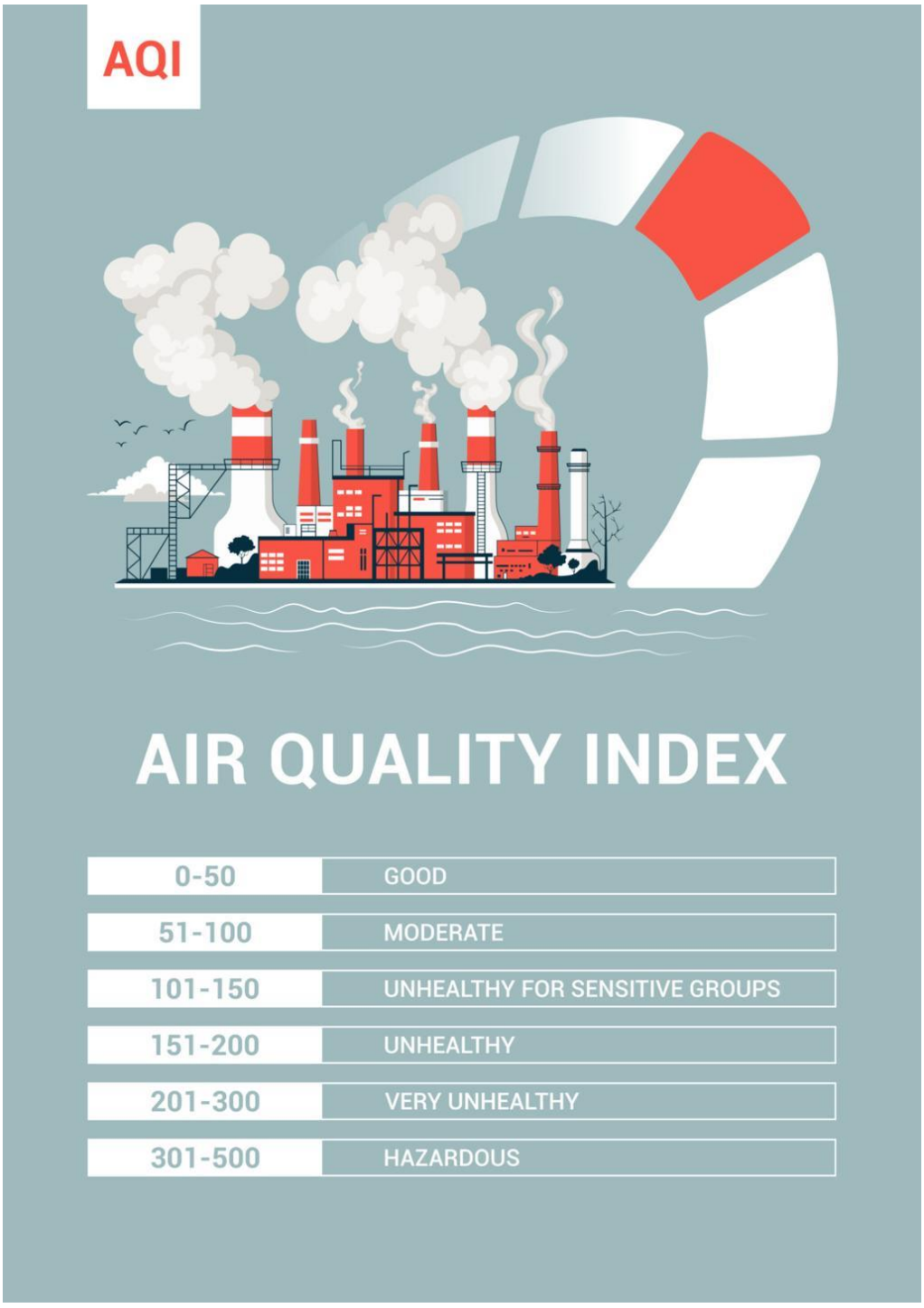

Hospital


Understanding
At this stage, the listener endeavors to comprehend the significance of the message.
Evaluating
At this level, the significance or meaning of the received message is evaluated.
Receiving
It is the deliberate concentration on comprehending the speaker's message. It eliminates extraneous stimuli.
Remembering
At this stage, comprehended information is processed meaningfully and retained in memory.
Responding
It serves as a response to what has been received. It signifies the listener's engagement or participation in the conversation by words, gestures, or actions.

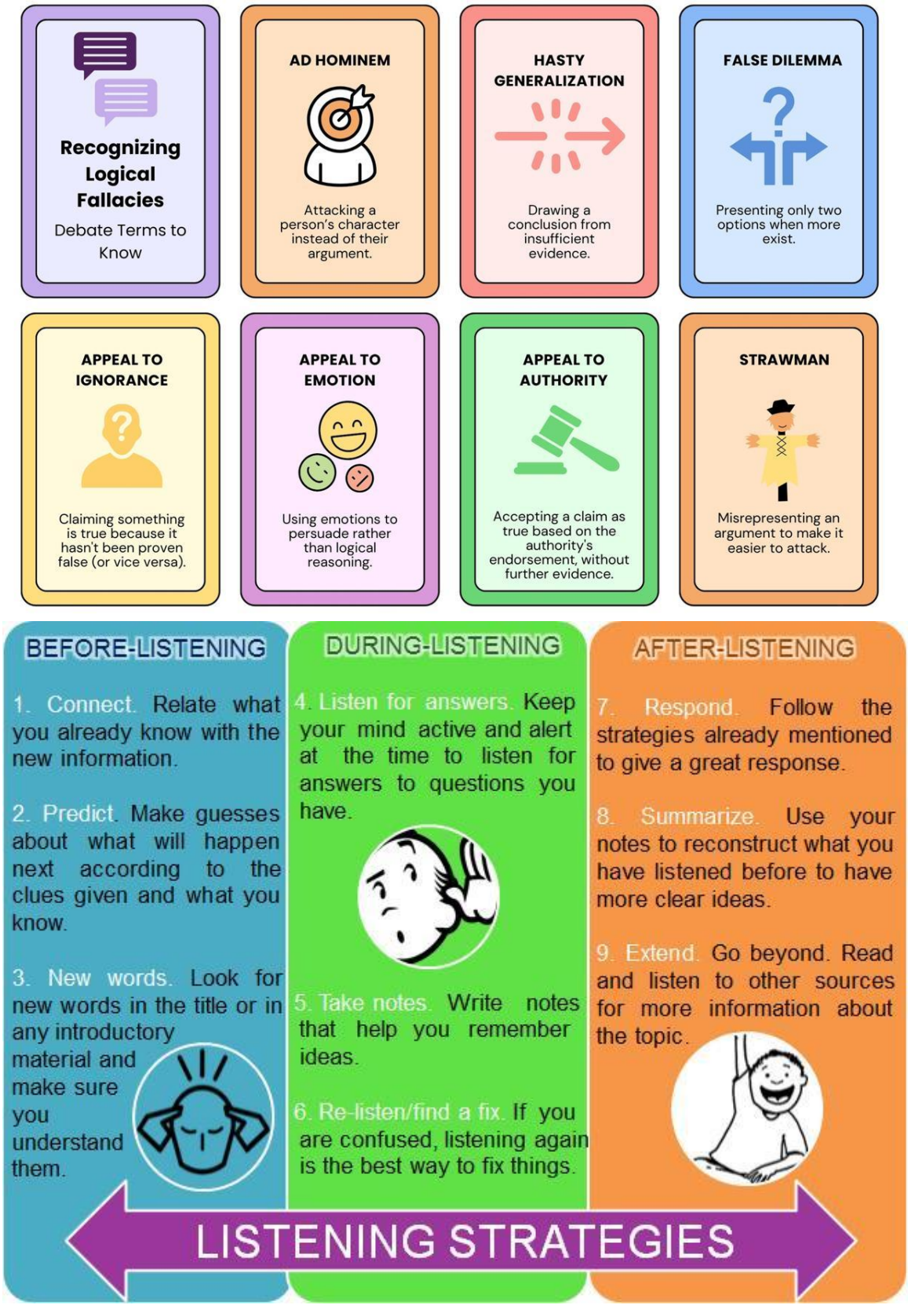

FACT vs. OPINION
FACT
✓ Verifiable
✓ Objective
✓ Based on evidence / reality
e.g. "The Earth revolves around the Sun."
OPINION
✕ Personal belief / view
✕ Subjective
✓ Varies from person of person
e.g. "Blue is the best best color."
✓ = Correct / Factual
✕ = Not Factual / Subjective

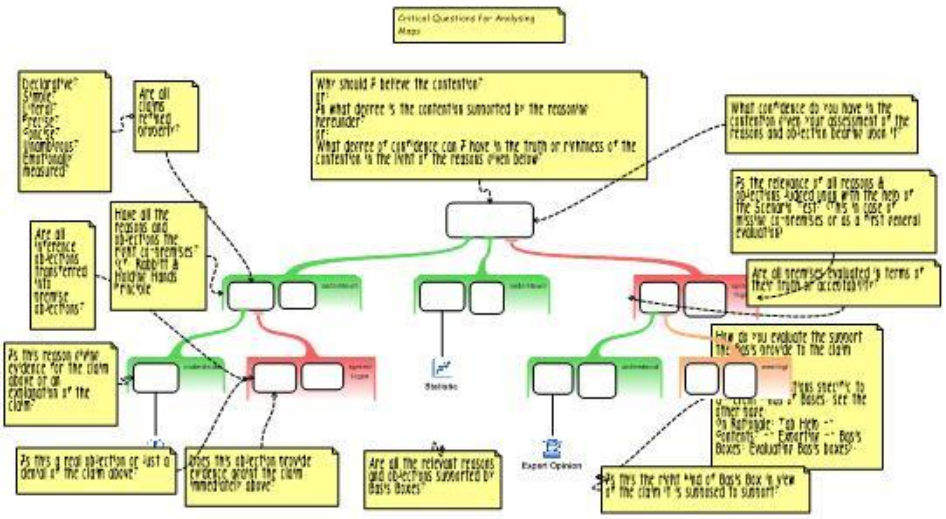

Color Use in Data Visualization
Categorical
Each color represents a different category
Sequential
Color is ordered from low to high
Low
High
Diverging
Sequential color presented in opposite directions from a mid-point
Mid
Highlight
Color draws attention to a particular element or elements
Alert
Color alerts / warns the reader


FEATURES OF
CONNECTED
SPEECH
RHYTHM
It has been suggested that the English language bears a relative regularity of occurence of stressed syllables. The stress-timed rhythm theory holds the view that stressed syllables are likely to occur at generally regular periods.
ASSIMILATION
In connected speech, a sound belonging to one word may affect a sound in a neighbouring word. Assimilation tends to occur in rapid, casual speech and might involve changes in the place of articulation, manner, and/or voice.
LINKING
In connected speech, the end of a word is usually joined on to the beginning of the following in a continuous stream. A common example of this "liason" is the linking /r/ which is a sound pronounced by RP speakers.
ELISION
Elision tends to occur in rapid, colloquial speech, and it involves the deletion of a sound or cluster of sounds in a word or a phrase.

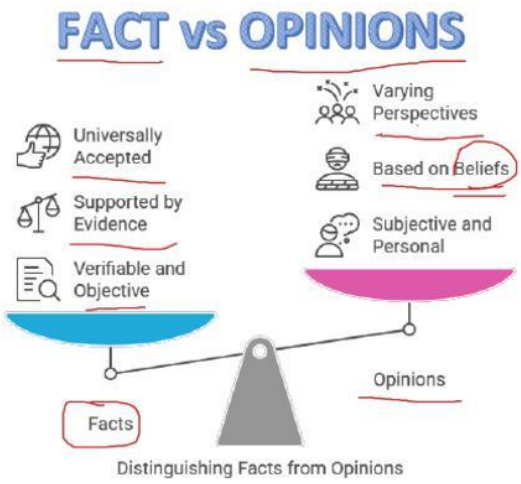

AQI
AIR QUALITY INDEX
0-50
GOOD
51-100
MODERATE
101-150
UNHEALTHY FOR SENSITIVE GROUPS
151-200
UNHEALTHY
201-300
VERY UNHEALTHY
301-500
HAZARDOUS

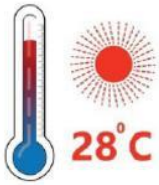

Symbol or Illustration
ETHOS
How an author builds credibility (authority on the subject) and trustworthiness (ethical character in terms of how much he or she is liked and deemed worthy of respect)
Impact on Audience
People who have Ethos
1. Doctors
2. Lawyers
3. Experts in a field
4. Famous people
How do you develop ethos?
1. Appropriate language for audience & subject
2. Professional format / delivery of information
3. Have appropriate education or training in area under discussion
Advantages
Disadvantages
Experts are considered:
•Knowledgeable
•Credible
•Trustworthy
Audiences want to believe famous people
•Experts are often paid for their opinion, making them unreliable
•Famous people can be involved in scandals that hurt the company/product they advertise for


Recognizing Logical Fallacies
Debate Terms to Know
AD HOMINEM
Attacking a person's character instead of their argument.
HASTY GENERALIZATION
Drawing a conclusion from insufficient evidence.
FALSE DILEMMA
Presenting only two options when more exist.
APPEAL TO IGNORANCE
Claiming something is true because it hasn't been proven false (or vice versa).
APPEAL TO EMOTION
Using emotions to persuade rather than logical reasoning.
APPEAL TO AUTHORITY
Accepting a claim as true based on the authority's endorsement, without further evidence.
STRAWMAN
Misrepresenting an argument to make it easier to attack.
BEFORE-LISTENING
1. Connect. Relate what you already know with the new information.
2. Predict. Make guesses about what will happen next according to the clues given and what you know.
3. New words. Look for new words in the title or in any introductory material and make sure you understand them.
DURING-LISTENING
4. Listen for answers. Keep your mind active and alert at the time to listen for answers to questions you have.
5. Take notes. Write notes that help you remember ideas.
6. Re-listen/find a fix. If you are confused, listening again is the best way to fix things.
AFTER-LISTENING
7. Respond. Follow the strategies already mentioned to give a great response.
8. Summarize. Use your notes to reconstruct what you have listened before to have more clear ideas.
9. Extend. Go beyond. Read and listen to other sources for more information about the topic.
LISTENING STRATEGIES


Critical Questions for Analysing Maps
Why should I believe the contention?
If:
At what degree is the contention supported by the reasons/ premises?
If:
What degree of confidence can I have in the truth or evidence of the contention in the light of the reasons given below?
What confidence do you have in the contention given your assessment of the reasons and objection beafing upon it?
Are all claims defined precisely?
Are all inference objections transferred into premise objections?
Have all the reasons and objections the right co-premises or rebuttal & undercut indicators?
Is this reason given evidence for the claim above or an explanation of the claim?
Is this a real objection or just a denial of the claim above?
Does this objection provide evidence against the claim immediately above?
Are all the relevant reasons and objections supported by data/ boxes?
Statistic
Expert Opinion
Is the relevance of all reasons & objections judged with the help of the scheme "Test" "Is it case of missing co-premises or as a "Test general evaluation?
Are all premises evaluated in terms of their truth or acceptability?
How do you evaluate the support the data provide to the claim
Is this the right kind of data box in view of the claim it is supposed to support?


Address: Street Address, City Name, Country, Zip-0000
Phone: +00 - 000 - 000 - 000
E-mail: example@example.com
Website: www.example.com
NAME
SURNAME
JOB TITTLE HERE
SUMMARY
Lorem ipsum dolor sithis amet, consectetur adipisicing elit sed eiusmod tempor indunt labore dolore magna aliqua Utenim ad minim veamquis nostrud exercit ullamco aliquip commodo consequat.
EDUCATION
Degree Name Here
University Name Here
2018 - 2020
Degree Name Here
University Name Here
2018 - 2020
Degree Name Here
University Name Here
2018 - 2020
REFERENCES
Name Surname
Company Name/Address
M: +00 000 000 000
Name Surname
Company Name/Address
M: +00 000 000 000
SKILLS
Skill Name - 01
Skill Name - 02
Skill Name - 03
Skill Name - 04
WORK EXPERIENCE
Company Name
Enter Your Job Possition Here
2022 - Present
Lorem ipsum dolor sithis amet, consectetur adipisicing elit sed eiusmod tempor indunt labore dolore magna aliqua Utenim ad minim
Dolore magna aliqua Utenim ad minim
Company Name
Enter Your Job Possition Here
2019 - 2021
Lorem ipsum dolor sithis amet, consectetur adipisicing elit sed eiusmod tempor indunt labore dolore magna aliqua Utenim ad minim
Dolore magna aliqua Utenim ad minim
Company Name
Enter Your Job Possition Here
2016 - 2018
Lorem ipsum dolor sithis amet, consectetur adipisicing elit sed eiusmod tempor indunt labore dolore magna aliqua Utenim ad minim
Dolore magna aliqua Utenim ad minim

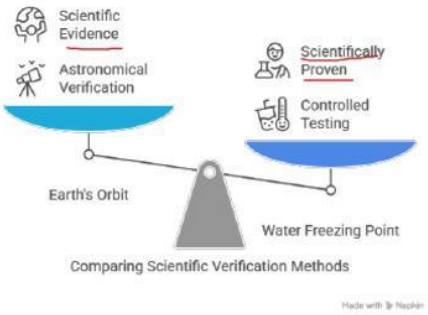




FACT

The temperature was 28°C yesterday

The Earth revolves around the Sun.



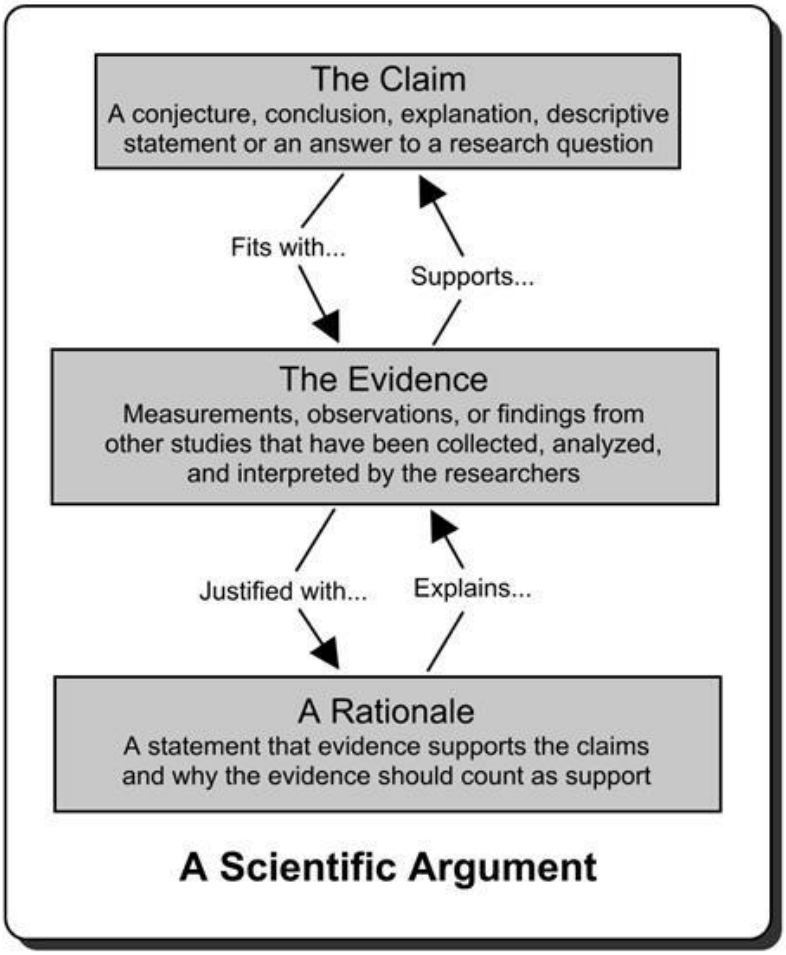
Water freezes at 0 degrees Celsius.



OPINION

Personal

Visual


The Claim
A conjecture, conclusion, explanation, descriptive statement or an answer to a research question
Fits with...
Supports...
The Evidence
Measurements, observations, or findings from other studies that have been collected, analyzed, and interpreted by the researchers
Justified with...
Explains...
A Rationale
A statement that evidence supports the claims and why the evidence should count as support
A Scientific Argument

Language proficiency and culture

Chapter 3: British Vs. American English

Introduction

- Leisure ['li:ʒə] (AE) vs ['leʒu:rieɪ] (BE)	Centrifugal: [sen'trɪfəgəl] (AE) vs [ˌsentrɪ 'fju:gəl](BE
- aluminium (BE) vs aluminum (AE)	basil: ['beɪzəl] (AE) vs ['bæzəl] (BE)
- Through (BE) vs thru (AE) (silent letters)	Erbs: [ərbz] (AE) vs [hɜ:bz]

Pronunciation

- Examples: better, writer
  - AE: the letter 't' is pronounced like a 'd' when it is between 2 vowel sounds >< BE: [t]
- Examples: car, power, march, dared, free
  - BE: 'r' is only pronounced before or between vowel sounds. >< AE: 'R' is pronounced
- Examples: fast, can't, castle, after, ask
  - a + consonant -> AE: [æ] >< BE: [ɑ:]
- Examples: God, strong
  - Single letter 'o' -> AE: [ɑ:] >< BE: [ɒ]
- Examples: daughter, water
  - BE: [ɔ:] >< AE: [ɑ:] or [ɒ]
- Examples: home, note, old
  - BE: [əʊ] >< AE: [oʊ]
- Examples: news, student, stupid, tune
  - AE: [u:] >< BE: [ju:]

	British English
secretary	[sekrətri]
address	[ə'dres]
leisure	[leʒə]
advertisement	[ædˈvɜ:tɪsmənt]
fertile	[fɜ:tail]
tomato	[tə'meɪtəʊ]
dynasty	[dɪnəsti]
herb	[hɜ:b]
privacy	[prɪvəsi]
sterile	[steraɪl]
vase	[vɑ:z]

military	['mɪlɪtri]
laboratory	[lə'bɒrətri]
schedule	['ʃedjʊl]
strawberry	['strɔ:bəri]
garage	['gærɑ:ʒ] / ['gerɪdʒ]
clerk	[klɑ:k]
vitamin	['vɪtəmɪn]

Spelling

	AE	BE
Colour, honour, favourite	'o' -> favorite	'ou' -> favourite
Centre, metre, litre	'-er' -> center	'-re' -> centre
Realise, analyse	'-ize/yze' -> realize/analyze	'-ise/yse' -> realise/analyse
Dialogue/catalogue	'-og' -> catalog/ dialog	'-ogue' -> dialogue/catalogue
Skilful, enrolment, fulfil	'll' skillful	'l' enrolment
Cruellest, travelling	'l' cruelest, traveling -> AE the letter is not doubled it will double if the stress is on the 2nd syllable	'll' cruellest, travelling *-> In BE words that end in -l preceded by a vowel usually double the -l when a suffix is*

Public libraries should be funded in every community because they provide learning resources for all ages and provide safe spaces for people to read, study, and gather.

THE ARGUMENT

they provide learning resources for all ages

PREMISE #1

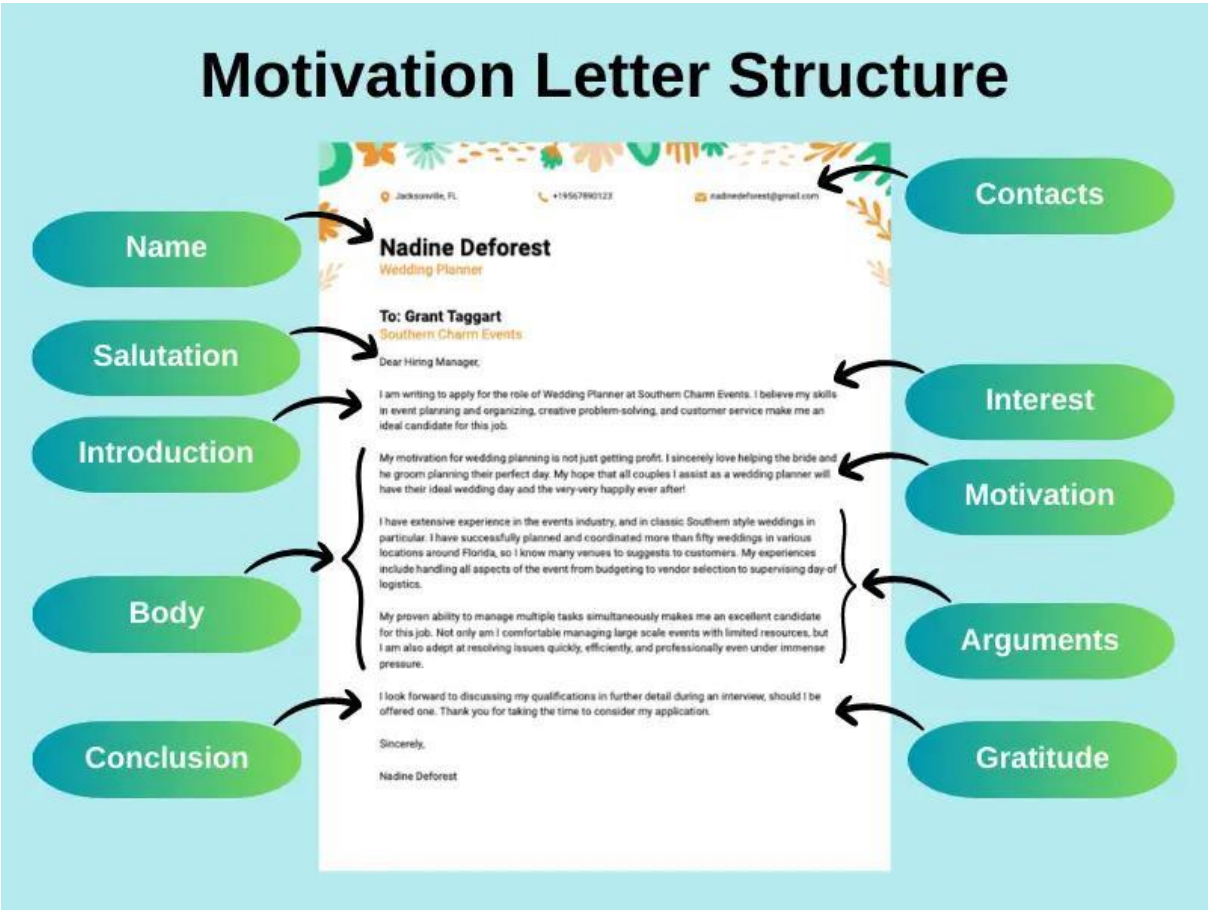
provide safe spaces for people to read, study, and gather

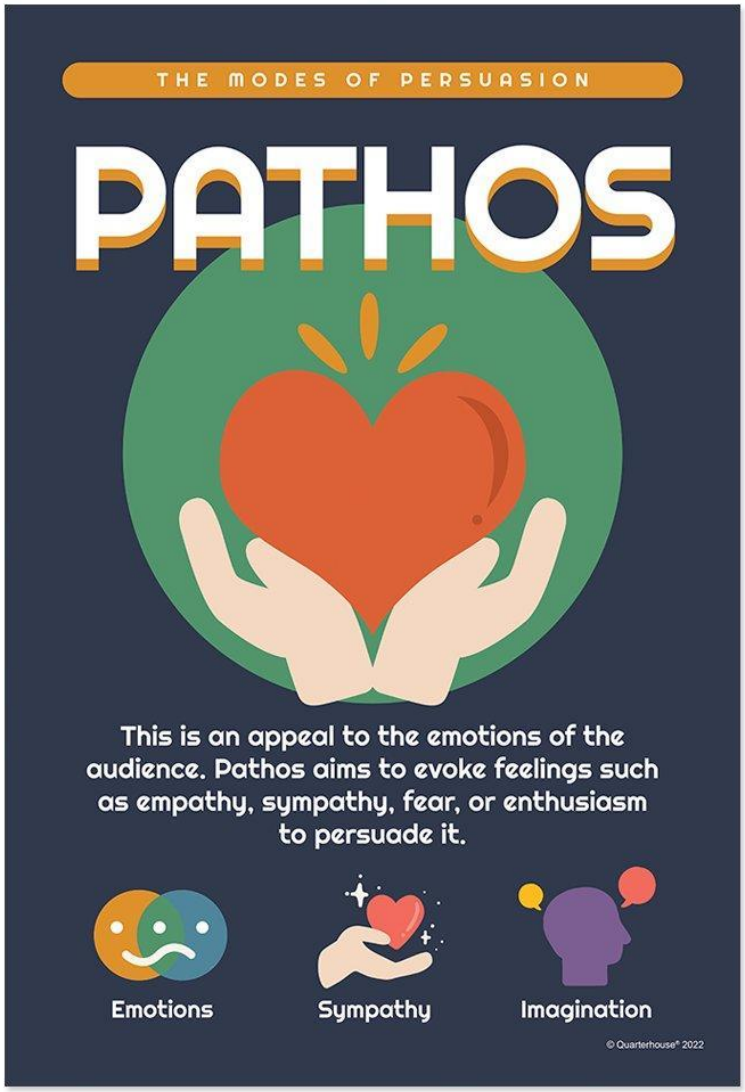
PREMISE #2

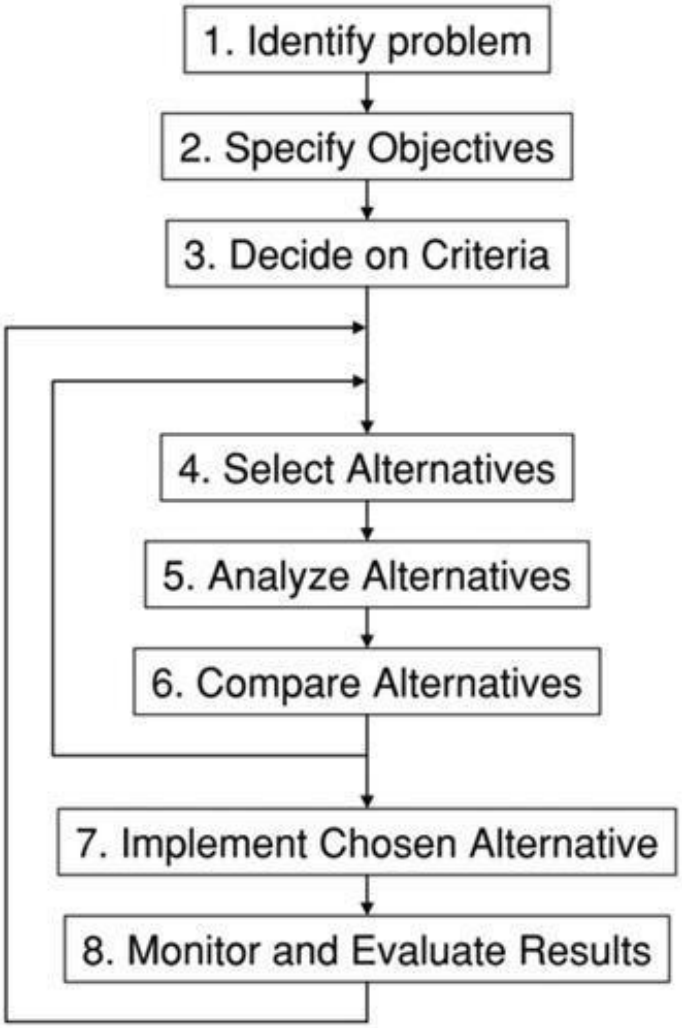
Public libraries should be funded in every community

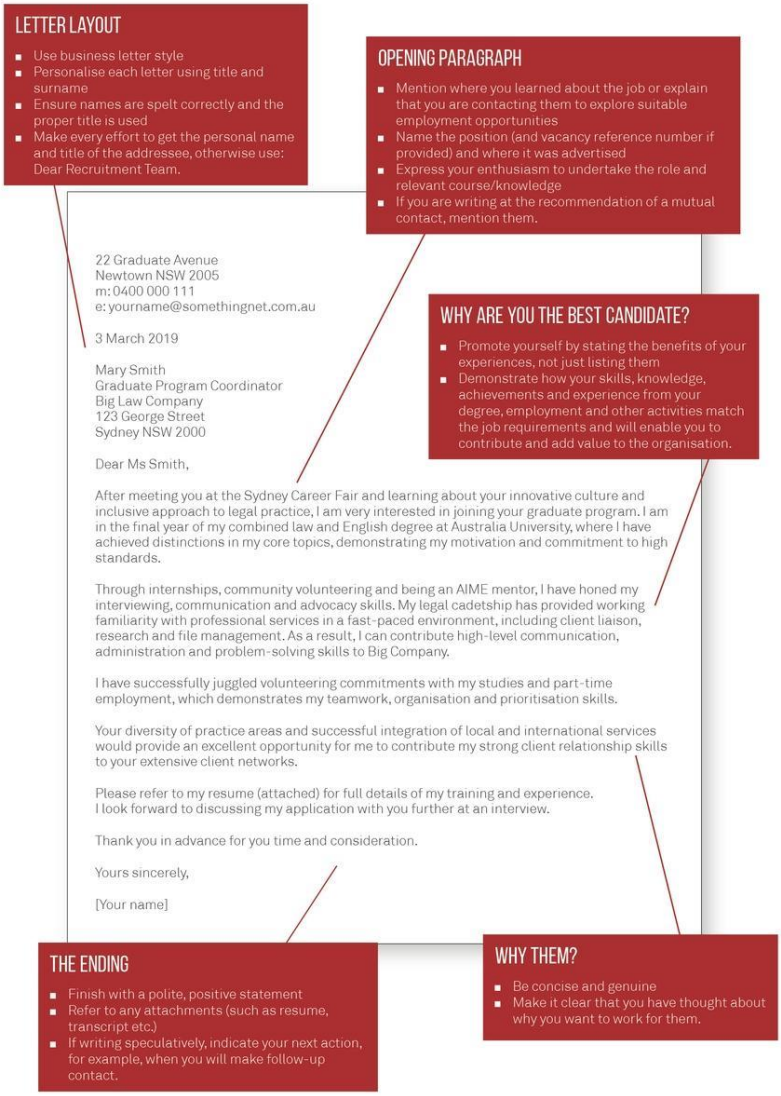
THE CONCLUSION

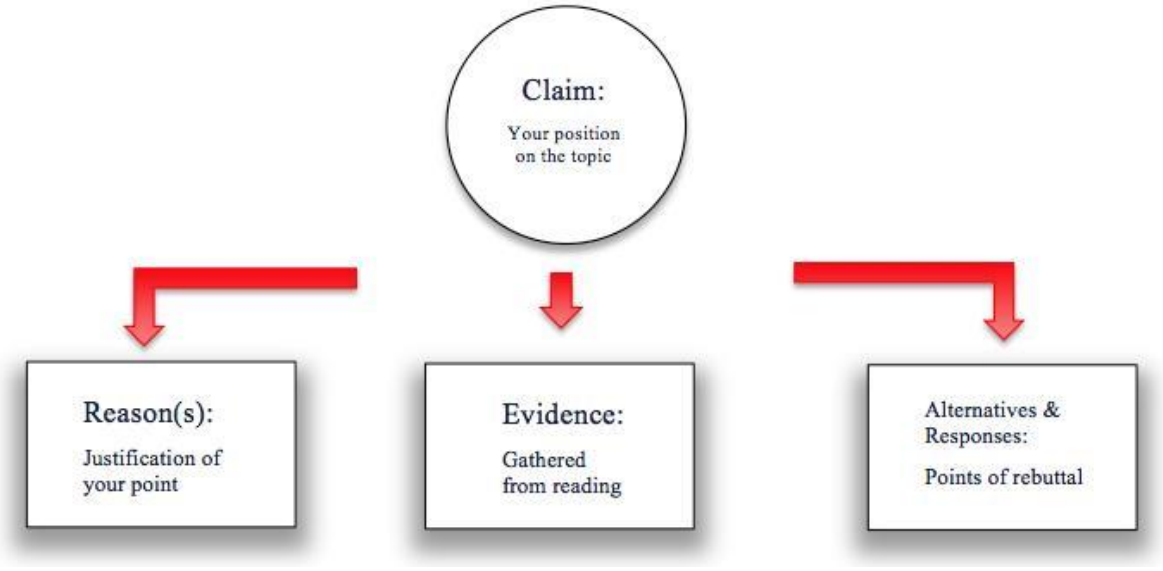
Motivation Letter Structure

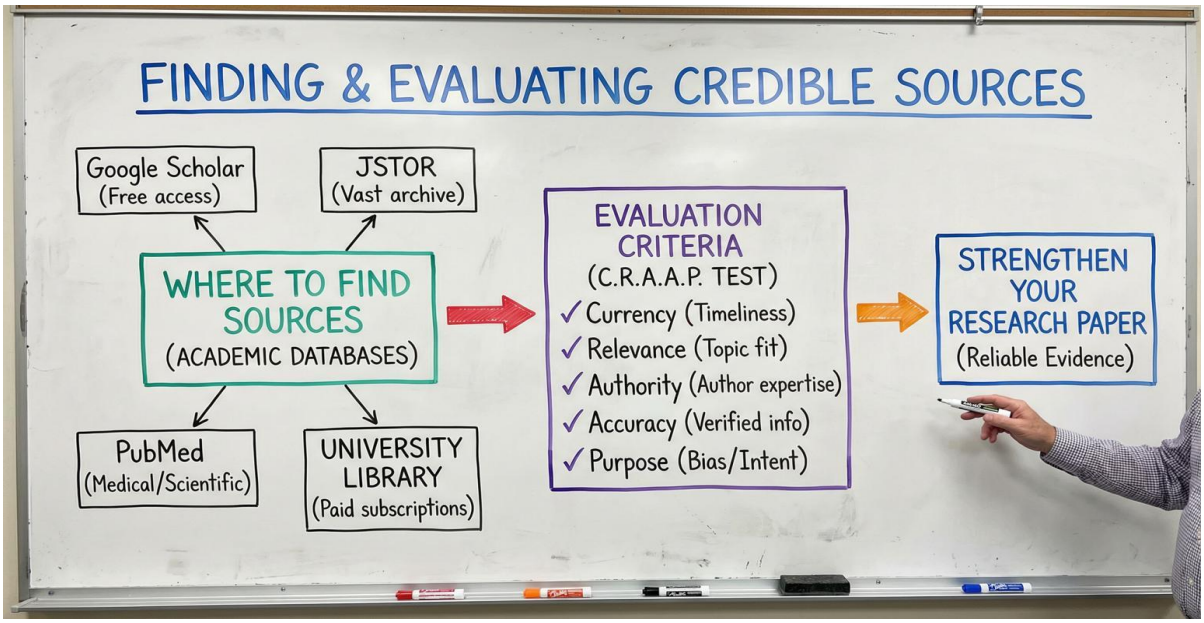



THE MODES OF PERSUASION
PATHOS
This is an appeal to the emotions of the audience. Pathos aims to evoke feelings such as empathy, sympathy, fear, or enthusiasm to persuade it.
Emotions
Sympathy
Imagination
© Quarterhouse® 2022

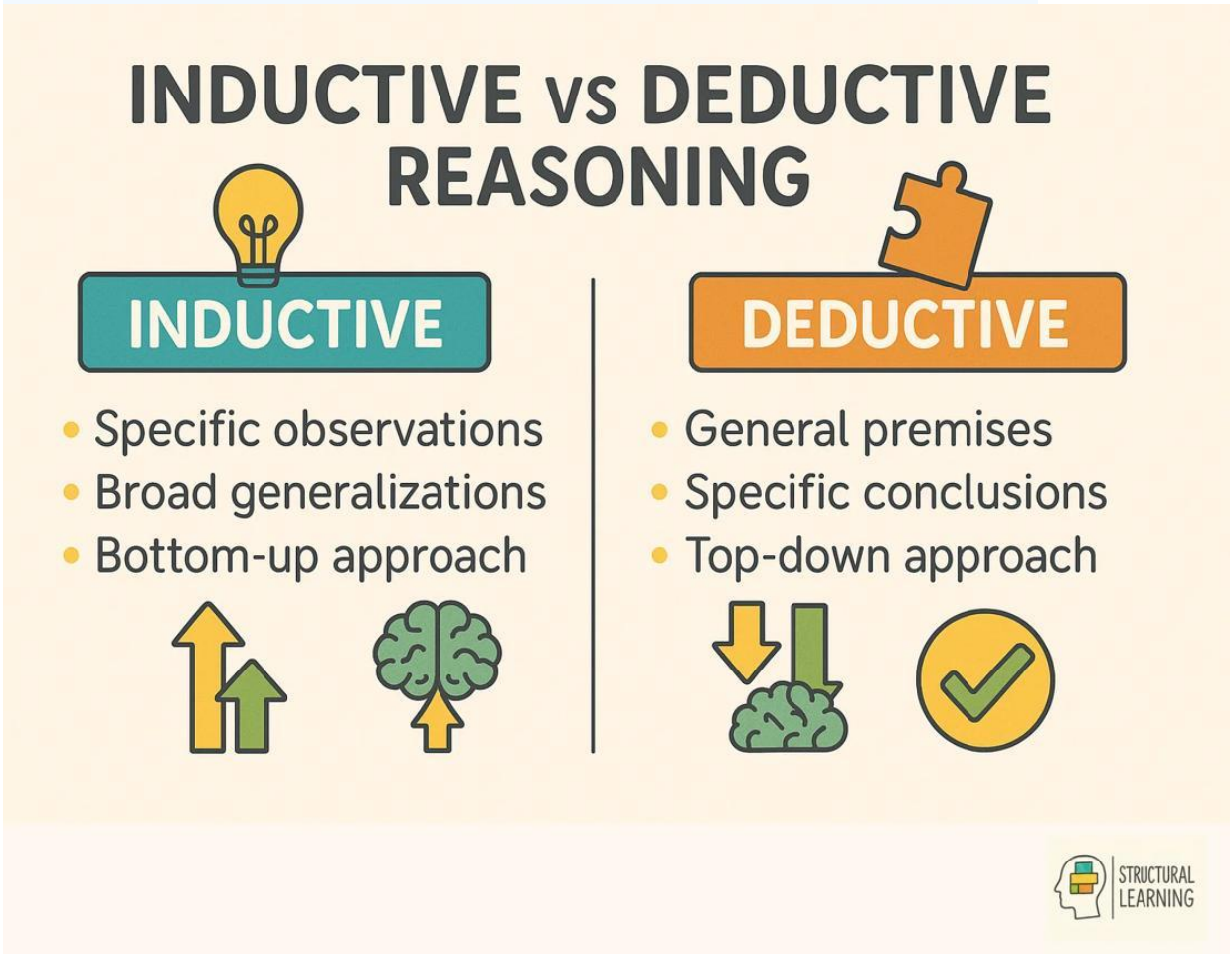

1. Identify problem
2. Specify Objectives
3. Decide on Criteria
4. Select Alternatives
5. Analyze Alternatives
6. Compare Alternatives
7. Implement Chosen Alternative
8. Monitor and Evaluate Results


LETTER LAYOUT
Use business letter style
Personalise each letter using title and surname
Ensure names are spelt correctly and the proper title is used
Make every effort to get the personal name and title of the addressee, otherwise use: Dear Recruitment Team.
OPENING PARAGRAPH
Mention where you learned about the job or explain that you are contacting them to explore suitable employment opportunities
Name the position (and vacancy reference number if provided) and where it was advertised
Express your enthusiasm to undertake the role and relevant course/knowledge
If you are writing at the recommendation of a mutual contact, mention them.
22 Graduate Avenue
Newtown NSW 2005
m: 0400 000 111
e: yourname@somethingnet.com.au
3 March 2019
Mary Smith
Graduate Program Coordinator
Big Law Company
123 George Street
Sydney NSW 2000
Dear Ms Smith,
After meeting you at the Sydney Career Fair and learning about your innovative culture and inclusive approach to legal practice, I am very interested in joining your graduate program. I am in the final year of my combined law and English degree at Australia University, where I have achieved distinctions in my core topics, demonstrating my motivation and commitment to high standards.
Through internships, community volunteering and being an AIME mentor, I have honed my interviewing, communication and advocacy skills. My legal cadetship has provided working familiarity with professional services in a fast-paced environment, including client liaison, research and file management. As a result, I can contribute high-level communication, administration and problem-solving skills to Big Company.
I have successfully juggled volunteering commitments with my studies and part-time employment, which demonstrates my teamwork, organisation and prioritisation skills.
Your diversity of practice areas and successful integration of local and international services would provide an excellent opportunity for me to contribute my strong client relationship skills to your extensive client networks.
Please refer to my resume (attached) for full details of my training and experience.
I look forward to discussing my application with you further at an interview.
Thank you in advance for you time and consideration.
Yours sincerely,
[Your name]
WHY ARE YOU THE BEST CANDIDATE?
Promote yourself by stating the benefits of your experiences, not just listing them
Demonstrate how your skills, knowledge, achievements and experience from your degree, employment and other activities match the job requirements and will enable you to contribute and add value to the organisation.
THE ENDING
Finish with a polite, positive statement
Refer to any attachments (such as resume, transcript etc.)
If writing speculatively, indicate your next action, for example, when you will make follow-up contact.
WHY THEM?
Be concise and genuine
Make it clear that you have thought about why you want to work for them.


Claim:
Your position on the topic
Reason(s):
Justification of your point
Evidence:
Gathered from reading
Alternatives & Responses:
Points of rebuttal


FINDING & EVALUATING CREDIBLE SOURCES
Google Scholar
(Free access)
JSTOR
(Vast archive)
WHERE TO FIND SOURCES
(ACADEMIC DATABASES)
PubMed
(Medical/Scientific)
UNIVERSITY LIBRARY
(Paid subscriptions)
EVALUATION CRITERIA
(C.R.A.A.P. TEST)
✓ Currency (Timeliness)
✓ Relevance (Topic fit)
✓ Authority (Author expertise)
✓ Accuracy (Verified info)
✓ Purpose (Bias/Intent)
STRENGTHEN YOUR RESEARCH PAPER
(Reliable Evidence)

	British English	American English
spelling	colour, favourite, theatre, centre, travelled, metre	color, favorite, theater, center, traveled, meter
pronunciation	ask dance wheel not box	
words	post film I think shop	mail movie I guess store



STRONG AND WEAK FORMS OF SOME COMMON WORDS

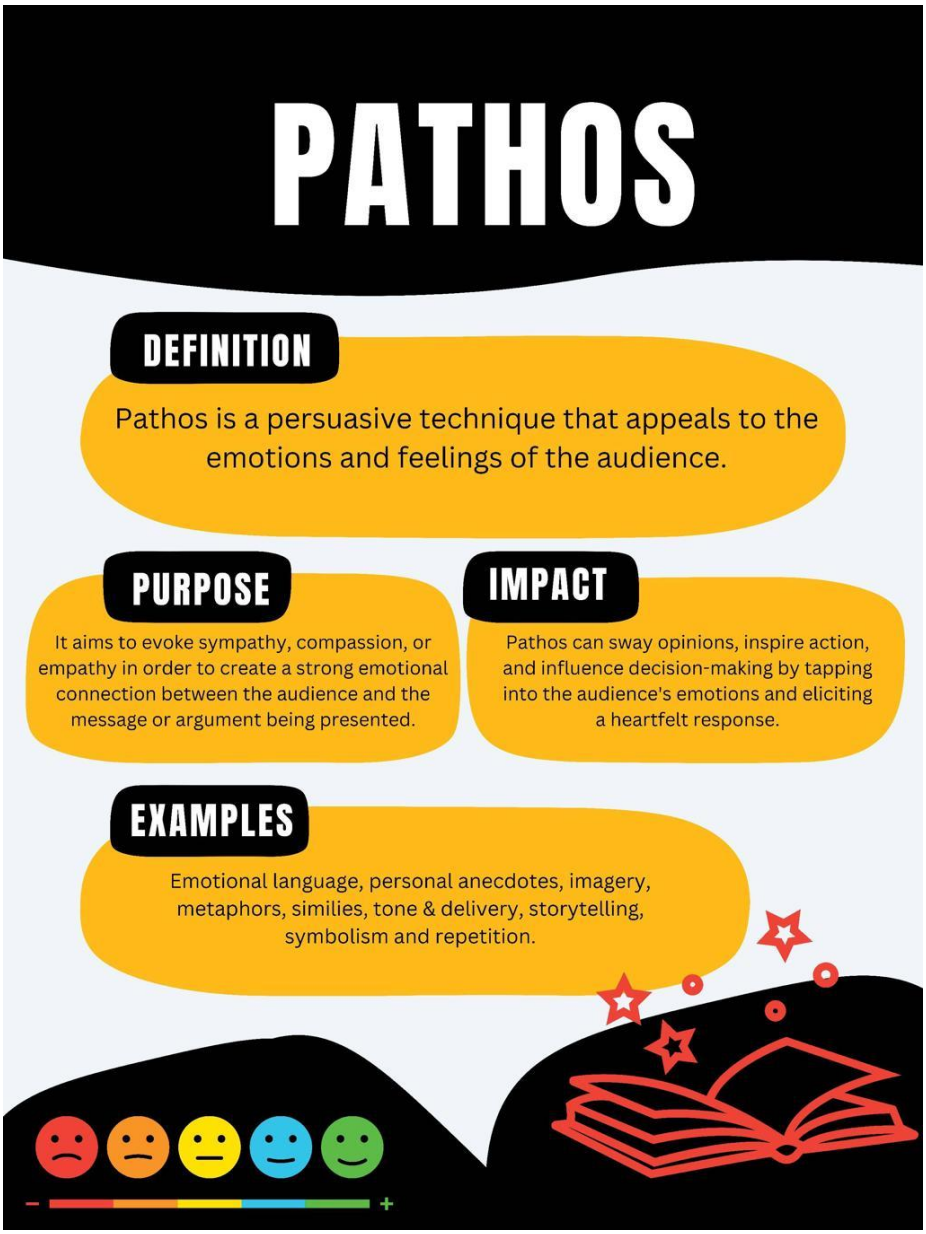
Grammatical Category	Word	Full Form	Weak Form	Example of Weak Form
VERBS	am	æm	əm/m	That's what I'm trying to say.
	are	ɑ:r	ə^r	Where are you from?
	is	ɪz	əz/z/s	Where's he from? / Where is he from?
	was	wɑ:z	wəz	That's where he was born.
	were	wɜ:^{r}	wə^r	That's where my children were born.
	do	du:	də	Where do you live?
	does	dʌz	dəz	Where does he live?
	have	hæv	əv/v	He will have left by now. / They've gone.
	has	hæz	həz/əz/z/s	The baby has swallowed a stone. / He's gone.
	had	hæd	həd/əd/d	He had already gone. / He'd already gone.
	can	kæn	kən	I'm not sure if I can lend it to you.
	could	kud	kəd	Well, what could I say?
	would	wud	wəd/əd	Well, what would you have done?
	should	ʃud	ʃəd	Well, what should I have said?
PERSONAL PRONOUNS	you	ju:	jə	How do you do?
	your	jɔ:^{r}	jə^r	What does your boss think?
	he	hi:	hɪ	Where does he work?
	him	hɪm	ɪm	I'll give it to him later.
	she	ʃi:	ʃɪ	She's leaving tomorrow.
	her	hɜ:^{r}	hər/ər	I'll give it to her later.
	us	ʌs	əs	They'll give it to us later.
	them	ðem	ðəm/əm	I'll give it to them later.
PREPOSITIONS	to	tu:	tə	He's already gone to work.
	at	æt	ət	He's at work, I think.
	of	ɔ:v/ʌv/ɒv	əv/ə	That's the last of the wine!
	for	fɔ:^{r}	fə^r	He's away for two weeks.
	from	frɑ:m/frɒm	frəm	She comes from Scotland.
CONJUNCTIONS	and	ænd	ən/ənd	She's tall and fair.
	but	bʌt	bət	She's here, but Jane isn't.
	than	ðæn	ðən	She's older than you.
ARTICLES	a	eɪ	ə	He's a doctor.
	an	æn	ən	She's an architect.
	the	ði:	ðə	She's the person I told you about.
INDEFINITE ADJECTIVES	any	eni:	əni:	Have we got any biscuits?
	some	sʌm	səm	There's some tea in the pot.

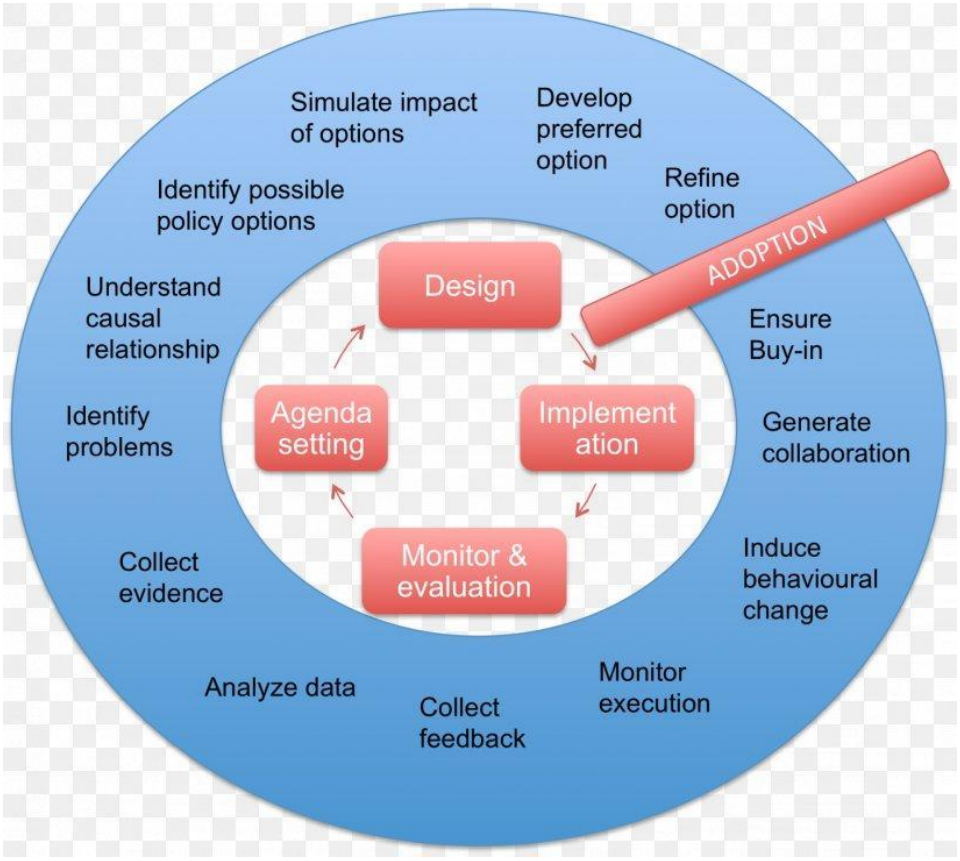
Newspaper design


All about the action
'Die Hard' sequel sticks to basics TEMPO
GOOD EATING
Savory Memphis
You name it, they barbecue it
Chicago Tribune
Wednesday
If this had been an actual emergency...
Goof sends presidential alert code over the air, hijacking Illinois radio and TV transmissions
Tequila sun sets on fields of fortune
Agave growers sought to cash in on Mexico's prized liquor, and many now face ruin
CIA AIRS DIRTY LAUNDRY
Bungled plots, wiretaps, leaks
Memos, reports confirm rampant agency abuses
Blair set to tackle Mideast peace
Despite successes, British leader brings Iraq war baggage
A camp they can believe in
Ohio's Camp Quest lets young atheists enjoy summer fun with like-minded children
INSIDE
SPORTS
Dikka delivers emotional hit

photos


Visuals
IT JUST TASTES BETTER
BURGER KING
Slogan & Logo
IT'LL BLOW YOUR MIND AWAY
Headline
Sub-headline
BK SUPER SEVEN INCHER
$6.25 MEAL
Fill your desire for something long, juicy and flame-grilled with the NEW BK SUPER SEVEN INCHER. Yearn for more after you taste the mind-blowing burger that comes with a single beef patty, topped with American cheese, crispy onions and the A.1.® Thick & Hearty Steak Sauce.
Body copy


PATHOS
DEFINITION
Pathos is a persuasive technique that appeals to the emotions and feelings of the audience.
PURPOSE
It aims to evoke sympathy, compassion, or empathy in order to create a strong emotional connection between the audience and the message or argument being presented.
IMPACT
Pathos can sway opinions, inspire action, and influence decision-making by tapping into the audience's emotions and eliciting a heartfelt response.
EXAMPLES
Emotional language, personal anecdotes, imagery, metaphors, similies, tone & delivery, storytelling, symbolism and repetition.
−
+


Simulate impact of options
Develop preferred option
Refine option
Identify possible policy options
ADOPTION
Understand causal relationship
Design
Ensure Buy-in
Identify problems
Agenda setting
Implement ation
Generate collaboration
Collect evidence
Monitor & evaluation
Induce behavioural change
Analyze data
Collect feedback
Monitor execution

LOGICAL FALLACIES



STRAW MAN

Mistepresenting someone's argument to make it easier to attack



AD HOMINEM

Attacking the person making the argument, not the argument itself



FALSE DILEMMA

Presenting only two options when more exist



CIRCULAR REASONING

Arguing a conclusion is true by using the conclusion as support



APPEAL TO AUTHORITY

Belleving a claim due to the authority of a popu-lar or respected figure



HASTY GENERALIZATION

Drawing a broad conclusion from a small sample



RED HERRING

Introducing irrelevant information into an argument

FACT	OPINION
Something that can be verified	A belief or judgement about something
Based on research or observation	Based on personal view, cannot be verified
Verification possible	Verification not possible
Universal	Varies from one person to the next
Not debatable	Debatable
Has power to influence	Has power to influence

The relationship among argument, premises and conclusion:

