Teaching Unit: Methodology

Module: Reading and Text Analysis

Credits: 4

Coefficient: 2

Course Objectives

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

Prerequisite

- Students should be at least at a lower-intermediate level in English.

Subject Contents

Reading skills and strategies

➢ Scanning
➢ Previewing and predicting
➢ Making inferences
➢ Understanding paragraphs (the topic and main ideas)
➢ Skimming
➢ Distinguishing between literal and implied meaning
➢ Analyse vocabulary (word parts and collocations)
➢ Coherence and cohesion

N.B Content can be developed by the pedagogical committee according to students' needs

Assessment

100% continuous Assessment

Sources and references

Teachers can use different sources to improve students' texts comprehension

Semester: 02

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Subject Contents

Reading to identify paragraph organization

➢ The paragraph (types of paragraphs, components, ...)
➢ Descriptive
➢ Narrative
➢ Descriptive narration
➢ Expositive (examples developed by: division, definition, cause, effect ,
➢ Comparison and contrast
➢ Coherence and Cohesion

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What is Reading:

Reading comprehension is the process by which we understand the texts we read. It is the purpose of reading, why we teach it, and why we care about it. It is also the prerequisite for meaningful learning from text.

Comprehension is defined as "the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context" (Harris & Hodges, 1995, p. 39).

Skimming is a reading technique used to quickly get an overview of a text. It involves reading the headings, subheadings, and the first and last sentences of each paragraph to grasp the main ideas and structure of the text. Here are some exercises with answers to help you practice skimming:

How to skim?

1. Read the first paragraph attentively to get an idea of what will be discussed in the text.
2. Read the first (and sometimes the second) sentence of each paragraph - they give the main idea of the paragraph.
3. After you have read the first sentences, your eyes should drop down to the end of the paragraph, looking for important pieces of information, such as dates and names.
4. Read the last paragraph attentively as it may contain the summary.

Exercise 1: skim the following paragraphs. Then, write the main point in your own words in the space provided.

The ability to select the sex of children will not cause a disastrous imbalance in the world. According to social scientists, worldwide imbalances in the ratio of men to women have happened throughout history due to differences in mortality rates between men and women, catastrophes such as wars and epidemics, and other factors. Such imbalances are not necessarily harmful. In fact, they may be helpful. According to Dr. Malcolm Potts, a professor of public health at the University of California," If there is a prolonged decrease of one sex over the other, that sex is likely to become more valued by society. We now see this in the case of younger generations of women in Korea and Japan."

The main point:…………………………………..;;;………………………………………………

On the contrary, the ability to choose the sex of children will benefit the world because it will reduce overpopulation and decrease the number of unwanted children will benefit the world because it will reduce overpopulation. Studies show that if couples strongly want a boy or a girl, they are likely to keep having children until they succeed. In western societies, this trend is producing larger families than people desire or would produce if given more control. Internationally, preference for a son leads to larger families in countries like Bangladesh, Nepal, Egypt, Sierra Leone, and Pakistan. In countries where there are legal restrictions on family size, preference for sons leads to abortion or the killing and/or abandonment of girl babies. Professor Dolly Arora of the University of Delhi, for instance, reports that an estimate 200,000 female fetuses are aborted each year in India. Allowing these parents to choose their child's sex would eliminate this practice.

The main point:……………………………………..;;;.……………………………………………

The right to own guns

Since the first immigrants arrived in North America, guns have been part of American culture. The newcomers from Europe clearly needed guns for survival. They needed them to hunt for food and to defend themselves against attacks by hostile Indians. Later, as people moved west, they faced all of the dangers of living alone in a wild land. Again, guns were necessary for survival. In the ''Wild West,'' settlers faced wild animals, angry Indians, and violent criminals. There was little or no law enforcement, and if someone wanted to steal your horse or your cow, there was no police department to call, no court, no judge, and no jail. People were truly on their own to defend their family and their property. Therefore, everyone had a gun, and gun ownership became as much a part of American culture as hot dogs and blue jeans. It is therefore not surprising that   the writers of the U.S. Constitution gave every citizen the right to own guns.

The main point:……………………………………..;;;.……………………………………………

PRACTICE 2 Find the Main Points and Support ideas

Ingrid and Rafael

When I was ten years old and lived with my parents in Djakarta. Indonesia, I had two good friends, Ingrid and Rafael divided my time between them carefully, playing at Rafael's house one day and at Ingrid's the next. Both Rafael and Ingrid had moved to Indonesia because of their father's job; however, that was the closest they ever came to having anything in common. Rafael and Ingrid were almost total opposites in almost every other way.

As I mentioned, Rafael and Ingrid had a few similarities. Both of them were from foreign countries. Rafael was from Mexico, but he could speak English fluently, just as Ingrid, who was from Sweden, could, therefore, it was easy for us to communicate with each other. Another similarity was their family background. Both of their fathers were businessmen who traveled a lot. As a result, Ingrid had moved often and had lived in several other countries, just as Rafael had. Finally, both of my friends lived in my neighborhood.

Although my friends had similar background, they were as different as two children can be. First of all, they were completely dissimilar in appearance. Rafael had charcoal black hair, while Ingrid had shiny blond hair. Rafael's beautiful white teeth were perfect compared to Ingrid's, which were so crooked that she had to wear braces. On the other hand, Ingrid always dressed up and looked pretty in her pink dresses, whereas Rafael liked to wear torn jeans and untied black shoes. Ingrid's face, with its sunkissed, freckled nose, was soft and feminine; in contrast, Rafael's face, with its lively black eyes and sharp nose, was definitely masculine.

Another difference between my two childhood friends was in the activities we did together. When I played with Ingrid, I always came home clean, but when I played with Rafael, I usually came home covered with dirt and with scratched arms and legs. Ingrid and I usually did things girls do. For example, when we went to the beach in the summer, we spend the day collecting seashells and building sand castles. In contrast to Ingrid's and my quiet activities at the beach, Rafael's and my games were noisy. Sometimes we tried strings onto locusts' wings and flew them around our heads like motorized model airplanes. We shouted and ran and threw sand at each other. In addition, while Ingrid and I could play for hours and hours without arguing, Rafael and I often fought. He would hold my arms and get his brother Armando to hit me in the stomach. One day, I got mad and punched Rafael right on his nose. I didn't play with Rafael for a while after that.

To summarize, my two childhood friends were as different as two children could be. Ingrid was quiet, soft, and well-behaved; in contrast; Rafael was noisy, rough, and mischievous. However, I had fun with each of them and cried for days when moved away.

Lesson: Scanning

Scanning is a reading technique used to locate specific information in a text quickly. It involves moving your eyes rapidly over the text to find keywords, phrases, or numbers. Scanning is useful when you have a specific question or need to extract particular details. Here's how to scan effectively:

Have a Clear Purpose: Know what specific information you're looking for before you start scanning.

Focus on Keywords: Look for keywords or phrases that are directly related to your purpose. These are usually nouns or numbers.

Use Your Finger or a Pointer: Move your finger or a pen along the lines of text as you scan. This helps maintain focus and keeps your eyes on track.

Avoid Reading Whole Sentences: You don't need to read every word. Scan for the keywords and the context around them.

Stay Alert for Synonyms or Alternative Phrases: Sometimes the information you're seeking may be expressed differently.

Now, let's practice scanning with some exercises.

Exercise 1: Scan for Information

Read the following text and answer the question by scanning for the specific information:

"Title: Famous Scientists

Marie Curie, a pioneer in the field of radioactivity, made groundbreaking discoveries on radium and polonium.

Albert Einstein, known for his theory of relativity, changed our understanding of space and time.

Isaac Newton, the father of modern physics, formulated the laws of motion and universal gravitation.

Charles Darwin, the naturalist, proposed the theory of evolution through natural selection.

Stephen Hawking, a theoretical physicist, made significant contributions to the study of black holes and the cosmos."

Question: Who is known for the theory of relativity?

Exercise 2: Scan for a Date

Read the following paragraph and locate the date mentioned in the text:

"Martin Luther King Jr. was a prominent civil rights activist who played a key role in the American civil rights movement. He is best known for his iconic 'I Have a Dream' speech delivered on the steps of the Lincoln Memorial on August 28, 1963."

Question: What is the date mentioned in the text?

Exercise 3: Scan for a Phone Number

Imagine you're looking for a phone number in a directory. Scan the list below to locate the phone number for "John Smith."

Alice Johnson: 555-123-4567

Mary Brown: 555-789-0123

John Smith: 555-456-7890

Robert Davis: 555-234-5678

Sarah Wilson: 555-890-1234

Question: What is the phone number for John Smith?

Scanning is a valuable skill when you need to quickly find specific information in a text, and it can save you a lot of time in research and reading. If you have more questions or need additional exercises, please feel free to ask!

Lesson: Distinguishing Between Literal and Implied Meaning

Understanding the difference between literal and implied meanings is essential for effective communication and interpretation. Here's a lesson on how to distinguish between the two, followed by exercises with answers to practice this skill.

Literal Meaning:

Literal meaning is the most straightforward interpretation of a word, phrase, or statement. It is the meaning that can be directly derived from the words used without any additional inference or interpretation. Literal meaning adheres to the conventional or dictionary definition of a word or phrase.

Implied Meaning:

Implied meaning, also known as figurative meaning, is the interpretation that goes beyond the surface or literal meaning. It involves understanding the intended message, metaphorical language, idioms, sarcasm, or implications that are not directly stated in the text but can be inferred.

Exercise 1: Identify Literal and Implied Meanings

For each of the following sentences, identify whether the meaning is literal or implied.

The cat is out of the bag.

She has a heart of gold.

He spilled the beans.

The water is boiling.

The classroom was a zoo.

Exercise 2: Interpret Implied Meanings

In this exercise, you'll read a statement and interpret its implied meaning.

Statement: "His explanation was as clear as mud."

Exercise 3: Create an Implied Meaning

Create a sentence that uses implied meaning. Your sentence should convey an idea that goes beyond the literal interpretation of the words used.

Exercise 4: Identify Literal or Implied Meaning

For each of the following sentences, determine whether the meaning is literal or implied:

The sun is setting in the west.

His excuse was a real fish story.

She's a real bookworm.

He's burning the midnight oil.

The project is a piece of cake.

Exercise 5: Interpret Implied Meanings

Interpret the implied meaning in the following statement:

Statement: "Her criticism cut like a knife."

Exercise 6: Create Implied Meanings

Create sentences that use implied meanings. Your sentences should convey ideas that go beyond the literal interpretation of the words used.

University of Mohamed Kheider- Biskra	**Teacher:** Herzallah
Module: Reading**/C**	**Department of English**
Level :First year	Groups:5 and 6.
Title of the lesson : Making inferences	

What is inference?

An inference is a conclusion or deduction that you make based on available information and evidence. It involves using your existing knowledge and clues from a situation to draw a logical and reasonable conclusion even when all the details may not be explicitly provided. Inferences are a fundamental aspect of critical thinking and reading comprehension, and they are used in various aspects of our daily lives, from understanding written texts to making judgments and decisions.

Here's a breakdown of how inferences work:

Evidence: Inferences are made by examining the evidence or information available in a given context. This evidence can come from various sources, including written or spoken words, visual cues, and personal experiences.

Clues: These are the hints or cues within the information that can be used to draw a conclusion. Clues can be explicit (clearly stated) or implicit (implied but not directly stated).

Prior Knowledge: In making inferences, you often rely on your prior knowledge or background information. This includes the knowledge and experiences you have gathered throughout your life. It helps you make connections between what you already know and the new information you encounter.

Logical Reasoning: Inferences are based on logical reasoning. You use the evidence and clues to arrive at a conclusion that is the most reasonable and plausible given the context. It's not guesswork; it's about making an educated judgment.

For example, if you read a passage that says, "The sky is overcast, and people are carrying umbrellas," you can infer that it might rain soon, even if the passage doesn't explicitly state, "It is

going to rain." This inference is based on the evidence of an overcast sky, people carrying umbrellas (a common practice when it's about to rain), and your prior knowledge of weather patterns.

In education, making inferences is an important reading comprehension skill. It helps readers understand the text on a deeper level by filling in gaps and making sense of information that may not be explicitly provided. It's also valuable in critical thinking and problem-solving, as it allows individuals to make predictions and draw conclusions based on the available data.

Exercise 1:

Passage:

Sarah was carrying a backpack filled with books when she walked into the library. She found a quiet corner, took out her laptop, and started working on a research paper.

Question: What can you infer from this passage?

Exercise 2:

Passage:

The kitchen was a mess, with flour scattered all over the countertop, dirty dishes piled up in the sink, and a half-baked cake in the oven.

Question: What can you infer from this passage?

Exercise 3:

Passage:

John's phone rang, and he quickly answered it. After a brief conversation, he put on his coat and headed out the door.

Question: What can you infer from this passage?

Exercise 4:

Passage:

The dog cowered in the corner, whimpering, as the thunderstorm raged outside.

Question: What can you infer from this passage?

Exercise 5:

Passage:

The sun was setting over the ocean, casting a warm, orange glow on the horizon. Couples strolled along the beach, holding hands and watching the waves.

Question: What can you infer from this passage?

University of Mohamed Kheider- Biskra	Teacher: Herzallah
Module: Reading/**C**	**Department of English**
Level :First year	**Groups**:5 and 6.
Title of the lesson : Understanding paragraphs (the topic and main ideas)	

A paragraph is a fundamental unit of written communication. It consists of several key parts, each serving a specific purpose. These parts include:

Topic Sentence: The topic sentence is the main idea of the paragraph. It typically appears at the beginning of the paragraph and tells the reader what the paragraph is going to be about.

Supporting Sentences: Supporting sentences provide more information, details, and evidence to explain or support the topic sentence. These sentences expand on the main idea and provide context.

Transitions: Transition words and phrases help connect sentences and ideas within the paragraph. They make the text flow smoothly and improve the readability of the paragraph.

Concluding Sentence: The concluding sentence is the final sentence of the paragraph. It often summarizes the main points discussed in the paragraph and may transition to the next paragraph.

Exercise01: Identify the Parts of a Paragraph

Now, let's practice identifying the parts of a paragraph. Read the following paragraph and label each part (topic sentence, supporting sentences, transitions, and concluding sentence).

Paragraph:

"In recent years, the importance of environmental conservation has gained widespread attention. People from all walks of life are increasingly concerned about the impact of human activities on the planet. For instance, pollution, deforestation, and the extinction of various species are critical issues that need immediate attention. Moreover, governments and organizations worldwide have been working collaboratively to address these challenges. This global effort includes the implementation of eco-friendly policies and the promotion of sustainable practices. In conclusion, it is evident that the awareness and actions taken towards environmental conservation are more crucial now than ever before."

Exercise02: Identify the Parts of a Paragraph

Read the following paragraph and identify the topic sentence, supporting sentences, transitions, and concluding sentence.

Paragraph:

"The benefits of regular exercise are numerous. Firstly, exercise helps to maintain a healthy body weight. It is an effective way to burn calories and control your weight. Secondly, physical activity is essential for cardiovascular health. Regular exercise can lower the risk of heart disease by strengthening the heart and improving circulation. Additionally, exercise contributes to mental well-being. When you work out, your body releases endorphins, which are natural mood lifters. Moreover, exercise is a great way to socialize and meet new people. Joining fitness classes or sports teams can lead to new friendships and a sense of community. To sum up, regular exercise is not only beneficial for your physical health but also for your mental and social well-being."

Exercise03: Identify the Parts of the Paragraph

Here's a paragraph. Identify the topic sentence, supporting sentences, transitions, and concluding sentence.

Paragraph:

"High school graduation is an exciting milestone in every student's life. It marks the culmination of years of hard work, late-night study sessions, and personal growth. The journey to this day is filled with challenges and triumphs, as students strive to balance academics, extracurricular activities, and social lives. However, the effort is rewarded with a sense of accomplishment and the prospect of new beginnings. As the graduation day approaches, seniors reflect on their achievements, the friendships they've formed, and the lessons they've learned. It's a time for celebration, but it's also a bittersweet moment as they say goodbye to the familiar and prepare for the adventures that lie ahead."

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University of Mohamed Kheider- Biskra	**Teacher:** Herzallah
Module: Reading**/C**	**Department of English**
Level :First year	Groups:5 and6.
Title of the lesson : Analyzing Vocabulary (Word Parts and Collocations)	

Introduction:

Analyzing vocabulary involves breaking down words into their constituent parts and understanding how words commonly combine with others. This can help improve your understanding of word meanings and usage.

Activity 1: Identifying Word Parts (Prefixes and Suffixes)

For each word, identify the prefix and suffix (if present) and provide their meanings.

-Unhappiness

-Reconsidering

-Disagreement

-Misunderstood

A common collocation refers to a pair or group of words that frequently appear together in natural language use due to common usage and convention. These word combinations are often considered standard and idiomatic, and they have become established over time as part of the language.

Common collocations are essential for fluent and natural-sounding communication because they reflect the patterns and tendencies of a language.

Here are some examples of common collocations:

"Make a decision" – It's common to say, "I need to make a decision," rather than "create a decision" or "construct a decision."

"Strong coffee" – This collocation is frequently used to describe coffee with a bold and intense flavor. You wouldn't typically say "powerful coffee" or "potent coffee."

"Fast food" – We commonly refer to food that is prepared quickly and is often associated with restaurants like McDonald's as "fast food." "Quick food" or "speedy food" would sound less natural.

"Heavy rain" – When describing a downpour, it's common to say "heavy rain" to convey the idea of a substantial and intense rainfall. "Weighty rain" or "serious rain" wouldn't be as natural.

Common collocations are an important aspect of understanding and using a language effectively. They help convey ideas more clearly and fluently because they follow established patterns of expression. Learners of a language often focus on mastering these word combinations to improve their fluency and sound more like native speakers.

Activity : Recognizing Collocations

Identify common collocations in the following sentences.

"She made a strong coffee."

Common collocation:

"He faced a difficult decision."

Common collocation:

"They had a heated argument."

Common collocation:

"She experienced great success."Common collocation:

Activity 3: Creating Collocations

Create collocations by matching the words to form natural pairs.

Match the words:

Words: "business," "strong," "close," "difficult."

Collocations:
………
…

Activity 4: Applying Word Parts and Collocations

-Analyze the sentence and explain the meanings of the bolded words with their word parts or collocations.

"He had a **misunderstanding** with his friend, but they **reconciled."**

Reconciled means that they resolved their differences and came to an agreement, often in the context of repairing a relationship.

Conclusion:

Analyzing vocabulary by identifying word parts and recognizing common collocations can enhance your understanding of words and improve your overall language skills. It allows you to break down complex words and understand how they fit into different contexts.

University of Mohamed Kheider- Biskra	**Teacher:** Herzallah
Module: Reading/**C**	**Department of English**
Level :First year	Groups: 05and 06 .
Title of the lesson :Coherence and Cohesion	

==Coherence== refers to the smooth and logical flow of ideas in a text, ensuring that the content is clear, organized, and easy to understand. In a coherent piece of writing, the ideas are interconnected, and the relationships between sentences and paragraphs are well-established. This internal consistency makes the text more effective in conveying the intended message to the reader.

Key aspects of coherence include:

-Logical Order: Ideas should be presented in a logical sequence, allowing the reader to follow the progression of thought easily. This often involves a clear introduction, body, and conclusion in longer texts, and a logical order of ideas within paragraphs.

-Consistent Point of View: Maintaining a consistent point of view throughout the text contributes to coherence. Shifting perspectives or voices can confuse the reader and disrupt the flow of the narrative or argument.

-Effective Transitions: The use of transitional words and phrases helps link ideas and create smooth transitions between sentences and paragraphs. Transitional devices guide the reader through the text, signaling relationships between concepts.

-Repetition of Key Terms: Repeating key terms or using synonyms consistently throughout the text helps reinforce the main ideas and contributes to coherence. However, excessive repetition should be avoided.

-Clear Pronoun Reference: Pronouns should have clear antecedents, ensuring that the reader can easily understand which nouns or ideas the pronouns refer to. Unclear pronoun reference can lead to confusion and a lack of coherence.

-Logical Connections: Ideas should be logically connected, and the relationships between them should be evident. This may involve using cause-and-effect relationships, comparisons, contrasts, or other logical connectors.

-Thematic Consistency: The central theme or focus of the text should be maintained consistently. Straying too far from the main topic can lead to a lack of coherence and distract the reader.

In summary, coherence is about creating a unified and connected text where ideas flow logically and readers can easily follow the progression of thought. It is a crucial aspect of effective writing, contributing to the overall clarity and understanding of the written communication.

Exercise 1: Identifying Coherence Issues

Read the following paragraph and identify any coherence issues:

"I woke up early. The sun was shining. Birds were singing. I went to the kitchen. Made breakfast. Ate outside. The day was beautiful."

Exercise 2: Sequencing Sentences

Arrange the following sentences in a logical order to create a coherent paragraph:

"The team won the championship."

"The team practiced hard every day."

"The coach was proud of their dedication."

"Celebrations lasted late into the night."

Exercise 3: Adding Transition Words

Read the paragraph and add appropriate transition words for improved coherence:

"I love hiking. The mountains are beautiful. I often go with my friends. We take photographs. I have a great time."

Exercise 4: Creating Cohesive Links

-Connect the following sentences to create a cohesive paragraph:

"She studied marine biology in college."

"Later, she joined a research team."

"The team conducted studies on ocean ecosystems."

"Her research focused on coral reefs."

-Exercise 5: Identifying Pronoun Reference

-Identify and correct any unclear pronoun references in the following paragraph:

"Maria went to the library to return her books. The librarian told her they were overdue. She felt embarrassed. Maria paid the late fees."

Cohesion in writing refers to the use of linguistic and structural devices to create a sense of unity and connection between sentences and paragraphs. It involves the effective use of words, phrases, and other elements to ensure that a piece of writing is well-linked and that the relationships between ideas are clear. Cohesion contributes to the overall readability and understanding of a text.

Key aspects of cohesion include:

Reference: Cohesion is achieved through the use of pronouns, demonstratives, and other words that refer back to previously mentioned nouns or ideas. Clear and consistent referencing helps readers follow the thread of the narrative or argument.

Example: Mary visited the museum. She was impressed by the art collection.

Substitution: This involves replacing a word with another word or phrase that has a similar meaning. Substitution helps avoid repetition and adds variety to the language.

Example: John likes chocolate; Susan prefers vanilla.

Ellipsis: Ellipsis involves omitting words that can be inferred from the context. It is another way to avoid redundancy and streamline the text.

Example: I love hiking; my sister does too.

Conjunctions: The use of conjunctions (e.g., and, but, or, therefore) helps link sentences and coordinate or subordinate ideas, creating a smooth and coherent flow.

Example: The weather was sunny, and we decided to go for a picnic.

Parallelism: Parallel structures involve using a consistent grammatical structure for elements in a sentence or a series of sentences, enhancing clarity and cohesion.

Example: She enjoys hiking, swimming, and cycling.

Repetition: Repetition involves the intentional reuse of words or phrases for emphasis or to reinforce key ideas. However, excessive repetition should be avoided.

Example: Education is the key to success. Success requires continuous education.

Logical Order: The logical arrangement of ideas contributes to cohesion. Ideas should be presented in a sequence that makes sense to the reader, and the relationships between them should be clear.

Example: First, we'll discuss the problem. Then, we'll propose possible solutions.

Cohesion is essential for creating a well-organized and easily understandable piece of writing. It ensures that readers can follow the progression of ideas, making the text more engaging and effective in communicating the intended message.

Exercise 1: Using Pronouns for Cohesion

Read the following paragraph and fill in the blanks with appropriate pronouns for cohesion:

"Maria went to the store. Maria bought some groceries. Maria paid at the checkout. Maria returned home and started cooking."

Exercise 2: Connecting Sentences with Conjunctions

Add appropriate conjunctions to connect the following sentences:

"The weather was rainy."

"We decided to cancel the outdoor event."

Exercise 3: Using Repetition for Emphasis

Rewrite the following paragraph by using repetition for emphasis:

"Exercise is essential for maintaining good health. It helps with weight management. Exercise reduces the risk of chronic diseases. Exercise is also beneficial for mental well-being."

Exercise 4: Adding Transitions

Read the paragraph and add appropriate transition words or phrases:

"I love reading books. I also enjoy watching movies. Reading allows me to explore new worlds. Movies provide a visual and cinematic experience."

Exercise 5: Creating Parallel Structures

Rewrite the following sentences using parallel structures:

"She likes dancing, hiking, and to swim."

"The project requires creativity, dedication, and managing time efficiently."

Semester: 02

Teaching Unit: Methodology

Module: Reading and Text Analysis

Credits: 4

Coefficient: 2

Course Objectives

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

Prerequisite

- Students should be at least at a lower-intermediate level in English.

Subject Contents

Reading to identify paragraph organization

➢ The paragraph (types of paragraphs, components, ...)
➢ Descriptive
➢ Narrative
➢ Descriptive narration
➢ Expositive (examples developed by: division, definition, cause, effect ,
➢ Comparison and contrast
➢ Coherence and Cohesion

N.B Content can be developed by the pedagogical committee according to students' needs

Assessment

100% continuous Assessment

Sources and references

Teachers can use different sources to improve students' texts comprehension

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University of Mohamed Kheider- Biskra   **Teacher:** Herzallah

Paragraph 01

The arrival of artificial intelligence (AI) is changing our world. AI helps us do things faster, like using automated systems to make tasks easier. In places like hospitals, AI can quickly find out what's wrong with a person by looking at pictures, making it better for patients. On the internet, AI makes our experience better by showing us things we like. But, we need to be careful. Some people worry about AI being unfair or making mistakes, so we have to think about rules to make sure AI is helpful. We want AI to keep making our lives better.

Comprehension Questions:

1.   What is the main topic of the paragraph?
2.   How does AI impact the speed of tasks, according to the paragraph?
3.   In what context does the paragraph mention the use of AI in hospitals?
4.   What is the role of AI on the internet, as described in the paragraph?
5.   What concern does the paragraph mention about AI, and what suggestion is offered to address it?

Paragraph 02

In George Orwell's *Animal Farm*, four main characters play pivotal roles in the unfolding narrative. Old Major, a wise and elderly boar, serves as the inspirational figure who ignites the animals' rebellion with his vision of a utopian society free from human exploitation. Napoleon, a Berkshire boar, emerges as the primary antagonist, symbolizing the corrupting influence of power. Initially, Snowball, another boar, partners with Napoleon to lead the rebellion, representing the intellectual and visionary aspects of the revolution. Boxer, a loyal and strong horse, embodies the dedicated and hardworking members of society who contribute significantly to the revolution but are ultimately exploited by those in power. Each character in "Animal Farm" represents a distinct facet of the societal and political dynamics Orwell seeks to critique, contributing to the overall allegorical nature of the novella.

Topic sentence

1.What is the main idea or focus introduced in the topic sentence?

Supporting Details:

2. Question: Who is the inspirational figure mentioned in the paragraph, and what role does he play?

3. Which character symbolizes the corrupting influence of power, and how is this influence manifested?

4.Napoleon, a Berkshire boar, symbolizes the corrupting influence of power as he emerges as the primary antagonist in the novella.

5.Describe the initial partnership between Snowball and Napoleon and their respective roles in leading the rebellion.

6. What qualities does Boxer, the horse, embody, and how does he contribute to the revolution?

Concluding Sentence:

7. How does the paragraph wrap up, summarizing the overall significance or message of the characters in "Animal Farm"?

Questions of Comprehension

Certainly! Here are twenty comprehension questions about the given paragraph along with their answers:

1. Who is the inspirational figure that ignites the animals' rebellion in "Animal Farm"?

2. What type of animal is Old Major in George Orwell's "Animal Farm"?

3. What vision does Old Major share with the animals?

4. Which character in "Animal Farm" symbolizes the corrupting influence of power?

5. What type of boar is Napoleon in the novella?

6. Who initially partners with Napoleon to lead the rebellion?

7. What aspects of the revolution does Snowball represent?

8. What kind of animal is Boxer in "Animal Farm"?

9. What qualities does Boxer embody in the novella?

10. What group of members in society does Boxer represent?

11. What is the primary focus of the novella's critique by George Orwell?

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12. How does Orwell use characters in "Animal Farm" to convey his message?

13. What literary term describes the overall nature of "Animal Farm"?

14. Which character symbolizes the exploitative nature of those in power?

15. What is the role of Old Major in the unfolding narrative of "Animal Farm"?

16. How does Orwell depict the dedicated members of society through Boxer?

17. What is the significance of the partnership between Snowball and Napoleon initially?

18. In what way does Napoleon symbolize the corrupting influence of power?

19. How does George Orwell convey his critique of human exploitation in "Animal Farm"?

20. What overarching theme is present in "Animal Farm" due to the representation of characters?

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Paragraph 03

The failure of the Russian Revolution portrayed in "Animal Farm" by George Orwell can be attributed to several key factors. One significant cause is the pigs' gradual betrayal of the animals' original principles and their adoption of human-like behaviors, reflecting the corruption of power. The lack of unity and effective communication among the animals also contributes to the downfall, as it allows the pigs to manipulate and control the narrative to their advantage. Furthermore, the failure to establish a fair and just system of governance, despite the initial ideals of equality, results in the emergence of a new oppressive class, mirroring the socio-political issues faced during the Russian Revolution. Finally, the animals' inability to critically question and challenge the evolving leadership of the pigs plays a crucial role in the revolution's ultimate failure, underscoring the importance of vigilance and active engagement in sustaining revolutionary ideals.

Paragraph 04

The elements of fiction encompass a diverse range of literary devices that collectively shape and enrich narrative storytelling. At the core of fiction lies characterization, where authors bring protagonists, antagonists, and supporting figures to life through their traits, personalities, and development over the course of the story. Plot, as another vital element, unfolds the sequence of events, conflicts, and resolutions that drive the narrative forward, creating a dynamic and engaging structure. Setting establishes the backdrop against which the characters and events unfold, providing context and atmosphere. Dialogue, a key element, not only advances the plot but also offers insight into characters' personalities and relationships. Themes, woven throughout the narrative, serve as overarching ideas that prompt reflection and connect the story to broader human experiences. Through the skillful

integration of these elements, authors craft compelling tales that captivate readers, making fiction a powerful vehicle for exploration, entertainment, and understanding.

Paragraph 05

At the heart of poetry lies the profound interplay of various elements that together create a distinctive and evocative form of expression. Central to this art form is the concept of imagery, where poets employ vivid and sensory language to paint vibrant pictures in the reader's mind. Imagery allows the exploration of emotions, ideas, and experiences through a tapestry of words, fostering a deep connection between the poet's vision and the reader's interpretation. Another fundamental element is metaphor, a powerful device that invites readers to perceive one thing in terms of another, thereby enriching the layers of meaning within a poem. Rhythm and rhyme contribute to the musicality of poetry, enhancing its auditory allure. Moreover, poets often utilize symbolism to imbue objects or elements with deeper, symbolic significance, encouraging readers to delve into allegorical interpretations. Collectively, these main elements of poetry work in harmony to evoke emotions, convey intricate concepts, and offer readers a unique and immersive aesthetic experience.

University of Mohamed Kheider- Biskra	**Teacher:** Herzallah
Module: Reading**/C**	**Department of English**
Level :First year	Groups:5/6/
Title of the lesson : Descriptive Paragraph	

.What is a Descriptive Paragraph?

A descriptive paragraph is a form of writing that vividly portrays a person, place, object, or event using sensory details. The purpose of a descriptive paragraph is to create a clear and vivid impression in the reader's mind, allowing them to visualize and experience what the writer is describing.

.Elements of a Descriptive Paragraph:

Sensory Details: Descriptive paragraphs rely heavily on sensory details to engage the reader's senses. These details include sight, sound, smell, taste, and touch, allowing the reader to fully immerse themselves in the description.

.Imagery: Effective descriptive writing often employs vivid imagery to paint a picture in the reader's mind. Imagery uses descriptive language and figurative language such as similes, metaphors, and personification to evoke sensory experiences.

.Language and Vocabulary: Descriptive paragraphs use rich and evocative language to convey the essence of what is being described. Writers carefully choose their words to create a specific mood or atmosphere and to capture the nuances of the subject.

.Organization: A well-structured descriptive paragraph follows a logical organization, typically moving from general observations to specific details. Writers may use spatial or chronological order to arrange their descriptions, depending on the nature of the subject.

.Point of View: The point of view of a descriptive paragraph can vary depending on the writer's intentions. It may be written from a first-person perspective, where the writer is directly experiencing the subject, or from a third-person perspective, where the writer observes the subject from a distance.

.Sample Descriptive Paragraphs

Paragraph 01

The sun hung low in the sky, casting a golden hue across the tranquil waters of the beach. The gentle breeze carried the salty tang of the sea and the faint sound of seagulls in the distance. Waves lapped lazily against the shore, leaving behind intricate patterns in the sand. Children laughed and played, their voices mingling with the soothing rhythm of the ocean. Umbrellas dotted the sandy expanse, providing shelter from the sun's relentless rays. Beyond the shoreline, sailboats glided gracefully across the horizon, their white sails billowing in the breeze. As the day drew to a close, the sky erupted in a riot of colors, painting streaks of pink, orange, and purple across the canvas of the evening sky. The beach was a symphony of sights and sounds, a fleeting moment of peace and beauty in an ever-changing world.

Reading Comprehension:

1.What senses are engaged in this descriptive paragraph?

2.How does the writer create imagery in the paragraph?

3.What is the mood or atmosphere conveyed in the paragraph?

4.How does the writer organize the descriptions in the paragraph?

5.What is the main focus or subject of the descriptive paragraph?

6.How does the writer use figurative language in the paragraph?

7.What is the overall effect of the descriptive paragraph on the reader?

Paragraph 02

In the hallowed halls of literary history, Old English literature stands as a testament to the enduring power of storytelling. Rooted in the oral tradition of ancient Anglo-Saxon culture, this literary epoch encompasses a rich tapestry of tales, poems, and sagas passed down through generations. From the epic feats of heroism found in "Beowulf" to the mystical allure of "The Dream of the Rood," Old English literature transports readers to a bygone era of valor, honor, and adventure. It is a world where warriors battle fearsome monsters, where kings reign with wisdom

and strength, and where the bonds of kinship and loyalty are sacrosanct. Each line, each stanza, pulses with the rhythm of life, echoing the triumphs and tragedies of a people shaped by war and wanderlust. Through the lyrical cadence of its language and the vivid imagery of its verses, Old English literature offers a window into the soul of a nation, illuminating the hopes, fears, and aspirations of those who came before us.

Reading Comprehension

1.What senses are engaged in this descriptive paragraph?

2.How does the writer create imagery in the paragraph?

3.What is the mood or atmosphere conveyed in the paragraph?

4.How does the writer use language to evoke a specific time period or cultural context?

5.What is the main focus or subject of the descriptive paragraph?

6.How does the writer convey the significance of Old English literature to readers?

7.What is the overall effect of the descriptive paragraph on the reader?

<u>**Paragraph 03**</u>

In the annals of literary history, William Shakespeare stands as a towering figure, a colossus of creativity whose words have echoed through the centuries. Born in Stratford-upon-Avon in 1564, Shakespeare's genius knew no bounds, as he penned timeless works of drama, poetry, and prose that continue to captivate audiences to this day. His plays, such as "Romeo and Juliet," "Hamlet," and "Macbeth," are masterpieces of human emotion and complexity, exploring the depths of love, ambition, and tragedy with unparalleled insight and artistry. Shakespeare's language, rich in metaphor and imagery, weaves a tapestry of words that transcends time and space, drawing readers and audiences into the vivid worlds he creates. Beyond his literary achievements, Shakespeare's legacy endures as a symbol of the enduring power of the human imagination, inspiring generations of writers, artists, and thinkers to reach for the stars.

1.What is the main focus of the descriptive paragraph?

2.What aspects of Shakespeare's life and work are highlighted in the paragraph?

3.How does the writer convey Shakespeare's importance and impact?

4.What literary techniques are used to describe Shakespeare's works?

5.How does the paragraph evoke a sense of Shakespeare's enduring legacy?

6.What is the overall tone of the paragraph?

University of Mohamed Kheider- Biskra	**Teacher:** Herzallah
Module: Reading	**Department of English**
Level : First year	Groups:13 and 14.
Title of the lesson :narrative paragraph	

How to Write a Narrative Paragraph

A narrative paragraph tells a story, either real or fictional, by introducing a topic, giving more details, and then ending with a reflection or transition to another paragraph. Being able to properly write a narrative paragraph is an essential skill for anyone who wants to write or tell stories, from authors to journalists to advertisers and beyond. Learning the essential elements (an introduction, necessary details, and a conclusion) and how to put them together concisely will enable you to craft brief but complete stories for any audience. Plus, you'll become a better, more confident writer, too!

Sample Template and Example of a Narrative Paragraph

Template and Example of a Narrative Paragraph

Template:

The beginning: Begin by setting the scene and introducing the characters or situation that the narrative will focus on. This should provide some context for the reader and establish the tone and mood of the story.

Middle: The body of the paragraph should describe the events of the story in detail. Use sensory details such as sight, sound, smell, taste, and touch to help the reader visualize the scene and feel as if they are a part of the story. Use action and dialogue to bring the story to life and create tension and conflict.

Conclusion: The conclusion should provide some resolution to the story and reflect on its significance. This could be a moral lesson, a realization or reflection, or a call to action.

Example:

The beginning: The sun was setting over the mountains as we set out on our hike. My friend Sarah and I had been planning this trip for weeks, and we were both excited to explore the trails and soak in the stunning views.

Middle: As we hiked deeper into the mountains, the air grew cooler and the trees loomed taller. We chatted and laughed as we walked, taking breaks to admire the wildflowers and watch for wildlife. But as the sun began to dip below the horizon, we realized that we were lost. We searched for the trail markers, but they seemed to have disappeared. Panic set in as we realized we didn't have a map or compass.

As darkness fell, we stumbled through the woods, feeling our way along the rocky terrain. We could hear the distant sound of rushing water, and we followed it until we came upon a rushing stream. Using our flashlights, we scrambled along the bank until we found a clearing where we could make camp for the night.

Conclusion: As we huddled around the campfire, our stomachs grumbling with hunger, we realized how unprepared we had been for this hike. We had taken our surroundings for granted and assumed that we would be able to find our way back to the trailhead easily. But the experience had taught us an important lesson about the power of nature and the importance of being prepared. From that day on, we always made sure to carry a map, compass, and plenty of provisions when we set out on a hike.

Sample 02:   **The Haunted Manor**

On a stormy night in the heart of the countryside, a group of friends sought shelter in an abandoned manor rumored to be haunted. Among them were Sarah, the adventurous skeptic, and Alex, the cautious believer. As they entered the decrepit mansion, a sense of foreboding hung heavy in the air, setting the stage for an eerie encounter. Inside, the air was thick with dust, and the floorboards creaked beneath their weight. Shadows danced along the walls as lightning flashed outside, illuminating the forgotten relics of a bygone era. Sarah scoffed at the tales of ghosts and spirits, while Alex remained on edge, his senses heightened by the palpable tension.Suddenly, a chill ran down Sarah's spine as she heard a faint whisper echoing through the halls. Alex's grip tightened on her arm as they ventured deeper into the darkness, their footsteps muffled by the silence of the night. With each passing moment, the sense of unease grew, until they stumbled upon a room shrouded in darkness.In the dim light of their lantern, they uncovered a hidden passage leading to the manor's forgotten past. As they emerged into the night air, the storm had passed, leaving behind a sense of peace and resolution. Though the mystery of the haunted manor remained unsolved, Sarah and Alex emerged unscathed, their bond stronger than ever. And as they looked back upon the crumbling facade of the old manor, they knew that some secrets were better left undisturbed.

Beginning:

1.How does the author set the scene at the beginning of the narrative paragraph?

2.What is the mood established in the introduction?

3.What role do the characters Sarah and Alex play in the story?

4.How does the author create anticipation or suspense in the beginning of the paragraph?

Middle:

5. How does the author use sensory details to describe the atmosphere inside the abandoned manor?

6.What effect does the description of the stormy weather have on the mood of the story?

7.What actions do Sarah and Alex take as they explore deeper into the manor?

8.How does the author create tension and conflict in the middle of the narrative paragraph?

Conclusion:

9. How does the author provide resolution to the story in the conclusion?

10.What emotions do Sarah and Alex experience as they emerge from the manor?

11.What does the conclusion reveal about the characters' experiences and relationships?

12 .How does the author reflect on the significance of the events in the conclusion?

The Mysterious Package

In a bustling city, amidst the chaos of everyday life, stood a small, unassuming apartment building. Inside one of its units lived Emily, a young woman with an insatiable curiosity, and her neighbor, Mr. Johnson, an elderly recluse with a penchant for mystery. Their lives intersected one fateful day when a mysterious package arrived at their doorstep, setting off a chain of events neither could have anticipated. As Emily and Mr. Johnson examined the package, they found it wrapped in tattered brown paper, tied with frayed twine. The air crackled with anticipation as they carefully peeled back the layers, revealing an ornately carved wooden box nestled within. Intrigued, they exchanged curious glances before daring to open the box. Inside, they found a collection of old photographs, each one depicting scenes from a bygone era. Faded faces stared back at them from sepia-toned frames, their expressions frozen in time. Among the photographs was a handwritten note, cryptic in its message yet captivating in its allure.Driven by a shared sense of curiosity, Emily and Mr. Johnson embarked on a quest to unravel the mystery behind the photographs. Their journey took them through hidden alleyways and forgotten archives, as they pieced together clues from the past. Along the way, they encountered obstacles and challenges, testing the limits of their determination and resilience.In the end, they uncovered the truth behind the photographs—a tale of love, loss, and redemption spanning generations. As they reflected on their journey, Emily and Mr. Johnson found solace in the knowledge that some mysteries were meant to be solved, while others remained eternal enigmas. And as they returned the photographs to their rightful place in history, they knew that their lives would be forever intertwined by the bonds of friendship and the shared thrill of discovery.

Beginning:

1.How is the setting introduced at the beginning of the narrative paragraph?

2.What can you infer about the characters Emily and Mr. Johnson from the introduction?

3.What event sets off the chain of events in the story?

4.What tone and mood are established in the introduction?

Middle:

5. How is the mysterious package described in the middle of the paragraph?

6.What do Emily and Mr. Johnson find inside the wooden box?

7.What motivates Emily and Mr. Johnson to embark on a quest?

8.How do Emily and Mr. Johnson overcome obstacles during their quest?

Conclusion:

9. What truth do Emily and Mr. Johnson uncover about the photographs?

10.How do Emily and Mr. Johnson feel as they reflect on their journey?

11.What realization do Emily and Mr. Johnson come to about their lives?

12.What is the overall theme or message conveyed in the conclusion?

<u>Sample 04:</u>

The Enchanted Garden

Nestled at the edge of town, obscured by overgrown vines and whispered legends, lay an enchanted garden. Its existence was known only to a select few, whispered about in hushed tones among the townsfolk. Among those drawn to its allure were Lily, a dreamer with a heart full of wonder, and Thomas, a skeptic whose curiosity outweighed his disbelief.As Lily and Thomas ventured into the garden, they were met with a symphony of colors and scents that danced upon the breeze. Each flower seemed to glow with an otherworldly radiance, their petals shimmering with iridescent hues. Birds chirped melodiously overhead, their songs weaving a tapestry of enchantment that enveloped the pair in its embrace.In the heart of the garden stood a towering tree, its branches reaching towards the heavens like outstretched arms. Beneath its shade, they discovered a hidden spring, its waters clear as crystal and cool to the touch. As they drank from the spring, a sense of peace washed over them, banishing the doubts and fears that had plagued their minds.Their journey through the garden was not without trials, however, as they encountered mystical creatures and unforeseen obstacles along the way. Yet, with each challenge they faced, their bond grew stronger, forged in the crucible of adventure and shared discovery.As they emerged from the garden, bathed in the warm glow of twilight, Lily and Thomas knew that they had experienced something truly magical. Though they would return to their ordinary lives, the memory of the enchanted garden would linger in their hearts forevermore, a testament to the enduring power of imagination and the beauty that lies just beyond the veil of reality.

Beginning:

1.Where is the enchanted garden located?

2.Who are the main characters drawn to the garden?

3.How is the existence of the garden known to the townsfolk?

4.What tone and mood are established in the introduction?

Middle:

5. What sensory details are used to describe the garden as Lily and Thomas venture into it?

6.What do Lily and Thomas discover beneath the shade of the towering tree?

7.What challenges do Lily and Thomas face during their journey through the garden?

8.How does their bond change as they face these challenges?

Conclusion:

9. What realization do Lily and Thomas have as they emerge from the garden?

10.How do they feel as they return to their ordinary lives?

11.What is the overall message or theme conveyed in the conclusion?

12.What effect does the warm glow of twilight have on the atmosphere as they emerge from the garden?

University of Mohamed Kheider- Biskra	**Teacher:** Herzallah
Module: Reading/**C**	**Department of English**
Level :First year	Groups:5/6
Title of the lesson : **Compare/Contrast Paragraph**	

What Is a Compare/Contrast Paragraph?

A compare/contrast paragraph is one which shows *either* the similarities *or* the differences between two things. A compare paragraph gives similarities and answers the question, "What do they have in common?" A contrast paragraph gives differences and answers the question, "How do they differ?" The paragraph below is an example of a contrast paragraph.

My life in Canada is very different from my mother's life in our old country. The main difference is that, as a girl, I have access to education in Canada. I am in high school now, and I have studied a range of subjects: English, math, chemistry, biology, physical education, music, and lots more. My mother had very little formal education, and most of her learning was from traditional books at home. Another difference is that I have more freedom than my mother had. I can go out with my friends, see a movie, or play soccer. My friends are both girls and boys. I am even learning to drive, so I will be more independent. My mother could not do those things. She had to stay at home, help her mother, and learn to cook traditional food. She certainly could not go to a movie with a boy! Finally, I know there will be a big difference in the career opportunities open to me later. After high school, I want to go to college and train to be a paramedic or a firefighter. My mother did not have those opportunities; as a girl, she was not expected to have a career, and certainly not the kind of career I want to have. She got married when she was very young, and she has never had a paying job. I'm not saying my life is better than my mom's life; I'm just saying that living in a new culture makes a huge difference.

What Makes a Good Compare/Contrast Paragraph?

- It is about either similarities or differences. In one paragraph, you cannot address both in detail. You should say early in your paragraph whether you are comparing or contrasting.
- It shows similarities or differences between two things that already have some kind of connection. In the paragraph you have just read, the writer compares her own teenage years to those of her mother. This is a logical comparison to make. You could also compare two places, two kinds of music, two people, two religions, two systems of government, and more. Don't compare or contrast things that have no logical connection.
- It is about a topic that is easily managed in one paragraph. The example paragraph addresses a topic that is small enough to be covered in one paragraph.
- It is sufficiently detailed. As with all good paragraphs, don't make your reader guess what you want to say.

Steps for Writing the Compare/Contrast Paragraph

1. As always, your writing should begin with some brainstorming. Think about your topic—what do you want to say about it? Use a mind map to start to collect some ideas. Make sure you are comparing or contrasting two things that already have a connection. Be sure whether you are comparing them or contrasting them.
2. Make a plan for your paragraph. Make sure you are presenting your ideas in a logical order.
3. Write your first draft. Don't worry about getting everything perfect at this stage; just get your ideas on paper. Make sure you have included enough detail.
4. Revise your draft. Follow the ARMS checklist you learned in Unit 1 (Add, Remove, Move, and Substitute). You may want to use words like *Firstly*, *Secondly*, and *Finally* to introduce your various points.
5. Edit your paragraph and write your final draft. Now that your ideas are in place, you can focus on grammar, spelling, word choice, and punctuation.

Sample 01(similarities)

Rafael and Ingrid had a few similarities. Both of them were   from foreign countries. Rafael was from Mexico,   but he could speak   English fluently, just as Ingrid, who was from Sweden, could, therefore, it was easy for us to communicate with each other. Another similarity was their family background. Both of their fathers were businessmen who traveled a lot. As a result, Ingrid had moved often and had lived in several other countries, just as Rafael had. Finally, both of my friends lived in my neighborhood. Although Rafael and Ingrid had similar background, they were as different as two children can be.

Sample 02(differences)

Although Rafael and Ingrid had similar background, they were as different as two children can be. First of all, they were completely dissimilar in appearance. Rafael had charcoal black hair, while Ingrid had shiny blond hair. Rafael's beautiful white teeth were perfect compared to Ingrid's, which were so crooked that she had to wear braces. On the other hand, Ingrid always dressed up and looked pretty in her pink dresses, whereas Rafael liked to wear torn jeans and untied black shoes. Ingrid's face, with its sunkissed, freckled nose, was soft and feminine; in contrast, Rafael's face, with its lively black eyes and sharp nose, was definitely masculine.

Look at the following paragraph that shows similarities or differences. Answer the questions below the paragraph.

Paragraph 1

Christianity and Islam, while often perceived as vastly different, share notable similarities as two of the world's largest religions. The first similarity is that followers of both religions worship only one god, and this god is the source of rules that must be followed. These include prohibitions on killing and stealing, and the requirement to worship on a particular day of the week. A second similarity is that both religions have a holy book. For Christians, this is the Bible; for Muslims, the sacred text is the Qur'an. Both books provide guidance for followers of the religion with regard to suitable behaviour. A third similarity is that both religions have a long history of pilgrimage. All Muslims are required to travel to the city of Mecca in Saudi Arabia at least once in their lives. Christians do not have this exact requirement, but many of the great cathedrals in Europe have long been sites of pilgrimage. A final similarity, and perhaps the most important, is that both religions promote peace. While the conflict in the Middle East receives a lot of attention in the news, Muslims are quick to point out that Islam, like Christianity, is inherently a peaceful religion. Of course, there are differences between Christianity and Islam, such as the role of women in society and Islam's ban on eating pork and drinking alcohol. However, it is worth remembering that the two religions have more in common than people often think.

1.   What point is the writer making here? What is the author's purpose in writing this?

    _____

    _____

2.   What similarities does the writer describe?

    _____

    _____

    _____

3.   What differences does the writer mention?

    _____

    _____

4.   Think of another religion. How does it compare to either Christianity or Islam?

    _____

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University of Mohamed Kheider- Biskra	**Teacher:** Herzallah
Module: Reading	**Department of English**
Level : First year	Groups:05 and 06
The Second Test	

Argumentative Paragraph Writing

Writing an argumentative paragraph, alternatively called a persuasive paragraph, is something that English writers need to master, especially ESL writers.

In this type of paragraph you're arguing for, or trying to persuade your audience of, a specific point of view. This might not be a point of view that you believe in or agree with, but in an argumentative paragraph you still need to write about it.

What's a Persuasive Paragraph?

A persuasive paragraph will be built around one main idea, like you are when writing a paragraph.

But the main idea will be your argument or your side of the argument.

The paragraph will just include one view point, the point of view that you're arguing for. This type of paragraph isn't balanced. It's just one side of the information. In this type of paragraph you aren't providing for and against arguments. It's either for or against. You only include information from one side.

You can either be in favour of the idea or against the idea. You don't have to support the idea in a persuasive paragraph; just try to get other people to believe that you're right.

Topic: Should Women Have the Right to Wear the Hijab in Public Spaces?

   Wearing the hijab is a deeply personal choice that should be respected and protected in public spaces. Firstly, the hijab is an expression of religious freedom and cultural identity. Transition: Moreover, denying women the right to wear the hijab infringes upon their freedom of expression and autonomy. Secondly, wearing the hijab does not inherently restrict women's rights or opportunities; rather, it empowers them to assert control over their bodies and reject societal pressures. Transition: Additionally, promoting diversity and inclusivity by allowing women to wear the hijab fosters tolerance and understanding in multicultural societies. Lastly, restricting the wearing of the hijab perpetuates discrimination and marginalization, creating barriers to social integration and cohesion. Conclusion: In conclusion, it is imperative to uphold and protect the right of women to wear the hijab in public spaces as a fundamental aspect of religious and personal freedom, fostering a more inclusive and respectful society for all.

Reading Comprehension

1.How does the paragraph address concerns about discrimination and marginalization?

2.What evidence does the paragraph provide to support the argument for allowing women to ear the hijab?

3.How does the paragraph emphasize the importance of individual choice in wearing the hijab?

4. What societal benefits does the paragraph suggest arise from allowing women to wear the hijab?

5.How does the paragraph conclude the argument?

6. How does the paragraph address potential objections to allowing women to wear the hijab?

7. What role does the concept of cultural identity play in the argument presented in the paragraph?

8.How does the paragraph suggest that allowing women to wear the hijab contributes to social cohesion?

9.What potential consequences does the paragraph suggest may arise from restricting the wearing of the hijab?

10. How does the paragraph appeal to principles of freedom and autonomy?

University of Mohamed Kheider- Biskra	Teacher: Herzallah
Module:Reading	Department of English
Level :First year	Groups:05 and 06

Classification paragraph: practice

  Music genres can be broadly classified into several distinct categories based on their stylistic characteristics, cultural origins, and audience preferences. One major category is classical music, which encompasses compositions that adhere to traditional Western musical conventions and are often performed by orchestras or chamber ensembles. Examples include symphonies, concertos, and sonatas, with notable composers such as Bach, Mozart, and Beethoven. Another category is rock music, characterized by its use of electric guitars, drums, and vocals to create energetic rhythms and melodies. Subgenres within rock music include classic rock, punk rock, and

alternative rock, each with its own distinctive sound and aesthetic. Jazz is yet another significant genre, known for its improvisational style, syncopated rhythms, and complex harmonic structures. Subgenres of jazz include swing, bebop, and fusion, reflecting the genre's evolution over time. Finally, there is pop music, which emphasizes catchy melodies, simple song structures, and mass appeal to a wide audience. Subgenres of pop music range from bubblegum pop to electronic dance music (EDM), catering to diverse tastes and preferences. While these categories provide a framework for understanding music genres, many contemporary artists blend elements from multiple genres, blurring the boundaries between categories and creating innovative new styles.

Questions of Comprehension:

1.What are the main categories of music genres discussed in the classification paragraph?

2.How are classical music and rock music characterized in terms of their stylistic elements and instrumentation?

3.What are some examples of subgenres within the rock music category?

4.What distinguishes jazz music from other genres in terms of its style and structure?

5.How does pop music differ from classical, rock, and jazz in terms of its target audience and musical characteristics?

6.Can you identify any examples of composers or musicians associated with each music genre mentioned in the paragraph?

7.How do subgenres within each main category contribute to the diversity and evolution of music genres over time?

8.Are there any contemporary artists mentioned in the paragraph who blend elements from multiple genres to create innovative new styles?