

A Guiding Model Answer for

مقاله (1) ENG

كود 213

برنامج (الترجمة لغة انجليزية)

المستوى الثانى للفصل الدراسى الثالث

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Essay (1)

Code (213)

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Essay (1) Exam

Section One: Reading Comprehension (Time length is 30 minutes; Grade is 4)

Read the following passage and, then, select the right answers of the subsequent questions?

The handling and delivery of mail has always been a serious business, underpinned by the trust of the public in requiring timeliness, safety, and confidentiality. After early beginnings using horseback and stagecoach, and although cars and trucks later replaced stagecoaches and wagons, the Railway Mail Service still stands as one of America's most resourceful and exciting postal innovations. This service began in 1832, but grew slowly until the Civil War. Then from 1862, by sorting the mail on board moving trains, the Post Office Department was able to decentralize its operations as railroads began to crisscross the nation on a regular basis, and speed up mail delivery. This service lasted until 1974. During peak decades of service, railway mail clerks handled 93% of all non-local mail and by 1905 the service had over 12,000 employees.

Railway Post Office trains used a system of mail cranes to exchange mail at stations without stopping. As a train approached the crane, a clerk prepared the catcher arm which would then snatch the incoming mailbag in the blink of an eye. The clerk then booted out the outgoing mailbag. Experienced clerks were considered the elite of the Postal Service's employees, and spoke with pride of making the switch at night with nothing but the curves and feel of the track to warn them of an upcoming catch. They also worked under the greatest pressure and their jobs were considered to be exhausting and dangerous. In addition to regular demands of their jobs they could find themselves the victims of train wrecks and robberies.

As successful as it was, "mail-on-the-fly" still had its share of glitches. If they hoisted the train's catcher arm too soon, they risked hitting switch targets, telegraph poles or semaphores, which would rip the catcher arm off the train. Too late, and they would miss an exchange.

Questions

1. What does the passage mainly discuss?

- | | |
|---|---|
| A. How Post Office Trains handled the mail without stopping | B. The skills of experienced clerks |
| C. How the mail cranes exchanged the mail | D. Improvements in mail handling and delivery |

2. The word "underpinned" in line 1 is closest in meaning to

- | | | | |
|------------|--------------|------------|-------------|
| A. lowered | B. underlain | C. obliged | D. required |
|------------|--------------|------------|-------------|

3. The public expects the following three services in handling and delivery of mail except

- | | | | |
|--------------------|---------------|-----------|-------------|
| A. confidentiality | B. timeliness | C. safety | D. accuracy |
|--------------------|---------------|-----------|-------------|

4. According to the passage, the Railway Mail Service commenced in
A. 1832 B. 1842 C. 1874 D. 1905
5. The word "elite" in line 13 is closest in meaning to
A. superior B. majority C. more capable D. leader
6. Which of the following is true, according to the passage?
A. The clerk booted out the outgoing mailbag before snatching the incoming bag
B. Clerks couldn't often see what they were doing
C. The Railway Mail clerk's job was considered elite because it was safe and exciting
7. In line 16, the word "they" refers to
A. trains B. Postal Service's employees C. Mailbags D. Experience clerks
8. The word "glitches" in line 17 can be replaced by
A. accidents B. blames C. advantages D. problems

Section Two: Essay Explanation (Time length is 30 minutes; Grade is 3)

1. Define the essay and state its main parts and four essential ingredients?
2. State the purpose and shape of the introduction?
3. State the purpose and shape of the conclusion?

Section Three: Essay Writing (Time length is 100 minutes; Grade is 9)

Write well-organized essays on **ONLY THREE** of the following topics:

Egypt – Love - Biographical Statement – Comparative/contrast essay on two subjects of your choice

Section Four: Structure (Time Length is 20 minutes; Grade is 4)

(A) Correct the following sentences?

1. The poor spelling effected the grade on his essay.
2. There were less diners in the restaurant on Monday than on Thursday.
3. The cadet rises the flag every morning.
4. The vegetables will loose a good deal of their nutritional value if they are boiled too long.

(B) Choose the right answer and, then, write it in your answer sheet:

5. Never (have I seen – I have seen – I did see – I am seen) so much snow.
6. It was so interesting (book – a book – the book – history book) that he couldn't put it down.

(C) Rewrite the following sentences into their correct form and, then, write them in your answer sheet:

7. To no ones surprise Joe didn't have his homework ready.
8. We are willing to work with whoever you recommend.

Good Luck
Mohammad Al-Hussini Arab

Answers

I. Reading Comprehension Answers

1. D. Improvements in mail handling and delivery
2. B. underlain
3. D. accuracy
4. A. 1832
5. A. superior
6. B. Clerks couldn't often see what they were doing
78. D. Experience clerks
8. D. problems

II. Essay Explanation and Writing

Question # 1:

Define the essay and state its main parts and four essential ingredients?

Answer:

An essay is a series of paragraphs that develop a main idea. A paragraph is a series of sentences that develop a single idea. An essay has three parts:

1. The introduction, or beginning, of the essay lets the reader know what the writing is about and creates an interest in the subject. It draws the reader in with a general statement, a story, a problem, a question, or an image and leads to a specific topic.
2. The body, or middle, of the essay gives all the necessary information and explanation about the subject. It explores, develops, or illustrates your main idea, the point you want to make about the specific topic.
3. The conclusion, or end, of the essay summarizes or explains the main idea and lets the reader know the experience is over. It looks back at the meaning of the image. It may provide the answer to the question, the solution to the problem, or the ending of the story, but with a new perspective to the introduction.

In addition, an essay has the following four ingredients:

1. The main idea is the focus or "beating heart" of the essay; it may be a problem or conflict, a feeling or impression, a statement of belief, or a research question. Sometimes the main idea is formulated as a thesis statement, which states the subject of the essay and the central point you wish to make about that subject.
2. Supporting points develop the main idea or prove the thesis statement.
3. Specific details explain or illustrate those points.

4. Transitional expressions make clear how one idea is connected to the next.

Question # 2:

State the purpose and shape of the introduction?

Answer:

The purpose of the introduction is to catch the reader's attention and explain the subject of the paper. The introduction may also map out the main supporting points. Introductions may use general statements that narrow to a specific focus; tell a short story that is related to the body of the essay; begin with a quotation, a question, an interesting fact, or a strong opinion; or outline a problem to be solved. Look at the example below:

As a child, everyone has a dish that he or she loves so much it becomes an essential to survive. It's usually "fun" food, like French fries and chicken fingers, which can be picked up and eaten at any time. Yet every once in a while, a child comes along that enjoys eating entrees and side dishes other than the usual simple deep-fried meals. My favorite childhood dish was my grandmother's red cabbage.

The introduction begins with the general statement that "everyone" has a much loved favorite food. The second sentence outlines typical childhood preferences. The third lets us know that something different is coming. The fourth sentence narrows the focus to the writer's favorite dish—"my grandmother's red cabbage." The paragraph funnels the reader into the body of the essay, which will focus on that cabbage. Here is another example of an introduction that moves from the general to the specific:

We often seem to hold on to our past. We carry it on our shoulders, using it as an excuse, a hideaway, or as a compass for our future. Beating ourselves up for the past has become second nature to us. I should have. I would have. I wish I had. Although there's nothing that can change the past, by leaving our past behind we can now focus on the future, which can be the new foundation of our lives. In *The Shipping News*, the Quoyle family had trouble letting go of a past that hindered their growth. But they eventually learned that the past was merely a stepping stone. They learned that life still goes on.

Again, the introduction begins with a general statement—"we often seem to hold on to our past"—explains it, and ends with a specific focus. It is the Quoyle family who is holding on to "a past that hindered their growth." In addition to narrowing the focus of an essay, the introduction may also map out the main points:

Today nearly everybody goes to college. It is almost a must-have for every job. The people that do go to college see that it is very different from high school. There have been many differences I have seen, but the three that stand out the most are the amount and difficulty of the work, the responsibility of getting up on my own, and the friends I have made.

The last line of this introduction makes clear that the next three sections will discuss the difficulty of college work, the responsibility of caring for oneself, and the making of new friends. This introduction offers a very specific promise to the reader in terms of both content

and organization, and you may find such a road map to be an effective component of many academic essays.

Question # 3:

State the purpose and shape of the conclusion?

Answer:

The purpose of the conclusion is to highlight the main idea of the essay and to let the reader know that this is the last paragraph. Sometimes the conclusion, like the introduction, cannot be written until several revisions have helped you think through the topic. At other times the conclusion may be the first part of the essay you're sure of. The conclusion may raise a question or add information about the main idea, answer a question, or outline a solution to a problem raised in the introduction. Further, if the introduction contains a story, image, or allusion that relates to the main point, it is satisfying to the reader if the conclusion mentions it again. Let's look at some examples of concluding paragraphs. This first one summarizes the main points of the essay:

Sean Devine showed me his honesty by rejecting the invitation to the bar from a female officer. He showed his professionalism by not allowing his personal problem with Lauren to interfere with his job. He showed his calm and detached personality when he announced that the body in a hole in the park was his friend's daughter. He knew how to handle himself, and that is the thing that makes him my favorite character.

The next concluding paragraph summarizes the main points and ends with a strong image: "all of this opened my eyes to the art of Japanese food":

I have always loved strange food, but sushi is my all time favorite, right down to the texture of the rice and the freshness of the fish. It is what got me interested in the culinary industry. The color, the design, all of this opened my eyes to the art of Japanese food.

In the following example, the writer sums up the main point of the movie *Crash*, then goes on to state a new thought:

All these cases reflect a natural quality of human beings. Prejudice, selfishness and disenfranchisement make us lose our sense of judgment. Prejudice produces rage, and rage gives birth to tragedy. If nobody stops it, this vicious cycle goes on and on.

This story goes beyond the people in the movie; they are us. We are all victims as long as we operate out of prejudice, selfishness and disenfranchisement. As the movie shows, those with one-track minds do not help us to live together. In the end, I came to know that love is the only thing to reduce the crashes and help us to live together in harmony.

In addition to highlighting the idea that "prejudice, selfishness and disenfranchisement make us lose our sense of judgment," the conclusion suggests an approach to ending that "vicious cycle": "love is the only thing to reduce the crashes."

Conclusions very often explain why the topic is important or emphasize the importance of a particular point in the essay, as in the example below:

The experience in the meat room was thrilling. It makes me want to do well in my other classes so I can get to meat-fabricating class. This tour also gave me some new routes to different parts of the school. But above all else, the tour showed me that it is important to pay more attention to detail in everything I do.

III: Essay Writing

Friendship

Answer:

Friendship is one of the most precious gifts of life. A person who has true friends in life is lucky enough. Friendship makes life thrilling. It makes life sweet and pleasant experience. Friendship is indeed, an asset in life. It can lead us to success or to doom. It all depends on how we choose our friends.

True friendship is a feeling of love, sharing and caring. It is a feeling that someone understands and appreciates you as you are, without any exaggeration, flattery and pretensions. It gives a feeling that you are "wanted" and that you are "someone" and not a faceless being in the crowd. A true friend stands by you through thick and thin. True friendship knows no boundaries or demarcations of caste, creed, race and sex.

Friendship is both good and necessary. Man cannot live all alone. He is a social being. He needs someone to share his joys and sorrows. Generally, it is only the people of the same age, character and background, mentality, etc., who can understand him and understand his problems. Friends are needed for support and for sharing. Friendship is an elixir which is essential for a happy life.

They are needed to turn to when one is in trouble, and facing difficulties. According to the great Roman Statesman Cicero "Friendship increases happiness and diminishes misery by doubling our joy and dividing our grief." Friends are needed in every stage of life. Friendship has no age limit. Every group of people—children, youth, elders, very elderly people, etc.—have their friends. However, it is better to have friends of the same age group and cultural backgrounds.

We need to select our friends very carefully. We have to remember the maxim "All that glitters is not gold." In the same manner, we must not be moved by apparent show of friendship. Many remain with us in the guise of good friends and lead us to the wrong path. Today, many youngsters have become social nuisance mainly due to wrong company and bad friends.

We spent much of our time with them. Their mental outlook, behavior, attitudes affect us too. Therefore, we have to choose our friends very carefully. We have to distinguish between

fair-weather friends and true friends. True friends remain with us through thick and thin while fair-weather friends are found only during sunny days.

Lasting friendship is indeed, a blessing. Good friends are great pillars of life. They help us to stand tall and erect in life. Friendship can make or break us. It can lead to good careers and proper living. It does not matter how often you meet your friends, but how much you care and feel for another in good times as well as in bad times. True friendship is a great asset in life.

Education

Answer:

The purpose of education is always a controversial topic among people and society, especially high level education such as college or university.

Some people think that all students deserve to be educated at this level. However, in my opinion, it would be better to leave this type of training for a certain group of good, knowledgeable learners. Unlike middle school or high school, universities and colleges require a lot of ability and skills to keep up with an enormous amount of complex knowledge. In fact, some students may be capable in high school, but the pressure of higher education is tough even for talented ones. Secondly, universities should only accept good students because it gives better human resources for sophisticated purposes.

Some people argue that this may lead to "social division," when someone with high education refuses to do the so called "low jobs," but actually it gives no harm to the whole community. Ultimately, this improves the overall quality of education and gives the best people the opportunity to serve in the most necessary needs of the society.

Admittedly, university provides more specific, extensive, in-depth knowledge to students in each field. Governments invest lots of money in higher education to produce learned generation who will be the most effective for the progress of the society.

Since university education is also time consuming, thus it is wise to send relatively studious, meritorious, self motivated students for higher study. Otherwise it will be a complete waste of time and money for a student and the society.

In conclusion, obtainment of a university qualification ensures better quality of life. Studying at the university broadens and empowering student's skills and knowledge. They could get practical and valuable experiences which are essential for their future careers. As a result, it is likely that these people would get better jobs and better remuneration. In addition, scholars are well respect by the society. Thus, universities would be appropriate places for better future.

Section Four: Structure

1. The poor spelling affected the grade on his essay.

2. There were **fewer** diners in the restaurant on Monday than on Thursday.
3. The cadet **raises** the flag every morning.
4. The vegetables will **lose** a good deal of their nutritional value if they are boiled too long.
5. Never **have I seen** so much snow.
6. It was so interesting **a book** that he couldn't put it down.
7. To no **one's** surprise Joe didn't have his homework ready.
8. We are willing to work with **whomever** you recommend.