

السلام عليكم...

فيما يخص مادة "المقال"، كثر الكلام عنها منذ بداية الفصل الدراسي؛ ولأن -مع الأسف- الصوت السلبي يطغى، صار كثير من الزملاء يخافون هذه المادة رغم بساطتها وبساطة محتواها. بحمد الله، ومنذ بداية الفصل أخذت انطباع جيد حول المادة وعن أسلوب أساتذها في الاختبار اعتماداً على آراء زملائنا القدامى -بارك الله بهم- وبالذات المعلومات التي نشرها الزميل "حمادة"؛ ولكون الفصل السابق لفصلنا الدراسي هو الفصل الوحيد أو الأول للدكتور "السقوفي" في المادة ولعدم توفر نسخة مصورة من الاختبار كان كل ما نملكه هي تلك الآراء والانطباعات من الزملاء القدامى حول الاختبار وأسلوبه. بناء على ما سبق توصلنا إلى نقطة مهمة وهي أن الدكتور دقيق في أسئلته، قد يأتي بسؤال من أي نقطة وأي جزئية في الاختبار.

أسلوبي في دراسة المادة كان أولاً ترجمتها بشكل كامل، ثم قمت بتفريغ كامل المحتوى على شكل نقاط قصيرة؛ وصلت فيها إلى ٥٠٠ نقطة؛ بالتالي كانت خلاصة الدراسة المبدئية للمادة هي ٥٠٠ نقطة مترجمة وجاهزة للدراسة النهائية. بعدها تناولت هذه النقاط، أقرأ نقطة نقطة بتركيز، ولا أنتقل لنقطة جديدة حتى أتأكد من استيعاب (وليس حفظ) النقطة السابقة لها. وبالنسبة لجدول الـ Transition Signals والتي تعتبر -نسبياً- أكثر الأجزاء دسامة في المادة وأصعبها من ناحية استرجاعها وتذكرها؛ قمت برسم جدول يضمها، بحيث جعلت عناوين الأعمدة هي أنواع الـ Transition Signals، وعناوين الصفوف هي الأغراض التي تستخدم فيها هذه الـ Transition Signals؛ استكملتم رسم الجدول، وأضفت إليه ما يخص الـ Transition Signals، بحيث خرجت في النهاية بصفحة واحدة تضم كل ما يتعلق بهذه الجزئية الهامة التي إن أحاط بها الطالب سهلت عليه المادة بشكل كبير.

باختصار المادة تتحدث عن تركيب الفقرة (الفقرة باعتبارها المكون الأساسي للمقال)؛ موضوع الفقرة أخذ ١٠ محاضرات من المادة؛ ثم آخر ٤ محاضرات عن المقال. وتتصاعداً المقال يتركب من الآتي: كلمات تكون جملاً، جملاً تكون فقرات، وفقرات تكون جسد المقال ومقدمته وخاتمته.

المادة سهلة وممتعة، كل ما تحتاجه منك هو "الترتيب"، واعتزل الشخصيات السلبية. وبشكل عام دائماً ابدأ الدراسة مبكراً. في هذا المستوى لأول مرة -على المستوى الشخصي- أشعر بجديّة الدراسة؛ اختبارات الترجمة والمقال ومهارات التحدث والرواية كانت اختبارات حقيقية لطلاب درسوا المحتوى بشكل كامل وأحاطوا به جيداً.

أقدم هذا الملف والذي يتضمن أسئلة اختبارنا، اختبار ١٤٣٧ الفصل الأول عند الدكتور "السقوفي"؛ كل سؤال مع إجابته الصحيحة والجزئية المتعلقة به من المحتوى.

ختاماً أقول، من حق الدكتور أن يصيغ اختباراً من أي جزئية ونقطة من المحتوى؛ مادام الدكتور ملتزم بالمحتوى لا يحق لأي طالب الشكوى، لأن البيئته على من ادعى.

الاختبار يتألف من ٥٠ سؤال؛ ٤٥ سؤال مقتبسة بالنص من المقرر؛ و٥ إلى ٥ أسئلة لأمتلئة مشابهة لأمتلئة ذكرت في المحتوى.

Twitter: @abual7arith

Twitter: @abual7arith

1) A topic sentence is a complete sentence; that is, it contains at least one subject and one \_\_\_\_\_.

• verb

→ A topic sentence contains at least one subject and one verb. (Lecture 2)

2) A topic sentence is the most general \_\_\_\_\_ in the paragraph.

• statement

→ A topic sentence is the most general statement in the Paragraph. (Lecture 2)

3) Driving on highways requires skill and alertness. The topic is \_\_\_\_\_.

• Driving on high ways.

→ "Driving on freeways requires skill and alertness.", the topic is "Driving on freeways". (Lecture 2)

4) The rise of Hollywood films is due to several factors. The controlling idea is \_\_\_\_\_.

• several factors

→ "The rise of indie films is due to several factors.", the controlling idea is "several factors". (Lecture 2)

5) French has been influenced by other languages. This sentence is \_\_\_\_\_.

• too general

→ Is "English has been influenced by other languages.", a topic language? Why? No. It is too general. (Lecture 2)

6) Not to mention mad cow disease. This sentence is \_\_\_\_\_.

• Incomplete

→ Is "Is made of green cheese.", a good topic sentence? Why? No. Incomplete sentence. (Lecture 2)

→ المثال غير موجود حرفياً في المحتوى؛ لكن هناك ما يقابله من الأمثلة التي قد يحتوي أحدها على فاعل ولا يحتوي على فعل، أو قد يحتوي على فعل ولا يحتوي على فاعل؛ والجملة الكاملة كما هو منكور في المحتوى هي التي تتضمن على فاعل وفعل على الأقل. لحل مثل هذه مرض جنون الإشكالية، يمكن للطالب ببساطة أن يترجم الجملة للعربية ويسأل نفسه، هل هي جملة كاملة؟ السؤال هنا يقول: "إن عدم ذكر

البقر. " مباشرة يتبين لك أنها جملة غير كاملة، لأنها لم تُخبرك ماذا ينبغي على عدم ذكر مرض جنون البقر، أخبرتك بـ"أن عدم ذكر مرض جنون البقر"، ثم ماذا؟ " عدم ذكر مرض جنون البقر" ماله؟ فالجملة غير كاملة.

7) Many cultures interpret rainbows in positive ways. This sentence is \_\_\_\_\_.

- ♦ best topic sentence

→ Is "People hold many superstitious [خرافية] beliefs about the moon.", a good topic sentence? Yes. (Lecture 2)

→ المثال الذي جاء في الاختبار غير موجود في المحتوى بشكل حرفي، لكن المثال الذي أرفقته يُقابلُه. أهم ميزة يجب أن تتميز بها جملة الموضوع، هي أن تتضمن على موضوع وفكرة مُسيطرَة؛ في هذا المثال الموضوع هو تفسير الثقافات المختلفة لقوس قزح، والفكرة المُسيطرَة هي الطرق الإيجابية لهذا التفسير. أهم مثال ذكر في المحتوى هو الذهب؛ تكون جملة الموضوع مثالية حين نذكر أن الموضوع هو "الذهب"، وتتبع ذلك بـ"فكرة مسيطرة"، مثلاً: أسباب اعتباره معدناً ثميناً؛ أو مثلاً أسباب ارتفاع أسعاره في هذا الوقت، أو مثلاً لماذا تميل له النساء في الزينة؛ وهكذا. مجرد أن نذكر في جملة الموضوع أننا سنتحدث عن الذهب، هذا يجعل جملة الموضوع عمومية جداً وغير صالحة لأن تكون جملة موضوع، وإن ذكرنا معلومات تفصيلية في هذه الحالة لا تكون الجملة جملة موضوع؛ لأن التفاصيل تُذكر في الجُمْل الداعمة.

8) Supporting sentences explain or prove the \_\_\_\_\_.

- ♦ topic sentence

→ Supporting sentences explain or prove the topic sentence. (Lecture 3)

9) A concluding sentence is not needed for every \_\_\_\_\_ in a multi-paragraph essay.

- ♦ paragraph

→ a concluding sentence is not needed for every paragraph in a multi-paragraph essay. (Lecture 3)

10) \_\_\_\_\_ means that a paragraph discusses one and only one main idea from beginning to end.

- ♦ Unity

→ Unity [الوحدة] means that a paragraph discusses one and only one main idea from beginning to end. (Lecture 4)

11) The easiest way to achieve \_\_\_\_\_ is to repeat key nouns frequently in your paragraph.

- ♦ cohesion

→ The easiest way to achieve coherence is to repeat key nouns frequently in your paragraph. (Lecture 4)

12) Words such as (another, additional), and (because of, in spite of) can serve as \_\_\_\_\_.

- ♦ transition signals

→ Words such as adjectives (another, additional) can serve as: Transition signals. (Lecture 5)

→ Words such as prepositions (because of, in spite of) can serve as: Transition signals. (Lecture 5)

13) Words such as (and, but) are considered to be \_\_\_\_\_.

- ♦ coordinators

→ Coordinating conjunctions, like: and (additional idea), but (opposite idea or contrast), yet (opposite idea or contrast), or (choice or alternative). (Lecture 5)

→ Coordinators = Coordinating conjunctions.

14) The word "still" is an example of \_\_\_\_\_.

- ♦ conjunctive adverbs

→ Conjunctive adverbs, like: furthermore (additional idea), moreover (additional idea), besides (additional idea), also (additional idea), too (additional idea), however (opposite idea or contrast), nevertheless (opposite idea or contrast), instead (opposite idea or contrast), still (opposite idea or contrast), nonetheless (opposite idea or contrast), otherwise (choice or alternative), that is (restatement or explanation), therefore (result), consequently (result), hence (result), thus (result). (Lecture 5)

15) The word "in brief" is an example of \_\_\_\_\_.

- ♦ transition phrases.

→ Transition phrases, like: in addition (additional idea), on the other hand (opposite idea), in contrast (opposite idea), in fact (restatement or explanation), indeed (restatement or explanation), first, second, third (list in order), next, last, finally (list in order), for example (example), for instance (example), clearly (conclusion or summary), in brief (conclusion or summary), in conclusion (conclusion or summary), indeed (conclusion or summary), in short (conclusion or summary), in summary (conclusion or summary), accordingly (result), as a result (result), as a consequence (result). (Lecture 5)

16) A subordinator is the first word in \_\_\_\_\_.

- ♦ a dependent clause

→ A subordinator (subordinating conjunction) is the first word in a dependent clause. (Lecture 6)

17) In addition to increased competition, the lack of competent management caused to company's bankruptcy. The word "in addition to" is \_\_\_\_\_.

♦ a preposition

→ Subordinators include prepositions, like: in addition to. (Lecture 6)

18) Chronological order, logical division of ideas, and comparison/contrast are some common kinds of \_\_\_\_\_ order in English.

♦ logical

→ Some common kinds of logical order in English are: Chronological [زمني] order. Logical division of ideas. Comparison [مقارن]/contrast [مغاير]. (Lecture 6)

19) In a logical division of ideas, a \_\_\_\_\_ is divided into parts, and each part is discussed separately.

♦ topic

→ In logical division of ideas, a topic is divided into parts, and each part is discussed separately. (Lecture 7)

20) Opinions are \_\_\_\_\_ based on a person's beliefs or attitudes.

♦ subjective statements

→ Opinions are subjective statements based on a person's beliefs or attitudes. (Lecture 8)

21) Identity theft is increasing at a rapid pace. This sentence is an example of \_\_\_\_\_.

♦ fact

→ "Identity theft is increasing at a rapid pace [يقفح متسارع].", is: Fact needs proof. (Lecture 9)

22) When you use quotation, summarization and paraphrasing you are inserting \_\_\_\_\_ into your own writing.

♦ outside information

→ There are three ways to insert outside information into your own writing: You can quote it. You can summarize it. You can paraphrase [إعادة صياغة] it. (Lecture 8)

23) One way to avoid \_\_\_\_\_ is to always put quotation marks around words that you copy exactly.

♦ plagiarism

→ One way to avoid plagiarism is to always put quotation marks around words that you copy exactly. (Lecture 9)

24) Works cited is a list describing all your \_\_\_\_\_ completely.

♦ sources

→ The list that describing all your sources completely and appears as the last page of your paper, is titled works cited.

25) In a direct quotation, you copy another person's exact words (spoken or written) and enclose them in \_\_\_\_\_.

♦ quotation marks

→ In a direct quotation, you copy another person's exact words (spoken or written) and enclose them in quotation marks. (Lecture 9)

26) The reporting phrase \_\_\_\_\_ does not appear in the middle.

♦ according to

→ The reporting phrase (according to) doesn't appear in the middle of borrowed information. (Lecture 9)

27) \_\_\_\_\_ reporting verb may cause changes in verbs, pronouns, and time expressions in an indirect quotation.

♦ past tense

→ A past tense reporting verb may cause changes in verbs, pronouns, and time expressions in an indirect quotation. (Lecture 9)

28) \_\_\_\_\_ are sometimes called reported speech.

♦ Indirect quotation

→ Indirect quotations are sometimes called reported speech. (Lecture 10)

29) Like quotations, \_\_\_\_\_ are good supporting details.

♦ statistics

→ The kinds of specific supporting details: Examples. Statistics. Quotations. (Lecture 3)

Twitter: @abual7arith

Twitter: @abual7arith

مراجعة

30) \_\_\_\_\_ in the introduction are to attract your readers' attention.

- ♦ General statements

→ General statements are to: Attract your reader's attention. (Lecture 11)

31) \_\_\_\_\_ and the repetition of key nouns link the paragraphs into a cohesive whole.

- ♦ Transition signals

→ Transition signals and the repetition of key nouns link the paragraphs into a cohesive whole. (Lecture 11)

32) The thesis statement may indicate the pattern of \_\_\_\_\_ of the essay.

- ♦ organization

→ Sometimes a thesis statement also indicates the pattern of organization that the essay will follow. (Lecture 12)

33) The thesis statement is the most important sentence in the \_\_\_\_\_.

- ♦ introduction

→ The thesis statement is the most important sentence in the introduction. (Lecture 12)

34) In order to explain causes, reasons, types, lands, qualities, methods, advantages, and disadvantages, we use \_\_\_\_\_.

- ♦ logical division

→ Logical division is an appropriate pattern for explaining causes, reasons, types, lands, qualities, methods, advantages, and disadvantages. (Lecture 12)

35) (both ... and, not only ... but also) are called \_\_\_\_\_.

- ♦ coordinators

→ Coordinators [المنسقات], include: Coordinating [تنسيق] conjunctions [حروف العطف]. Correlative [تلازم] (paired) conjunctions.

→ Correlative (paired) conjunctions, like: both ... and, not only ... but also, neither ... or, whether ... or. (Lecture 5)

36) The conclusion is your opportunity to convey a strong, effective \_\_\_\_\_ that your reader will remember.

- ♦ message

→ The conclusion (the concluding paragraph) is your opportunity to convey a strong, effective message that your reader will remember. (Lecture 12)

37) \_\_\_\_\_ numerals 1, 2, 3, 4, and so on number the subpoints in each paragraph.

- ♦ Arabic

→ Arabic numerals 1,2,3,4, and so on number the subpoints in each paragraph. (Lecture 12)

38) The suitable expressions for \_\_\_\_\_ order are: the process of, the procedure for, plan, develop, evolve, five stages, and several phases.

- ♦ time

→ Expressions such as (the process of, the procedure for, plan, develop, evolve, five stages), and several phases indicate that time order will be used. (Lecture 13)

39) Use chronological order for \_\_\_\_\_ essays (stories, history, biography, and autobiography) and for process essays (how to do or make something).

- ♦ narrative

→ We use chronological order to tell stories, to relate historical events, and to write biographies [السيرة الذاتية] and autobiographies [السيرة الشخصية]. (Lecture 13)

→ We use chronological order to explain processes and procedures.

→ We use chronological order to explain processes and procedures.

→ In chronological order discuss the steps in your process in the order in which they occur.

→ Narrative = story: تعني سرد، أو قص؛ الترتيب الزمني حسب ما ذكر بالمحتوى يستخدم للقصص وكتابة الأحداث التاريخية والسير؛ Narrative = story: ويستخدم لذكر إجراءات عملية ما.

40) In \_\_\_\_\_ essay, you discuss the cause (reasons) for something, the effects (results), or both the causes and effects.

- ♦ a cause and effect

→ In a cause [سبب] / effect [نتيجة] essay, you discuss the causes (reasons) for something, the effects (results), or both causes and effects. (Lecture 14)

41) The purpose of a transition paragraph is to conclude one section and \_\_\_\_\_ another section.

- ♦ introduce

→ Block organization purpose is to conclude one section and introduce another section.

→ Block organization is called a transition paragraph. (Lecture 14)

42) A \_\_\_\_\_ is usually easier if the causes and effects are very closely interrelated.

- ♦ chain pattern

→ A chain pattern is usually easier if the causes and effects are very closely interrelated. (Lecture 14)

43) Little is known about life on the ocean floor, for scientists have only recently developed the technology to explore it. The sentence that states the cause is:

- ♦ "scientists have only recently developed the technology to explore it."

→ هنا المطلوب هو تحديد السبب، وليس النتيجة؛ يمكن من خلال مجرد ترجمة النص الوصول للحل مباشرة؛ يقول السؤال: "لا يعرف إلا القليل عن الحياة في قاع المحيط، لأن العلماء لم يطوروا تقنية استكشافه إلا مؤخراً". فالسبب هو: أن العلماء لم يطوروا تقنية استكشاف المحيط إلا مؤخراً، والنتيجة هي: لا يعرف إلا القليل عن الحياة في قاع المحيط. نكر في المحتوى مثال مشابه، أرفقته في الأسفل.

→ "The computer is a learning tool since it helps children to master math and language skills.", the part of the sentence that states a cause, is: "it helps children to master math and language skills" (Lecture 14)

44) His patient diplomacy resulted in the successful negotiation of a peace treaty. The sentence that states the effect is:

- ♦ the successful negotiation of a peace treaty.

→ يقول السؤال هنا: دبلوماسيته الصبورة أدت إلى نجاح مفاوضات عقد السلام. السبب هو: دبلوماسيته الصبورة. النتيجة: نجاح مفاوضات عقد السلام. مثال مشابه من المحتوى في الأسفل.

→ "The cost of gasoline is rising; as a result, some automobile manufacturers have begun to produce electric models.", the part of the sentence that states an effect, is: "some automobile manufacturers have begun to produce electric models". (Lecture 14)

45) Chain organization usually works better than block organization when the \_\_\_\_\_ are too closely linked to be separated.

- ♦ cause and effects

→ Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated. (Lecture 14)

46) \_\_\_\_\_ is a group of related sentences.

- ♦ A paragraph.

→ A paragraph is a group of related sentences. (Lecture 1)

47) Paragraph discusses \_\_\_\_\_.

- ♦ usually only one main idea

→ A paragraph is a group of related sentences that discuss usually only one main idea. (Lecture 1)

48) We mark a paragraph by indenting the first word about a half \_\_\_\_\_.

- ♦ inch

→ We mark a paragraph by indenting the first word about a half inch from the left margin. (Lecture 1)

49) All paragraphs have a topic \_\_\_\_\_.

- ♦ sentence

→ All paragraphs have a topic sentence and supporting sentence, and some paragraphs also have a concluding sentence. (Lecture 1)

50) The \_\_\_\_\_ sentence signals the end of the paragraphs and leaves the reader with important points to remember.

- ♦ concluding

→ The concluding sentence signals the end of paragraph. (Lecture 1)