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Name:

Group:

First Semester Exam in Cross- Cultural Communication

I- Matching:

Match the letters of Column A with their definitions in column B

Column A: 7.5 POINTS (0.75 FOR EACH)

a- Input	e- Profiling	i- cultural convergence	m- stereotype
b- Culture	f- cluster	j- cultural diversity	n- communication
c- Lingua Franca	g- Fault lines	k- Cultural conflict	o- ethnocentrism
d- False Friends	h- globalization	l- multiculturalism	p- slang

Column B:

1. **G** Situation or relationship that can cause tension (Offence or embarrassment) in a local community.
2. **K** Hostility or struggle between cultural communities who have different philosophies and backgrounds.
3. **E** Matching a person with a particular social, cultural or religious group as a way of analyzing people for business objectives.
4. **F** A technique of grouping countries under certain cultural traits so as to reduce complexity relationships between cultures.
5. **H** The inter-link of national and regional cultures under the impact of some international pressures.
6. **A** The signals and data sent by a sender to be decoded by the receiver to produce a response.
7. **D** A word or expression that has a similar form to one in a person's native language, but a different meaning.
8. **P** A type of language that is regarded sometimes as informal. It is more common in speech than writing.
9. **B** A way of thinking and living where by certain norms, beliefs, and values are respected by a particular cultural community.
10. **N** The exchange of data and the act of sending and receiving information between two different groups using a medium.

I- Compare and Contrast

- **Compare and contrast the following Cross Cultural Communication expressions 7.5 POINTS**

1- High (vs.) Low Context culture

1. **HIGH---non-verbal- indirect verbal interaction- understand embedded meanings**
2. **LOW---- verbal direct interaction- clear meanings- direct**

2- Cultural Convergence (vs.) Cultural Divergence

1. C- CONVERGENCE----- replacement of one's culture with another ----- creation of a universal identity
2. C-DIVERGENCE---- the disagreement with any replacement of national cultures with international ones----- the protection of the national cultures.

3- American (vs.) British Negotiating Style

1. British-----English language/ Extensive use of emails/ very reserved/ humour is widely used
2. American-----Humor / direct communication (impolite)/ informal way of communication/ eye contact is used

4- Active (vs.) Passive Listening

1. Active L----observe verbal and nonverbal language- appropriate feedback- mutual understanding
2. Passive L---- listening with no reaction- be attracted by other external factors- no observation of the language.

5- Cultural Profiling (vs.) Graphic Profiling

1. Cultural profiling is an assessment tool for identifying cultural styles and preferences.
2. Graphic profiling: The use of graphics to represent cultural differences

II- Listing:

List FIVE best practices for successful Cross- Cultural Communication 5PTS each one for one

1. Suspend your judgment of the other culture despite your prejudices and stereotypical images;
2. Try to keep an open mind.
3. Emphasize the positive aspects of the foreign culture and celebrate cultural diversity.
4. Adapt your own English style and tone to the situation by avoiding complicated words or expressions, unfamiliar jargon and slang.
5. Develop a simple, clear and unambiguous communication style with appropriate body language.
6. Accept that your perception of other cultures and their perception of your culture are very often reality. Where necessary, use a skilled interpreter who is thoroughly briefed in advance. Allow the interpreter time to translate by building in appropriate pauses into your delivery.
7. Develop your listening skills, both active and passive, and the appropriate reaction while attempting to understand the differences in the other culture.
8. Prepare in advance by learning about the other culture with which you will be communicating.
9. Develop your own confidence to discuss cultural issues and differences openly, and show that you are keen to learn more about the other culture.

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Answer the following questions

- 1- How did the presbyterian church aspire to influence religion and politics in Scotland? **(4pts)**

The student should write a precise and concise paragraph with coherent language covering the following points

- The Catholic Mary of Scots refused to crash Protestantism in Scotland due to the fact that she was not really interested in the throne of Scotland and had her eye on the throne of England.
- Mary's attitude allowed the growing in strength of the Kirk with its presbyterian church
- The Kirk developed a theory of the independence of the church from the state, as they suspicion of government involvement in religious affairs. They later emphasized the subordination of secular ruler to the kirk
- The Presbyterian church believed in ruling through a general assembly rather than through an individual.

- 2- What was the stand of the Tories from the Exclusion Crisis during the reign of Charles II? **(4pts)**

The student should write a precise and concise paragraph with coherent language covering the following points

- During the exclusion crisis (1678-81) the Tories stood for the legitimate succession of a powerful monarch; they were in favor of James II becoming a king even if he were catholic.
- The Tories ere afraid of a revival of a civil ar in England which could be more dangerous and harming to the country than James' Catholicism.
- The Tories Won and the Whigs lost when James II ascended the throne.

- 3- How did the triangular Trade influence the proliferation of the industrial revolution in Britain? **(4pts)**

The student should write a precise and concise paragraph with coherent language covering the following points

- Fierce competition resulted in the creation of ne communities across the Atlantic
- European manufacturers went to Africa for Slaves who in return were taken to the Caribbean and North America which was a source of labor and raw material in exchange for manufactured goods from Europe. This is known as the Triangular Trade.
- The importance of the colonies in the development of the industrial revolution can not be underestimated as they provided an endless source of free or cheap raw materials that fueled the factories in England. The colonies also provided new open markets to consume what ever produced in Europe and send it the new world.
- The triangular Trade also provided cheap and free source of labor.

- 4- What were the changes brought by the English Parliament to the enclosure process during the 19th century? **(6pts)**

The student should write a precise and concise paragraph with coherent language covering the following points

- The first General act 1801 was issued to refine the procedures and save parliament time
- The General enclosure Acts 1836-1840 permitted landowners to enclose land without referring the proposal to parliament as long as the majority opted to do so.
- 1845 Act amended earlier ones in order to protect the interests of small landholders
- Each enclosure act appointed commissioners whose role had the authority to avoid the enclosures without submitting legislations to parliament.

5- How did Winston Churchill explain the failure of Lord Roseberry to be an accomplished politician? (3pts)

The student should write a precise and concise paragraph with coherent language covering the following points

- Winston Churchill concluded that Roseberry's handicap was that he never adapted to the demands of democratic politics. He never cut his teeth on electoral politics.
- Roseberry was unable to survive elections he knew nothing of the very different atmosphere of an election, he knew nothing about the Hustings. Roseberry inherited his title and his membership in the parliament that became a curse and not a blessing for politicians.

Larbi Ben M'hidi University - Oum El Bouaghi

Faculty of Letters and Languages

Department of English Language

Level: Master 1 (Lit & Civ)

Module: Literary Criticism

First Term

Model Answer

Part One: Classify the following premises according to their critical orientation (08 pts):

1- The lyrical genre is the purist utterance of feelings.

- a-Mimetic
- b-Pragmatic
- c- Expressive
- d- Objective

2- Original genius is the novelty of discovery in “familiar phenomena”.

a-Mimetic

3- The universe acts as a stimulus for generating art, which is the articulation of inner world.

c-Expressive

4- The aim of literary criticism is to draw “rules of taste” based on the ideal of “la belle nature”.

a-Mimetic

5- Art should be created based on rules that are instrumental to achieve persuasion and “immortality”.

b- Pragmatic

6- The generator of aesthetics should never conform to the desirable shades of “public thought”.

c- Expressive

7- The affective fallacy is refuted on the grounds that it incorrectly judges a work of art.

d-Objective

8- The epic genre is considered high art because of its sense of worthiness.

b-Pragmatic

Part Two: Explain the following concepts briefly (05 pts: 4 pts for the content / 1pt for the language):

1- A work of art exhibits “purposiveness without purpose”.

Kent's formula regards art as heterocosm in the sense that its existence precedes its essence, which calls for a reflective purpose. The students should mention/explain the following points: **Kent Formula**, art as a heterocosm, reflective purpose, and disinterestedness (existence precedes essence).

2- The allegory of the cave

According to Plato, human beings perceive the world of nature as shadows in a cave. Only philosophers can make it out of the cave and see the truth as it is. In other words, they can make connections with the world of forms and perceive the nature of things as they should be.

Part Three: Elaborate briefly on these dichotomies (7pts: 5pts for the content/ 2pts for the language):

1- Moralistic Criticism vs. Formal Criticism

=> Moralistic criticism conforms to the Platonic paradigm, which evaluates art in terms of its extrinsic features including moral impact, spiritual value, and a utilitarian attitude that art might generate in a given society.

=> Formal Criticism conforms to the Aristotelian perspective, which examines a work of art based on its generic and intrinsic features. Both types of criticism owe a great deal to **the mimetic and pragmatic theories** of criticism. Yet, the latter aims to establish **an objective perspective** regarding the study of art.

2- Art as Heterocosm vs. Art as Order & Harmony

=> Art as heterocosm means that art is regarded as a separate alternative world in itself. It echoes an **objective viewpoint** that tends to consider art as a self-sufficient entity that has an **independent** existence.

Slogans such as “art for art’s sake” and “poetry qua poetry” reflect an objective vision.

=> Art as order & harmony hints at John Dennis’s premise, which explains how the rules of art are generated from **nature**. They seek to achieve order and harmony **as the universe does**. Such a view is **dependent** and mimetic at its core.

First Term Exam in Literary Theory (Model Answers)

Part One: (10pts): Fill in the gaps with the most suitable terms (0,5 pt for each correct answer)

1. It is a literary approach to the analysis of author's intentions and the characters' behavior...**Psychoanalysis**.....
2. It is the process whereby aspects of ourselves (usually negative ones) are not recognised as part of ourselves but are perceived in or attributed to other people...**Projection**.....
3. It is the process whereby a thought or desire is forgotten or hidden that it remains unconscious.....**Repression**.....
4. It is the process whereby an instinctual impulse is transformed into something grand or noble....**sublimation**.....
5. It is the process whereby a number of desires are represented in the dream by one single image**condensation**.....
7. It occurs when people justify unacceptable feelings with seemingly logical reasons and explanations...**rationalization**.....
8. It occurs when people seem to return to earlier developmental stage acting in a childish immature manner instead of handling unacceptable impulse in a more adult manner...**Regression**.....
9. It is a psychological process which occurs when you refuse to accept reality or the consequences of that reality in order to avoid painful feelings.....**Denial**.....
10. It is a Freudian mechanism whereby repressed material in the unconscious finds an outlet through such phenomena as slips of the tongue, slips of the pen.....**Parapraxis**.....
11. It is the condition in which the unconscious begins to build an alternative delusional reality and loses contact with reality as in paranoia and Schizophrenia...**Psychosis**.....
12. It is that part of the mind that lies outside the boundaries of consciousness.....**Unconscious/subconscious**.....
13. He was not the discoverer of the unconscious; yet his uniqueness lies in his attributing to it a decisive role in our lives..... **Sigmund Freud**.....
14. Freud's life long work has been criticized for overemphasizing the role of**Sexual desires**..... in human psychological development and experience.
15. The phase in which women writers imitated dominant male artistic norms and aesthetic standards is called by the American feminist critic Elaine Showalterthe **Feminine phase**.....
16. The feminist critics who attempt to think through feminism from a Marxist perspective are called

.....**Marxist Feminists**.....

17. The Engelsian Marxism stresses the necessary freedom of art from direct.....**political determinism**
..... This is in contrast to ...**Leninist Marxism**.....Marxism which insists
on the need for art to be explicitly committed to politics.

18. Marxists believe that the economic and political power should be placed in the hands of
.....**Proletariat**.....

19. Karl Marx called on the proletariat to overthrow the social structure of the
...Bourgeoisie.....at the same time form their own values.

20. A key belief in the Marxist theory is that**class**.....conflict is constant.

Part Two (4,5pts): Define the following terms (1,25pts for each correct answer)

1. **Id:** It is the source of basic instinctual drives like hunger, thirst, the drive for sex...It acts in accordance with the pleasure principle. Its seeks to satisfy our needs regardless of the results.
2. **Superego:** It is the part of the mind, which acts in accordance with the morality principle. It seeks to behave in socially acceptable ways applying the sense of guilt, the judgement of right and wrong.
3. **Defence mechanisms:** They are psychic processes to avoid painful admissions and recognitions. Their function revolves around the role of the ego as an intermediate between the Id's needs and the superego's demands for high morality.
4. **Base structure:** Also called economic base, it is a key concept in the Marxist theory which refers to the forces of production (it involves the means of production, owners of means of production, those who operate the means of production, mode of production)
5. **Superstructure:** It is another key concept in the Marxist theory. It refers to the various social institutions such as education, religion, art, media, traditions and customs, beliefs. According to the Marxists, the superstructure is determined by the base structure.
6. **L'écriture Feminine:** The notion was advanced by the French feminists of the second wave including Julia Kristive, Lucy Irigaray and Helene Cixous. They urged the need for a feminine writing that stems from the female writers' expressing their experiences as a body using a female discourse dominated by female values as an attempt to circumvent the phallogocentric discourse.

Part Three (5,5pts): Answer the following questions

1. In A Jury of her Peers, the conflict between genders is prevalent. Explain with examples. (2 pts)

In Suzan Glaspell's short story "A Jury of her Peers", the tension between men and women is not external or physical but internal and psychological. The author shows that the cause of this conflict is men's inability to understand women's interests and feelings which results in women's coalition and solidarity in the face of the attempt for a masculine domination. The three male characters of the story ;Mr Peter, Mr Hale, the county attorney thought of the two women who

accompanied them to the wrights' house as inferior , ineffective and valueless, (women are used to worrying about trifles).

2. George Orwell's Animal Farm confirms the Marxist Critics assumption that literature inspires change. (Explain) (2pts)

Animal Farm is an allegorical work which uses animal characters to represent real historical events and figures. The old Boar "Old Major" which stands for the founder of the Marxist philosophy Karl Marx called upon the other animals which represent " the proletariat" to rebel against their oppressor Mr Jones who stands for the bourgeoisies of the capitalist system and take control of the farm. The Marxists are critical of the capitalist system for its tendency to abuse the proletariat which is why they insisted that the change can only takes place if the proletariat- through revolution-overthrow their oppressors "the bourgeoisie" who are in control of the society.

3. The ego translates the demands of both the id and the superego into terms, which allow admission of them without destruction. Explain (1,5pts)

The ego is the part of the mind which acts in accordance with the reality principle. It works to make the balance between the id and the superego by trying to satisfy the id's needs which will benefit the Individual in the long term and also being rational about the high demands of the superego. The Ego's role is to prevent the threatening unconscious material from entering the conscious mind which is to protect the individual and maintain a healthy state of the mind.

Good luck

Answer the Following questions :

1- What is the importance of clear thinking in Academic reading? 5pts

- Clear thinking is a pre-requisite to reading. Thinking clearly about what you are going to read allows you to make sense of what can be confusing and contradictory information in complex academic texts.
- It is a technique which helps the reader of the text to be able to see patterns and structures in what is read.
- The more sources you read the more likely you are to come across contradictory views.
- Clear thinking allows you to differentiate between accurate and dubious information.

2- How can the perspective of a writer influence the context of a piece of writing? 5pts

The perspective of the author is an important part of the context of the ideas you are reading, sometimes it is straight forward. The author maybe a member of a political party and conveys in his writings the ideas adopted by the party. So, the orientation of the author is clear and the reader knows the perspective of the reader. Sometimes the student is advised to take a little further investigation to know the background of the writer and avoid being carried out by his views.

3- Explain briefly the Muscle reading approach 6pts

The Muscle reading approach is an American approach based on SQ3R approach. It consists of three phases each phase consists of 3 stages.

The student has to explain the three phases and the nine stages.

4- What is the difference between Facts and Values? 4 pts

- Facts can be described as ideas which are universally true, something that actually exists (provide examples)
- An almost complete agreement is as close as we can get to the notion of an Absolute Fact.
- Most of the times we go with the general agreement which leads to the fact the is universally agreed upon. Sometimes known facts are challenged.
- Everyone has their own perspective and their own view of the world and we each have our construction of reality. There Is a good deal of overlap in views. Values are based on one's views, life experience, feelings and perceptions.

Exercise 1: *Indicate whether the following statements are true/ false. Correct the false ones. (4 pts) (0.25 for stating false/ true and 0.5 for providing the correction)*

1. A task is a rule-based activity. **False**

A task is a meaning-based activity

2. CBLT is based on the functional perspective of the nature of language. **False**

CBLT is based on the functional and interactional perspectives of the nature of language.

3. When planning lessons, teachers start with the assignment. **False**

When planning lessons, teachers start with the introduction/ warming up.

4. Richards and Rodgers (1986) reformulated the concept of approach when they revised Anthony's model. **False**

Richards and Rodgers (1986) reformulated the concept of method when they revised Anthony's model.

5. TBLT is based on constructivism. **False**

CBLT is based on constructivism.

6. Jigsaw tasks depend on the type of interaction that happens during task completion. **True**

Exercise 2: *Fill in the blanks with the appropriate parts. (5.5 pts)(0.25 for filling in each blank)*

1. Bloom's taxonomy categorises objectives into three types: **cognitive, affective, and psychomotor.**

2. A language competency contains **knowledge, skills, and attitudes.**

3. Designs specify six important aspects: **objectives, syllabus, activities, learner roles, teacher roles, and the role of instructional materials.**

4. The **structural** view of language stresses the mastery of features related to **phonology, grammar, and lexis**. On the other hand, the **functional** view emphasises the **semantic and communicative** dimensions of language.

5. Krashen's Monitor Model (1981) is a learning theory upon which the **Natural** Approach is based. Specifically, the model made a distinction between **acquisition** and **learning**.

Exercise 3: *Indicate to which level of Bloom's Cognitive Domain the following set of objectives belong. Clarify your choice. (4.5 pts) (0.25 for indicating the level and 0.25 for providing the clarification)*

1. Explain to someone what a visual aid is.

2. Write an essay relying on the sample given by the teacher.

3. Name the bones in a skeleton from a human body.

4. Solve given equations.

5. Retell the story using Ls own words.

6. Arrange the order of the story scenes in the right order.

7. Assess the value of the information Ls have read.

8. LS justify their viewpoints.

9. Classify the adverbs into several types.

Example	Level	Clarification
1	Understand	The student has to explain the concept of a visual aid
2	Create	The student has to produce an original essay
3	Remember	The student has to recall the bones' names
4	Apply	The student will use information he already has to solve the equations
5	Understand	The student has to understand and select the necessary information to retell the story
6	Remember	The student has to recall the events to order the scenes correctly
7	Evaluate	The student has to judge the value of the information and justify the answer
8	Evaluate	The student has to justify his/her stand
9	Understand	The student has to classify adverbs into different classes

Exercise 4: *Using the ABCD technique, indicate which part(s) is/are missed in these objectives and then reformulate them into appropriate ones. (3 pts) (0.5 for indicating the missed part and 0.5 for reformulating the objectives)*

1. Students will be able to identify twenty phrasal verbs that have similar meanings.

Missed part: **Condition & Degree**

At the end of the lecture, students will be able to identify at least five phrasal verbs that have similar meanings.

2. First and third year students should be able to have essays.

Missed part: **Audience (one not two), Condition, Behaviour, & Degree**

Relying on the CPE lecture, third year students should be able to write essays accurately.

3. There must be comprehension questions.

Missed part: **Audience, Condition, Behaviour, & Degree**

At the end of the course, first year students will be able to answer correctly the reading comprehension questions.

Exercise 5: *Being future teachers, design an information-gap task and show the procedure you need to follow to implement it in the classroom. (3 pts)*

- Students need to explain clearly the task they have chosen and its components. Then, they have to show the way to implement it within the classroom.

- Answers will vary depending on the example of the task given by the students.

First Semester Exam in MoR (Model Answer)

Exercise 1 : Read the following literature review, then determine whether it is a good or a weak one and explain why ? (the explanation must be fully detailed) (5.5pts)

Michael Ondaatje's **Anil's Ghost** has received a good number of reviews and analysis. In their critical perception of Ondaatje's novel, Victoria Cook (2004) and Sandeep Sanghera (2004) address identity issues in relation to naming and language. More specifically, in her "Exploring Transnational Identities in Ondaatje's **Anil's Ghost**," Victoria Cook tackles identity and its relation to naming, stating that "names are capable of providing verification; they have the power to distinguish, substantiate and confirm, and above all they confer identity and establish identification" (Cook 3). In "Touching the Language of Citizenship in Ondaatje's **Anil's Ghost**," Sanghera investigates the importance of language for the notions of citizenship and belonging. she maintains that language is a significant element in the formation of one's identity and citizenship arguing, "Language proves to be the thing that either invites people into or ousts them from national homes"(2004, 2). Other readings on the novel focus on the political and historical aspects of the novel. For instance, in "A Flippant Gesture Towards Sri Lanka: A Review of Michael Ondaatje's **Anil's Ghost**" Qadri Ismail observes that the novel does not provide much details about Sri Lankan history and politics, emphasizing that Ondaatje has populated his novel with Sinhala characters and locales all of which make his portrayal racist. Concerning the political aspects of the novel, Teresa Derrickson in her article "Will the 'Un-Truth' Set You Free? A Critical Look at Global Human Rights Discourse in Michael Ondaatje's **Anil's Ghost**" argues that Ondaatje's novel offers a critique of globalization. She mainly focuses on Ondaatje's critique of the United Nation's universal mandate on human rights emphasizing that the novel interrogates the widely acknowledged Western notion that truth is both discoverable and desirable. In the same vein, Manav Ratti in "Michael Ondaatje's **Anil's Ghost** and the Aestheticization of Human Rights" examines Ondaatje's critique of the discourse of human rights arguing that such discourse does not usually fit in specific contexts like that of Sri Lankan civil war. The discussion in this study, however, highlights that Anil's transnational movements interrogate the traditional notions of home and identity. It proposes that these concepts are no longer stable and fixed, instead they are flexible and in a state of becoming. Depicting Anil's return, the analysis demonstrates how transnationalism allows for the construction of multiple identities wherein Anil is able to be Westerner and Sri Lankan simultaneously.

The answer: it is a good example of literature review and it is a thematic one.

The explanation

It consists of the three parts of the literature review :

an introduction : it includes the topic of the study, and it clearly establishes the focus and purpose of the literature review.

a body,

Use evidence

It includes a summary of the articles relevant to the topic.

Selection, summarize, and synthesis

The sources are well synthesized and grouped into two categories (sources that focus on language and naming, and sources that tackle politics and history).

The writer draws clear connections between the sources and establishes differences and similarities between them. (points of agreement and disagreement).

The writer analyzes and interprets the main points of the existing literature and adds his own interpretation.

Use quotes sparingly

The writers use quotes from the source to support the argument.

The use of transitions.

, and a conclusion :

It summarizes the key findings that have taken from the literature and emphasize their significance.

The writer shows the purpose of his study, addresses gaps and contributes new knowledge to the existing research.

Exercise 2 : In the table below, illustrate the difference between summary and synthesis (the answer is not only limited to points mentioned in the table) (2.5 pts, 0.25 pt for each)

Summary	Synthesis
a- restatement of the important points from text.	a- combining ideas and allowing an evolving understanding of text.
b-constructs a narrative from the source material with no critical analysis	b-makes connections between different sources
c- does not contain your opinion, and typically involves one source	d-compare and contrast information from multiple sources, cite multiple sources at once.
e- Deleting all the concepts that are not essential.	e- Studying, analyzing and interpreting the topic being addressed.
f-it can be approximately 25% of the size of the original text or less, as long as all the main ideas are presented.	f- The author is free to choose its length, taking into account that it must always be shorter than the text on which it is based.

Exercise 3: Are the following primary or secondary sources ? Explain your answer. (6pts, 1 pt for each correct answer : identification 0.5 pt, and explanation 0.5 pt).

- 1- A book that compiles letters, poems, and memoirs written by people who experienced the war.
Primary source : because they are first hand accounts of information by people who experience and witness the war. (letters, poems, and memoirs).
- 2- Maya Angelou's autobiography *I know why the Caged Bird sings*, 1960

Primary source : because autobiographies are considered as stories about oneself and give first hand information or original accounts of the events being described in the narration.

- 3- A book entitled : *Wilderness At Dawn: The Settling of the North American Continent* by Ted Morgan.1993

Secondary source : the book is written after the events happened. The writer here did not experience the events or participate in them.

- 4- « **Yes We Can** », a speech by Barak Obama,2008

Primary source : it provides first-hand testimony or account given by the president live to the people

- 5- **bility in Laila Lalami's *Secret Son* », by Yousef Awad 2015**

Secondary source : because it an article that analyzes or discusses a primary source which is Laila Lalami's novel *Secret Son*.

- 6- Statistics on the number of Syrian refugees from UNHCR.

Primary source : statistics are considered as immediate source of information. They are base on accounts of an international organisation.

Exercise 4 :

Check the correct answer, explain your choice. (6pts, 1,5 pt for each)

1-Choose the most researchable question

- a- Does the US or the UK have a better healthcare system?
- b- How do the US and the UK compare in health outcomes among low-income people with chronic illnesses?
- c- Should the US. Switch to single-payer healthcare ?
 - 1- **B** : is much more researchable. It uses clearly defined terms and narrows its focus to a specific population.

2- Choose the most original question

- a- How is race represented in Shakespeare's *Othello*?
- b- How have modern adaptations of Shakespeare's *Othello* dealt with the theme of racism through casting, staging, and allusion to contemporary events?
- c- What are the main themes of Shakespeare's *Othello* ?
 - 2- **B** : it is a specific question and consists of a sense of originality. It tackles the topic from a new angle and an unprecedented persepitive.

3-Choose the question that is complex enough for a research project

- a- Where do the majority of immigrants to Germany come from?
- b- What are the similarities and differences in the experiences of recent Syrian immigrants in Berlin?
- c- Do Syrian immigrants in Western Europe face discrimination ?

3- **B** : is a more complex question that requires data collection and detailed discussion to answer.

4- choose the question that is most feasible in a limited time frame

- a- How can drunk driving be prevented?
- b- What effect do different legal approaches have on the number of people who drive after drinking in European countries
- c- How effective is the current UK legislation aimed at preventing alcohol-related car fatalities ?

4-c : is a clearer and feasible question which makes it answerable within a time frame. It focuses on the effectiveness of drunk driving laws in just one country, the UK.

جامعة العربي بن مهيدي _ أم البواقي _

كلية الآداب واللغات

قسم اللغة الانجليزية

المستوى: سنة أولى ماستر (civ)

الأستاذة: لوصفان سلمى

الإجابة النموذجية لامتحان السداسي الأول في مقياس التشريع

الأجوبة:

الجزء الأول: (12 ن)

1_ العلاقة بين الالتزام المفروض على الموظف العمومي في نص المادة وحرية التعبير كحق كف مكفول، هي علاقة تكاملية فالأصل هو حرية التعبير والاستثناء هو الحفاظ على السر المهني. (4 ن)

2_ الضمانات (حقوق) التي يتمتع بها الموظف العمومي، مثال: الحق في الراتب، الحق في العمل وسط ظروف مناسبة، الحق في الترشح النقابي والسياسي، الحق في العطل... (4 ن)

3_ حدد نوع القاعدة القانونية حسب المعيار اللفظي، هي قاعدة أمر لتوفر مصطلح "يجب". (4 ن)

الجزء الثاني: (08 ن)

1_ اذكر مراحل سن التشريع: الاقتراح، الفحص، التصويت، الإصدار والنشر. (4 ن)

2_ المصادر الاحتياطية للقانون: (2 ن)

القضاء: الأحكام القضائية التي عادة ما تنجم عن السلطة التقديرية للقاضي والذي ينبغي أن يفصل فيما يعرض عليه حتى لا يكون مرتكبا لجريمة إنكار العدالة.

في النظام اللانجلوسكسوني يتم العمل بنظام السابقة القضائية عكس اللاتيني الذي لا يمكن للقاضي فيه أن يخلق قاعدة قانونية ملزمة.

3_ لا يتم تنفيذ الحكم بالإعدام في الجزائر رغم النطق به منذ سنة 1993 لأن الجزائر صادقت على الإعلان العالمي لحقوق الإنسان دون أية تحفظات، وبالتالي أصبحت ملزمة ببثوده التي أهمها الحق في الحياة، فهو في هذه الحالة يكون أسمى من الدستور. (2 ن)