

ENGLISH LANGUAGE AND COMPOSITION

SECTION I

Time—1 hour

All Questions

Directions: This part consists of selections from scholarly works and questions on their rhetorical situation, claims and evidence, reasoning and organization, and style. After reading each passage, choose the best answer to each question and then circle the letter in the corresponding space on the answer sheet.

Note: Pay particular attention to the requirements of questions that contain the words **NOTE**, **LEAST**, or **EXCEPT**.

Question 1 – 15. Read the following passage carefully before you choose your answer.

(This passage is excerpted from a book published in 2002.)

Lakota traditions encouraged the fighting warrior publicly to count their exploits in battle. Washington's first son-in-law had to die twice for this old custom, becoming "brother of one's victors." It was an ideal that a culture in which bravery was a virtue could allow for fighting men to bring in plunder. There were, however, no recorded expenditures. Each and every article procured had to be restituted as best as was possible. That restitutions covered the truth. To truthfully describe one's actions in combat through the listing of everything one did constituted bragging because the boasting—the story of the action—was a gift. It became part of the identity and the love of the warrior's—warrior society—and served to strengthen the social fabric—was to ensure that the deed recorded could be re-attempted for avenging past or coming war.

Most men admitted the war exploits did not express the very nature of war because they realized the value of humility. While exploits in the arena of combat were the way to establish and influence a good reputation and gain status in the community, lack of appropriate humility could cause one to lose one's reputation and could lead to war. On other occasions, since the battle was over it was time to be humble.

The traditional Lakota humility was that one killed that captured other warriors. The few prisoners were given, for example, as long as one did not call attention to his or her goodness. Anything given that

was done or said with humility was of more impact. According to all the stories, one of the most humble of all Lakota was Crazy Horse.

Crazy Horse was an Oglala Lakota. The Oglala, which means "the water one's own," was a band and one of the seven Lakota groups. He is one of the most famous warriors to emerge from the turbulent nineteenth century in the American West. In western American history, written by Euro-Americans, he is popularly regarded as the conqueror of both General George Custer and Lieutenant Colonel George Crook. The year 17, 1876, he led seven hundred to nine hundred Lakota and Cheyenne warriors and defeated Custer's seventh and advanced at the Battle of the Little Bighorn on the Little Bighorn River in what is now north-central Wyoming. Eight days later, he returned to lead seven hundred Lakota and Northern Cheyenne warriors under his leadership, as well as the able leadership of several other notable Lakota warlike leaders, defeated Custer's Seventh Cavalry at the Battle of the Little Bighorn. Crazy Horse was thirty-two years old at the time, and his combat experience and leadership helped to almost—almost completely—the United States Army's penetration of 1876 to capture and lead all the Lakota and Cheyenne men and for all. But one Lakota died's punishment was primarily because he defeated Custer and Custer was punished him because—in spite of his larger-than-life achievements on the field of battle—the war is humble war.

Crazy Horse was born to be a warrior and a leader. He had an ability to stay calm in the midst of attacks and conditions, and he led by example. In the Lakota society of his day the sense of combat personal appreciation for fighting was to display skill and courage. Acts of bravery on the battlefield earned

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1996 English Language Composition Essay

**Flor Aarts, Jan Aarts, Inge de
Mönnink, Herman Wekker**

1996 English Language Composition Essay:

Essays in English Language Teaching Santiago González y Fernández-Corugedo, 1999 Essays in English language teaching includes a selection of articles which are based on edited and peer reviewed papers delivered at the I Simposio de Enseñanza y Aprendizaje del Inglés en el ámbito comunicativo en el año 2000 held at the University of Oviedo from 19 to 21 November 1998 together with two plenary keynote lectures Carme Muñoz s University of Barcelona The effects of age on instructed foreign language acquisition and Ignacio Palacios University of Santiago de Compostela What s there to know about the learning of a foreign language No summary is provided as we hope they should be compulsory compulsive reading

Advanced Writing in English as a Foreign Language Horváth József, 2001 On Second Language Writing Tony Silva, Paul Kei Matsuda, 2012-12-06 On Second Language Writing brings together internationally recognized scholars in a collection of original articles that collectively delineate and explore central issues with regard to theory research instruction assessment politics articulation with other disciplines and standards In recent years there has been a dramatic growth of interest in second language writing and writing instruction in many parts of the world Although an increasing number of researchers and teachers in both second language studies and composition studies have come to identify themselves as specialists in second language writing research and teaching practices have been dispersed into several different disciplinary and institutional contexts because of the interdisciplinary nature of the field This volume is the first to bring together prominent second language writing specialists to systematically address basic issues in the field and to consider the state of the art at the end of the century and the millennium

Bad Language Edwin Battistella, 2005-08-25 Is today s language at an all time low Are pronunciations like cawfee and chawklit bad English Is slang like my bad or hook up improper Is it incorrect to mix English and Spanish as in Yo quiero Taco Bell Can you write Who do you trust rather than Whom do you trust Linguist Edwin Battistella takes a hard look at traditional notions of bad language arguing that they are often based in sterile conventionality Examining grammar and style cursing slang and political correctness regional and ethnic dialects and foreign accents and language mixing Battistella discusses the strong feelings evoked by language variation from objections to the pronunciation NU cu lar to complaints about bilingual education He explains the natural desire for uniformity in writing and speaking and traces the association of mainstream norms to ideas about refinement intelligence education character national unity and political values Battistella argues that none of these qualities is inherently connected to language It is tempting but wrong Battistella argues to think of slang dialects and nonstandard grammar as simply breaking the rules of good English Instead we should view language as made up of alternative forms of orderliness adopted by speakers depending on their purpose Thus we can study the structure and context of nonstandard language in order to illuminate and enrich traditional forms of language and make policy decisions based on an informed engagement Re-examining longstanding and heated debates *Bad Language* will appeal to a wide spectrum of readers engaged and interested in the debate over what

constitutes proper language **Writing Games** Christine Pears Casanave,2005-04-11 This work explores how writers from several different cultures learn to write in their academic settings and how their writing practices intersect with their evolving identities as students and professionals in academic environments Moving from the Known to the Unknown in Academic Writing Verbra Frances Pfeiffer,2022-01-13 Expressive writing is mainly used on psychological patients to assist them in dealing with their trauma This book is the first to use expressive writing in assisting L2 students in their academic writing As may be shown in this book that using expressive writing techniques are particularly helpful for L2 students who have difficulty expressing themselves when writing in English The book will appeal to lecturers in language centres linguists psychologists and teachers **Other Floors, Other Voices** John M. Swales,2013-11-05 The author describes this volume as a textography because it combines certain elements of both text analysis and ethnography Through analysis of texts textual forms and systems of texts it shows the lives life commitments and life projects of people deeply embedded in the literate culture of the university The people examined work in a single building but their textual lives are maintained in different times and spaces measured by the dimensions of text production and text circulation in their fields of work These domains of text time and space are to some degree differentiated by the three specialties that mark the three floors of a small building at a major research university the ethnographic site of this journey into textual lives computing taxonomic botany and English as a second language This research site provides the opportunity to re examine the concept of discourse community and to investigate the nature and origination of academic discourse from a new perspective The author is a distinctive member of the applied linguistics and composition communities an original stamped by the global village of language education in which he has lived his life and revealed in his own autobiographical account embedded within this book This book now reveals him as a person making text about how people are embedded in making their textual lives within the discursive landscapes their communities afford In doing so he shows not only his own love of language as a way of life but also his appreciation of how all his subjects find their labors of love in the language they create This book has been written to appeal to a general academic audience as well as to specialists in rhetoric discourse analysis and composition **Children's Literacy Development** Catherine McBride,2015-12-14 In the thoroughly updated second edition of this unique book Catherine McBride examines how the languages we know help structure the process of becoming literate Taking an ecological and distinctively cross cultural perspective the book looks at reading and writing development and impairment across a range of languages scripts and contexts The book covers issues including The importance of phonological sensitivity for learning to read and to write The first units or building blocks of literacy learning in different scripts such as Chinese English Korean Hangul Hebrew Hindi and Arabic The role of visual processing in reading and writing skills How the latest research can inform the teaching of reading An overview of our understanding of dyslexia including recent neuroscientific research The developmental challenges in becoming biliterate What is special about writing for beginners and later for comprehensive writing Basics of

reading comprehension Children's Literacy Development Second Edition is a timely and important contribution to our understanding of literacy around the world. Written by an eminent scholar in the field, it is the only book available that provides an overview of how children learn to read and write in different languages and will be essential reading for all students of Developmental Psychology, Educational Psychology, Psycholinguistics, and Speech Therapy.

Contemporary Tools and Techniques for Studying Writing T. Olive, C.M. Levy, 2012-12-06 111. With some pride I hereby introduce the 10 volume in the Studies of Writing book series. This volume aims to be a tool book for writing research. In my opinion, the editors and authors of this volume succeeded in this endeavor. Four guiding questions are answered in all chapters on online techniques: How to, The key to such a book is providing insight in the decisions researchers make when developing tools and techniques such information is not found in journal articles and in the best case hidden in technical reports. This book provides readers with detailed information about the ins and outs of various online techniques. When to, Another contribution of this tool book is to provide insight into when the tool can be used in other words to relate the tool or technique to the theoretical claims about the writing process or cognitive processes underlying writing processes. Theory, methodology, tools and techniques, handling data and interpretation form a coherent unit. When not to, There is no cow without a spot. Dutch: er is geen koe zonder vlekje is the literal translation of a Dutch expression. Techniques, tools have their limitations and their problems in applying them and/or handling or interpreting the data they produce. In a book like this, researchers took the opportunity to provide readers with a look behind the curtains in the process of research. Scientific critical reflection is one of the strong features of this book.

The Routledge Handbook of Second Language Acquisition Susan M. Gass, Alison Mackey, 2013-06-17. This handbook brings together 50 leading international figures in the field to produce a state-of-the-art overview of second language acquisition.

Landmark Essays on ESL Writing Tony Silva, Paul Kei Matsuda, 2013-10-31. In recent years, the number of nonnative speakers of English in colleges and universities in North America has increased dramatically. As a result, more and more writing teachers have found themselves working with these English as a Second Language (ESL) students in writing classes that are designed primarily with monolingual native English speaking students in mind. Since the majority of institutions require these students to enroll in writing courses at all levels, it is becoming increasingly important for all writing teachers to be aware of the presence and special linguistic and cultural needs of ESL writers. This increase in the ESL population has over the last 40 years been paralleled by a similar growth in research on ESL writing and writing instruction. Research that writing teachers need to be familiar with in order to work effectively with ESL writers in writing classrooms of all levels and types. Until recently, however, this body of knowledge has not been very accessible to writing teachers and researchers who do not specialize in second language research and instruction. This volume is an attempt to remedy this problem by providing a sense of how ESL writing scholarship has evolved over the last four decades. It brings together 15 articles that address various issues in second language writing in general and ESL writing

in particular In selecting articles for inclusion the editors tried to take a principled approach The articles included in this volume have been chosen from a large database of publications in second language writing The editors looked for works that mirrored the state of the art when they were published and made a conscious effort to represent a wide variety of perspectives contributions and issues in the field To provide a sense of the evolution of the field this collection is arranged in chronological order

Resources in Education, 2000-10

Methodologies for Effective Writing Instruction in EFL and ESL Classrooms Al-Mahrooqi, Rahma, 2014-10-31 Educators continue to strive for advanced teaching methods to bridge the gap between native and non native English speaking students Lessons on written forms of communication continue to be a challenge recognized by educators who wish to improve student comprehension and overall ability to write clearly and expressively Methodologies for Effective Writing Instruction in EFL and ESL Classrooms brings together research and practices for successful written communication teaching among students of diverse linguistic backgrounds With technological advancements and resources educators are able to implement new tools into their lesson plans for the benefit of their students This publication is an essential reference source for professionals educators and researchers interested in techniques and practices for written communication in English language teaching geared towards non native English speaking students

Oxford Handbook of Deaf Studies, Language, and Education Marc Marschark, Patricia Elizabeth Spencer, 2005 This title is a major professional reference work in the field of deafness research It covers all important aspects of deaf studies language social psychological issues neuropsychology culture technology and education

Language, Literacy, and Learning Meredith Saletta Fitzgibbons, 2022-08-01 Language Literacy and Learning Theory and Application is an academic textbook for graduate students studying speech language pathology and a useful clinical resource for practicing speech language pathologists SLPs This text explores how aspects of orthography and word learning relate to speech production and reading comprehension in children and adults with typical development or language learning differences It is essential that SLPs assess and treat language and literacy skills in their clients This text is uniquely designed to help SLPs build their own skillsets in facilitating the development of the literacy skills that are crucial for navigating educational vocational and recreational experiences This evidence based resource includes clinical examples to support chapter information with a focus on the science of reading and writing typical and exceptional reading and writing development and assessments and interventions for individuals with reading and writing differences The author uses a student friendly writing style that promotes learning at various levels of thinking remembering understanding applying analyzing evaluating and creating Key Features An overview of current and influential theoretical models the research supporting these models and the evidence challenging each model Detailed table of current published and standardized reading assessments for children adolescents and adults Chapters featuring interviews with family members or teachers of individuals who have had experience with reading differences Highlights of the accessibility and cultural implications of the

presented information Supplementary activities for instructors to conduct in class to support learning Language Literacy and Learning Theory and Application is also a useful resource for special education teachers who work with students experiencing reading differences

Present and Future Trends in TEFL María Elena García Sánchez, 2001-06-04 The aim of this book is to develop a framework for describing the field as it currently exists together with well established views As far as possible the book describes rather than prescribes to avoid taking up any single approach or theory regarding what constitutes the legitimate approach to TEFL research Of course the personal views of the authors will colour the account provided as it is impossible to separate description from interpretation Thus in a way this book involves the theories beliefs knowledge methods and practices of foreign language teachers and how these can enhance teacher education This book is planned for pre service or in service teachers of a foreign language at primary secondary or tertiary levels although the criteria examined are useful to teachers of English as a foreign language teacher trainers or modern language teachers involved in teaching any language whether in Spain or overseas Our main purpose is to help readers to help themselves Accordingly the reader is encouraged to be engaged in an examination of foreign language teaching and learning in hope of improving his her practice and making language teaching more controllable more interesting and more effective The chapters are organized into four sections In Section I three chapters describe some perspectives in teacher education In the first chapter Jos M Vez focuses on the hypothesis that the key to producing well qualified EFL teachers is to greatly strengthen their professional learning across the continuum of a career in the foreign language classroom He emphasizes the fact that foreign language teaching must become a learning profession in order to prompt greater learning among foreign language students and describes the innovative aspects of foreign language teacher education In the second chapter Sheena Davies provides an overview of language teacher education today with particular reference to English language teaching discusses some current issues associated with the field and gives notice of her experience working with both native speaker and non native speaker teachers of English from all over the world on a variety of in service and pre service courses and seminars In chapter 3 we examine the perspectives on teacher thinking and teachers beliefs in general and about language learning in particular

Oxford Handbook of Deaf Studies, Language, and Education Marc Marschark Professor at the National Technical Institute of the Deaf at Rochester Institute of Technology, Patricia Elizabeth Spencer Research Professor in the Department of Social Work Gallaudet University, 2003-03-27 In Plato's *Cratylus* which dates to 360 B C Socrates alludes to the use of signs by deaf people In his *Natural History* completed in 79 A D Pliny the Elder alludes to Quintus Pedius the deaf son of a Roman consul who had to seek permission from Caesar Augustus to pursue his training as an artist During the Renaissance scores of deaf people achieved fame throughout Europe and by the middle of the 17th century the talents and communication systems of deaf people were being studied by a variety of noted scientists and philosophers However the role of deaf people in society has always been hotly debated could they be educated Should they

be educated If so how How does Deaf culture exist within larger communities What do advances in the technology and the genetics of hearing loss portend for Deaf communities In this landmark volume a wide range of international experts present a comprehensive and accessible overview of the diverse field of deaf studies language and education Pairing practical information with detailed analyses of what works why and for whom and banishing the paternalism once intrinsic to the field the handbook consists of specially commissioned essays on topics such as language and language development hearing and speech perception education literacy cognition and the complex cultural social and psychological issues associated with individuals who are deaf or hard of hearing Through careful planning collaboration and editing the various topics are interwoven in a manner that allows the reader to understand the current status of research in the field and recognize the opportunities and challenges that lie ahead providing the most comprehensive reference resource on deaf issues Written to be accessible to students and practitioners as well as researchers The Oxford Handbook of Deaf Studies Language and Education is a uniquely ambitious work that will alter both theoretical and applied landscapes It surveys a field that has grown dramatically over the past 40 years since sign languages were first recognized by scientists to be true languages From work on the linguistics of sign language and parent child interactions to analyses of school placement and the mapping of brain function in deaf individuals research across a wide range of disciplines has greatly expanded not just our knowledge of deafness and the deaf but of the very origins of language social interaction and thinking Bringing together historical information research and strategies for teaching and service provision Marc Marschark and Patricia Elizabeth Spencer have given us what is certain to become the benchmark reference in the field *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers *Internationalizing Higher Education* Peter Ninnes, Meeri Hellstén, 2006-01-20 Globalization is a multifaceted phenomenon and one of its major components is the internationalization of education The increasing pace and complexity of global knowledge flows and the accelerating exchange of educational ideas practices and

policies are important drivers of globalization Higher Education is a key site for these flows and exchanges This book casts a critical eye on the internationalization of higher education It peels back taken for granted practices and beliefs explores the gaps and silences in current pedagogy and practices and addresses the ambiguities tensions and contradictions in internationalization In this volume scholars from a range of disciplines and regions critically examine the co modification of higher education teaching and support for international students international partnerships for aid and trade and the impacts on academics work

Studies in English Language and Teaching Flor Aarts, Jan Aarts, Inge de Mönnink, Herman Wekker, 1997

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web its a fuse find the fuse box sometime s there is more then one most are inside the drivers side panel pull out the cover and read the back of the cover it list the fuse s and their function be brave pull out a few fuse s and see if any have a burned wire in the middle

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