

ABELS STUDY GUIDE FOR FINAL EXAM (FIRST AND SECOND ROUNDS) AND EXTRAORDINARY EXAM

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USE YOUR NOTES, INTERNET QUIZZES, EXERCISES, AND EXAMS.

I Organisational Plans

- A. How many are they?
- B. Which are they?
- C. What does each contain/what is their purpose?

II The four skills

- A. Which are they?
- B. What are the purposes for each?
- C. Scanning
- D. Skimming

III Note-taking

- A. Dos and Don'ts
- B. Differences of listening in everyday situations and academic situations
- C. Five things to do to take notes effectively

IV Mechanics

- A. Capitalisation
- B. The uses of the semi-colon
- C. The uses of the comma

V The paragraph

- A. Definition
- B. Types of Sentences
- C. Parts of the topic sentence
- D. Characteristics of the clincher or concluding sentence

VI The Essay

- A. Definition
- B. Types of Sentences
- C. Types of Paragraphs
- D. Characteristics of the Academic Essay

VII Processes

- A. Definition
- B. What do they show?
- C. Reading strategy
- D. Transitions/linking words/cues
- E. Essay structure
- F. How to outline –main characteristics of the outline

VIII Descriptions

- A. Types of descriptions
- B. Sensory language
- C. Strategies
 - 1. Dividing the image
 - a. How many parts?
 - b. Order to follow
 - 2. Directed Looking
 - a. Definition
 - b. The five categories

IX Cause and Effect

- A. What is a Cause?
- B. What is an Effect?
- C. Transition Words
- D. Reading Strategy
 - 1. How to Outline
 - 2. How to Provide a Title
- E. Stress
 - 1. Definition
 - 2. Causes
 - 3. Effects
 - 4. How to deal with it

X Compare and Contrast

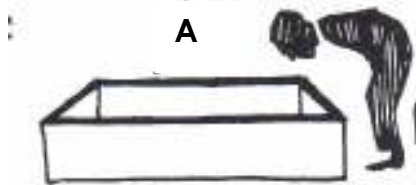
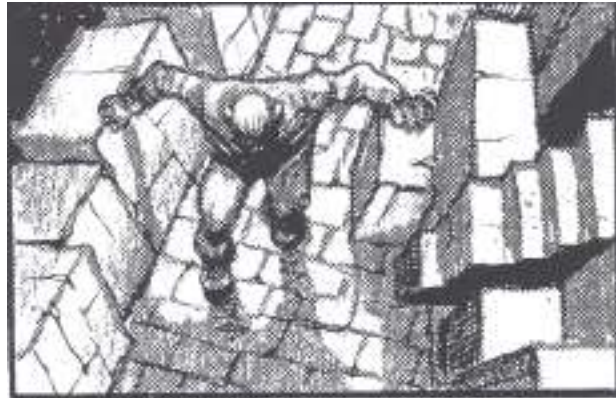
- A. What is to Compare?
- B. What is to Contrast?
- C. How are these useful when classifying?
- D. How to classify
- E. Essay structures 1 and 2
- F. Reading Strategy
 - 1. How to Outline
 - 2. How to Provide a Title



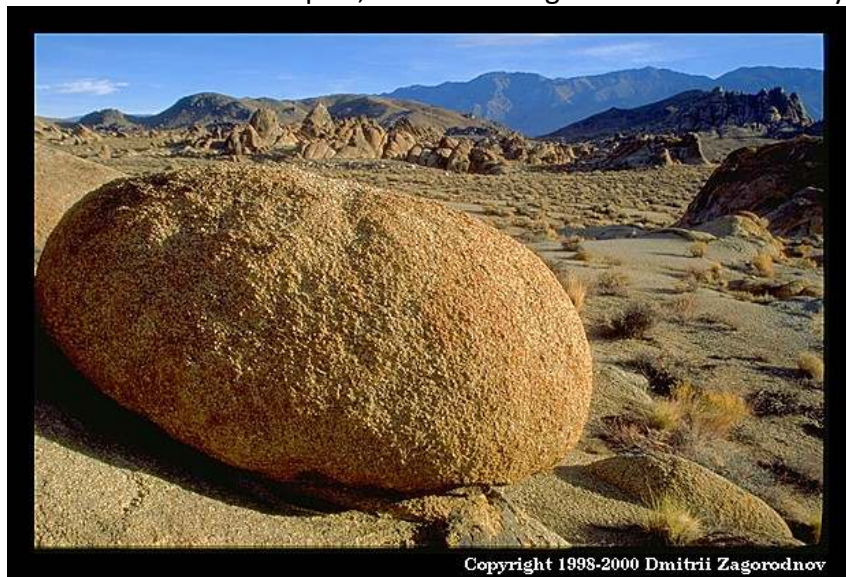
XI Description –dividing the image practice

XII Description –Directed looking practice

A. In the following images, which is the viewer's perspective, A or B? Explain.



B. Describe the following using directed looking. Make sure you do not repeat the info from the examples, since the image used here is entirely different.



XIII Classification practice

A. Write two parameters/criteria under which to classify the following lists.

B. Find all the possible classes, categories for each criterion.

C. Classify the lists according to your choices

1. Alligator	1. Battery	1. Wheels	1. Audio tape
2. Axolotl	2. Burner	2. Steering wheel	2. Camera
3. Cockroach	3. Buttons	3. Brakes	3. Cassette
4. Condor	4. Cables	4. Windshield	4. CD
5. Crab	5. CD	5. Motor	5. CD player
6. Dromedary	6. Chips	6. Windows	6. Digital camera
7. Duck	7. DVD	7. Radio	7. Discman
8. Elephant	8. Floppy	8. Oil	8. iPod
9. Flying fish	9. Keyboard	9. Fuel	9. Phonograph
10. Fossa	10. Keys	10. Hood	10. Record
11. Frog	11. Monitor	11. Trunk	11. Tape recorder
12. Goldfish	12. Mouse	12. Carpet	12. VHS
13. Iguana	13. Operating system	13. Seats	13. Video tape
14. Jellyfish	14. Printer		14. Walkman
15. Kangaroo	15. Processor		
16. Koala	16. Software		
17. Octopus			
18. Oyster			
19. Peacock			
20. Penguin			
21. Salamander			
22. Scarab			
23. Shark			
24. Spider			
25. Toucan			

XIV Reading practice
A. Process

Read the following passage. Then, on the next page, build a short outline for the reading by using the steps described Do not use more than four Roman-numeral headings.

The most important item needed for this project is the plaster bandage. It is commonly used to form a cast for broken bones. The bandage comes as a 3- or 4-inch roll of gauze filled with dried plaster. You can buy it at a medical supply house or at most art stores. Each plaster-gauze roll makes 2½ face masks.

Protect the work surface with newspapers. Cut the bandage into strips of varying lengths, from a few inches to 9 or 10 inches. The longest strips should reach from the subject's forehead to the chin, with room for the nose.

Next, spread a generous amount of petroleum jelly over the subject's face. This will keep the plaster from sticking to the face. Take care to cover the eyelids, lips, and eyebrows.

Dip the strips into a bowl of water, squeezing out excess water. Start applying strips in horizontal layers, from one side of the face to the other. Smooth each strip carefully as it is applied. Then overlap in vertical layers. Fill in and thicken facial areas with layered strips. Reinforce the nose and cheek areas with smaller strips.

After about 30–40 minutes, the mask will be dry enough to remove. Before you take it off, examine the mask to see if any area needs additional reinforcement. If so, add more strips where needed. Wait another 30 minutes for the added strips to dry. If not, pull the mask off gently. Starting at the chin, use your thumbs to pry the mask up. Then let the mask dry untouched for 24 hours.

After the mask is thoroughly dry, decorate it. If a natural plaster color is desired, seal it with a clear acrylic sealer. Otherwise, paint it with acrylic paints. Then glue on feathers, sequins, and glitter as desired.

B. Cause/Effect

Read the selection below. Identify the cause/effect pattern. While you read, look for descriptors that show the author's viewpoint or bias. Then title the selection. Write the topic, key descriptors, and your title on the lines that follow the reading.

Tornadoes are the most deadly, destructive storms on earth. During an average year, hundreds of tornadoes occur. They result in injuries and deaths. Tornadoes usually happen in the spring and summer. However, they can occur at other times, too.

Tornadoes are violent, rotating columns of air. They extend from a thunderstorm to the ground. Known as funnels, these columns move over land. They cause great damage where they descend. Spinning clockwise in the Southern Hemisphere and counterclockwise in the Northern Hemisphere, these twisters move over land randomly.

The exact causes of tornadoes are not completely known. However, they have something to do with motion in the atmosphere. The movement of warm and cold fronts is key to creating unstable weather. This sets the conditions for tornadoes. As cold fronts advance, thunderstorms develop within the warm, moist air. Changing wind direction, along with increased wind speed, creates horizontal spinning in the lower atmosphere. The spinning becomes vertical as the air rises. These cyclones are formed of wall clouds that rotate for two to six miles. They move unpredictably with varying wind speeds.

Typically, tornadoes produce large, damaging hail. Most of the destruction, though, depends on wind speed. The Fujita Tornado Damage Scale rates tornadoes based on wind speed (in miles per hour) from F0 (less than 73 mph) to F5 (261–318 mph). In 1985, an F5 tornado, clocked at 300 miles per hour, hit western Pennsylvania. Catastrophic storms like this cyclone hit less frequently. Yet, they result in phenomenal damage to property. They also cause injuries and fatalities.

Topic: _____

Descriptors: _____

Title: _____

C. Compare and Contrast

Name _____ Date _____ Period _____

5

Seeing the Logic in an Analogy (7-7)

analogy: A comparison of one thing to another, based on their having similar characteristics in certain respects; *for example*, a hummingbird's wing and a bee's wing, or a human heart and a pump. Analogies appeal mainly to a person's logic or intelligence, not the emotions or senses. Writers use analogies to help readers develop a better understanding of the subject discussed.

Directions: Carefully read the following analogies and answer the questions concerning each. Try to restate the ideas in your own words. Except for the terms of the analogy, avoid copying parts of the passage exactly.

A. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words, it is war minus the shooting. — George Orwell

(1) Orwell is making an analogy between _____ and _____.

(2) Why would both involve each of the following?

a. jealousy _____

b. boastfulness _____

c. disregard of all rules _____

d. sadistic pleasure _____

(3) In what way do the parts of the analogy differ? _____

B. Crimes, like virtues, are their own rewards. — George Forquer

(1) Forquer's analogy compares _____ and _____.

(2) How can virtue be its own reward in regard to the way it makes people feel about themselves? _____

(3) What, then, must Forquer expect you to infer about the other element in his analogy? _____