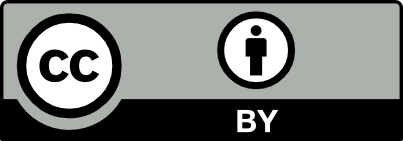
Paraphrase practice 1

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citation:

[author] Salim Razi

[title] Paraphrase practice 1

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[source] Salim Razi: Advanced Reading and Writing Skills in ELT. APA Style Handbook, Ankara 2011, 181-183.

[access date]

# Paraphrase practice 1

The following paragraph is an excerpt from Alderson (2000) which you are expected to summarize. To do this, use quotations and paraphrases. When you finish reading the paragraph, you will see some useful steps which may help you do this exercise.

*An excerpt from Alderson, J. C. (2000). Assessing reading. Cambridge: Cambridge University Press, p. 109.*

A common argument in favour of the use of longer texts in, for example, testing for academic purposes, is that this practice reflects more closely the situation where students have to read and study long texts. Thus, even if research has yet to show that certain abilities can only be assessed using longer texts, the authenticity argument runs in favour of using longer texts, a practice followed by IELTS, for example, in contrast with that of TOEFL, where short passages are used. The reason the TOEFL programme gives for using a number of short passages is that it allows a wider range of topics to be covered, thus hopefully reducing the potential bias from a restricted range of topic areas. This points up the sort of compromise one is often presented with in testing, in this case between maximising authenticity by using the sort of long texts that students might have to read in their studies, on the one hand, and minimising content bias by using several shorter passages, on the other hand.

*Discriminate the main idea from supporting arguments.*

The main idea:

Supporting arguments:

*Consider the necessity of quoting directly:*

*Paraphrase the main idea(s) by restructuring and rewording it:*

*Summarize supporting arguments which seem important to you:*

TOEFL uses shorter texts in order to cover a variety of topics from different fields.

Although longer texts allow exaggerating authenticity, using shorter ones allocate diminishing content bias.

Please, do not forget to use linking devices in order to connect ideas in your summary.

*Suggested summary:*

## Notes for teachers

The exercise is taken form Salim Razi’s book “Advanced Reading and Writing Skills in ELT” and it was designed for students in an English Language Teaching programme. The exercise is provided as an example and the given original text can and should easily be replaced with a text which fits into the context of your subject matter.

The exercise is intended to be used to support students in developing good paraphrasing skills. It addresses also typical errors which are in the grey area between bad paraphrasing and plagiarism such as unsuccessful paraphrases, bogus phrases, find & replace or remix errors, and patchwork plagiarism.

The main idea of the exercise is to guide the student step by step from reading a paragraph to writing a paraphrase in own words. Directing questions assist this process.

The exercise can be used in any context of teaching students to work with secondary literature and work with it properly. It helps to foster the prevention of plagiarism in a positive way although the term plagiarism isn’t even mentioned.