**Question I (5 points)**

**Write the type of discourse (speech, writing and their subdivisions) for the following:**

1. Job Application Letter
2. Conversation with the teller at the bank before depositing money
3. Chat on the phone with one of your parents
4. Comment on Facebook
5. TV talk show with a presenter and three guests

**Question II: (10 points)**

**Analyze the following excerpt from his majesty King Abdullah’s Speech to the European Parliament, 2007, using the three levels of CDA:**

This progress is the work of many friends of peace, including leaders in Europe and the Arab states. We believed that, after years of worsening crisis, a change of strategy was required. We urged a new commitment to the two-state goal and a targeted process that could achieve it - with tight timelines, measurable requirements and milestones for action.

Second chances are rare, but I believe we have come to one. Very real challenges lie ahead, but Annapolis has created a new spark of hope. We can and must fan that spark into a blaze of confidence, action and tangible results.

**Question III: (15 points)**

**Analyze the following excerpt from her majesty Queen Rania’s Speech to the "Education Cannot Wait" conference at 2013, using the three levels of CDA and think of linguistic elements like nouns and pronouns, verbs, modals, adjectives, sentence types, and quotes:**

Thank you...

The social reformer, Frederick Douglass, once said, “It is easier to build strong children than to repair broken men.”

Our discussions today strike at the heart of that statement.

In emergencies, the gap between strong children and broken children is as slight as it is fragile. It can close in the time it takes to flee danger and find safe refuge… between falling asleep and waking up in a home that’s shelled... between playing with friends and seeing their bodies scattered and lifeless.

As a mother…as a proud advocate for UNICEF…and as a member of the global community, it makes me angry that education in emergencies is such a low priority and so terribly underfunded. It’s hard to understand the indifference of decision-makers when the evidence for education in crises is so compelling and heartbreaking.

Our message today is not that children need education even in emergencies, it’s that children need education especially in emergencies.

That’s when they need the routine of the school day…the distraction of lessons…the laughter of the playground…the goal of good grades... and the hope of a better future.

That’s when they need education the most. And that’s why we must not fail them today.

The gap for the children in Syria…for refugees in Jordan… Lebanon… Turkey… and Iraq...the gap for the children of Palestine and Gaza... is closing.

**Question IV (10 points)**

**Write a dialogue about this course using these two contexts:**

1. With one of your close friends after the final exam.
2. With a group of professors at a formal meeting.