**Philadelphia University**

**Faculty of Arts**

**Department of English**

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|  |  **Examination Sheet** |  |

**A. Information**

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| **Student's No.:** | **Name:**  |
| **Academic year: 2015-2016** | **Semester: 2nd**  |
| **Course No:** **0120214** | **Course Title**: **Advanced Reading**  | **Lecturer's Name:** **Dr. Dima Malahmeh** |
| **Day: Thursday** | **Date: 20 October 2016** | **Time: 11:00-12:00** |

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| **Examination: 1st 2nd Final (make up)** |

**B. Guidelines**

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| **-The exam consists of three categories and the total mark is (20).****- Each question has its own mark.**-The answer must be written clearly.  |

###### C. Exam Questions and Grades Allocated for Each Question:

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| --- | --- | --- |
| **Part** | **Total point** | **Points Earned** |
| 1. | 15 |  |
| 2. | 10 |  |
| 3. | 10 |  |
| 4. | 5 |  |
| **Total** | 40 |  |

**D. Student's Comments on the Questions (If any)**

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 **E. Lecturer's Remarks:**

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**Question 1: Read the following passage and answer the questions that follow. (15 marks)**

No student of a foreign language needs to be told that grammar is complex.  By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity ***inherent*** to the English language.  All languages, even those of so-called 'primitive' tribes have clever grammatical components.  The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'.  In English, all these meanings are summed up in the one, pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is.  So the question which has **baffled** many linguists is - who created grammar?

At first, it would appear that this question is impossible to answer.  To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its ***emergence***.  Many historical linguists are able to ***trace*** modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually *formed*, the researcher needs to observe how languages are started from scratch.  Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade.  At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule.  Since they had no opportunity to learn each other's languages, they developed a make-shift language called a *pidgin*.  Pidgins are strings of words copied from the language of the landowner.  They have little in the way of grammar, and in many cases it is difficult for a listener to ***deduce*** when an event happened, and who did what to whom.  Speakers need to use circumlocution in order to make their meaning understood.   Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf.  Sign languages are not simply a series of gestures; they ***utilise*** the same grammatical machinery that is found in spoken languages.  Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf.  Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home.  It was basically a pidgin.  Each child used the signs differently, and there was no consistent grammar.  However, children who joined the school later, when this ***inventive*** sign system was already around, developed a quite different sign language.  Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning.  What is more, all the children used the signs in the same way.  A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first.  The English past tense –ed ending may have evolved from the verb 'do'.  'It ended'mayonce have been'It end-did'.  Therefore it would appear that even the most widespread languages were partly created by children.  Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them.  Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

**A.** Put the number of the correct word in front of its synonym in the first column. (4 marks)

|  |  |
| --- | --- |
| \_\_\_\_\_\_ inherent | 1. follow, track down
 |
|  | 1. use, employ
 |
| \_\_\_\_\_\_ widespread | 1. conclude, infer
 |
|  | 1. original, creative
 |
| \_\_\_\_\_\_ utilise | 1. built-in, innate
 |
|  | 1. universal, global
 |
| \_\_\_\_\_\_ trace | 1. confused, puzzled
 |
|  | 1. cute, happy
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|  | 1. appearance, development
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**B.** Choose a suitable title for the passage? (2 mark)

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**C**. According to the passage, how did most of the recent languages evolved? (2 mark)

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**D.** Explain the difference between pidgin and creole. (2 mark)

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**E. Choose the appropriate answer: (5 marks)**

1. **In paragraph 1, why does the writer include information about the Cherokee language?**
2. To show how simple, traditional cultures can have complicated grammar structures
3. To show how English grammar differs from Cherokee grammar
4. To prove that complex grammar structures were invented by the Cherokees
5. To demonstrate how difficult it is to learn the Cherokee language

1. **'Make-shift' in paragraph 3 is closest in meaning to:**
2. complicated and expressive  c. extensive and diverse
3. simple and temporary  d. private and personal
4. **Which idea is presented in the final paragraph?**
5. English was probably once a creole
6. The English past tense system is inaccurate
7. Linguists have proven that English was created by children.
8. Children say English past tenses differently from adults.
9. **All of the following are features of the new Nicaraguan sign language EXCEPT:**
10. All children used the same gestures to show meaning
11. The meaning was clearer than the previous sign language
12. The hand movements were smoother and smaller
13. New gestures were created for everyday objects and activities.

**5. Which sentence is closest in meaning to the highlighted sentence?**
Grammar is universal and plays a part in every language, no matter how widespread it is.

1. All languages, whether they are spoken by a few people or a lot of people, contain grammar
2. Some languages include a lot of grammar, whereas other languages contain a little
3. Languages which contain a lot of grammar are more common that languages that contain a little
4. The grammar of all languages is the same, no matter where the languages evolved

**Question 2: Read the following passage and answer the questions below. (10 marks)**

**Cholesterol level and heart diseases**

Heart disease begins in children as young as 3 years old. It occurs earlier in boys than in girls. Nearly half of teenagers have some fat deposits on their artery walls. Heart disease develops faster if we have high cholesterol levels and also smoke.

What is a safe level of cholesterol? Adults have a high risk of heart attack if their cholesterol level is above 240 milligrams per deciliter of blood. Below 200 is better. In the Massachusetts study, no one with a cholesterol level below 150 has ever had a heart attack. However, about half of American adults have cholesterol levels above 200.

To lower our cholesterol levels, we must change our eating habits. Anything that comes from an animal is high in fat and high in cholesterol. The American Heart Association National Cholesterol Education Program says that fat should be no more than 30% of our diet. Blood cholesterol levels start to fall after 2-3 weeks of following a low-cholesterol, low-fat diet. Dietary changes alone can result in a 10% reduction of the average person's cholesterol level. Aerobic exercise helps too. Artery blockage can be reduced by as much as 40% through changes in diet and amount of exercise.

We must educate everyone, including children in elementary schools. We must teach them responsibility for their health through classes in nutrition and aerobic exercise. For example, the smart snack is fruit. Children must be served fruit in the school cafeteria, along with low-fat meals. Schools must send recipes home with the children. Parents must include children in planning and preparing meals and shopping for food.

1. Are the following sentences true, false or not provided in the text? (5 mark)
2. Smoking may develop heart diseases. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A cholesterol level of 180 is found to be safe. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. According to a study, fat should be not more than 50% of our diet. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. According to the passage, how can we lower our cholesterol level? (5 marks)

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**Question 3: Fill in the blanks with the appropriate word from the box. (10 marks)**

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| --- | --- | --- | --- | --- |
| **time** | **carnage** | **opportunity** | **responsibility** | **merely** |
| **bow** | **chance**  | **turns** | **action** | **mortality** |

1. The infant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rate for the children was too high.
2. I would like to take this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to thank all my teachers for all the effort they make to help us grow.
3. The actors took a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the end of the play.
4. The silent kid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nodded.
5. I think you should take \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for all your actions.

**Question 4: The prefixes in the following words mean: (5 marks)**

1. post-modern: a) before b) one c) after d) again
2. co-pilot: a) with b) before c) after d) opposite of
3. re-play: a) after b) with c) again d) before
4. bilingual: a) one b) before c) after d) two
5. disagree: a) with b) before c) after d) opposite of

**Good Luck!**