**بسم الله الرحمن الرحيم**

**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: 2016-2017** | | **Semester: 1st.** |
| **Course No: 120214** | **Course Title: Advanced Reading** | **Lecturer's Name: Dr. Hanan Amaireh** |
| **Day: Tuesday** | **Date: 22 / 11 / 2016** | **Time: 10: 10 – 11: 00** |

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

**B -Guidelines**

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| **-The exam consists of four 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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| **Question** | **Minutes** | **Total point** | **Points Earned** |
| 1.  A.  B. | 10 | 4  2 |  |
| 2. | 8 | 4 |  |
| 3. | 15 | 7 |  |
| 4. | 7 | 3 |  |
| **Total** | 40 | 20 |  |

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

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**E- Tutor's Remarks:**

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| **FIRST Category: Knowledge and Understanding**  **The aim of these questions is to assess the basic knowledge and skills the student acquired.** |

**Q.1 Read the following passage and answer the questions that follow:**

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| **1** | **So females are kept in their place. They enjoy fewer rights to talk. Because they have less power and because politeness is part of the repertoire of successful feminine behaviour, it is not even necessary to force females to be quiet. The penalties are so great if they break the rule, they will obligingly monitor themselves.** |
| **2** | **In the past few years, a lot of attention has been paid to the role of language and learning, but the assumption has been that the sexes have enjoyed equal rights to talk. Yet it is quite obvious that females do not have equal access to talk outside the classroom, so it would be surprising if this was reversed in the school.** |
| **3** | **However, if talking for learning is as important as Douglas Barnes maintains it is, then any teacher in a mixed- sex class who upholds the social rules for talk could well be practicing educational discrimination. Such teachers would be allowing boys to engage in talk more frequently than girls.** |
| **4** | **In looking at talk, it becomes clear that there are differences in girls' single- sex and mixed- sex schools. In single sex school (providing, of course, that the teacher is female), females are not obliged to defer to male authority, to support male topics, to agree to interruptions, or to practice silence; or to make the tea while the males make the public speeches.** |

**Q. 1 A.**

**Find a word in the text that means: (4 marks)**

**Punishments: (paragraph 1): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The entire stock of skills, techniques, or devices used in a particular field or occupation: (paragraph 1): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lack of equality, bias: (paragraph 3): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**To yield respectfully in judgment or opinion (paragraph 4): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Q. 1 B. What do the following pronouns refer to? (2 marks)**

**Themselves (paragraph 1, line 5): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This (paragraph 2, line 4): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Second Category: (Cognitive and Analytical)**  **The aim of these questions is to assess the students’ ability to recognize and analyze information.** |

**Q.2 Read the following passage and answer the questions that follow:**

**Physical Fitness**

**The human body is made up mainly of bone, muscle, and fat. Some 639 different muscles account for about 45 percent of the body weight. Each of these muscles has four distinct and measurable qualities which are of interest to us.**

**The capacity and efficiency with which your body can function depends on the degree of development of both your muscular and organic power through regular exercise. However, the level to which you can develop these powers is influenced by such factors as the type of body you have, the food you eat, presence or absence of disease, rest and sleep. You are physically fit only when you have adequately developed your muscular and organic power to perform with the highest possible efficiency.**

**Heredity and health determine the top limits to which your physical capacity can be developed. This is known as your 'potential physical capacity'. This potential capacity varies from individual to individual. Most of us, for example, could train for a lifetime and never come close to running a four- minute mile simply because we weren't 'built' for it. The top level at which you can perform physically right now is called your 'acquired capacity' because it has been acquired or developed through physical activity in your daily routines.**

**Your body, like a car, functions most efficiently well below its acquired capacity. A car, for example, driven at its top speed of say, 110 miles per hour, uses more petrol per mile than when it is driven around 50- 60 miles per hour, which is well below its capacity.**

**Q.2**

**The following statements include wrong information. Correct them according to your understanding of the text. (2 marks)**

1. **The human body is made up entirely of bone, muscle and fat.**
2. **A car uses more energy, proportionately, proportionately, when it goes at 50-60 miles per hour that when it goes at top speed.**
3. **In your own words, how is the human body similar to a car? (1)**

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**Q. 2 What are the factors that influence whether or not we are 'built' to become athletes? (1 marks)**

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| **THIRD Category: Practical Skills**  **Students should be able to apply their knowledge in solving unfamiliar problems.** |

**Q.3 Predict which element is missing in each of the following sentences. Choose from the possibilities given after each sentence. Circle your choice. (7 points)**

1. **Ours is a society that \_\_\_\_\_\_\_\_\_\_\_ to keep the world sharply divided into masculine and feminine, not because that is the way the world is, but because that is the way we believe it should be.**
2. **Try**
3. **Pitch**
4. **Tries**
5. **Difficult**
6. **\_\_\_\_\_\_\_\_ takes unwavering belief and considerable effort to keep this division.**
7. **They**
8. **I**
9. **It**
10. **You**
11. **It also leads us to make some fairly \_\_\_\_\_\_\_\_\_\_ judgments, particularly about language.**
12. **Foolish**
13. **We**
14. **Should**
15. **Characteristics**
16. **Because we think that language also should be divided into masculine and feminine we have become very skilled at ignoring anything that will not fit our \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
17. **Conceptions**
18. **Opportunities**
19. **Speakers**
20. **Investigators**
21. **Many \_\_\_\_\_\_\_\_\_\_\_ associated with masculine and feminine talk have had to be discarded as more research has been undertaken.**
22. **Myths**
23. **Females**
24. **Gender**
25. **Males**
26. **And even when sex differences have been \_\_\_\_\_\_\_\_\_\_, the question arises as to whether the difference is in the eye – or ear – of the beholder, rather than in the language.**
27. **Extremely**
28. **Pitched**
29. **Penalties**
30. **Found**
31. **The capacity and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with which your body can function depends on the degree of development of both your muscular and organic power through regular exercise.**
32. **Heredity**
33. **Progressively**
34. **Balanced**
35. **efficiency**

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| **FOURTH Category: Transferable Skills**  **Students should display analytical skills, and they should be able to transfer their knowledge in their daily life.** |

**Q.4. In your opinion, do you agree or disagree with the belief that there are gender differences between males and females' speech?. (3 points)**

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