**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: 2013-2014** | | **Semester: 1st.** |
| **Course No: 120113** | **Course Title: Reading Comprehension** | **Lecturer's Name: Dr. Hanan Amaireh** |
| **Day: Wednesday** | **Date: 5 / 2 / 2014** | **Time: 9 – 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 (40).**  **- 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** | **Total point** | **Points Earned** |
| 1. | 6 |  |
| 2. A.  B. | 4  7 |  |
| 3. A.  B. | 14  6 |  |
| 4. | 3 |  |
| **Total** | 40 |  |

**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 Predict the kind of information that will follow in the sentences below. Select the best possibility for each: (6 points)**

1. **I wanted all these things, moreover, …………………………….**
2. **The reason why I need things to be done correctly.**
3. **The speaker will add another point.**
4. **King David was old and advanced in years; and although they covered him with clothes, he ……………………………..**
5. **The result of being old.**
6. **An idea which is contrary to our expectations.**
7. **One came forward immediately, whereas the others ……………..**
8. **A contrasting idea of two groups.**
9. **The reason why someone came forward immediately.**
10. **All animals have special needs that need to be met in order to …………….. .**
11. **The purpose why animals have special needs.**
12. **The result of including special needs for animals.**
13. **The dream of young people is to grow old, and it is likewise ………………………..**
14. **The writer will show the similarity between two ideas, events or objects.**
15. **The writer will give examples or an explanation of the point.**
16. **Men are not to be told anything that might find too painful; the secret depth of human nature, the sordid physicalities, might overwhelm or damage them. For instance, ………………………………**
17. **The writer will give examples or an explanation of the point.**
18. **An idea which is contrary to our expectations.**

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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**

**A. Decide the sequence of events in the sentences below and list them accordingly. Use the markers of time to help you. (4 points)**

**1. Criminal law changed surprisingly after the attacks.**

**Event 1:**

**Event 2:**

**2. Seeds can't grow until certain favourable environmental conditions are met.**

**Event 1:**

**Event 2:**

**3. Before they went on the air, both candidates refused the services of a cosmetician.**

**Event 1:**

**Event 2:**

**4. After a fee is paid, there is a cursory visual inspection and certification is granted.**

**Event 1:**

**Event 2:**

**B. Read the following text and answer the questions that follow:**

**The politics of Travel**

**By David Nicholson-Lord**

1 Tourism has seriously damaged fragile ecosystems like the Alps\_\_ the winter skiing playground of Europe--- and the trekking areas of the Himalayas. Worldwide, **it** poses a serious threat to coastal habitats like dunes, mangrove forests and coral reefs. It fuels booming and usually illegal trade in the products of threatened wildlife, from tortoise-

5 shell and coral to ivory. Its "consumers" inevitably bring **their** habits and expectations with them --- whether it's hot showers and flush toilets or well-watered greens for golfers. In the Himalayas, showers for trekkers often mean firewood, which means deforestation. In Hawaii and Barbados, it was found that each tourist used between six and ten times as much water and electricity as a local. In Goa, villagers forced to walk to 10 wells for **their** water had to watch as a pipeline to a new luxury hotel was built through their land. Over the past decade, golf, because of **its** appetite for land, water and herbicides, has emerged as one of the biggest culprits, so much so that "golf wars" have broken out in parts of Southeast Asia; campaigners in Japan, one of the chief exponents of golf tourism, have launched an annual World No Golf Day.

15 This is not to say tourism can't do some good—but the cost-benefit equation is complex. Historic monuments, houses and gardens thrive on visitors. Throughout much of the world, but notably in southern and eastern Africa, tourism underpins the survival of wildlife. They else would small farmers put up with elephants trampling their corps? Whale watching is now a bigger business than whaling. In the uplands of Rwanda,

20 known to millions through the film *Gorillas in the Mist*, the Mountain gorilla's salvation lies partly in the income and interest generated by tourists visiting in small groups. In Kenya a lion's worth is estimated at $7.000 a year in tourist income- for an elephant herd the figure is $610.000. And if large animals, with large ranges, are protected, then so are **their** habitats—the national parks.

25 Yet none of these gains is unqualified. To get to see your whales and your gorillas, for example, you have to travel, by car, coach or plane. Each time you do **so** you're effectively setting fire to a small reservoir or gasoline--- and releasing several roomfuls of carbon dioxide into the atmosphere. Transport is the world's fastest growing source of carbon dioxide emissions; leisure travel accounts for half of all transport. The

30 cumulative result of such activity is one of the biggest disruptions in the Earth's

history—global warning, climate change and rising seas.

Some observers now argue that tourism can strengthen local cultures by encouraging an awareness of tradition and the ceremonies and festivals that go with it. But what's the value of tradition if **it's** kept alive self-consciously, for profit, and bears little relation to 35 real life- which, today, across the world, grows ever more uniform? The pressures of tourism breed a phenomenon often referred to as "Dysneyfication" in which culture and history are transformed, the authentic giving way to Disney-like replicas. What's undeniable is that tourism, in one way or another, changes tradition.

In truth, there are no easy answers to the dilemmas posed by mass tourism. Awareness, certainly is a step forward—the knowledge of what it means to be a tourist. With that comes the ability to make better choices, where and how and even whether to travel. An increasing number of nonprofit organizations offer working holidays, in which the economic and social asymmetries that lie at the heart of holiday industry are somewhat redressed: The tourist takes but also gives. Among the best-known is the research organisation Earthwatch.

Such initiatives are undoubtedly one of the ways forward for tourism. The world, clearly, is not going to stop taking holidays—but equally clearly, is not going to stop taking holidays—but equally clearly we can no longer afford to ignore the consequences. And one of the major culprits has been the industrialization of travel, a genuinely postindustrial tourism, with the emphasis on people and places rather than product and profits, could turn out to be significantly more planet-friendly.

**What do the following pronouns refer to in the passage? (7 points)**

1. ***It* (line 2):**
2. ***Their* (line 5):**
3. ***Their* (line 10):**
4. ***Its* (line 11):**
5. ***Their (line 24):***
6. **So (line 26):**
7. **It (line 34):**

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

**Q.3**

**A. Underline the transition signals (makers) that are used to predict the development of ideas in the following passage. (14 points)**

**PCs versus Macs**

**If you are planning to buy a personal computer, you should know some of the basic similarities and differences between PCs and Macs. First of all, both PCs and Macs are composed of the same elements: a CPU, the electronic circuitry to run the computer; memory (hard and / or floppy disk drives) for storing information; input devices such as a keyboard or mouse for putting information into the computer; and output devices such as a monitor, printer, and audio speakers for conveying information. They also have the same uses: PCs are used to communicate on computer networks, to write (with the help of word processing and desktop publishing software), to track finances, and to play games. Macs are likewise used to communicate, write, calculate, and entertain.**

**There are some differences, however. Whereas you will find more PCs in business offices, you will find more Macs in classrooms. Although Macs are the computers of choice of people who do a lot of art and graphic design in their work, PCs seem to be the choice of people who do a lot of "number crunching". Finally, there is a difference in the availability of software, vendors, and service for the two computers. In general, there is a lot of PC-compatible software, but relatively little Mac software. Furthermore, for a Mac, you must purchase your machine and get service from a Macintosh-authorized dealer, whereas many different computer stores sell and service PCs.**

**B.**

**Step 1: Choose the transition signal that best shows the relationships between the sentences in each group from the choices given in parenthesis.**

**Write the signal in the space.**

**Step 2: Add punctuation and change capital letters to small letters and vice verse (If necessary). (6 points)**

**Another difference among the world's seas and oceans is that the salinity varies in different climate zones. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1, the Baltic Sea in Northern**

**(for example, therefore, however)**

**Europe is only one-forth as saline as the Red Sea in the Middle East. There are two reasons for this. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2, in warm climate zones, water evaporates**

**(in addition, accordingly, first of all)**

**rapidly; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3, the concentration of salt is greater. Second, the (therefore, unless, although)**

**surrounding land is dry and, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4, does not contribute much**

**(consequently, in spite of, in contrast)**

**fresh water to dilute the salty sea water. In cold climate zones, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5**

**(that is, on the other hand, so)**

**water evaporates slowly. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_6, the runoff created by melting snow**

**(furthermore, otherwise, while)**

**adds a considerable amount of fresh water to dilute the saline sea water.**

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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. A. Write a sentence that expresses a real condition and a possible result. (3 points).**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**B. Write a sentence that expresses an unreal condition and a hypothetical result.**

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**C. Write a sentence that expresses an impossible condition and an unreal result.**

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