**بسم الله الرحمن الرحيم**

**Philadelphia University**

**Faculty of Arts**

**Department of English**

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|  | **Examination Sheet** |  |

1. **Information**

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| **Student's No.:** | | **Name:** |
| **Academic year: 2013-2014** | | **Semester: 1st.** |
| **Course No: 120214** | **Course Title: Advanced Reading** | **Lecturer's Name: Dr. Hanan Amaireh** |
| **Day: Monday** | **Date: 30/ 12/ 2013** | **Time: 9: 45 – 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** | **Total point** | **Points Earned** |
| 1. | 5 |  |
| 2. | 5 |  |
| 3. | 7 |  |
| 4. | 3 |  |
| **Total** | 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 (I) Read the following passage and answer the questions that follow:**

**Money is the only home**

Marianne Hardwick was timid and unadventurous, her vitality consumed by physical activity and longing, her intelligence by indecisiveness, but this has less to do with the innate characteristics of the *weaker* *sex (*asher father, Creighton Montgomery, called it ) than with the enfeebling circumstances of her upbringing. Creighton Montgomery had enough money to mould his daughter according to his misconceptions: girls were not meant to fend for themselves, so he protected them from life. Which is to say that Marianne Montgomery grew up without making any vital choices for herself. Prevented from acquiring the habits of freedom and strength of character which grow from decision\_ making, very rich girls, whose parents have the means to protect them in such a crippling fashion, are the last representatives of Victorian womanhood. Though they may have the boldest manners and most up \_to date ideas, they share their great\_ grandmothers humble dependence.

Most parents these days have to rely on their force of personality and whatever love and respect they can inspire to exert any influence over their children at all, but there is still an awful lot of parental authority that big money can buy. Multi-millionaires have more of everything than ordinary mortals, including more parent power, and their sons and daughter have about as much opportunity to develop according to their own inclinations as they would have had in the age of absolute monarchy.

The rich still have families.

The great divide between the generations, which is so much taken for granted that no one remarks on it any longer, is the plight of the lower and middle classes, whose children begin to drift away as soon as they are old enough to go to school. The parents cannot control the school, and have even less say as to what company and ideas the child will be exposed to; nor can they isolate him from public mood, the spirit of the age. It is an often-heard complaint of the middle- class mother, for instance, that she must let her children watch television for hours on end every day if she is to steal any time for herself. The rich have no such problems; they can keep their offspring busy from morning to night without being near them for a minute more than they choose to be, and can exercise almost total control over their environment. As for schooling, they can hand-pick tutors with *sound views* to come to the children, who may never leave the grounds their parents own, in town, in the country, by the sea, unless for an exceptionally secure boarding school or a well-chaperoned trip abroad. It would have been easier for little Marianne Montgomery to go Cairo than to the nearest newsstand. (Stephen Vizinczy: *An Innocent Millionaire*)

Q. 1. Match the meanings with their definitions. (5 points)

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| Meaning | Definition |
| 1. Timid | 1. Not having or showing the ability to make decisions. |
| 1. Indecisiveness | 1. Inborn. |
| 1. Innate | 1. Showing a lack of courage or confidence. |
| 1. Enfeebling | 1. Harmful and restricting. |
| 1. Vital | 1. Weakening. |
| 1. Crippling | 1. Treatment and instruction received by a child from its parents throughout its childhood. |
| 1. Humble | 1. Essential. |
| 1. Mould | 1. Subject to death. |
| 1. Mortals | 1. To influence the information or development. |
| 1. U 2. pbringing | 1. Of a low opinion of oneself. |

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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:** Fill in the planks with the appropriate form of words. (5 points)

**The Good Picnic Guide**

1. The subject \_\_\_\_\_\_\_\_\_\_\_\_\_ picnics. Please take notes, and smoke if you wish. We will kick off by defining not what a picnic is, but what a picnic is not.

A. Is B. Are C. We

1. A picnic is not a \_\_\_\_\_\_\_\_\_\_\_\_ of cold chicken, tomato salad, pickles, tongue, ham and warmish white wine consumed off a damask tablecloth in a field, wood or spinney.

A. Feast B. Beast C. Twist

1. Such a meal is only a portable business \_\_\_\_\_\_\_\_\_\_\_, eaten at a table without legs and thus- unless you happen to be Japanese-liable to give you indigestion. Anyway, you’ve forgotten the mayonnaise.

A. Club B. Lunch C. Job

1. A picnic is not sandwiches. Nor is it vacuum-flasks and greaseproof-paper bags in a car \_\_\_\_\_\_\_\_ on a cliff top with the windows up.  
   A. Barbecue B. Mackintosh C. Parked
2. Nor is it hampers, spirit kettles, portable barbecues, collapsible \_\_\_\_\_\_\_\_\_, storm-proof field ovens or any other kind of Ideal Home Exhibition alfresco gadgetry.

A. Stops B. Stocks C. Stools

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

**Q.3** Read the text below and answer the questions that follow. (7 points)

**Down and out in Paris and London**

You discover the extreme precariousness of your six francs a day. Mean disasters happen and rob you of food .You have spent your last eighty centimes on half a litre of milk, and are boiling it over the spirit lamp. While it oils a bug runs down your forearm; you give the bug a flick with your nail; and it falls, plop! straight into the milk. It is hours before you dare venture into a baker’s shop again. 5

You go to the baker’s to buy a pound of bread, and you wait while the girl cuts a pound for another customer. She is clumsy, and cuts more than a pound. ‘*Pardon, monsieur*,’ she says, ‘I suppose you don’t mind paying two sous extra?’ When you think that you too might be asked to pay two sous extra, and would have to confess that you could not, you bolt in panic. There is nothing for it but to throw the milk away and go foodless. 10

You go to the greengrocer’s to spend a franc on a kilogram of potatoes. Bread is a franc a pound and you have exactly a franc. But one of the pieces that make up the franc is a Belgian piece, and the shop man refuses it. You slink out of the shop, and can never go there again. 14

You have strayed into a respectable quarter, and you see a prosperous friend coming. For half a day at a time lie on your bed, feeling like the *jeune squelette* in Baudelaire’s poem. To avoid him you dodge into the nearest café. Once in the café you must buy something, so you spend your last fifty centimes on a glass of black coffee with a dead fly in it. With bread and margarine in your belly, you go out and look into the shop windows. One could multiply these disasters by the hundred. 20

You discover what it is like to e hungry. Everywhere there is food insulting you in huge wasteful piles; whole dead pigs, baskets of hot loaves, great yellow blocks of butter, stings of sausages, mountains of potatoes, vast Gruyere cheeses like grindstones. A snivelling self-pity comes over you at the sight of so much food. They are part of the process of being hard up. You plan to grab a loaf and run, swallowing it before they catch you; and you refrain, from pure funk. 26

1. Find a word in the text that means crying and sniffling or complaining in a whining or a tearful way. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What does the pronoun *she* (line 7) refer to?

Look at the following verbs in the text and decide whether they mean *enter* or *leave?*

1. Venture:
2. Bolt:
3. Slink:

Decide whether the following sentences are *true* or *false:*

1. The man left the shop happily. (Lines: 8-10).
2. The man was glad to see his friend at the respectable quarter. (Lines: 15-17).

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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, what do you think are the most important things to have a good picnic?** (3 points)