

State of Palestine  
Al-Aqsa University  
Faculty of Arts  
Department of English

Instructor: Ismail Abdullah Abuheir



Course: English Vocabulary

Time allocated: 2 hours

Number of Questions 13

Date: 2/1/2019

Name /.....No./.....

**1- Choose the correct answer: (5marks)**

1. A utility room is where you often (sleep - keep your washing machine- eat meals)
2. Ahmed has got a concussion while playing football. Now he is (bleeding quite a lot- bleeding a bit-confused and doesn't know where he is )
- 3.They split up as a result to the ( flows- rows - paws ) they have had recently.
- 4.Paul is not 2 yet, so he is a (baby – toddler- child).
- 5-The two girls (lay – lain - iaid ) the dinner table yesterday.
- 6- I have got a (hangover- hay fever- flu) The symptoms are sneezing , runny nose, and sore
- 7-He got into a fight and got beaten ( down –up- out ).
- 8-The coffee ruined my shirt because there was a large (slain – stain- saline) on it.
- 9- The room is (draughty- doughty- doughy). Cold air comes into it through its windows.
- 10-A (detached- semi-detached -terraced )house is a single house that stands alone.

**2. Choose the correct word. Sometimes both answers are correct. (5 marks)**

1. I'll give them your message as soon as I get / will get there.
2. Maria cleaned the kitchen as / while I did the bathroom.
3. We must go to the gallery before leave / leaving.
4. I had a lot of problems at the shop but eventually / finally they agreed to give me a refund.
5. The phone rang while/ just as I was leaving the house.
6. Although / in spite of we left late, we still got there in time.
7. It was a fantastic evening although/ in spite of the cost of the terrible food.
8. We decided to go in spite of/ despite the cost of the tickets.
9. They enjoyed the course even though/ whereas it was very difficult.
10. I love the sea in spite of its being/being very dangerous.

**3. Choose the Correct Word. (4 marks)**

1. I was ( disappointing/ disappointed) with the film. I had expected it to be better.
2. The new project sounds ( exciting/ excited ) . I'm looking forward to working on it.

**4- Replace the underlined adverb with a different adverb that has the same meaning. (5 marks)**

1. She seldom goes to conferences now.
2. I can barely remember the first house we lived in.
3. There were almost fifty people there, you know.
4. I thought it was a bit disappointing, did not you?
- 5- I'm afraid I'm extremely busy next week.

**5- Rewrite these sentences without using the underlined words and phrase. The meaning must stay the same. (5 marks)**

- 1- In my opinion, you can't learn a language in three months. ....
- 2- I think the club needs to buy new players. ....
- 3- Yes, I think you are right. ....
- 4- According to the newspaper, terrorists started the fire. ....
- 5- I agree with her to some extent. ....

**6- Replace the underlined word in each sentence with a word which is either more suitable or more polite. (5 marks)**

- 1- He told me he met a handsome girl in the disco last night.
- 2- She's beautiful but her younger sister is really quite ugly.
- 3- I think Peter is getting a bit fat, don't you?
- 4- Most people want to stay slim, but not as skinny as that girl over there.
- 5- I think she is hoping she'll meet a few beautiful men at the tennis club.

**7- Organize the following words into pairs of opposites: (6 marks)**

(mean- clever- nice – lazy – relaxed - hard-working – tense – cheerful – generous – unpleasant – stupid – miserable )

Positive

negative

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**8- Match the following ways of cooking food with their definitions. (5 marks)**

- 1- Bake ( ) in water, e.g. carrots
- 2- Roast ( ) in oil or butter above the heat
- 3- Grill ( ) under the heat, e.g. toast or meat
- 4- Fry ( ) in the oven using oil, e.g. meat
- 5- boil ( ) in the oven without oil, e.g. cakes

**9-Complete the following sentences to describe some foods(4 marks)**

- 1-Food which is without a strong taste or neutral in flavour is .....
- 2-Meat which is not tender is.....
- 3-Meat which is not fatty is.....
- 4-Food with lots of spices is.....

**10- Replace the underlined words with a single verb that has the same meaning(3 marks)**

- 1- She stopped working and looked quickly at the clock. ....
- 2- As we were in the library, he spoke very quietly in my ear. ....
- 3- We walked casually along the beach and then stopped for a drink. ....
- 4- He made us all walk quickly up the hill. ....
- 5- The man kept looking at Susan, but she didn't seem to notice. ....
- 6- Jim doesn't know what happened, except that the man hit him hard on the side of his face. ....

**11- Fill in the gaps using words from between brackets to complete the phrasal verb in each sentence: (5 marks)**

(look- carry -go -run -gone -gets -get -gone- found -picked)

- 1- I'm afraid the photocopier has ..... out of paper.
- 2- Why didn't your alarm clock..... off this morning?
- 3- We can .....on until the teacher tells us to stop.
- 4- I agreed to .....after my sister's cat when she goes to France.
- 5- The price has .....up three times this year.
- 6- They had a bad relationship at first, but she .....on very well with him now.
- 7- Do you think they will ..... through the exam next week>?
- 8- This milk smells horrible; I think it has ..... off.
- 9- I don't think they ever .....out how the man escaped.
- 10- We went round the school and ..... Up all the rubbish.

**12-Complete the following sentences with the correct prepositions:(4 marks)**

- 1-I went .....afternoon.      2-I did it ..... Purpose  
3-We are all.....strike      4-I read it .....a magazine  
5-it's very quiet .....night      6- I went ..... a walk  
7-He lives a rather lonely life. He does not have much contact.....other people  
8- Do not ask to decide. I'm not good ..... making decisions

**13- Write a synonym for *get* in each of these sentences:(4 marks)**

- 1-Where can I get something to eat round here? .....
- 2-I'm just going to get more paper from the office .....
- 3-What time did they get here last night? .....
- 4-He got very angry when I told him what you did with the CDs. ....

**All the best!**



Name/ \_\_\_\_\_ No. \_\_\_\_\_

1- Decide whether the following statements are true or false. (18 marks)

1. ( ) Punctuation marks were not used at all in classical Arabic, and only a few of them are used in modern Arabic today.
2. ( ) In English, the position of phrase is often unpredictable; it may take an initial, medial or final position.
3. ( ) The schwa sound constitutes no problem to the Arab learners of English.
4. ( ) There is no articulatory differences between English and Arabic.
5. ( ) /v/ and /p/ are found in both English and Arabic.
6. ( ) /t/ and /d/ as in ten and den are alveolar in English but dental in Arabic.
7. ( ) English often uses one word as more than one part of speech.
8. ( ) Collective nouns in English do not have plural forms.
9. ( ) Where stress differentiates between a noun and a verb, stress falls on the second syllable of the noun and on the first in the verb.
10. ( ) Loan words and cognates constitute no difficulty for Arab learners of English.
11. ( ) In sentence stress, the general rule is that the relative stress of the words in a sequence depends on their part of speech.
12. ( ) Syllable is considered long in Arabic if it contains a long vowel, or a short vowel followed by no consonants.
13. Arab students tend not to adopt Arabic intonation patterns when they speak English, and this affects everything that they say.
14. ( ) a derivational affix produces a different form of the same word , e.g. walk – walks , and shows such relationships as plural , past tense ,etc.
15. ( ) The Arab student is usually confused about question tags and may only use "isn't it?" in all cases.
16. ( ) Many English verbs are used in combination with other words to make nominalised forms, something that happens in Arabic.
17. ( ) The question-form in English is a headache for both Arabic students and teachers.
18. ( ) Social formulas are complicated acts of communication.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

2- Define the following terms and write down their sources of difficulty. (20 marks)

1- Function words

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5- Inflection

3. Identify the type of mistake and the source of difficulty in the following sentences. (12 marks)

1. \* Ahmed in the house

Type of mistake.....

Source of difficulty.....

2. \* was the man a doctor.

Type of mistake.....

Source of difficulty.....

3. \* Not play here.

Type of mistake.....

Source of difficulty.....

4. \* how a beautiful girl.

Type of mistake.....

Source of difficulty.....

5. \* No play here.

Type of mistake.....

Source of difficulty.....

6. \* You visited him, isn't it?

Type of mistake.....

Source of difficulty.....

7. \* Can ride the children?

Type of mistake.....

Source of difficulty.....

8. \* There is no machines in the fields.

Type of mistake.....

Source of difficulty.....

9. \* By the window, the tall man is standing.

Type of mistake.....

Source of difficulty.....

10. \* They tried to cure my wounds so that to become well.

Type of mistake.....

Source of difficulty.....

11. \* Why we learn English?

Type of mistake.....

Source of difficulty.....

12. Do not let`s go away.

Type of mistake.....

Source of difficulty.....

**4- Write brief notes on the following. (10 marks)**

1-The spelling of English and Arabic

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Al Aqsa University  
English Department  
Time: 2 hours  
First Semester



Faculty of Arts  
Reading  
End of Term Exam  
2019 - 2018

Student's Name:

Academic No.:

**Question one:**

**A. Read the text below and answer the questions below: (20 marks)**

The interaction of people in groups often demonstrates different patterns of human relations. Within the family, in particular, some fairly regular patterns may emerge. Although the Arab family norms are changing these days, many of the traditional practices are still manifest. Solid family relationships develop from frequent family gatherings, which serve as a forum for each individual to establish his or her importance to the group and group's importance to him or to her. It is in these gatherings that children gradually develop a sense of group identity. Moreover, families promote cooperation among their members by assigning them distinctive responsibilities. For instance, a female is not trained to play the same role of a male, and vice-versa. In this way, a great deal of interdependence is created between the family members. Expectations, of course, are so strong that people strictly observe these role patterns; only a few marginal individuals resent the limitations these norms place on their lives. In addition, hierarchies within the family entitle elder males and females of household to respect and decision-making within the spheres of their influence. Old children take care of younger ones, and, in turn, gain greater respect and authority among the siblings; boys protect girls; fathers command and mothers obey.

1. What did the interaction of people in groups indicate?

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2. How did solid family relationships evolve?

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3. How did families enhance cooperation between their members? Give an example

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4. What did hierarchies within the family empower elder males and females of household to do?

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**B. State whether the following sentences are true or flues:**

1. The interaction of people in groups demonstrates fairly regular patterns within the family in particular. ( )
2. Frequent family gatherings develop a sense of group identity for children. ( )
3. Many marginal individuals dislike the limitations these norms place on their lives. ( )

**C. Say what these pronouns refer to:**

- 1- Line 6 the pronoun "them" \_\_\_\_\_.
- 2- Line 8 "this way" \_\_\_\_\_.
- 3- Line 12 "ones" \_\_\_\_\_.

**D. Give the synonyms of the following from the text:**

- 1) Distinctive \_\_\_\_\_
- 2) Conference \_\_\_\_\_
- 3) Authorize \_\_\_\_\_
- 4) Sisters and brothers \_\_\_\_\_

**E. Give the opposite of the following words from the text:**

- (1) Like \_\_\_\_\_
- (2) Similar \_\_\_\_\_
- (3) rare \_\_\_\_\_
- (4) Neglect \_\_\_\_\_
- (5) Power \_\_\_\_\_

**Question two: Circle the letter of the most suitable choice, put your answer in table below.**

- 1. When the patient recovered, he was-----from the hospital.  
a. registered                      b. admitted                      c. released                      d. admission
  
- 2. There was a .....between the explosion of Tunguska and that of Hiroshima.  
a. similar                      b. resemblance                      c. resemble                      d. same
  
- 3. During the air-raid, some children were-----by the noise of the planes.  
a. happy                      b. stunned                      c. frustrated                      d. dismayed
  
- 4. The man caught the snake with a strong ..... around its neck.  
a. hand                      b. fist                      c. grip                      d. fingers
  
- 5. The spaceship was destroyed and all its ----- were killed.  
a. crew                      b. cruise                      c. care                      d. cure
  
- 6. The bomb-----suddenly and killed three men.  
a. explosion                      b. explosive                      c. explosively                      d. exploded
  
- 7. There was an-----explosion last night: many buildings were destroyed and tens of people were injured.  
a. enormous                      b. marginal                      c. marginally                      d. enormously
  
- 8. The road was almost not-----in the fog at night, so we had to park on the shoulder of the road.  
a. describe                      b. describable                      c. discernible                      d. discern

9. The ..... of conventional aspect in general education is not a truly recent trend.

- a. insert                      b. insertion                      c. insertive                      d. inserted

10. It is the responsibility of the ----- authorities to develop new strategies for channeling young people into technical and vocational education.

- a. educational                      b. education                      c. educations                      d. educators

11. Traditional educational structures could not .....future employment needs.

- a. project                      b. ensure                      c. employment                      d. inefficient

12. Universities must be ----- concerned with serving the local community needs.

- a. Primary                      b. primaries                      c. prime                      d. primarily

13. The ----- of secular universities led to the abandonment of the domination of religious curriculum on their objectives.

- a. emerge                      b. emergence                      c. emergent                      d. emergency

14. The-----of traditional education structure leads to the deprivation of a large proportion of the population of obtaining a useful vocation.

- a. flexibility                      b. rigidity                      c. objective                      d. mobility

15. The terminology used in language learning is often ambiguous and.....

- a. confused                      b. confusing                      c. confusion                      d. confuse

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16

Question three:

**A) Use the following words in sentences of your own:**

- Deterioration

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- Confront

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- Adhere

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- Allure

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▪ Consensus

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▪ Qualify

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▪ Cluster

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▪ Sack

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▪ Negotiate

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▪ Claim

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B) Translate the following:

The rich and advanced nations are completely aware of the environmental problems and belatedly recognizing the severity of the damage they have inflicted on the biosphere, the thin layer of earth, air and water that supports life on earth. Human beings are very worried and concerned lest the developing countries will commit the same environment-damaging mistakes that were made by the advanced nations. If poor countries are as careless about problems of environment as the rich ones, the consequences for all mankind will be devastating.

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C) Change the word in the practices to be fit with the sentences:

- The Arab (conquer) of Spain con nued for about 800 years. The (**supreme**<sup>1</sup>) of the Arab culture (**influential**<sup>2</sup>) the European thought for many centuries. (**Unlikely**<sup>3</sup>), Western scholars came to know Ibn Khaldun quite late when they began to develop their own ideas .
- The Dome of the Holy Rock of Jerusalem is the jewel of the Middle East. It is a (**wonder**<sup>4</sup>) piece of Muslim (**architect**<sup>5</sup>) which was built by the Umayid Khalif Abdel-Malik Bin Marwan as a (**memory**<sup>6</sup>) of the prophet's ascent from Jerusalem to heaven. The present dome was rebuilt in the early fifties and painted with a (**value**<sup>7</sup>) golden metal which shines in the sunlight.

- ☒ The (**tragedy**<sup>8</sup>) end of the emperor hurt his (**feel**<sup>9</sup>) as he was (**deprivation**<sup>10</sup>) from seeing the tomb of his wife everyday. However, his (**prison**<sup>11</sup>) in a fort a mile away did not make him forget her. He (**discovery**<sup>12</sup>) that by using a mirror from his balcony, he would see the (**reflect**<sup>13</sup>) of the building which took him twenty years to (**completion**<sup>14</sup>).
- ☒ Ibn Khaldun's enemies were (**jealously**<sup>15</sup>) of his (**rapidity**<sup>16</sup>) success and (**repute**<sup>17</sup>), so they (**plot**<sup>18</sup>) against him, and thus forced him to change (**reside**<sup>19</sup>) many times for his personal (**survive**<sup>20</sup>). Moreover, his grief was deepened by his (**deprived**<sup>21</sup>) of his (**rich**<sup>22</sup>) and children in a shipwreck. This accident added to his life (**tragic**<sup>23</sup>). Consequently, he sought (**console**<sup>24</sup>) in prayers and (**pilgrim**<sup>25</sup>) to Makkah.

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16.	17.	18.
19.	20.	21.
22.	23.	24.
25.		

GOOD LUCK

Course Instructor  
Dr. Muhammad Ateya Abdul Rahim

**A. Complete the following:**

- a. \_\_\_\_\_ : is the study of word formation.
- b. \_\_\_\_\_ : is the study of how language is used to communicate within its situational contexts.
- c. \_\_\_\_\_ : is a statement that is not part of the utterance and that does not follow as a necessary consequence of the utterance.
- d. \_\_\_\_\_ : a bound morpheme added to the beginning of a base whether it is a free or bound morpheme.
- e. \_\_\_\_\_ : is bound morphemes that occur after a base.
- f. Several \_\_\_\_\_ morphemes can be added to a word.
- g. \_\_\_\_\_ : a morpheme that closes a word.
- h. \_\_\_\_\_ : is a necessary consequence of an utterance.
- i. \_\_\_\_\_ : are languages, which are created for trade or other immediate purposes of communication among people who have no common language between them.
- j. \_\_\_\_\_ : concerns the extent of the social distance between people, how close they are, how much they share in experience, intimacy, and social characteristics.

**B. True or False:**

- a) Semantics is studied as part of grammar. ( )
- b) An implication is actually stated. ( )
- c) A correct answer to question is not necessarily appropriate. ( )
- d) Sentences can be used to do things. ( )
- e) A given linguistic function is realized by one linguistic form. ( )
- f) Minority language suffers form bias. ( )
- g) **Poetess** is an unmarked noun. ( )
- h) **Policeman** is a sexist term. ( )
- i) Babbling is not a linguistic universal. ( )
- j) The early words children produce are mostly multisyllabic. ( )
- k) For children, the acquisition of syntax is easier than that of vocabulary. ( )

- l) Behaviorists believe that humans are innately endowed with a language learning ability. (      )
- m) An L2 plays a social role in the community. (      )
- n) Interference of the first language accounts for the majority of errors made by foreign language learners. (      )
- o) In reading, we need morphology but in speaking and writing, we need syntax (      )

**C. Write on the following:**

- a. Contrastive analysis.
- b. Mentalism.
- c. Rules of combining morphemes.

**GOOD LUCK**

**Course Instructor**

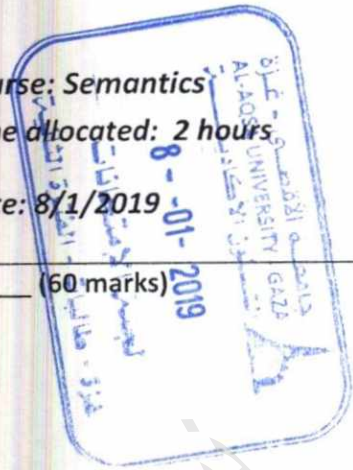
**Dr. Muhammad Ateya Abdul Rahim**



State of Palestine  
Al-Aqsa University  
Faculty of Arts  
Department of English



Course: Semantics  
Time allocated: 2 hours  
Date: 8/1/2019



Name/\_\_\_\_\_ No.\_\_\_\_\_ (60 marks)

1- Define the following terms. (10 marks)

1- Speech Act

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2- Polysemy

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3- Tautology

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4- Entailment

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5- Hypostalization

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2- Write brief notes on the following. (20 marks)

1- Antonymy

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2- Ambiguity

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**3- Implicature**

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**4- Fallacy of Appeals**

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**5- Connotative Meaning**

**3. Compare the following. (10 marks)**

**A. Structural Semantics and Generative Semantics ( 5 marks)**

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**B. The Ideational Theory of Meaning and The Referential Theory of Meaning. (5 marks)**

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**4. Decide whether the following statements are True or False. (20 marks)**

- 1- ( ) English has about 2 million non-technical words and a total of about 615,000 words including slang and technical expressions.
- 2- ( ) Lexis refers to the full range of all meaningful words of a language.
- 3- ( ) Inversion is a sudden outburst of emotion which may show pity, love, anger or passion.
- 4- ( ) Climax involves the placement of items in the reverse order of magnitude, with the most profound to the least consequential.
- 5- ( ) A proposition is simple if it has just one predicator.
- 6- ( ) Fallacy of Accident occurs when a general rule is applied to a specific case.
- 7- ( ) The Fallacy of Converse occurs when we take specific incidents to be the basis of universal conclusions.
- 8- ( ) The fallacy of accent is an act of ambiguity which results from ambiguous grammar.
- 9- ( ) In amphiboly there is usually the potential for multiple interpretations.
- 10- ( ) Declarative Acts describe events, processes and states.

- 11- ( ) Perlocutionary Acts are the effects of the speaker's utterance on the behaviour of the hearer.
- 12- ( ) Contradiction explains a situation in which two or more sentences have one meaning.
- 13- ( ) Ambiguity explains a situation in which two or more sentences have one meaning.
- 14- ( ) Morphological information guides us in pronunciation.
- 15- ( ) The word (BANK) is an example of homonymy.
- 16- ( ) Synonymous words have identical meanings.
- 17- ( ) Affective meaning is related to the feelings and attitudes of the speaker towards the subject or the audience.
- 18- ( ) Linguistics semantics is concerned with the conventional meaning conveyed by the use of words, phrases and sentences.
- 19- ( ) Traditional semantics is associated with the works of such great philosophers as Socrates, Plato and Aristotle.
- 20- ( ) To the naturalists, language was God-given such that there was hardly anything anybody could do to understand language.

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**Good Luck!**



American Literature  
Course No: ENGL4372  
Instr.: Mahmoud Alhirthani  
Final Exam

الاختبار النهائي لمادة الأدب الأمريكي لطالبات قسم اللغة الانجليزية 13 يناير 2019. عدد الأسئلة 4.

الاسم ..... الرقم .....

1) In no more than the space provided comment succinctly on one of the following quotes: (20 Marks)

First: Mr. Hale, as God have not empowered me like Joshua to stop this sun from rising, so I cannot withhold from them the perfection of their punishment.

Second: A man may think God sleeps, but God sees everything. I know it now. I beg you, sir, I beg you - see her what she is. She thinks to dance with me on my wife's grave! And well she might, for I thought of her softly. God help me, I lusted, and there is a promise in such sweat. But it is a whore's vengeance.

2) Write the term (10 Marks)

- 1..... An abstract idea embodied in a literary work.
- 2..... A poetic song that members of some Native-American tribes created when purifying themselves through solitary fasting and meditation.
- 3..... A humorous, exaggerated story common on the American frontier, often focusing on cases of superhuman strength.
- 4.....: Writing that explores the customs and landscape of a region of the United States.
- 5..... A belief that nature provides truer and more healthful models than does culture. An example is the myth of the "noble savage."
6. ....Fiction that emphasizes the nature of fiction, the techniques and conventions used to write it, and the role of the author.

3) In no more than the space provided write clearly about one of the following (10 Marks): Native American Literature, McCarthy Era, Manifest Destiny.

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4) Match items in (A) with the items in (B) and identify genre ( 20 Marks)

No.	A	B	Genre
.1	Benjamin Franklin	<i>Common Sense</i>	
.2	Thomas Pain	<i>"To S.M., a Young African Painter, on Seeing His Works"</i>	
.3	Philip Freneau	<i>Poor Richard's Almanack</i>	
.4	Washington Irving	<i>Leaves of Grass</i>	
.5	Phillis Wheatley	<i>Narrative of the Life of F.D., An American Slave</i>	
.6	Walt Whitman	<i>The Scarlet Letter</i>	
.7	Nathaniel Hawthorne	<i>The British Prison Ship</i>	
.8	Herman Melville	<i>Maggie: A Girl of the Streets</i>	
.9	Frederick Douglass	<i>The Sketch Book of Geoffriye Crayon</i>	
.10	Stephen Crane	<i>The Old Man and the Sea</i>	
.11	Booker T. Washington	<i>Moby Dick</i>	
.12	Ernest Hemingway	<i>Up From Slavery</i>	

**Good Luck**



Al- Aqsa university	Final Exam 2018/2019	Course: Comparative Lit.
Department of English	Lecturer. Dr. Haidar Eid	Time: 2 hours

**1- Define the following: (20 points)**

A- Postcolonialism:

B- Uncle Tom:

C-Political Pimping:

D- Black Consciousness:

E-Decolonizing the Mind:

**2- Decide whether each of the following statements is true or false: (15 pts.)**

A-Sembene Ousmane is from Tanzania.

B- "My Father, The Englishman, and I" is originally written in Swahili.

C- "Black Girl" is tackles the relationship between colonialism and racism..

D- At the end of the story, Diouana sets herself free by escaping from the house.

E-The black girl is a metaphor for the colonized world.

F-Tive Correa is a young Senegalese sailor.

G- The narrator of "My Father, The Englishman, and I" is a child

H-His mother is politically conscious.

I-His father is a decent man who respects women

K- The Englishman stands for critical consciousness

L- The narrator's name is unknown.

M- The events of the story take place in Ethiopia.

N-The writer of the story lives Somalia

O- The narrator of "The Little One Goes to the Camp" is Ghassan Kanafani

Q-The grandfather in the story represents memory and traditions



3- Paraphrase (rewrite in your own words) each of the following excerpts after you mention the name of the narrator and the title of the story: (15)

A- He had left, rich with youth, full of Ambition, and come home a wreck...For Diouana he predicted nothing but misfortune.

B-The venom poisoned her heart...Everything became monotonous...The population of France reduced itself to these spiteful monsters, Monsieur, Madam, and Mademoiselle, who had become strangers to her.

C-When, years later, in a heated argument, my mother accused my father of "political pimping," my memory revisited this incident.

4- Write an essay addressing ONLY ONE of the following comments (20 pts.)

A-Nureddin Farah and Sembene Ousmane's texts are about the "self-other" dialectic. Discuss

OR

B- The relationship between the colonizer and the colonized is necessarily one of conflict. Discuss with reference to "Black Girl" and "My Father, The Englishman, and I"



Faculty of Arts and Human Sciences  
Department of English Language  
End-of-Term Examination, 2018/2019

**TEACHING ENGLISH AS A FOREIGN LANGUAGE 1  
(ENGL2211)**

Time Allowed: 2 Hours  
Examination Date: 14/01/2019  
Lecturer: Dr. Abdallah Mohammed Diab Al-Assar

ثلاث صفحات  
سؤالان

Student's Name:	
Academic Number:	

يجب كتابة الإجابات في الأماكن المخصصة.

**1. Are these statements TRUE (T) or FALSE (F)? (30 Marks)**

- 1) Ease of language acquisition becomes gradually more noticeable as children move towards puberty, and after that, language acquisition is much more difficult.
- 2) Three features need to be present in order for children to acquire a language: exposure to it, motivation to communicate with it and opportunities to use it.
- 3) Learning is subconscious and anxiety free, acquisition is a conscious process where separate items from the language are studied and practised in turn.
- 4) A total concentration on grammar-translation method doesn't stop students from getting the kind of natural language input that will help them acquire language.
- 5) The lexical approach capitalized on the suggestion that if we describe the grammatical patterns of English, we can have students repeat and learn them.
- 6) Some teachers with experience seem to have an ability to think on their feet, and this allows them to believe that lesson planning is necessary.
- 7) Threads might be topic threads, language threads (grammar, vocabulary) or skill threads (reading, listening).
- 8) Peer observation is most successful when both teachers discuss the content and practice of the lesson before the observation.
- 9) The way teachers move and stand, and the degree to which they are physically demonstrative can have a clear effect on the management of the class.
- 10) Awareness will be easy if teachers keep too much distance or if they are perceived by students to be cold and aloof.
- 11) Speaking too softly or unpleasantly loudly are both irritating and unhelpful for students.
- 12) Some of the technical skills that are required of teachers (procedures for how to do things, a constant attention to innovation in educational technology and materials design) need to be almost scientific in their rigour.

- 13) Apart from the ability to create and foster teacher-student rapport and the possession of skills necessary for organizing successful lessons, teachers don't need to know about the subject they are teaching (the English language).
- 14) The object of a self-access centre is that students should themselves take responsibility for what they do and make their own decisions about what is most important for them.
- 15) Intrinsic motivation is the motivation that students bring into the classroom from outside; extrinsic motivation is the kind of motivation that is generated by what happens inside the classroom.

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Answer															

**2. Write the technical/special terms for the following definitions/explanations:**  
(30 Marks)

- 1) is a subconscious process; the effortless mastery of language through being exposed to it, rather than consciously learning it

- 2) is when teachers adjust their language use to the comprehension abilities of their students

- 3) is a term used to describe language which the students see or hear and which they more or less understand, even though it is slightly above their own language level

- 4) this describes when we evaluate our own language output, trying to gauge whether it is right

- 5) a methodology developed in the 1970s where the teacher tries to remain as silent as possible, directing students themselves to find answers and make corrections

- 6) the different language formulations for performing a language function

7) a transparent sheet which we can draw or write on which when put onto an overhead projector projects that image onto a screen or the board/wall

8) is when students work on their own, individually

9) a role in which the teacher judges students' performance and tells them how well they have done, either orally in class or by giving them written grades

10) the successful relationship between teachers and their classes; the way in which the students get on with their teacher, and vice versa

11) means learning over the Internet, e.g. where learners and teachers are not in the same physical space, but can nevertheless communicate and read each other's work

12) describes a situation when students know exactly what the teacher is going to do (because they never vary their teaching)

13) an activity in which students are asked to give opinions about a topic or debate it

14) are those where students have different levels of English knowledge and ability

15) when teachers decide roughly what they are going to do in a lesson before they teach it

*With My Compliments*

انتهت الأسئلة



Name: ..... Academic number: .....

**First Term- Final Exam**

**1 – "The main concern of translators is to convey meaning in interlingual communication " (6 marks)**

**A – What is the difference between denotation and connotation? Give examples**

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**B – Explain the difference between interlingual and intralingual communication.**

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**2 – Give an example to the following translation notions: (14 marks)**

**1 – Optimal Translatability**

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.....

**2 – Arabic and English collocations**

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.....

**3 – Cultural gap**

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.....  
.....

**4 – Homonymous words**

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5 – Agentive and agentless passive structure

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6 – Acronym

.....  
.....

7 – Managing

.....  
.....

3 – A) Translate the following into Arabic ideational and functional equivalents:  
(12 marks)

1 – The father should be patient with his son because he is still wet behind the ears

Ideational .....

Functional .....

2 – My brother stuck to his guns despite all my endeavors

Ideational .....

Functional .....

3 – My friend is going to move heaven and earth in order to get a new job.

Ideational .....

Functional .....

4 – All of us hate Suzan because she is an apple polisher

Ideational .....

Functional .....

5 – You will flog a dead horse if you ever try to find a solution to the problem

Ideational .....

Functional .....

6 – He added insult to injury instead of solving the problem

Ideational .....

Functional .....

B) Translate the following into good Arabic.

(4 marks)

By literature we mean the written thoughts and feelings of intelligent men women arranged in a way which will give pleasure to the reader. Literature has to do therefore, so far as its subject goes, with all the things about which we learn, think and feel. As to its form, it has two large divisions, one of which is called prose literature and the other poetical literature.

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4 – Find English cultural approximations for the following expressions and proverbs:

(12 marks)

1 – أهلاً، أهلاً، زارنا النبي

.....

2 – اقلب الجرة على تمها بتطلع البنت لأمها

.....

3 – العين بصيرة واليد قصيرة

.....

4 – المقروص يخاف من جرة الحبل

.....

5 – ينفخ في قرية مقطوعة

.....

6 – فرخ البط عوام

.....

5 – Translate the following into good English:

(12 marks)

1 – يجب إيلاء القضية الفلسطينية الأهمية البارزة باعتبارها القضية المركزية في جميع المؤتمرات الدولية وإدانة جميع المحاولات التي تهدف إلى تصفيتها.

.....  
.....  
.....

2 – تهدف التربية إلى إعداد الفرد إعداداً سليماً كي يستفيد من ذاته أكبر استفادة في هذه الحياة.

.....  
.....  
.....

3 – يعتبر الحصار المفروض على غزة شكلاً من أشكال العقاب الجماعي و انتهاكاً صارخاً لحقوق الإنسان والقوانين الدولية.

.....  
.....  
.....

4 – تنمي الترجمة ثلاث صفات أساسية لتعلم اللغة: الدقة والمرونة والوضوح.

.....  
.....  
.....

5 – تبذل الحكومة جهوداً شاقّة لتوفير فرص العمل للخريجين الشباب ودعم الصادرات وتشجيع الاستثمارات.

.....  
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.....

6 – إن التواصل الانساني هو العامل الأساسي في إحداث التنمية المستدامة على مستوى الفرد والمجتمع ككل لأنه يفتح آفاقاً جديدة لا حصر لها بين البشر.

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All THE BEST





State of Palestine  
Ministry of Education  
and Higher Education  
Alaqa University  
Faculty of Arts  
English Department

دولة فلسطين  
وزارة التربية والتعليم العالي  
جامعة الأقصى  
كلية الآداب  
قسم اللغة الإنجليزية  
الزمن: ساعتان

د. محمود محمد الحرثاني، اختبار نهائي، ترجمة "1" ENGL 2331، السبت، 12 يناير 2019،

الفترة الأولى، عدد الأسئلة: ١٥

اسم الطالب: ..... رقم الطالب: .....

**1. Bearing in mind the linkage of both English and Arabic, translate the following excerpt into Arabic. (20 Marks)**

This brotherhood that continues down the ages, the living reality that we encounter at the season of the Pilgrimage (Hajj), is frequently in evidence throughout the Islamic world. The visitor to Al-Azhar, in Cairo, sees students arriving from all over the earth. Each province and nationality has its own college, where its students live and work, and throughout the ages these colleges have continued to symbolize the fellowship of human beings gathering together for the noblest aim of all, the pursuit of knowledge. What the visitor sees at Al-Azhar, the oldest of Islamic Universities, he will also find in the other universities, from the farthest point west in the Maghreb to the Pacific, and in the beacons of knowledge that have arisen like minarets in the heart of Africa. The same was true, too, of the Islamic Universities in Europe.

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2. Choose one of the following; briefly illustrate it, explaining its significance in the translation process. Write in the space provided only. (10Marks)

*Collocation, Phrasal Verbs, Polysemy*

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3. Bearing in mind the linguistic features of both Arabic and English, translate the following excerpt into English. (15 Marks)

كرم وزير التربية والتعليم العالي د. صبري صيدم، مسؤولة التعليم لدى اليونسيف بفلسطين مايدا بيسك؛ تقديراً لجهودها التي بذلتها في سبيل خدمة القطاع التعليمي. جاء ذلك على هامش الاجتماع الدوري لمجموعة العمل الخاصة بالتعليم في حالات الطوارئ. وفي هذا السياق أعرب صيدم عن شكره وامتنانه لبيسك على الجهود التي بذلتها في سبيل دعم التعليم خاصة الدفاع عن الأطفال وحقوقهم، متمنياً للمسؤولة بيسك التوفيق في حياتها المهنية المستقبلية. من جهته، أعربت بيسك عن شكرها للوزير صيدم على هذه اللفتة الكريمة، مشيدةً بالجهود التي تبذلها وزارة التربية من أجل دعم الطلبة والأطفال ورفعهم بالقيم والمعارف.

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Name: ..... Academic number: .....

**Final Exam**

**1 ) Translate the following texts into good Arabic : (10 marks)**

A) Every time the month of Muharram returns, it brings with it visions and memories of the prophet's Hijrah, clear and explicit to those who can see. The prophet migrated with his companions from Mecca to Medina, from a place they had known well to a city that was strange and to which they were not accustomed. Before this migration they had undertaken another one, more difficult and bitter to bear. That was the migration from their own selves, as developed through pre - Islamic traditions, to other selves as moulded by Islam at the hands of God's prophet Muhammad. If they had not been given the opportunity to undertake that migration from themselves, they would never have been able to accomplish anything that history would retold, and they would have transformed the young Islamic faith into a bath of blood staining the blades of daggers. But they did not do so, because Muhammad taught them to control themselves in the face of disasters. Islam is goodness free from evil, it is reason without straying or deception, it is deeds dedicated to God and free from lust or inordinate desire. Muhammad's companions were severely beaten, their sons tortured and he himself terribly hurt. It was not impossible for them to find knives or swords by which to defend themselves but they possessed a faith that exalted the word of God. Therefore, they stayed in Mecca for 13 years, reviled and tortured. They did not feel malice towards any one, nor did they utter words of evil, or raise their hands in injury. This was in compliance with God's command: "Call unto the way of thy lord with wisdom and fair exhortation".

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2-A) Translate the following verses and sayings into good English. (45 marks)

1- وظلم ذوي القربى أشد مضاضة على النفس من وقع الحسام المهند.

.....

2- إذا أنت أكرمت الكريم ملكته وإذا أكرمت اللئيم تمردا

.....

3- وإذا لم يكن من الموت بد فمن العجز أن تموت جباناً.

.....

4- لا تحقرن صغيراً في عداوته إن البعوضة تدمي مقلة الأسد.

.....

5- وما نيل المطالب بالتمني ولكن تؤخذ الدنيا غلاباً

.....

6- إن القلوب إذا تنافر ودها مثل الزجاج كسرها لا يجبر

.....

7- ما حك جلدك مثل ظفرك فتولى أنت جميع أمرك

.....

8- لا تنته عن خلق وتأتي بمثله عار عليك إذا فعلت عظيم

.....

9- لا تحسبن المجد ثمراً أنت آكله لن تبلغ المجد حتى تلعق الصبر

.....

10- لكل داء دواء يستطب به إلا الحماقة أعيت من يداويها

.....

11- وما الحسن في وجه الفتى شرفاً له إن لم يكن في فعله والخلانق.

.....

12- لا تسقني كأس الحياة بذلة بل بالعز اسقني كأس الحنظل.

.....

13- لا بد لليل أن ينجلي ولا بد للقيد أن ينكسر

.....

14- ومن لا يحب صعود الجبال يعيش أبداً الدهر بين الحفر.

.....  
15- اعمل لدنياك كأنك تعيش أبداً، واعمل لآخرتك كأنك تموت غداً.

.....  
16 - لقد أسمعت لو ناديت حيا ولكن لا حياة لمن تنادي.

.....  
17 - إذا أتتك مذمتي من ناقص فتلك شهادة على أنني كامل.

.....  
18 - لا تسأل عن المرء واسأل عن قرينه فكل قرين بالمقارن يقتدي.

.....  
19- لكل شيء آفة من جنسه حتى الجديد سطا عليه المبرد.

.....  
20- الموت كأس كل الناس شاربته والقبر باب كل الناس داخله.

.....  
21- لا يكون ذو الوجهين وجيهاً عند الله.

.....  
22- لا تكن ناماً ولا معتاباً.

.....  
23- لتقل خيراً أو لتصمت

.....  
24- إذا عرف السبب بطل العجب.

.....  
25- ما يخرج من القلب يقع في القلب، وما يخرج من اللسان لا يتجاوز الآذان.

.....  
26- إنما الأعمال بالنيات.

.....  
27- إذا بليتيم فاستتروا.

28- كما تدين تدان .

29- إنما المرء بأصغريه قلبه ولسانه.

30- إن لم تستح فافعل ما شئت.

2-B) Translate the following passage into English : (5 marks)

ذات يوم جاء فتى اسمه نرجس إحدى البرك التي تتألق بضوء الشمس بينما كان يصطاد في الغابة. وقد كان يحس بالعطش والحر فاتحنى ليشرب، وفيما هو منحرف فوق صفحة الماء أبصر فيه صورته كما لو عكستها مرآة. فاستولت عليه الدهشة ووقع في حب هيئته التي لم يكن قد رآها من قبل واشتاق أن يعانقها ظناً منه أنها كانت صورة جنية ماء.

ALL THE BEST





**II-With reference to the play "KING LEAR "define the following: 14 Marks**

- 1- Protagonist:.....  
.....
- 2- Reticent. ....  
.....
- 3- Antagonist:.....  
.....
- 4- Catharsis:.....  
.....
- 5- Soliloquy  
.....  
.....
- 6- Fourteen moonshines  
.....  
.....
- 7- Elysium: .....  
.....

**III- Who is the speaker of the following lines: 6 Marks**

- 1) *Sweet prince .I come: these thy amorous lines.*  
.....
- 2) *my men, like satyrs grazing on the lawns shall with their goat -feet dance the antic hay*  
.....
- 3) *O miserable and distressed queen*  
.....
- 4) *Think, st thou that duty shall have dread to speak*  
.....
- 5) *These late eclipses in the sun and moon portend no good to us*  
.....
- 6) *Fore I Lack Soldiers. Behold yo nd simpering dame whose face between her forks presages snow.*  
.....



b)All blesse' d secrets,

All you unpublished virtues of the earth ,

spring with my tears!be aidant and remediate in

the good man's distress! Seek , Seek for him,lest his

ungovern' d rage dissolve the life That

wants means to lead it.

10 Marks

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**THE END**  
**ALL THE BEST**



جامعة الأقصى

**Al-Aqsa University**

**Department of English**

**Final Exam**

**Course: Poetry (1)**

**Time: 2hrs**

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**Question One**

What are the main features of metaphysical poetry? (10 Marks)

## Question Two

Match each line to its poet (20 Marks)

No.	Line	No.	Poet
1	I long for scenes where man hath never trod		William Shakespeare
2	How pure, how dear their dwelling-place.		John Milton
3	My friends forsake me like a memory lost		William Wordsworth
4	When the stars threw down their spears		Lord Byron
5	They also serve who only stand and wait.		Percy Bysshe Shelley
6	Come live with me and be my love		Samuel Coleridge
7	When in eternal lines to time thou grow'st		Christopher Marlowe
8	To live with thee, and be thy love.		John Donne
9	What wealth the show to me had brought		Sir. Walter Raleigh
10	Which yet survive, stamped on these lifeless things,		John Keats
11	And cloistered in these living walls of jet.		George Herbert
12	Just so much honor, when thou yield'st to me,		William Blake
13	And every fair from fair sometime declines,		John Clare
14	And sank in tumult to a lifeless ocean;		John Clare
15	Fair youth, beneath the trees, thou canst not leave		Lord Byron
16	Then beauty flowed, then wisdom, honour, pleasure.		John Keats
17	Did he who made the Lamb make thee?		William Shakespeare
18	What leaf-fring'd legend haunts about thy shape		William Blake
19	As e'er beneath a waning moon was haunted		John Donne
20	She walks in beauty, like the night		Samuel Coleridge

### Question Three

#### Comment in brief on the following extracts

A) In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils. (7 Marks)

B) And that one Talent which is death to hide  
Lodged with me useless, though my Soul more bent  
To serve therewith my Maker, and present  
My true account, lest he returning chide;  
"Doth God exact day-labour, light denied?" (8 Marks)

C) Cruel and sudden, hast thou since  
Purpled thy nail, in blood of innocence?  
Wherein could this flea guilty be,  
Except in that drop which it sucked from thee?  
Yet thou triumph'st, and say'st that thou  
Find'st not thy self, nor me the weaker now; (7 Marks)

D) When God at first made man,  
Having a glass of blessings standing by,  
"Let us," said he, "pour on him all we can.  
Let the world's riches, which dispersèd lie,  
Contract into a span." (8 Marks)

**Good Luck**

*Lecturer: Alaa N. Al-Ghoul*



جامعة الأقصى

**Al-Aqsa University**

**Department of English**

**Final Exam**

**Course: Poetry (1)**

**Time: 2hrs**

---

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Contract into a span." (8 Marks)

**Good Luck**

*Lecturer: Alaa N. Al-Ghoul*



Course: The Novel I	Final Exam – Fall 2018/19	Al- Aqsa University
Time: 2 Hours	Lecturer: Dr. Haidar Eid	Department of English

**Q1: Define the following: (20 points)**

A- Fundamentalism:

B-Terrorism:

C-Passive Consciousness:

D-Neocolonialism:

**Q2: Decide whether each of the following statements is true or false: (20)**

A-*The Reluctant Fundamentalist* is a novella.

B- Changez, the narrator, is the central character.

C-He is from Islam Abad.

D-The narration itself takes place in Lahore.

E- Mohsin Hamid is the director of the movie, *The Reluctant Fundamentalist*

F-In the movie, the America professor is a spy.

G- Erica, in the novel, commits suicide, whereas she leaves Changez in the movie.

H- Mira Nair plays the role of Erica in the movie.

I-Erica stands for America.

J-The novel is open-ended.

K- The listener in the novel is a Mossad agent.

L- 9/11 is the central event in the novel.

M- Changez's ideas reflect a form of religious fundamentalism.

N-Changez's false consciousness transforms into a critical inquiry in the second half of the novel.

O- While in NY, Changez plays the role of an American Janissary.

P- The moment of radical change in his consciousness takes place in the Philippines.

Q- Erica's love story with Chris stands for America's past.

R- Pablo Neruda is a novelist from Chile.

S- Towards the end of the novel, both Changez and the CIA agent are attacked by terrorists.

T- Nazim Kemet is a Turkish actor playing a role in the movie.

Q3- Write down the name of the character the underlined word is referring to: (15)

A- I am a lover of America.

Character:

B- When you sit in that fashion..... a bulge manifests itself through the lightweight of your suit...

Character:

C- He suggested that I visit the house of Pablo Neruda.

Character:

D- The only manner in which I could be of aid to them at that moment was to provide money, and this I did wiring what little savings I possessed...

Character(s):

E- Shall I request the bill? A quick wave and yes, here he comes. How much you ask? Please do not worry yourself; you are a guest here...

Character:

Essay

Q4-: Answer ONLY ONE of the following question: (15 pts.)

1 Mohsin Hamid's *The Reluctant Fundamentalist* deconstructs racist stereotypes about the Muslim World. Discuss

OR

2- *The Reluctant Fundamentalist* refutes Samuel Huntington's theory of the Clash of Civilizations. Discuss



Alaqa University

Department of English

First Semester Final Exam

Poetry I

Jan., 2018

Name of Student: -----

Academic Number:-----

1	2	3	4	Total
26	15	9	10	60

1- Comment on the following: \_\_\_\_\_

(13X2Marks)

1)

Earth has not anything to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth, like a garment, wear  
The beauty of the morning; silent, bare,  
Ships, towers, domes, theatres, and temples lie  
Open unto the fields, and to the sky;  
All bright and glittering in the smokeless air.

2)

So long as men can breathe, or eyes can see,  
So long lives this, and this gives life to thee

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2-3) Write briefly on the following:

(3 X 5 Marks)

a) Romantic features in William Blake's The Lamb

b) Use of history in 'Ozymandias'

c) The dominant theme in John Milton's On His Blindness.

3- Give the name of the poem and that of the writer:

( 9 Marks)

	Poem	Poet
Earth has not anything to show more fair:		
Dost thou know who made thee, Gave thee life, and bid thee feed By the stream and o'er the mead;		
And every fair from fair some time declines, By chance, or nature's changing course, untrimmed;		
Nothing beside remains: round the decay Of that colossal wreck, bound less and bare, The lone and level sands stretch far away.		
too hot the eye of heaven shines and often is his gold complexion dimmed.		
What immortal hand or eye Dare frame thy fearful symmetry?		
Dull would he be of soul who could pass by. A sight so touching in its majesty		



Al- Aqsa university	Final Exam 2018	Course: Novel
Department of English	Prof. Dr. Isam Shihada	Time: 2hrs

Rules for writing:

- Use present tense only.
- Don't use long sentences.
- Don't be repetitive
- Use connecting words.
- Use punctuation properly.

**Q1-Decide whether the following statements are True or False. (15 Marks)**

- 1- The "White Man's Burden" is about the fact that England had an obligation to enlighten and civilize the 'less fortunate savages' of the world.
- 2-Early Victorian writers may criticize their age as do Dickens and Thackeray, but on the whole they do not accept the prevalent customs and social institutions.
- 3- Hardy's *Jude the Obscure* was positively received by the Victorian people due to its revolutionary ideas
- 4- In *Jude the Obscure*, Hardy portrayed women as manipulative and self-serving.
- 5-In 1837, Victoria was declared Empress of India and the English Empire was constantly being expanded.
- 6- The Victorian society was forgiving towards Sue and Jude in their pursuit of their happiness and individuality.
- 7- Sue returns to Phillotson to punish herself into a life of sufferings after the death of her children.



8- Hardy's *Jude the Obscure* can be considered as one of the novels of character and environment written by Hardy

9- Arabella feigns pregnancy to trap Jude to marry her.

10- Christminster is a symbol of academic life which Jude aspires for.

11- Jude and Sue's ideas are past their age by half a century

12- Father Time committed killed himself and his brothers due to his hatred to Arabella

13- Jude died at Mary green where he lived with his aunt Drusilla

14- Sue collapsed completely due to the tragic loss of her children

15- Jude the Obscure was Thomas Hardy's last novel and published in 1891.

Write on the following terms. ( 15 Marks)

Industrial Revolution

Philotson

Father Time

Christminger

Q3- Jude the Obscure tackles the issue of education and how it is related to class. Discuss in light of your understanding of the text . (15 Marks)

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Q4- Comment on Hardy's characterization of both Sue Bridehead and Arabella Donne in *Jude the Obscure* (15 Marks)

نسخة امتحانات تدريبية - الشؤون الأكاديمية

The End



اسم الطالب/ة: ..... الرقم الجامع: ..... الشعبة: ..... الدرجة: .....

Read the following passage and answer the questions below.

1. A basic function of education is the preservation and transmission of culture as well as social progress and development. In this broad sense, universities function side by side with other social structure institutions of government, family, economy, religion, security and defense.
2. Traditionally, universities in the West supported social stratification because they were inegalitarian as they tended to control access to highly valued cultural elements. Besides, they tended to preserve the aristocratic and gentry classes. In addition, their role had been religious, rather than economic. The majority of their graduates became clergymen. The university had been seen as primarily devoted to the moral and physical and intellectual education of the "cultivated" man, with the emphasis on developing character, service, personality and command of the non-specialist appropriate to a ruling class. For the lower classes, on the other hand, education was a simple literacy heavily imbued with ideas of docility, pity and nationalism.
3. Schools and universities functioned as selectors and promoters of talent. They were not designed for the selection processes thrust upon them in a modern economy by the tightening bond of schooling with occupation, nor were they designed to act as agencies of social justice, distributing life chances according to the merits of individuals. In short, education in the past had only conservative functions with no signs of social mobility though at times it granted the educated person some social status.
4. Moreover, vocational education was resisted in the Western universities, even long after the abandonment of religious curricula and long after secular universities were founded by the help of the State and industrial institution. Thus, the foundation of the University of Berlin in the early years of 19<sup>th</sup> century, which set the tone for much of the subsequent modernization of universities in Europe and America was intended primarily to develop knowledge in the first place, and train professional classes in the second place. Until WWI, American land-grant colleges had failed to establish a link between higher education and agriculture. Similarly, up to 1892 the primary concern of British universities was with pure knowledge and pure art- independent of any application to practice/ The emergence of modern as professional institutions is largely a 20<sup>th</sup> century phenomenon. Even in America, professional and technological training was included into the universities after the foundation of graduate schools, and not as a development of undergraduate schools' curricula.
5. However the transition of universities from the aristocratic functions to modern functions has been relatively recent. New institutions are now discernable. In the post WWII years, universities, both as research organizations and as training establishments, have been drawn more closely into the economy either directly or through the State. Education has become a major investment for the economy as a whole and a major instrument for social change. The exchange of ideas, people and contracts between university departments and research institutes and their counterparts in private industry and government agencies have merged these organizations and assimilated the life styles and their staff.
6. Basically, the new functions of the university reflect a new stage in the development of the means of production in which highly educated men and women have become the central resource of today's society. The supply of such persons forms the true measure of the society's economic, military, and even political potential. The search for talent to man the economy implies free access to education and the development of selective processes. Schools, colleges and universities have become the agencies through which "achievements" is largely determined by occupational roles, and in which the forces of the achievement compare for the determination of the life chances of individuals.

7. In summary, throughout the period of emerging industrialism in the West, the principal social function of the university has been that of status differentiation of the elite with some assimilation of students from the lower classes. But the progressive assimilation of higher education since medieval times has increased the potential of the universities as sources of technological and hence of social and economic change. Stated otherwise, only recently have they begun to occupy a place as part of the foundation of a new type society.

**1- Answer the following questions (15 marks)**

**1. The main idea of this reading passage is that universities:**

- A- should not serve the aristocracy.
- B- must be secular, not religious.
- C- must serve the economy and the social welfare.
- D- must develop pure knowledge and pure art.

**2. Traditional universities**

- A. refused to admit students from the lower classes.
- B. removed social strata through free education.
- C. did not mind admitting bright students from lower classes.
- D. engaged actively in economic development.

**3. Compare the traditional and modern functions of the university. (9 marks)**

	Traditional Functions	Modern Functions
1	Built by religious institutions	Built by the ..... and .....
2	religious	.....
3	.....	Liberal
4	Aristocratic, and .....	Public, open for all
5	Theoretical curricula	..... And .....education
6	.....	Economic
7	Social differentiation	Social .....

**4. match words in column A with their meanings in column B. (10 marks)**

**A**

**B**

- |                     |  |
|---------------------|--|
| 1- ( ) side by side | a. pushed forcefully                                     |
| 2- ( ) inequality   | b. deep respect for God and religion                     |
| 3- ( ) character    | c. holding to traditions and customs                     |
| 4- ( ) piety        | d. a college or university faculty for the first degree  |
| 5- ( ) thrust upon  | e. the qualities which make a person, place, thing, etc. |

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 6- ( ) conservative           | f. distinctive in social position   |
| 7- ( ) founded                | g. biased, unfair, not equalitarian |
| 8- ( ) undergraduate school   | h. established                      |
| 9- ( ) assimilate             | i. together, in relation to         |
| 1- ( ) status differentiation | j. to become part of                |

**5- choose the words to complete the following sentences. You may need to change the forms of the words. (14 marks)**

**Urgent, vital, research, quote, incorporate, accessible, essential, locate, term, operate, diagnose, refer, role, reserve**

1. He ..... the Bible to support his argument.
2. The new plan ..... the old one.
3. It is a matter of great .....
4. Your support is ..... for the success of my plan.
5. The internet facilitates ..... To facts.
6. Postgraduate students are supported to do a lot of .....
7. Can you ..... the town where you live on the map?
8. The washing mashine was not ..... Properly.
9. Exercise, fresh air and sleep are ..... For good health.
10. The doctor ..... the illness as cancer.
11. the first row of the seats was ..... For special gusts.
12. Salma is keen to fulfill her ..... as a mother.
13. The policeman is ..... To the robbery which took place.
14. I am not familiar with these scientific .....


**6. Complete the sentences with the appropriate phrasal verbs. ( 10marks)**

**look after/ look out / look into / look up to / look in/ get over / turn out / turn over/ put out / take over**

1. Sami has always ..... his English teacher.
2. Salma will ..... The children while their mother is in hospital.
3. The doctor will ..... again tomorrow.
4. A committee has been set up to ..... the problem.
5. ....! There is a train coming.
6. His wife's death made him very ill and he hasn't yet ..... it.





العلامة: 60/	 <b>جامعة الإقصر</b>	عدد صفحات الامتحان: (8)
اسم المساق: قراءه 1		عدد الأسئلة: (5)
رمز المساق: 16-01-2019		اسم الطالبة::
مدة الامتحان: 2 ساعة		الرقم الجامعي:
وقت الامتحان: الفترة: الثانيه		رقم الشعبة:
تاريخ الامتحان: 2019/1/16م		مدرسو المساق: أ. محمد الهباش أ. إسماعيل أبو هين

Read the following text and then answer the questions that follow:

1 Restaurants 100 years ago were very different from restaurants today..Let's take a look at three examples from Southern California. One is from the 1900s, one is from the 1950s, and one is from the 2000s.

### 2 1900s: The Royal Restaurant, Los Angeles, CA

A hundred years ago in the United States, people ate a lot of food. They liked foods from home, and home was often "the Old Country" or a farm. People found food like this at the Royal Restaurant. The Royal Restaurant served a complete lunch. The meal included soup, fish, an entree, vegetables, dessert, and a drink. At the Royal Restaurant, people ate *fricadellen* and *muskmelon*. They drank buttermilk. Today, it is very difficult to find *fricadellen* (a kind of Dutch meatball) on an American menu. *Muskmelon* (a fruit) is now called cantaloupe. And today, very few people drink buttermilk (the liquid that is left after cream becomes butter).

### 3 1950s: The Mocambo, Hollywood, CA

In the 1950s, more people in the U.S. had money to eat well. They were interested in foreign food. They were especially interested in French food. The Mocambo in Hollywood was a typical fancy restaurant in the 1950s. Movie stars such as Humphrey Bogart, Clark Gable, and Judy Garland ate at the Mocambo. The Mocambo served the stars elegant dishes. For dinner, people often started with a half of a grapefruit. They had Lobster Thermador Prince de Monaco, lobster in a sauce. (The name of this dish came from a real prince who married a movie star.) Some people had a French-style dessert called crepes suzette. These are thin pancakes with an orange sauce. Today, Americans mostly eat grapefruit for breakfast, not dinner. Lobster Thermador and crepes suzette are old-fashioned dishes, but you might still find them on some menus.

### 4 2000s: five sixty one, Pasadena, CA

In the 2000s, Americans are trying to eat less. They are trying to eat healthy food. And they are interested in foods from all over the world. The *five sixty one* restaurant is an example of a modern restaurant. It serves healthy dishes in ethnic styles. For example, at *five sixty one*, you can start with Tuna Tataki. This is a Japanese-style salad with seaweed. Next, you can have Vegetable Tagine Casablanca. This is a Moroccan-style vegetarian dish. A meal at *five sixty one* costs twice as much as a meal at the Mocambo in the 1950s, and it costs about 100 times more than a meal at the Royal Restaurant in the 1900s!

1- A. Answer these questions. (7m)

A-1. What is the text about?

- a. some differences between restaurants today and restaurants in the past
- b. foods that movie stars in the 1950s ate
- c. popular ethnic dishes at modern restaurants

2. What is one difference between restaurants today and restaurants in the past?

- a. Today, restaurants serve food from different countries.
- b. Today, restaurants name dishes after movie stars.
- c. Today, restaurant meals cost more.

B. Check (✓) the correct answers according to the text.

Which restaurant...	The Royal	The Mocambo	five sixty one
1. ... serves/served food from different countries or cultures?	.....	.....	.....
2. ... serves/served dishes for people who do not eat meat?	.....	.....	.....
3. ... serves/served food to movie stars?	.....	.....	.....
4. ... serves/served food that people ate at home or on a farm?	.....	.....	.....
5. ... serves/served fruit?	.....	.....	.....

2- • Read the passage. Then answer the questions below. (31 m)

1 Why do some people like to do good things such as helping others or saving the environment? They don't do these things for money. This is altruism, doing things for other people and not for oneself. Two Chico State University (California) professors wondered, "What motivates altruism?" To answer the question, they organized a college class at the university.

2 For the class, each student chose one altruist in the community. They spent four to five hours a week shadowing, or following, their altruist. They also went to class and read books and wrote papers on altruism.

3 Shadowing was an important part of the class. One student, Adam, followed a husband and wife. They work with many non-profit organizations in the community. Adam and the couple went shopping with elementary school children to buy holiday gifts for poor families. Adam also had dinner with the couple once a week and had many discussions with them about helping others. Two other students, Nicki and Ben, shadowed the director of a homeless shelter. The students served food to homeless people and they helped the director raise money<sup>2</sup> for the shelter.

4 The students learned many things. Adam said, "In school, we think too much about our careers. This class helped us remember that there are other important things in life. I also learned that I can help others as a career." Another student said, "Altruists are not necessarily special people. They are just ordinary people who do special things." The students also learned about the motivations for altruism. One altruist told a student: "I work for the community because the community' helped me in the past." Another said: "I get great satisfaction<sup>3</sup> because I know that I am helping others. Recognition<sup>4</sup> for my work is not important."

5 The altruists also learned things from the students. The students' questions made them think. They learned more about themselves and their motivations. This helped the altruists to become even better at their work.

6 The class on altruism was not easy for the students. They spent many hours with their altruists. They also read 250 pages every week. They read the works of great thinkers and philosophers, people such as Martin Luther King, Jr. and Emmanuel Kant, who think and write about the meaning of life. They wrote many papers, kept a journal, and took exams. Was it a useful class? As Adam said: "The class was difficult, but it was worth it<sup>5</sup>. I learned a lot. This experience will stay with me for the rest of my life."

1- Answer the questions or write *T* for the *Topic*, *MI* for *Main Idea*, *G* for *Too General*, and *S* for *Too Specific*.

1. What is the topic of *Text 4*? \_\_\_\_\_
2. What is the main idea of *Text 4*? ( write MI , G, S)
  - a . \_\_\_\_\_ Students are taking a new college course.

b. \_\_\_\_\_ Students are studying other people in a new college course.

c. \_\_\_\_\_ Students are learning about altruism in a new college course.

3. What is the topic of T4? ( write T , G, S)

a. \_\_\_\_\_ what the students learned about altruism

b. \_\_\_\_\_ what motivates altruism

c. \_\_\_\_\_ what the students learned

4. What is the main idea of T4? ? ( write MI , G, S)

a. \_\_\_\_\_ Altruists do not usually care about recognition for their work.

b. \_\_\_\_\_ The students learned many things about altruists and altruism.

c. \_\_\_\_\_ The students learned many things.

**2. Write T for True and F for False according to the information in the text.**

\_\_\_\_\_ 1. Students in the class worked with altruists in the community.

\_\_\_\_\_ 2. Students did not have to read books or write papers for the class.

\_\_\_\_\_ 3. The students learned why altruists do good things.

\_\_\_\_\_ 4. The altruists did not learn very much from the students.

\_\_\_\_\_ 5. One student learned that altruism could be a career.

**3. Check (✓) the characteristics of the altruists in the text.**

1. They think that getting paid for their work is important.

2. They get satisfaction from helping others.

3. They do not need recognition.

4. They are special people who do ordinary things.

5. They became better at their work because of the students.

**4-Answer the questions about Text 4. Check (✓) the supporting details.**

1. What is the main idea of T3? \_\_\_\_\_

2. What are the two supporting details for the main idea of T3?

- a. Poor families can't afford to buy holiday presents,
- b. Nicki and Ben helped to raise money for a homeless shelter,
- c. Adam had many discussions with his altruists.

3. What is the main idea of T6? \_\_\_\_\_

4. What are the two supporting details for the main idea of T6?

- a. The students spent many hours with their altruists.
- b. Philosophers are people who think and write about the meaning of life.
- c. The students read 250 pages a week.

**5-Read the following sentences from Text 4. Circle the part of speech for the underlined words.**

1. This is altruism, doing things for other people and not for oneself.

- a. noun b. verb c. adjective

2. They spent four to five hours a week shadowing, or following, their altruist.

- a. noun b. verb c. adjective

3. They read the works of great thinkers and philosophers, people such as Martin Luther King, Jr. and Emmanuel Kant, who think and write about the meaning of life.

- a. noun b. verb c. adjective

**3• Read the passage. Then answer the questions below. (6m)**

A material is what something is made of. There are 5 basic materials. Most things are made with these materials. Some things are made of metal. Some things are made of glass. Some things are made of wood. Some things are made of cloth. And some things are made of plastic. There are some other materials. But they are not used as much as these 5 materials.

Let's talk about metal first. Metal is very heavy. And it is very hard and strong. It usually feels cool if you touch it. We use metal to make lots of things. We use it for forks and knives. We use it for keys. We use it for cars. We use it for these things because it is very strong.

Next, let's talk about glass. Glass is very smooth. It feels cool to touch. It is not as heavy as metal. It is hard. But it is not strong. It breaks very easily! Then why do we use it? We use it because it is clear! You can see through glass! That's why we use it for windows. That's also why we use it for glasses.

Now, let's talk about wood. Wood is lighter than metal and glass. It is not as strong as metal. But it is much stronger than glass. We use wood to make lots of things. Things made from wood are usually light and hard and strong. Chairs and tables are made from wood. Pencils are made from wood.

Now let's talk about cloth. Cloth is very light. It is much lighter than wood. And it is very soft. We use cloth to make lots of things. For example, it is used to make clothing. And it is used to make blankets.

Last, let's talk about plastic. Plastic is also very light. But it is different from cloth. Sometimes it is soft. And sometimes it is hard. Plastic can be used to make thin plastic bags. These are light, soft, and strong. But plastic can also be used to make bicycle helmets. These are light, hard, and strong. A helmet and a bag seem different. But they are both made from plastic.

1) Which sentence from the passage best describes the main idea?

- A. "We use cloth to make lots of things."
- B. "Metal is very heavy."
- C. "There are 5 basic materials."
- D. "A helmet and a bag seem different."

2) According to the passage, which of these things is a material?

- A. chairs
- B. clothing
- C. windows

3) According to the passage, how does glass feel?

- A. smooth and cool
- B. warm and soft
- C. light and hard
- D. sharp and heavy

4) In paragraph 4, the passage says, "Wood is lighter than metal and glass." What is the main purpose of this sentence?

- A. to explain something
- B. to recommend something

C. to compare something

D. to demonstrate something

5) Which material would you use if you wanted to make something that was strong and very light?

A. plastic

B. wood

C. metal

D. glass

6) In this passage, the author talks about

A. hard things first, then soft things

B. heavy things first, then light things

C. strong things first, then weak things

D. cool things first, then warm things

4-Write definitions for these words. (9m)

1-Scratching .....

2-Rank .....

3-Architect .....

4-Ensembles .....

5-Environmentalist .....

6-Volunteers .....

7-Broadcasted .....

8-Inspire me .....

9-Oldies .....

5- Choose the correct definition. (7m)

Scanning- Headings – the main idea - tables- the topic- Previewing an article- Skipping words

1-.....is looking for information quickly before or after you read a text to find numbers, symbols, names, key words, or answers to questions.

2-.....are titles for sections of a text. They separate the different sections and tell the reader the most important ideas in each section.

3-.....show statistics in different ways..

4-.....is the subject of a text.

5-.....is the most important idea that the writer wants to say about the topic.


6-.....is to find the important words in the title.

7-.....is a useful reading strategy. You can often understand the meaning of a sentence without knowing every word in it.

Good luck

نسخة امتحانات تربية - الشؤون الأكاديمية



العلامة: 60/	 <b>جامعة الإقصر</b>	عدد صفحات الامتحان: ( 8 )
اسم المساق: قراءه 1		عدد الأسئلة: (5)
رمز المساق:		اسم الطالبة::
مدة الامتحان: 2 ساعة		الرقم الجامعي:
وقت الامتحان: الفترة: الثانيه		رقم الشعبة:
تاريخ الامتحان: 2019/1 /16 م		مدرسو المساق: أ. محمد الهباش أ. إسماعيل ابو هين

Read the following text and then answer the questions that follow:

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A hundred years ago in the United States, people ate a lot of food. They liked foods from home, and home was often "the Old Country" or a farm. People found food like this at the Royal Restaurant. The Royal Restaurant served a complete lunch. The meal included soup, fish, an entree, vegetables, dessert, and a drink. At the Royal Restaurant, people ate *fricadellen* and *muskmelon*. They drank buttermilk. Today, it is very difficult to find *fricadellen* (a kind of Dutch meatball) on an American menu. *Muskmelon* (a fruit) is now called cantaloupe. And today, very few people drink buttermilk (the liquid that is left after cream becomes butter).

#### 3 1950s: The Mocambo, Hollywood, CA

In the 1950s, more people in the U.S. had money to eat well. They were interested in foreign food. They were especially interested in French food. The Mocambo in Hollywood was a typical fancy restaurant in the 1950s. Movie stars such as Humphrey Bogart, Clark Gable, and Judy Garland ate at the Mocambo. The Mocambo served the stars elegant dishes. For dinner, people often started with a half of a grapefruit. They had Lobster Thermador Prince de Monaco, lobster in a sauce. (The name of this dish came from a real prince who married a movie star.) Some people had a French-style dessert called crepes suzette. These are thin pancakes with an orange sauce. Today, Americans mostly eat grapefruit for breakfast, not dinner. Lobster Thermador and crepes suzette are old-fashioned dishes, but you might still find them on some menus.

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In the 2000s, Americans are trying to eat less. They are trying to eat healthy food. And they are interested in foods from all over the world. The *five sixty one* restaurant is an example of a modern restaurant. It serves healthy dishes in ethnic4 styles. For example, at *five sixty one*, you can start with Tuna Tataki. This is a Japanese-style salad with seaweed. Next, you can have Vegetable Tagine Casablanca. This is a Moroccan-style vegetarian dish. A meal at *five sixty one* costs twice as much as a meal at the Mocambo in the 1950s, and it costs about 100 times more than a meal at the Royal Restaurant in the 1900s!

**1- A. Answer these questions. (7m)**

A-1. What is the text about?

- a. some differences between restaurants today and restaurants in the past
- b. foods that movie stars in the 1950s ate
- c. popular ethnic dishes at modern restaurants

2. What is one difference between restaurants today and restaurants in the past?

- a. Today, restaurants serve food from different countries.
- b. Today, restaurants name dishes after movie stars.
- c. Today, restaurant meals cost more.

**B. Check (✓) the correct answers according to the text.**

Which restaurant...	The Royal	The Mocambo	five sixty one
1. ... serves/served food from different countries or cultures?	.....	.....	.....
2. ... serves/served dishes for people who do not eat meat?	.....	.....	.....
3. ... serves/served food to movie stars?	.....	.....	.....
4. ... serves/served food that people ate at home or on a farm?	.....	.....	.....
5. ... serves/served fruit?	.....	.....	.....

2- • Read the passage. Then answer the questions below. (31 m)

1 Why do some people like to do good things such as helping others or saving the environment? They don't do these things for money. This is altruism, doing things for other people and not for oneself. Two Chico State University (California) professors wondered, "What motivates altruism?" To answer the question, they organized a college class at the university.

2 For the class, each student chose one altruist in the community. They spent four to five hours a week shadowing, or following, their altruist. They also went to class and read books and wrote papers on altruism.

3 Shadowing was an important part of the class. One student, Adam, followed a husband and wife. They work with many non-profit organizations in the community. Adam and the couple went shopping with elementary school children to buy holiday gifts for poor families. Adam also had dinner with the couple once a week and had many discussions with them about helping others. Two other students, Nicki and Ben, shadowed the director of a homeless shelter. The students served food to homeless people and they helped the director raise money<sup>2</sup> for the shelter.

4 The students learned many things. Adam said, "In school, we think too much about our careers. This class helped us remember that there are other important things in life. I also learned that I can help others as a career." Another student said, "Altruists are not necessarily special people. They are just ordinary people who do special things." The students also learned about the motivations for altruism. One altruist told a student: "I work for the community because the community' helped me in the past." Another said: "I get great satisfaction<sup>3</sup> because I know that I am helping others. Recognition<sup>4</sup> for my work is not important."

5 The altruists also learned things from the students. The students' questions made them think. They learned more about themselves and their motivations. This helped the altruists to become even better at their work.

6 The class on altruism was not easy for the students. They spent many hours with their altruists. They also read 250 pages every week. They read the works of great thinkers and philosophers, people such as Martin Luther King, Jr. and Emmanuel Kant, who think and write about the meaning of life. They wrote many papers, kept a journal, and took exams. Was it a useful class? As Adam said: "The class was difficult, but it was worth it<sup>5</sup>. I learned a lot. This experience will stay with me for the rest of my life."

1- Answer the questions or write *T* for the *Topic*, *MI* for *Main Idea*, *G* for *Too General*, and *S* for *Too Specific*.

1. What is the topic of *Text 4*? \_\_\_\_\_

2. What is the main idea of *Text 4*? ( write MI , G, S)

a . \_\_\_\_\_ Students are taking a new college course.

b. \_\_\_\_\_ Students are studying other people in a new college course.

c. \_\_\_\_\_ Students are learning about altruism in a new college course.

3. What is the topic of T4? ( write T , G, S)

a. \_\_\_\_\_ what the students learned about altruism

b. \_\_\_\_\_ what motivates altruism

c. \_\_\_\_\_ what the students learned

4. What is the main idea of T4? ? ( write MI , G, S)

a. \_\_\_\_\_ Altruists do not usually care about recognition for their work.

b. \_\_\_\_\_ The students learned many things about altruists and altruism.

c. \_\_\_\_\_ The students learned many things.

**2. Write T for True and F for False according to the information in the text.**

\_\_\_\_\_ 1. Students in the class worked with altruists in the community.

\_\_\_\_\_ 2. Students did not have to read books or write papers for the class.

\_\_\_\_\_ 3. The students learned why altruists do good things.

\_\_\_\_\_ 4. The altruists did not learn very much from the students.

\_\_\_\_\_ 5. One student learned that altruism could be a career.

**3. Check (✓) the characteristics of the altruists in the text.**

1. They think that getting paid for their work is important.

2. They get satisfaction from helping others.

3. They do not need recognition.

4. They are special people who do ordinary things.

5. They became better at their work because of the students.

**4-Answer the questions about Text 4. Check (✓) the supporting details.**

1. What is the main idea of T3? \_\_\_\_\_

2. What are the two supporting details for the main idea of T3?

- a. Poor families can't afford to buy holiday presents,
- b. Nicki and Ben helped to raise money for a homeless shelter,
- c. Adam had many discussions with his altruists.

3. What is the main idea of T6? \_\_\_\_\_

4. What are the two supporting details for the main idea of T6?

- a. The students spent many hours with their altruists.
- b. Philosophers are people who think and write about the meaning of life.
- c. The students read 250 pages a week.

**5-Read the following sentences from Text 4. Circle the part of speech for the underlined words.**

1. This is altruism, doing things for other people and not for oneself.

- a. noun b. verb c. adjective

2. They spent four to five hours a week shadowing, or following, their altruist.

- a. noun b. verb c. adjective

3. They read the works of great thinkers and philosophers, people such as Martin Luther King, Jr. and Emmanuel Kant, who think and write about the meaning of life.

- a. noun b. verb c. adjective

**3• Read the passage. Then answer the questions below. (6m)**

A material is what something is made of. There are 5 basic materials. Most things are made with these materials. Some things are made of metal. Some things are made of glass. Some things are made of wood. Some things are made of cloth. And some things are made of plastic. There are some other materials. But they are not used as much as these 5 materials.

Let's talk about metal first. Metal is very heavy. And it is very hard and strong. It usually feels cool if you touch it. We use metal to make lots of things. We use it for forks and knives. We use it for keys. We use it for cars. We use it for these things because it is very strong.

Next, let's talk about glass. Glass is very smooth. It feels cool to touch. It is not as heavy as metal. It is hard. But it is not strong. It breaks very easily! Then why do we use it? We use it because it is clear! You can see through glass! That's why we use it for windows. That's also why we use it for glasses.

Now, let's talk about wood. Wood is lighter than metal and glass. It is not as strong as metal. But it is much stronger than glass. We use wood to make lots of things. Things made from wood are usually light and hard and strong. Chairs and tables are made from wood. Pencils are made from wood.

Now let's talk about cloth. Cloth is very light. It is much lighter than wood. And it is very soft. We use cloth to make lots of things. For example, it is used to make clothing. And it is used to make blankets.

Last, let's talk about plastic. Plastic is also very light. But it is different from cloth. Sometimes it is soft. And sometimes it is hard. Plastic can be used to make thin plastic bags. These are light, soft, and strong. But plastic can also be used to make bicycle helmets. These are light, hard, and strong. A helmet and a bag seem different. But they are both made from plastic.

1) Which sentence from the passage best describes the main idea?

- A. "We use cloth to make lots of things."
- B. "Metal is very heavy."
- C. "There are 5 basic materials."
- D. "A helmet and a bag seem different."

2) According to the passage, which of these things is a material?

- A. chairs
- B. clothing
- C. windows

3) According to the passage, how does glass feel?

- A. smooth and cool
- B. warm and soft
- C. light and hard
- D. sharp and heavy

4) In paragraph 4, the passage says, "Wood is lighter than metal and glass." What is the main purpose of this sentence?

- A. to explain something
- B. to recommend something

C. to compare something

D. to demonstrate something

5) Which material would you use if you wanted to make something that was strong and very light?

A. plastic

B. wood

C. metal

D. glass

6) In this passage, the author talks about

A. hard things first, then soft things

B. heavy things first, then light things

C. strong things first, then weak things

D. cool things first, then warm things

**4-Write definitions for these words. (9m)**

1-Scratching .....

2-Rank .....

3-Architect .....

4-Ensembles .....

5-Environmentalist .....

6-Volunteers .....

7-Broadcasted .....

8-Inspire me .....

9-Oldies .....

**5- Choose the correct definition. (7m)**

**Scanning- Headings – the main idea - tables- the topic- Previewing an article- Skipping words**

1-.....is looking for information quickly before or after you read a text to find numbers, symbols, names, key words, or answers to questions.

2-.....are titles for sections of a text. They separate the different sections and tell the reader the most important ideas in each section.

3-.....show statistics in different ways..

4-.....is the subject of a text.

5-.....is the most important idea that the writer wants to say about the topic.

6-.....is to find the important words in the title.

7-.....is a useful reading strategy. You can often understand the meaning of a sentence without knowing every word in it.

Good luck

مركز امتحانات تدريبية - الشؤون الأكاديمية



Section 1. Read the following Paragraph and answer the questions thoroughly?

**Closer Together or Further Apart?**

By Robert Weiss

1. Last week Chuck and Janet Bloom took their grandchildren out for dinner at a local pizza parlor, looking forward to an evening with the kids. As soon as they sat at the table, they noted with dismay that their grandkids were more engaged with and attentive to their digital devices.

2. Generally speaking, people born before 1980 were digital immigrants, and those born after were digital natives. This somewhat arbitrary dividing line attempts to separate those who grew up actively using the Internet and those who did not. Another, and perhaps better way of looking at things, is to say that digital natives unquestioningly value and appreciate the role that digital technology plays in their lives, whereas digital immigrants hold mixed views on the subject. Not surprisingly, thanks to continual advances in digital technology such as the introduction of Internet-enabled smart phones a few years ago, the separation between digital natives and digital immigrants is widening almost by the day, resulting not so much in a generation gap as a generation chasm.

3. This new generation gap is evident in practically every facet of modern life. For instance, there were extreme differences in the ways digital natives and digital immigrants conduct business, gather news and information and spend their paychecks. They also differ significantly in the ways they define personal privacy, experience entertainment and socially engage. Simply put, in a mere 25 years our basic forms of interpersonal communication and interaction have been drastically reformatted, and those who prefer the old ways of mostly face-to-face contact often feel left out and unappreciated.

4. In some ways this new generation gap sounds a lot like every other generation gap in history. However, previous generation gaps have mostly centered on young people vocally, visually and in real-time challenging the beliefs and experiences of their elders. Today, the divide is more about the fact that young people neither see nor hear their elders because, from a communications standpoint, the two generations were not in the same room. For instance, in the pizza restaurant Chuck and Janet were "present" and interacting at the dinner table, while their grandkids were "present" and interacting in a completely different, entirely digital universe. In some ways, this means that Chuck and Janet were dinosaurs because they were not texting, tweeting or posting to social media, they were not effectively communicating with their grandkids.

5. Interestingly, many think that young people were isolated and disconnected--more interested in machines than people. In reality, nothing could be further from the truth. In fact, no generation in history has been more interconnected than

Generations Y and Z. In 2009, a study by the Pew Internet and American Life Project found that more than three-quarters of U.S. teens owned a cell phone, with 88 percent of them texting regularly. Boys were sending and receiving 30 texts per day, with girls averaging 80. A more recent Pew study in 2012 finds these numbers rising rapidly among every Gen Y and Z demographic. In fact, the first sentence of the 2012 study's overview reads: Teens were fervent communicators. **This survey** also reveals that texting is now the primary mode of communication between teens and their friends and family, far surpassing phone calls, emails, and face-to-face interactions. Depending on your age and point of view, **this** may or may not be a bad thing.

6. It is possible that human interactions were no less meaningful or productive simply because **they** were digital rather than face-to-face. It is also possible the exact opposite is true. Frankly, it depends more on those doing the communicating than anything else. Most often, digital immigrants tend to want/need/prefer in-person, live interactions or at least telephone conversations where they can hear the other person's voice.

7. Digital natives, on the other hand, seem to feel that communication is communication, no matter the medium. To them, it seems silly to wait until they run into someone when they can text that person and get an instant response. They ask: "Why would I be disconnected when I can post, tweet and text to let my family and friends know what I'm doing and what I need, and they can do the same with me?" This, of course, is the crux of the current generation gap –shifting from a fully analog world to one that is increasingly digital.

8. In today's world, the best communicators were those who were willing and able to engage other people in whatever venue is most appropriate and useful at the time. They neither avoid nor insist on a particular mode of interaction. Instead, they work hard to make sure their message is fully understood by the intended audience no matter what. In other words, they embrace the idea that they need to live and communicate fluently in both the digital and analog worlds. As technology evolves, so do good communicators, and they do so without forgetting or discounting what has worked in the past, remaining constantly aware of the fact that some people may prefer the older methodology, while others prefer the new.

9. Unfortunately, as has always been the case when changes in technology have swiftly and profoundly affected our day-to-day lives, many people, young and old alike, become entrenched in the belief that "the way we do it is the best way." The simple truth is that cultural and technological assimilation is rarely an easy task. Sometimes it can feel easier to judge and avoid, rather than to embrace and evolve. Thus we have the current communications-driven generation gap. That said, the effort of reaching out beyond our generational comfort zone is usually well worth the effort.

Adapted from

[http://www.huffingtonpost.com/robert-weiss/closer-together-or-furthe\\_b\\_4690748.html](http://www.huffingtonpost.com/robert-weiss/closer-together-or-furthe_b_4690748.html)

**Part A (10marks)**

Find words in the paragraphs (indicated by the paragraph number) that match the meanings below.

No.	Meaning	Word from the text
e.g.	<i>disheartenment (P 1)</i>	<i>dismay</i>
1.	tries (P 2)	
2.	increasing (P 2)	
3.	aspect (P 3)	
4.	to regard something in a particular way (P 3)	
5.	perspective (P 4)	
6.	those who were unable to adapt to change (P4)	
7.	means (P 5)	
8.	immediate (P 7)	
9.	specific (P 8)	
10.	develop gradually (P 9)	

**Part B (5 marks)**

What do the following words or phrase refer to?

1. their (P 2) \_\_\_\_\_
2. the divide (P 4) \_\_\_\_\_
3. This survey (P 5) \_\_\_\_\_
4. this (P 5) \_\_\_\_\_
5. they (P 6) \_\_\_\_\_

**Part C (10 marks)**

Answer the following questions.

1. Why were those born after 1980 categorized as digital natives? (2 marks)

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2. What is the difference between the previous generation gaps and the current generation gap?(4 marks)

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3. What does the writer mean by “the effort of reaching out beyond our generational comfort zone is usually well worth the effort” (Paragraph 9)? (4 marks)

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**Section 2. Read the Next Text Carefully and answer the following questions.**

1. Job interviews can be very stressful . They are stressful in your own country culture, a job interview can be especially difficult. In your own country or culture, you usually know what to expect, but how do you prepare for a job interview in another country.
2. There are two important questions to ask before you have a job interview in another country or culture: First, what does the interviewer expect? Second, how do job interviews in this country differ from job interviews in your country.
3. The key to job interview success is simple. Be prepared. However, preparation is difficult if you are not familiar with a culture or country. To prepare, you may want to read books on the culture of the country. You can also ask local people to tell you about job interviews in their country.
4. Before you have your interview, try to find out about the following:
5. Dress: what do people in this country usually wear to a job interview? Do different types companies have different ideas about how to dress? For example, in Country X, you should wear business clothes to an interview for a job at a bank. However, you can wear informal clothes to an interview for a job at a department store.
6. Your role in the interview: In some cultures, you should "sell" yourself during the interview. For example, you should talk a lot about your credentials and your skills. In other cultures, you should not talk as much. Instead, you should talk less and wait for the interviewer to ask you questions.
7. Correct etiquette : in some cultures, your behavior is more important than your credentials. In this case, the interviewer might be evaluating your politeness and etiquette. In other cultures, experience and credentials are more important than etiquette.
8. The pace of the interview: In some cultures, the interview may move slowly. The interviewer might ask you many questions. These questions may seem indirect—that is less clear. In other cultures, the interview may move quickly. The interviewer might ask questions directly and quickly.
9. Relationships: in some cultures, personal relationships are important. For example, a friend or acquaintance might introduce you to an interviewer or to a company. This might help you to get the job. In other cultures, your experience and credentials are more important than who you know.
10. The value of educational credentials as opposed to experience: In some cultures, diplomas, certificates, and written references are important. In other cultures, experience is more important than credentials and diplomas.
11. Finally, you should do research on the company. Check websites for background information on the company. Try to find the answers to questions such as these: where does the company do

business. Who are the important people in the company? What is the company proud of? If you're well prepared. You'll do well in any job interview, either at home or in another country.

**Q1. What is the possible title of the text? (2 marks)**

.....

**Q2. What is the topic of the whole text or passage? (2 marks)**

.....

**Q3. Answer the questions or write T for the Topic, MI for the Main Idea, G for Too General, and S for Too specific. (6 marks)**

1. What is the main idea of the whole text or passage?

- a. .... In some cultures, your relationships are more important than your credentials.
- b. .... There are certain things that you can do to prepare for a job interview.
- c. .... How to behave in a job interview differs from culture to culture.

2. What is the topic of P11?

- a. .... doing research on companies before the job interview
- b. .... Using websites to do research
- c. .... Finding out who the important people in a company are

3. What is the main idea in P11 ?

- a. .... It's good idea to check the website of a company before you have a job interview.
- b. .... It a good idea to find out who the important people in the company are before an interview.
- c. .... It's good idea to do research on companies.

**Q4. Select the best meaning of according to the text. (6 marks)**

1. Sell yourself (P6)

- a. Listen quietly      b. talk about money      c. talk about yourself

2. As opposed to (P10)

- a. Against              b. just like              c. together with

3. Do research (P11)

- a. Work for              b. learn about              c. ignore

**Q5. Check (/) the two supporting details. Discuss your answers with a partner .(4 marks)**

1- What are the two supporting details for the main idea of P3?

- a. You can read books about the culture before a job interview.
- b. There are books about different countries' cultures
- c. You can talk to local people about job interviews in their country.

2- What are the two supporting details for the main idea of P7?

- a. In some countries, interviews go slowly.
- b. In some cultures, the interviewer asks a lot of questions
- c. In some cultures, the interviewer asks too many questions.

**Q6. True (/) or False (X). (5 Marks)**

- 1..... There are cultural differences in how much you should talk during a job interview.
- 2..... People wear business clothes to an interview at a bank in all countries.
- 3..... Information about your college or about your studies are examples of credentials.
- 4..... In some cultures, your relationships with other people can help you get a job.
- 5..... It is not necessary to do research on a company before an interview.

**Section 3. Reading Skills Part.**

**Match between the column A and Column B. Write your answer between the brackets ( ).**

	<b>A</b>	<b>B</b>
1	Skipping words	It is moving your eyes over a text as you read quickly. You can read title, subtitles, or the first and the last paragraph ( )
2	Scanning	Something Real ( )
3	The meaning of <b>Reputation</b>	It is a useful reading strategy, when you read, you do not need to know every word or phrase. ( )
4	To scan a table you need to :	It is the most important idea that the writer wants to express about the topic ( )
5	The synonym of <b>Detect</b>	When some people like to do good things such as helping others or saving the environment ( )
6	Skimming	It is moving your eyes quickly over a page. You are looking for names of people, company or numbers. ( )
7	Main idea is...	1. Decide, 2. Predict, and 3 move your eyes quickly across the page or table ( )
8	The opposite of <b>Faux</b>	It is the titles for sections of a text. They separated the different sections and tell the reader the most important ideas in each section ( )
9	Heading	Find ( )
10	The meaning of <b>Altruism</b>	The public opinion of a person ( )

**End of the Questions / Good Luck**



Al-Aqsa university	Final Exam 2018	Course: Short Story.
Department of English	Prof. Dr. Isam Shihada	Time: 2hrs

Rules for writing:

- Use present tense only.
- Don't use long sentences.
- Don't be repetitive.
- Use connecting words.
- Use punctuation properly.

Q1-Write briefly about the following. (20 marks)

Narration

Colonialism

Necrophilia

Colonizer

نسخة مقتنيات تربية - الشؤون الأكاديمية



2- What is alienation, causes and its kinds and how it is reflected on Ernest Hemingway's *A clean Well-Lighted Place*,? . (15 Marks)

نسخة امتحانات تدريسية - الشؤون الأكاديمية

3- In William Faulkner's *A Rose for Emily*, Emily represents the ideals of the South and a refusal for change during the Reconstruction Era. Explain in the light of your understanding of the text? (15 Marks)

نسخة امتحانات تدريبيه - الشؤون الأكاديمية

4-What is the Lebanese civil war , its causes and its impact on Palestinian refugees? (10 Marks)

نسخة امتحانات تربية - الشؤون الأكاديمية

*The End*



Al- Aqsa university	Final Exam 2018/19	Course: Short Story
Department of English	Lecturer. Dr. Haidar Eid	Time: 2 Hours

**Q1- Decide whether each of following statements is true or false: (20)**

- 1- Jorge Borges is a British writer.
- 2- Averroes's Search is about the life of the Muslim scholar Al-Ghazali
- 3- Averroes is Ibn Sina.
- 4- The title of the book Averroes wrote is *Tahafut al Tahafut*
- 5- Abulcasim Al Ashari, in the same story, is a traveler.
- 6- Farach is a Koran scholar.
- 7- Averroes manages to find out the meanings of tragedy and comedy.
- 8- Averroes's dilemma in the text is of philological nature.
- 9- The narrator of the story is not Averroes.
- 10- Averroes is of the opinion that old metaphors are valueless.
- 11- Plato is the author of the *Republic*.
- 12- David Hume is a French philosopher.
- 13- He is one of the philosophers of the Enlightenment.
- 14- Nawal al Sadaawi is a Franco-Arab writer.
- 15- "The Greatest Crime" is about child abuse in the Arab world.
- 16- The narrator of the same story comes from a working class background.
- 17- The narrator of the story is Samir.
- 18- The greatest crime refers, metaphorically, to the murder of the mother by the father.
- 19- The narrator of "Umm Saad" is a woman.
- 20- Ahdaf Soueif's "Satan" is about domestic violence in the Arab world.

**Q2- Paraphrase (write in your OWN words) each of the following excerpts after mentioning the names of both the NARRATOR and the WRITER, and the TITLE of the story: (15)**

A-"I have never forgotten that spectacle. Although, in fact, I did forget it. It is, perhaps, almost the only spectacle in my life which I did completely forget. It was so ugly that I totally forgot it. And it was so ugly that it remains in my memory..."

B- "This Greek, fountainhead of all philosophy, had been bestowed upon men to teach them all that could be known; to interpret his works as the ulema interpret the Koran was Averroes's arduous purpose."

C- "... prefiguring the remote arguments of an as yet problematical Hume. ... !"

**Q3-Define the following: (10)**

A-Primary Scene:

B-Domestic Violence:

**Q4- Essay: (25)**

**Answer ONLY ONE of the following questions:**

- 1- "The Greatest Crime" is a story that tackles the issue of gender oppression in the Arab World through the eyes of a child. Discuss
- 2- "Averroes's Search" is about the difficulties of interpreting and understanding the cultural dimension of a foreign language.



Alaqa University

Department of English

Grammar I Final Exam

14<sup>th</sup> Jan., 2019

Name of Student: -----

Academic Number:-----

I	II	III	IV	V	VI	Total
20	10	10	10	6	4	60

**I - Choose the correct word(s):**

**(20 Marks)**

- 1 - They were (helping - helped - help) with only the difficult math problems
- 2 - Asmaa (had been watched - was watching - watched ) the new movie when she heard the noise last week.
- 3 - The boy used to (making -make - made) mistakes then, but that changed when he came to live with his family here.
- 4 - I want to do my homework as soon as I arrive at home. I (didn't waste - won't waste - don't waste ) my time from now on.
- 5 - Ahmed (should drink - will drink - is going to drink) more water if he wants to remain fit.
- 6- It is time he (got married - gets married - get married). He's over thirty.
- 7- They (have bought - bought - buy) five shirts this month.
- 8- I wish I (can - could- will) help you then , but at that time I will have traveled to China.
- 9- It would be very kind of Ali if he (will -would- must) send us that amount of money.
- 10- He insists that we (eat - ate - had eaten) the shrimp first.
- 11- Unemployment in Gaza (has increased - increased - is increasing ) considerably this year.

- 12- The workers (needn't - need to - didn't need) go on with their work if they feel very tired.
- 13- It seems you were very hungry! How many fish (have you eaten - you ate - did you eat) then ?
- 14- If you had worked hard then, you (would have been - will be - would be) happy now.
- 15- (Had you got - Have you got - Did you have) a good time at the party last night?
- 16 - (Will - Can - Do) you usually carry something heavier than this every time you exercise ?
- 17 - They (could - can - are able to) swim in the sea every day in summer when they lived there .
- 18 - I (am traveling - will travel - travel) to Egypt every summer. I like to stay in Alexandria.
- 19 - Prices of vegetables and eggs ( has been rising - are rising - rise) every winter.
- 20 - What (is that word meaning - is that word means - does that word mean)?
- 21- (Had you got – Have you got – Did you have) a good time at the party last night?
- 22 – (Will – Can – Do) you usually hold your breath for more than a minute?
- 23 - I (could – can – am able to) speak German fluently when I was in Austria.
- 24 - The book was optional. My professor said we (could – can – must) read it if we needed extra credit.
- 25 – The population in Gaza Strip ( has been rising – are rising – rise) very fast
- 26 – What's wrong with him. He (is – is being – was being ) silly nowadays?
- 27- She doesn't want to go shopping because she (has – hasn't – didn't have) money.
- 28- We are going shopping tonight, Huda (will – can – could have ) come with us if she wants to.
- 29 - (Will can you – Could you – Couldn't you) please open that window ?
- 30 – (Do you like – Would you like – Will you like ) to drink coffee when you visit them?.
- 31 – “I need a pen to sign the documents.” “You (can – could – couldn't ) use my pen if you like.”
- 32 - She (could have failed – could fail – could have passed) her exam unless she had made use of the remaining time .
- 33 – When it became quiet, I (can – could – can't ) hear them singing an old song.
- 34-I spent that night in Paris. I (could visit – can visit – could have visited) Eiffel Tower, but I preferred to attend some meetings.
- 35 - When he becomes more experienced, he (will can – will have- will be able to ) score more

points in basketball.

36- He (is used to – used to – uses to) drinking milk in the morning.

37-(Must - Can - Do) you please try to be nicer to your brother?

38- I (shouldn't - couldn't – mustn't) get here earlier because of the traffic on the freeway.

39- 40- P1: Which language (should - must - can) I learn - French or Italian? P2: I think you (should - must - might) learn French.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		

**II- Put the verb between brackets into the correct tense:**

**(10 Marks)**

1 -I ----- (read) short stories for three hours when Ali arrived.

2 - This time next week she -----(visit) her aunt Om Ahmed.

3 - By the time we got to the shop, our friend ----- (already, leave).

4 - I ----- (study) English grammar for three azahours when Ali arrives home.

5 - Since they last called Ahmed, we ----- ( not hear) from them.

6 - She ----- (watch) a new movie everyday in 2010.

7 - I ----- (be) 19 next summer.

8 - He----- (cook) the fish after his friends had arrived.

9 - Hey! Ronaldo ----- (choose) the best football player for 2014 .

10- They ----- (use) to swimming in the sea in summer whenever it is possible.

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**III-Underline the wrong word(s) in the following sentences: (Note that one sentence or more may be without mistakes and that one or more may have more than one mistake!)**

**(10 Marks)**

- 1- While you are there, everyone is expected to behave in a friendly way.
- 2- If you will find the money, you can buy the laptop you saw yesterday.
- 3- When they see Ali at the airport, he had already arrived in Cairo.
- 4- She is used to speak French nowadays though she never did that when she was in America.
- 5- I've got an exam tomorrow. I needn't study hard because I intend to get a high mark
- 6- As soon as the thief would go outside the shop, the police will arrest him.
- 7- It was a nice trip. We all used to get up early and went shopping.
- 8- I'll go shopping after I have done my chores. You can come with us if you like.
- 9- The philosopher is thinking about buying a white horse from a nearby market.
- 10- I wish I am in Cairo now to visit its Book Fair. I was in Egypt in 2000, but I can't visit the fair then.

---

IV - Fill in each gap using the modals 'must', 'can't', 'could', 'may' and 'might' to show present possibilities: (10 Marks)

1- I'm sure he is home - I can see his car in front of the house..

He ----- be home. I can see his car in front of the house.

2- He's leaving this week but I don't know which day.

He ----- be leaving the day after tomorrow.

3- I'm not sure my friend is going to pass the exam. I don't feel very confident.

---

He ----- pass the exam. I don't feel very confident.

4- Ali bought a lottery ticket. There's a chance he'll become a rich man!

Ali ----- become a millionaire!

5- I'm sure John doesn't speak Arabic very well - he's only lived in Gaza for a few weeks.

He ----- speak French very well. He's only lived in Gaza for a few weeks.

6- My grammar book's not on my desk so I'm sure it's in the bag.

My book's not on my desk so it ----- be in the bag.

7- Salma told me that Hanan was in Egypt, but I saw her yesterday. I'm sure she's not abroad.

Salma ----- be abroad.

8- You got the gift? That's great. I'm sure you're happy.

You got the gift? That's great. You----- be happy.

9- The teacher told me to prepare the presentation by tomorrow but it's almost impossible to have it done so fast.

I ----- finish it by tomorrow if I stay at work all night, but I'm not sure.

10- I asked them to send the package as soon as possible; we ----- receive them by the end of the week if the post is fast.

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**V- Do as shown:**

**(6 Marks)**

1- They bought him a car. (Start the sentence with "A car")

2- I must help my new neighbors with their moving. (Use the word ' yesterday' in the sentence)

-----

3- It's time for Ali to study hard now. ( Use 'studied' instead of 'study' and keep the meaning as is)

---

**VI- Show the difference in meaning between the following two sentences: (4 Marks)**

-He didn't need to take the umbrella.

- 
- 
- He needn't have taken the umbrella .

End of Questions

Instructor: Dr. Shawki Ghannam

AL-AQSA UNIVERSITY-GAZA

FACULTY OF ARTS AND HUMAN SCIENCES

DEPARTMENT OF ENGLISH



جامعة الأقصى - غزة  
AL AOSA UNIVERSITY-GAZA

Student's Name: .....	Academic Number: .....	Class: .....
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**Final Examination (2018-2019)**

**Module: English Grammar (I)**

**Module Code: ENGL1318**

**Examination Date: 14/01/2019**

**Examination Time: 11:00 - 13:00**

**No. of Pages: 5**

**No. of Questions: 6**

**Instructor: Hend M. Bashir**

**Q.1. Each of the sentences below is followed by four choices marked (A), (B), (C), and (D).**

**Choose the one that best completes each sentence:**

**(15 marks)**

1. *I think everybody ..... a foreign language.*  
 A. learn                      B. must learn                      C. should learn                      D. ought learn
2. *The film starts at 9:30 tonight, so we ..... hurry.*  
 A. need                      B. needn't to                      C. don't need                      D. don't need to
3. *We ..... by a loud noise during the night.*  
 A. woke up                      B. are woken up                      C. were woken up                      D. were waking up
4. *..... the weather good when you were on holiday?*  
 A. Was                      B. Did                      C. Had                      D. Were
5. *I've written the letter but I ..... it yet.*  
 A. haven't post                      B. haven't posted                      C. have post                      D. have posted
6. *..... were you driving when the accident happened?*  
 A. How long                      B. How fast                      C. How far                      D. How often
7. *Look! Somebody ..... that window.*  
 A. broke                      B. has broken                      C. was breaking                      D. breaks
8. *Sarah has lived in Paris ..... 1985.*  
 A. since                      B. for                      C. in                      D. from
9. *They live on a busy road. .... a lot of noise.*  
 A. It must be                      B. There must be                      C. There must have                      D. It must have
10. *William promises he ..... anyone what happened.*  
 A. will tell                      B. tells                      C. won't tell                      D. is not going to tell
11. *The phone rang while we ..... dinner.*  
 A. had                      B. have                      C. were having                      D. have got
12. *Diane ..... eat a lot of sweets.*  
 A. used to                      B. is used to                      C. will use to                      D. uses to
13. *Kate has left the door open. She ..... and shut it.*  
 A. goes                      B. had better to go                      C. will go                      D. shall go
14. *Has George decided what to do when he ..... school?*  
 A. leaves                      B. is leaving                      C. will leave                      D. has left
15. *I wish I ..... Sue's telephone number.*  
 A. know                      B. knew                      C. had known                      D. have known

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.

**GO ON TO THE NEXT PAGE**

**Q.2. Put the verb into the correct form:**

(10 marks)

1. Water ..... (**consist of**) hydrogen and oxygen.
2. It's high time you ..... (**realise**) that you are not very important!
3. If I were you, I ..... (**buy**) that house. It is full of lovely decorations.
4. The recommendation that we ..... (**be**) evaluated was approved.
5. I'm afraid I ..... (**attend**) the meeting on Saturday.
6. Caroline may ..... (**have to**) go away next week.
7. I want you ..... (**come**) to the party tomorrow at 7:00 p.m.
8. It is the first time Alex ..... (**drive**) a car.
9. Jane suggested that I ..... (**send**) an invitation card to Martin.
10. You had better ..... (**go**) to work today. You don't look very well!
11. Would you mind if I ..... (**use**) your phone?
12. I ..... (**mug**) on my way home a few nights ago.
13. I don't like people ..... (**tell**) me what to do.
14. Are the awards going to ..... (**announce**) today?
15. What ..... (**do**) this word mean?
16. Lucy ..... (**listen**) to romantic music now!
17. .... (**Have**) it stopped raining yet?
18. I have lost one of my gloves. I ..... (**must/drop**) it somewhere.
19. When did Joe and Carol first ..... (**meet**)?
20. The situation was bad but it ..... (**be**) worse.

**Q. 3. Choose the underlined part that should be changed or omitted in order for the sentence to be grammatically correct:**

(10 marks)

1. The waiter thinks you have finished and started to take your plate away.  
A B C D
2. I have been reading the book you lent me, so you can have it back now.  
A B C D
3. I don't know how you work so hardly without being tired.  
A B C D
4. They went out after lunch and they have just came back.  
A B C D
5. I was very tired, so I laid down on the bed and went to sleep.  
A B C D
6. Did you got the job you applied for five months ago?  
A B C D
7. She'll be upset if we don't invite her to the wedding party, so we had better to invite her.  
A B C D

GO ON TO THE NEXT PAGE

8. The woman is next to you has finished reading her newspaper.  
 A B C D
9. They would be offended when we didn't accept their invitation.  
 A B C D
10. We managed to climb over wall without anybody seeing us.  
 A B C D

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

**Q. 4. Indicate whether the following sentences are CORRECT or INCORRECT in terms of Grammar:**

(10 marks)

1. I haven't made any plans, so I should be able to meet you at eight.
2. In most cultures men must not have more than one wife at a time.
3. Kate refused to join us because she had seen the film before.
4. What would you do if you won a million dollars?
5. I was surprised that she should say such a thing.
6. None of the players are absent today.
7. Have you ever had to go to hospital?
8. I have never met such a selfish person!
9. James has not been to the theater for ages.
10. I have an appointment in ten minutes.
11. Nothing got known about the mystery man.
12. Every year things are more expensive.
13. "Jenny is a student at university." "Oh! Is she?"
14. I knew Smith is very busy, so I didn't disturb him.
15. Do you wish you had studied science instead of languages?
16. I wonder why Ann didn't come to the party?
17. Carol must get bored in her job. She do the same thing every day.
18. There was a job advertised in the paper recently.
19. Liz used to drive a motorbike, but last year she sold it and bought a car.
20. How many money do you need?

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.

GO ON TO THE LAST PAGE

**Q. 5. Correct the mistakes in the following sentences:**

(10 marks)

1. Last year the company made profit but this year it hasn't.  
.....
2. Brad will get married next month.  
.....
3. If I knew you were in hospital, I would have visited you.  
.....
4. A lot of accidents caused by dangerous driving.  
.....
5. I don't think we should threw that letter away.  
.....
6. I have not had a good meal for last Tuesday.  
.....
7. Where have you been born?  
.....
8. The house was very quite when I got home late yesterday.  
.....
9. John is interesting in politics but he does not belong to a political party.  
.....
10. I was walking along the street when suddenly I heard footsteps behind I.  
.....

**Q. 6. Follow the instructions in brackets:**

(5 marks)

1. He has been studying Italian for three years. (Make a question)  
.....
2. Albert Einstein developed the theory of relativity. (Change into passive)  
.....
3. We don't go out very often because we can't afford it. (Use 'if')  
.....
4. Have you ever ..... to the United States? (Put in 'been' or 'gone')  
.....
5. A. He is foolish.  
B. He is being foolish. (Compare)  
.....  
.....

**Good Luck**





Student Name: ..... No: .....

**Final Exam**  
**Academic Writing 1**

**Q\_1 Fill in the spaces using the following coordinating conjunctions.**

**But, And, For, Nor, Or, Yet, So**

1. I went to bed early yesterday, ..... I have an exam early.
2. My sister went shopping..... I went with her.
3. She hasn't taken dance lessons, ..... does she need to.
4. This room is old, ..... it is comfortable.
5. You can go to the first room, .....you can go to the second room
6. He is so fat, ..... he is active.
7. I was very tired, ..... I went to bed early yesterday.
8. Healthy food is important for good life, .....it is not the only factor.
9. Rami studied hard, ..... he passed his exam.
10. There was no ice cream in the freezer, ..... did they have money to buy any.

**Q 2 Fill in the spaces using the following conjunctive adverb**

**Still, Otherwise, As Well, Too, On The Other.**

1. Community colleges offer preparation for many occupations; they prepare students to transfer to a four-year college or university .....
2. The cost of attending a community college is low; ....., many students need financial aid.
3. Tuition at a community college is low; ....., tuition at private schools is high.
4. Community colleges offer preparation for many occupations; they prepare students to transfer to a four-year college or university, .....
5. Students must take final exams; ....., they will receive a grade of incomplete.

### Q\_3 Join the Following Sentences Together Using the Words in

#### Brackets

1. Hani returned home. He has not answer any one (since).

.....

2. I shall stay here. You finish your class. (until)

.....

3. He arrived at the airport. The airplane took off. (after)

.....

4. He was studding. His friend was playing football. (while)

.....

5. He arrived at his office. The telephone rang. (Begin with: No sooner)

.....

6. My parents arrive. I will leave. (As soon as)

.....

7. I have not seen him. He sold his old house. (since)

.....

8. He is rich. He went to study abroad. (Because)

.....

9. He was not at home. I left a message with his mother. (As)

.....

10. My parents were disappointed. I didn't get the scholarship. (That)

.....

**Q\_4 Change the following into simple sentences**

1. As soon as the plane arrives we will leave the airport

.....

2. We had no sooner heard the explosion than we ran into the basement

.....

3. While I was cleaning the house the telephone rang.

.....

4. I have not seen him since he sold his old house.

.....

5. He works very hard lest he should fail the exam.

.....

6. I have to wake up early in order that I can catch the train.

.....

7. The police locked the doors of the bank so that they could arrest the robbers

.....

8. The workers ended the strike when agreed to give them a pay raise.

.....

9. Scarcely had I reached the station when the train arrived.

.....

10.No sooner did I arrive at the station than the train came.

.....

**Q\_5 Rewrite the following sentences using the correct punctuation marks.**

1. The most important player in the team is rami.  
.....  
.....

2. The recipe includes flour milk eggs oil and baking powder.  
.....  
.....

3. I prefer living in Rafah for Gaza is too noisy.  
.....  
.....

4. Ahmeds theory is one of the most important theories in the field.  
.....  
.....

5. According to Rami (2018), Reality is not as you think  
.....  
.....

**Q\_6 Read the following topic sentences and identify the TOPIC and the CONTROLLING IDEA**

1. Class participation is a problem for low achievers.

Topic:.....

Controlling Idea:.....

2. Health problems are part of the disadvantages of internet.

Topic:.....

Controlling Idea:.....

3. Driving on freeways requires skill and alertness.

Topic:.....

Controlling Idea:.....

4. Taste and appearance are both important in Japanese cuisine.

Topic:.....

Controlling Idea:.....

5. The Caribbean islands attracts tourists because of its charming natural views.

Topic:.....

Controlling Idea:.....

**Q\_7 Each pair has a topic sentence and a detail sentence. Label each one.**

**TS = Topic Sentence. SS= Supporting Sentence**

1. .... a) The best pet is a dog.  
.....b) One reason is because dogs are friendly.
2. ....a) Broccoli has iron and Vitamin K.  
.....b) Vegetables, including Broccoli, are healthy.
3. ....a) Biologists study living organisms.  
.....b) One organism biologists study is cells.
4. ....a) Some species of flowers are dangerous.  
.....b) Hogweed flowers can burn your skin!

**Q\_8 Look at the topic sentence below and choose the best 4 supporting sentences, and put the correct later in the appropriate space.**

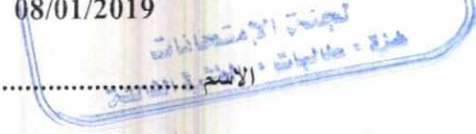
I hate my job. For one thing..... Another thing is that.....  
Also,..... However, the worst thing is that ..... I think it's  
time to look for a new job.

- a. My boss is always happy.
- b. The salary is too low.
- c. My boss is always angry.
- d. The office is in a great location.
- e. I want spent my life working at this place.
- f. I have to work 11:00 PM every night.
- g. The office building is old and dirty









.....الرقم.....

المدرس: د. محمود محمد الحرثاني، زمن الامتحان ساعتان، الثلاثاء 08 يناير 2019، الفترة الثالثة، عدد الأسئلة: عدد الصفحات: ٤.

- 1) In the space provided, write a 200-word essay about one of the following topics: social media; unemployment in Palestine; a special day in your life (19 Marks).

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2) What are the steps of writing an assignment? (10 Marks)

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**3) True (T) or False (F) (Marks) (10 Marks)**

1. ( ) Introductory paragraph does not need to indicate what the essay will be about in a detailed manner.
2. ( ) A topic sentence does not include any controlling ideas of the paragraph.
3. ( ) Fanboys are writing devices that help compose complex sentences.
4. ( ) Time order is used in the argumentative paragraph to tell the beginning of a story.
5. ( ) A well-structured paragraph must include a topic sentence, supporting sentences, and a concluding sentence.
6. ( ) Point-by-point organization is a method that is usually used in compare and contrast essays.
7. ( ) Usually it is acceptable to use both American and British spelling in the same essay.
8. ( ) While the topic sentence is general, supporting sentences should focus on details.
9. ( ) Apostrophe mark ( ' ) is only used in writing to make contractions.
10. ( ) Spatial order is usually used in descriptive paragraphs in order to ensure cohesion.
11. ( ) When a paragraph has unity, all the supporting sentences discuss only one idea.
12. ( ) In a process paragraph, you explain how to make or do something, so process paragraphs are also called how-to paragraphs.

**4) Choose the correct answer (5 Marks)**

1. That is the woman (of whom, to whom, whom) I spoke about the job.
2. The house (to which, in which, which) they live is opposite a big park.
3. Parrots can imitate (after, ,but, therefore) they do not understand what they are saying.
4. All of the exam papers are collected and given to the examiners (whose, who, whom) job it is to mark them.
5. We waited for nearly an hour to be served, but our meal, (when it arrived, when it is arrived, it arrived) was awful.
6. I have been in the meadows all day (,and, despite, while) I have gathered there these beautiful flowers.

5) Look at the topics below and write a topic sentence for each.

(6 Marks)

*Your bedroom, Your University campus, English Language*

1.....

.....

.....

2.....

.....

.....

3.....

.....

.....

6) Join the following sentences together using the words in brackets (10 Marks)

1. Hani returned home. He has not answer any one (since).

.....

.....

2. I shall stay here. You finish your class. (until)

.....

.....

3. He was studding. His friend was playing football. (while)

.....

.....

4. He arrived at his office. The telephone rang. (Begin with: No sooner)

.....

.....

5. My parents were disappointed. I didn't get the scholarship. (That)

.....

.....

**End of Questions. Thank you**



Course Title: :Writing 1  
 Date: 8 /1 /2018  
 No. of Questions: (8)  
 Time: 2 hours  
 Semester 2018/2019

Instructor :Ismail A. Abu Hein  
 Student No.: \_\_\_\_\_

Student Name: \_\_\_\_\_  
 College Name: Faculty of Art  
 Dep. / Specialist: English Dept.

**Final Exam**  
**Total Grade: 60**

**Q1. Choose the correct connective: (7 points)**

1. \_\_\_\_\_ they failed the test, they weren't allowed to take the next course. (**Although – If – Since – But**)
2. \_\_\_\_\_ his hard work, Tom couldn't earn much money. (**Therefore – Although –Despite- In spite**)
3. \_\_\_\_\_, a 6 –inch Pizza Hut Personal Pan Pepperoni pizza has 660 calories, and a McDonald's big Mac has 560 calories . (**If – obviously – For examples**)
4. We are \_\_\_\_\_ consumed \_\_\_\_\_ we forget to enjoy our life. (**so/that – more/than – as/as – both/and**)
- 5.....Jin, Mary likes to go out at night.. (**unlike – likewise – Likely – alike**)
- 6.The Spanish language is \_\_\_\_\_ the Italian language ( **same – similar to – both/and**)
7. she felt better (**whenever – as soon as – before**) she took the medicine

**Q2. Add the appropriate transition words or phrases to show the relationship between sentences. Also, add the appropriate pronoun like (he, they, we, them, their...etc. (7 points)**

University professors have many duties. In the classrooms, professors must lecture to the students clearly and effectively. 1..... (Pronoun) should encourage the students to participate actively in the learning process by guiding.2..... (Pronoun) to think, to participate in open discussions, and to ask questions. 3..... (example) a science professor lecturers in the classroom and laboratory while he or she conducts experiments.

4..... (addition) .....5(pronoun) supervises students as they carry out .6..... (pronoun) experiments. .7.....(Time order-last) the faculty is required to maintain office hours for students advisement.

**Q3. Use subordinating conjunctions (though, if, when, because, before, after, while, not only but also, equally, etc.) to connect the sentences into one complex sentence. (7 points)**

1. Cindy and David had breakfast. They left for work.  
 .....
2. Henry needs to learn English. I will teach him.  
 .....

3. Bob didn't have much money. He bought the car.

.....

4. The question was very easy. Nobody could answer it.

.....

5. Everybody liked the film. The film had an amazing social story.

.....

6. Knowing a second language/useful/travel/employment. (not only ....but also).

.....

7-Suha can swim very well. Maha, her sister, won the school medal for swimming.

.....

**Q4- Punctuate the following sentences and write them correctly: "6 pts. "**

1- he asked where shall I put the bench

\_\_\_\_\_

2- Venus the closest planet to Earth is only 25 million miles away

\_\_\_\_\_

3- in the future I might become an engineer or I might travel to space

\_\_\_\_\_

4- swimming hunting and fishing were some of the activities we enjoyed on our vacation

\_\_\_\_\_

5- shakespeare wrote king lear. i read an article about this play last week

.....

6-human workers can detect malfunctions in machinery similarly a robot can too

\_\_\_\_\_

**Q5- Correct the errors in the following sentences. Add the missing words or connectives to keep the meaning and the structure "6 pts. "**

1-He left the car on the street that he had just bought .

\_\_\_\_\_

2- Many Canadian speak French, some of them speak Chinese and Japanese.

\_\_\_\_\_

3- If Jeff did not set his clock fifteen minutes fast. He might never be on time.

4- My mom was upset to see my haircut, my friends loved it.

5- John refuses to talk about the accident, he is still shocked.

6- Alicia and Marta are a lot alike, they both have dark hair and eyes.

**Q6. Write a topic sentence for the following paragraph:(2 points)**

..... Firstly, Globalization encourages free trade among countries. Free trade means a country does not pay a levy/ taxes on import or export goods or services. Secondly, globalization increases potential of finding new markets around the world. Consequently, companies compete with each other to provide goods and service with high quality because people have more choices in new market. Thirdly, Globalization increases' rate of employment because new markets need both skilled and unskilled labor. Finally, globalization increases standard of living of people and reduce poverty. Today people can immigrate to other countries to study or work. Free trade, new market, higher employment rate and better living standard are the main merits of globalization.

**Write a concluding sentence for the following paragraph: (2 point)**

There are many uses of English language. First, it is useful in education. We can use it to read books and articles in our field. Second, English language is important in travelling. People use it in airports to discuss passport affairs and customs. Third, it is good for computer and technology. Most software and websites are in English.....

**Write a topic sentence and a concluding one for the following paragraph. (3 points)**

..... The first thing we can think of getting from travelling is the possibility of living new experiences. A trip can allow us to do things that we cannot do in our daily lives like eating a variety of new food or visiting new places. Moreover, travelling can make us see that we are able to overcome challenges such as speaking in a different language. Thirdly, the best experience that we can have when we travel is meeting new people and making new friends. Another benefit of travelling to foreign countries is learning new things. It is known that travelling or living abroad is the best way to learn a language. Because of

living in new places, we can improve language skills and the knowledge about the culture of the country and its society is increased. ....

.....

**Q7. Tick (✓) or (×) (10 points)**

- 1-( ) Freewriting is a useful technique that can help us correct our grammar mistakes.
- 2-( ) Rough draft is carried out in the first stages of writing.
- 3-( ) Appositives are nouns or clauses that rename a preceding nouns or phrases .
- 4-( ) Time order words/phrases are used to help us organize our paragraph in a logical fashion.
- 5-( ) Adverbs of frequency usually occur before the main verb and after the helping verb.
- 6-( ) Comma splice error happens when you join two sentences with a comma alone.
- 7-( ) Run-ons happens when you join two compound sentences without a comma and with connecting words.
- 8-( ) The best way to organize a paragraph is to make an outline after you begin to write.
- 9-( ) A good description is a word picture: the reader can imagine the object, place, or person in his mind.
- 10-( ) We use *but* when an idea is a surprising or unexpected continuation of the other idea.

**Q 8. Choose one of the following topics to write about. (10 pts.)**

- a. Write a short paragraph about benefits of reading. Use the *Narrative* paragraph.
- b. Write a short paragraph about the differences/similarities between American English and British English Using *comparison /contrast* paragraph.
- c. Write a short paragraph *describing* your room in your new house.

.....

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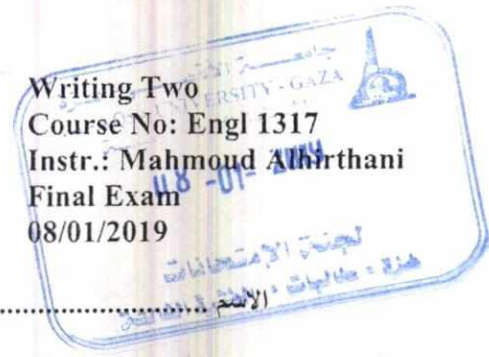
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Good Luck





..... الرقم .....

المدرس: د. محمود محمد الحرثاني، زمن الامتحان ساعتان، الثلاثاء 08 يناير 2019، الفترة الثالثة، عدد الأسئلة: عدد الصفحات: ٤.

1) In the space provided, write a 200-word essay about one of the following topics: social media; unemployment in Palestine; a special day in your life (19 Marks).

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2) What are the steps of writing an assignment? (10 Marks)

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**3) True (T) or False (F) (Marks) (10 Marks)**

1. ( ) Introductory paragraph does not need to indicate what the essay will be about in a detailed manner.
2. ( ) A topic sentence does not include any controlling ideas of the paragraph.
3. ( ) Fanboys are writing devices that help compose complex sentences.
4. ( ) Time order is used in the argumentative paragraph to tell the beginning of a story.
5. ( ) A well-structured paragraph must include a topic sentence, supporting sentences, and a concluding sentence.
6. ( ) Point-by-point organization is a method that is usually used in compare and contrast essays.
7. ( ) Usually it is acceptable to use both American and British spelling in the same essay.
8. ( ) While the topic sentence is general, supporting sentences should focus on details.
9. ( ) Apostrophe mark ( ' ) is only used in writing to make contractions.
10. ( ) Spatial order is usually used in descriptive paragraphs in order to ensure cohesion.
11. ( ) When a paragraph has unity, all the supporting sentences discuss only one idea.
12. ( ) In a process paragraph, you explain how to make or do something, so process paragraphs are also called how-to paragraphs.

**4) Choose the correct answer (5 Marks)**

1. That is the woman (of whom, to whom, whom) I spoke about the job.
2. The house (to which, in which, which) they live is opposite a big park.
3. Parrots can imitate (after, ,but, therefore) they do not understand what they are saying.
4. All of the exam papers are collected and given to the examiners (whose, who, whom) job it is to mark them.
5. We waited for nearly an hour to be served, but our meal, (when it arrived, when it is arrived, it arrived) was awful.
6. I have been in the meadows all day (,and, despite, while) I have gathered there these beautiful flowers.

5) Look at the topics below and write a topic sentence for each.

(6 Marks)

*Your bedroom, Your University campus, English Language*

1.....

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6) Join the following sentences together using the words in brackets (10 Marks)

1. Hani returned home. He has not answer any one (since).

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2. I shall stay here. You finish your class. (until)

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3. He was studding. His friend was playing football. (while)

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4. He arrived at his office. The telephone rang. (Begin with: No sooner)

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5. My parents were disappointed. I didn't get the scholarship. (That)

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**End of Questions. Thank you**

STATE OF PALESTINE  
AL-AQSA UNIVERSITY



Faculty of Arts and Human Sciences  
Department of English Language  
End-of-Term Examination, 2018/2019  
**ENGLISH LANGUAGE 1 (ENGL1207)**  
Time Allowed: 2 Hours  
Examination Date: 05/01/2019

أربع صفحات  
سبع أسئلة

Student's Name:	
Academic Number:	

يجب كتابة الإجابات في الأماكن المخصصة.

### SECTION ONE: LANGUAGE

1. Choose a, b or c. (20 Marks)

- 1) Where ..... you come from?  
a. does    b. do    c. did
- 2) What ..... produced in your country?  
a. has    b. is    c. have
- 3) How long ..... you known the teacher?  
a. have    b. are    c. has
- 4) I am always stressed about money.  
a. worried    b. worry    c. worrying
- 5) ..... drivers must be severely punished.  
a. Carelessness                                      b. Careless    c. Carelessly
- 6) They ..... in love with each other at first sight.  
a. fill    b. feel    c. fell
- 7) Footballers ..... too much money.  
a. are paid    b. paid    c. is paid
- 8) He tried to ..... suicide.  
a. do    b. make    c. commit
- 9) He cut ..... while he was shaving.  
a. himself    b. him    c. his
- 10) When he died, he didn't have ..... money.  
a. some    b. no    c. any
- 11) He ..... when the bell rang.  
a. studied    b. is studying    c. was studying
- 12) He was dismissed from work because he ..... with customers.  
a. argues    b. argued    c. had argued
- 13) When he was young, he used to ..... heavily.  
a. smoke    b. smoking    c. smoked

- 14) I ..... football with my kids last week.  
 a. play                                  b. played                                  c. plays
- 15) He had a great time in Palestine, ..... ?  
 a. hadn't he                                  b. hasn't he                                  c. didn't he
- 16) You ..... drive fast; we have enough time.  
 a. mustn't                                  b. don't have to                                  c. have to
- 17) People over 65 ..... go to work.  
 a. have to                                  b. mustn't                                  c. don't have to
- 18) I ..... go to bed early when I was young.  
 a. must                                  b. had to                                  c. have to
- 19) We shouldn't surrender to our kids' demands.  
 a. give in                                  b. give up                                  c. give out
- 20) Would you mind ..... the window?  
 a. opening                                  b. open                                  c. opened

Question	1	2	3	4	5	6	7	8	9	10
Answer										

Question	11	12	13	14	15	16	17	18	19	20
Answer										

**2. Do as shown between brackets. (10 Marks)**

- 1) Parents give children pocket money. (Passive)  
 Children.....
- 2) I went to Rafah last week. (W.H. Question)  
 When.....
- 3) Tom earns so much money. (Question Tag)  
 .....
- 4) The mechanic is repairing the car now. (Use being)  
 .....
- 5) She is wearing jeans. (Yes/No Question)  
 .....
- 6) You have to go. (Negative)  
 .....
- 7) You want to ask your teacher a question. (Make a Request)  
 .....
- 8) It is advisable for you to stop smoking. (Use should)  
 .....
- 9) I like dark chocolate. (Absolutely Adore)  
 .....
- 10) They..... driving to Gaza at 8 o'clock yesterday morning. (Insert Auxiliary Verb)  
 .....

**3. Correct the mistake in each sentence. (10 Marks)**

- 1) What does your parents do at the weekend?  
 .....
- 2) I think is going to rain.  
 .....

- 3) I don't think John has arrive yet.  
.....
- 4) What subject Huda is studying at Al-Aqsa University?  
.....
- 5) Are you understanding what I'm saying?  
.....
- 6) I'm thinking you're really nice.  
.....
- 7) The food smell good.  
.....
- 8) I am interesting in modern art.  
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- 9) Would you mind if I open the window?  
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- 10) I want learn English because it is a very important language.  
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### SECTION TWO: COMPREHENSION

#### 4. Read the passage. Then circle the correct answer. (6 Marks)

Matt is moving into his new bedroom today. He has four pieces of furniture to move into the room. He has a bed, a dresser, a desk, and a chair. Matt has to plan out how he will move everything. The bed must go in first. It has to be taken apart to fit through the doorway. It will be easier to put the bed back together if it is the only thing in the room. Then he can push the bed against the far wall. The other pieces of furniture can go into the room in any order. However, the dresser and desk are both too wide to fit through the doorway. They must be turned sideways. The chair is the smallest piece of furniture. It is also the easiest to move.

1) What is the only piece of furniture that cannot go in the room last?

- a. bed
- b. dresser
- c. desk
- d. chair

3) What does Matt have to do to make the bed fit through the doorway?

- a. take it apart
- b. turn it sideways
- c. put it in first
- d. push it against the far wall

5) Based on its use in the passage, we can understand that order belongs to which word group?

- a. cleanliness, organization, tidiness
- b. command, demand, direction
- c. grouping, pattern, system
- d. area, room, space

2) Which sentence from the passage best lets us know that Matt has to plan how he will move everything?

- a. "He has four pieces of furniture to move into the room."
- b. "It will be easier to put the bed back together if it is the only thing in the room."
- c. "The other pieces of furniture can go into the room in any order."
- d. "The chair is the smallest piece of furniture."

4) The passage is mostly about ...

- a. a new bedroom.
- b. moving furniture.
- c. taking furniture apart.
- d. the moving day.

6) Based on the information in the passage, we can understand that furniture is easier to move if it ...

- a. goes in first.
- b. goes in last.
- c. cannot be taken apart.
- d. is small.

### SECTION THREE: COMPOSITION

5. Write on ONE of the following topics:

(6 Marks)

- Free Time Activities
- My Favourite Day of the Week
- Family Rules
- Bringing up Kids Well
- Information about Yourself

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### SECTION FOUR: TRANSLATION

6. Translate into Arabic.

(4 Marks)

Many years ago, there were two warring families. They hated each other for so long that no one could remember how the feud had started. Fights used to break out in the streets.

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7. Translate into English.

(4 Marks)

(1) تعلمت أختي الإنجليزية بسهولة.

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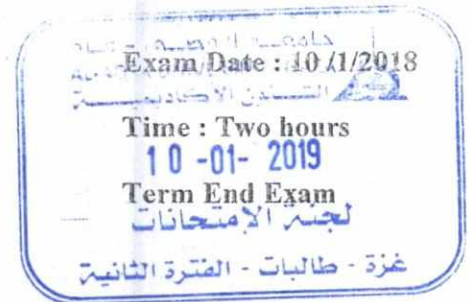
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(2) لقد استخدم الناس الإنترنت منذ عام 1969.

*With My Compliments*

انتهت الأسئلة





Student Name: ..... Academic No. ....

**I-Read the passage and answer the following questions**

10 Marks

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to! Robots are all around us.

Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines.

Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm. In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.

- 1) As used in paragraph 1, we can understand that something special is NOT
  - A. normal
  - B. expensive
  - C. perfect
  - D. tired
- 2) What is the main purpose of paragraph 2?
  - A. to show how easy it is to make a robot
  - B. to tell what a robot is
  - C. to describe the things a robot can do
  - D. to explain the difference between a robot and a machine
- 3) According to the passage, when was the first real robot made?
  - A. 1961
  - B. 1900
  - C. 2003
  - D. 2000 years ago
- 4) Using the information in the passage as a guide, which of these gives the best use of a robot?
  - A. to help make a sandwich
  - B. to help tie shoes
  - C. to help read a book
  - D. to help explore Mars
- 5) Which of these statements correctly summarizes how the author of this passage feels about robots?
  - A. Robots are old.
  - B. Robots are confusing.
  - C. Robots are helpful.
  - D. Robots are dangerous.

1	2	3	4	5

II-Match the words in A with their similar meanings in B

10 Marks

1	Prison		Frightened
2	burglar		Bump into
3	Scared		Stunned
4	purpose		Completely
5	Meet		Furious
6	Angry		Normal
7	Shocked		Jail
8	Ordinary		Point
9	Delighted		Over the moon
10	Totally		Robber

III- The words are similar but not the same. Choose the correct words.

10 Marks

1- Alone/lonely

Live..... happily

Feel..... and unhappy

2-big/great

.....house/mistake/feet

..... artist/Wall of China/party

3 -Tall/high

.....person/ building/trees

..... mountain/wall/ceiling

4 -small/little

..... old lady/boy/finger

..... room/glass of wine/dress size

5 -quick / fast

..... car/train/food

.....drink/worker/thinking

1.

**IV-Which parts of the body do you use to do the following things:**

**(14 Marks)**

1.Bite	2.Blow	3.clap	4.climb	5.hit	6.hug	7.kneel
8.lick	9.march	10.point	11.scrach	12.stare	13.whistle	14.kick

a ladder	your nails
out of the window	up a balloon
a tune	an insect bite
someone tight	your hands to the music
a football	at a place on the map
an ice-cream	a nail with a hummer
down to pray	like a soldier

**V-Complete the sentences with an adverb from the box.**

again	fast	hard	loud	wrong
even	right	straight	together	almost

1 – Peter and I lived ..... at university.

**10 Marks**

2 – He's a good student . He tries .....

3 – ' Where's the town hall ? ' ' Go ..... on '

4 – Say that..... I didn't hear you .

5 – Don't talk so ..... ! Everyone can hear you .

6 – Why do you drive so .....? Slow down .

7 – His wife's name is Sue , not Sally !Get it .....

8 – The holiday was a disaster . Everything went .....

9 – This room is cool , .....in summer .

10 – ' Are you ready ? ' ' ..... Give me another five minutes.

VI – Translate into Arabic

6 Marks

The kitchen is the heart of the home, It's where the family gets together for the important things in life. Food, conversation, and celebration.

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نسخة امتحانات تدريبية - الشؤون الأكاديمية

BEST WISHES



Faculty of Arts and Human Sciences  
Department of English Language  
End-of-Term Examination, 2018 - 2019  
**ENGLISH LANGUGE 2 (ENGL2251)**  
Time Allowed: 2 Hours  
Examination Date: 10/01/2019

أربع صفحات

سبع أسئلة

Student's Name:

Academic Number:

يجب كتابة الإجابات في الأماكن المخصصة.

**SECTION ONE: LANGUGAE**

(20 Marks)

1- Choose a, b,c, d.

1. In 1969 Neil Armstrong ..... his first step on the moon.

- a. Was taken                      b. Has taken                      c. Took                      d. Is taking

2. A short time ago the manger ..... an agreement with a British delegation.

- a. Signed                      b. Has signed                      c. Signs                      d. Is signing

3. When ..... school?

- a. He left                      b. Was left                      c. Did he leave                      d. He leaving

4. My birthday is ..... March 15<sup>th</sup>.

- a. At                      b. On                      c. To                      d. In

5. In the past a liter of water was ..... A liter of petrol in the U.S.A.

- a. More expensive                      b. Expensive  
c. The most expensive                      d. More expensive than

6. My plane ..... at ten tomorrow morning.

- a. Arrive                      b. Arrives                      c. Was arrived                      d. Has arrived

7. Amal ..... Her homework now. She usually does it late at night.

- a. Do                      b. Does                      c. Was doing                      d. Is doing

8. How often ..... Ali use to go abroad?

- a. Does                      b. Did                      c. Do                      d. Has done

9. You are out of breath .....

- a. Were you running b. Have you been running
c. Did you run d. Would you run

10. Where ..... Heba come from?

- a. Does b. Do c. Is d. Are

11. Globalization takes a number of forms and it has many ..... on us all.

- a. Effects b. Affect c. Effective d. Affection

12. If I were you, I would give ..... smoking. It is harmful for health.

- a. Down b. Out c. In d. Up

13. The movie was so ..... that I decided to watch it twice.

- a. Exited b. Exciting c. Excitement d. Excite

14. I have been thinking for long time, and now I have decided ..... a new computer.

- a. To buy b. Buy c. Buying d. bought

15. Don't stop ..... now. We've nearly finished.

- a. Worked b. To work c. Working d. work

16. Computer ..... approximately in the middle of the 20th century.

- a. Invent b. Has invented c. Invented d. Was invented

17. Banking and shopping ..... by means of the internet.

- a. Will do b. Will be done c. Done d. did

18. .... he eats, he tries to choose healthy foods.

- a. Of b. When c. Unless d. did

19. If he invited you, you really .....go.

- a. shall b. had been c. had had d. should

20. If you had listened to me, you ..... Happy.

- a. Been b. Would have been c. Will be d. Would has been

Table with 11 columns (Question, 1-10, Question, 11-20, Answer) and 2 rows.

2- Do as shown between brackets

(7 Marks)

a. He is having lunch now.

Wh question

b. She has got some money.

Negative

c. He bought a flat last week.

Yes/no question

2

d. Huda is studying at the moment.

Tag question

e. I am wanting to drink coffee

Correct

f. She is a good speaker of English .

Use will

g. I was having a shower when the mobile rang.

Use while

3- Correct the mistake in each sentence

(5 Marks)

1) I don't know. It's depending on the weather.

2) They always are late.

3) I have never saw the prince.

4) We do not see each other since we left university.

5) I've know them since ten years.

## SECTION TWO: COMPERHINTION

4. Read the following passage then answer the questions:

(10 Marks)

Many people like to eat fries and junk food. Of course, this is unhealthy. If you like to be healthy and fit, you should eat real food that include many different types like meat, fruit and vegetables. Unhealthy food makes your body weak, so you feel sick and tired quickly. Doctors always advise people to eat real food, sleep enough and do some exercises to keep healthy and fit as a result they can have a long happy life.

(A) Read and mark the sentences true (T) or false (F):

- Many people like to eat fries and junk food. ( ).
- To be healthy and fit you should eat one type of food. ( ).
- Unhealthy food makes your body strong. ( ).

(B) Read again the find the following in text:

- Opposite of similar: .....
- Meaning of contains .....
- Ill .....
- Kind .....

(C) The underline pronoun (that) refers to .....

(D) The best title of this passage is: .....

(E) What does real food include? .....

## SECTION THREE: COMPOSITION

5. Write on one of the following topics:

(10 Marks)

A) My favorite day of the week.

B) My best friend.

C) Write about yourself.

D) Gaza.

SECTION FOUR: TRANSLATION

6. Translate into Arabic.

(4 Marks)

- ✓ He has to work hard to pay the bills and to cover the other requirements of life.

- ✓ We, Palestinians, should struggle fiercely to sweep the Zionist occupation force out of our land.

7. Translate into English:

(4 Marks)

- ✓ يجب أن نمتلك جواز سفر كي نساغر خارج البلاد.

- ✓ اشترى والدي كمية كبيرة من الحلويات بمناسبة نجاحي في الامتحانات النهائية هذا العام.

انتهت الأسئلة

**BEST WISHES**



State of Palestine

Al-Aqsa University  
Faculty of Arts  
Department of English



Course: introduction to language

Time allocated: 2 hours  
Date: 16-01-2018

..... اسم الطالب/ة: ..... الرقم الجامعي: .....

**1- Define the following terms. (10 marks)**

1- Deixis

.....  
.....

2- Neurolinguistics

.....  
.....

3- Discourse

.....  
.....

4- Pragmatics

.....  
.....

5- Agent

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**2- Decide whether the following sentences are true or false. (10 marks)**

- 1- ( ) In agrammatical speech, the grammatical markers are missing.
- 2- ( ) In the malapropisms., we feel that some word is just eluding us, that we know the word, but it just won't come to the surface..
- 3- ( ) Wernicke's area is crucially involved in the understanding of speech.
- 4- ( ) "He drank the whole bottle" is an example of Collocation.
- 5- ( ) In gradable antonyms comparative constructions cannot be used.
- 6- ( ) "The hamburger ate the boy" is syntactically odd, but semantically good.
- 7- ( ) English has only eight derivational morphemes.
- 8- ( ) Phonemes are phonetic units and appear in square brackets
- 9- ( ) Language is arbitrary and systematic.
- 10- ( ) Acoustic phonetics is the study of how speech sounds are produced.

1	2	3	4	5	6	7	8	9	10

**3- Write brief notes on the following. (16 marks)**

A- Conduction aphasia

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B- Hyponymy

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C- Lexical and functional morphemes

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**5 -Pick out the bound morphemes in the following words and say whether they are derivational morphemes (D) or inflectional morphemes (I). (5marks)**

1- punishable

2- Previewed

3- Likelihood

4- Wakefulness

5- carelessness

6. **Give the technical terms for the following definitions. ( 5marks )**

- 1- ..... a morpheme such as un or -ed that cannot stand alone and must be attached to another form (e.g. undressed).
- 2- ..... the invention of new words (e.g. xerox).
- 3- ..... the process of taking words from other languages.
- 4- ..... a word derived from the name of a person or place (e.g. sandwich).
- 5- ..... a consonant produced with the upper teeth and the lower lip (e.g. the first sounds in very funny)

7- **Are these underlined words best described as examples of polysemy or metonymy?(5)**

- (a) The pen is mightier than the sword.
- (b) I had to park on the shoulder of the road.
- (c) Yes, I love those. I ate a whole box on Sunday!
- (d) The bookstore has some new titles in linguistics.
- (e) Computer chips created an important new technology

All The best

State of Palestine

Al-Aqsa University

Faculty of Arts

Department of English



Course: Introduction  
to Language

Time: 2 hours

Date: 16/01/2019

Final exam-1<sup>st</sup> term

..... اسم الطالب ..... الرقم الجامعي .....

## PART ONE

( 15 points )

**Question No. 1:** Indicate whether the following statements are *true* or *false*: "10 Points "

1. ( ) Acronyms and abbreviations stand for the same processes of word formation.
2. ( ) PLO, USSR, ARE, UAE. are examples on abbreviations.
3. ( ) Huckles and Ceives are examples of mistakes in word formation made by native speakers .
4. ( ) Systematic lexical gaps can never add more words to the dictionary of the language.
5. ( ) Compounding is a process by which bound morphemes are added to free morphemes to form new words.
6. ( ) Semantic sentence relations might produce different sentence structures with similar meanings.
7. ( ) Linguistic performance is ,in all cases, a true copy of linguistic performance.
8. ( ) The morpheme **man** in the word **mankind** Is a bound inflectional morpheme.
9. ( ) The meaning of the compound is necessarily the meaning of its parts.
10. ( ) The other terminology of discontinuous morphemes is circumfixes .

**Question No.2:** Complete the following statements:

" 5 Points "

1. Bound morphemes which are inserted inside the word are called.....
2. .... class of words includes nouns , verbs , adjectives ...etc.
3. The bound morphemes which change person ,number ,tense and gender are called.....
4. Derivational morphemes have the ability to change .....or.....of a word.
5. Huckles and Ceives can be good examples on morphemes that are..... in isolation.

WRITE BRIEF NOTES ON :

1- The placement of bound morphemes.

" 4 Points "

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2- Creativity of linguistic knowledge.

" 4 Points "

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3- Accidental Lexical gaps.

" 4 Points "

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4-Three methods of enriching the dictionary.

" 4 Points "

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**5- Function and content words.**

**" 4 Points "**

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**PART Three**

**( 10 points )**

**A-Explain what grammaticality is based on.**

**" 5 Points "**

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**B-List the implications of our morphological knowledge.**

**" 5 Points "**

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**PART Four:**

**( 15 points )**

**A- Transcribe the following words using the IPA :**

**" 10 Points "**

- |                           |                           |
|---------------------------|---------------------------|
| 1. [            ] beauty  | 2. [            ] pure    |
| 3. [            ] small   | 4. [            ] oil     |
| 5. [            ] jungle  | 6. [            ] home    |
| 7. [            ] hour    | 8. [            ] banana  |
| 9- [            ] through | 10.[            ] strange |

**B-Draw a tree diagram for the following sentence:**

**" 5 Points "**

**" Genius children create unexpected inventions. "**

**Questions ended ( GOOD LUCK ! )**





Teachers' Name: Mustafa Abutaha

Student's name: \_\_\_\_\_ Matric No.: \_\_\_\_\_ Score: 

50
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**Question No. One (15 marks)**

Say if the following are true or false. Insert the right letter in the box given below.

1. Idioms are considered as individual words, but it is easy to guess what their meanings are.
2. Same words can be Pejorative in a context and in another not.
3. The word 'baby, not 'infant' has connotative meanings. It does not always refer to its literary meaning.
4. Make and produce are cognitive meanings; they are used interchangeably.
5. The sentence John kicked the bucket is identical in meaning to John was very angry.
6. يوجد اسباب قوية تمنعه من السفر is best translated into there is strong reasons preventing him from travel.
7. ' River, bank, fresh, fish, wave, current, ship and sailor are syntigmatically related.
8. He has been under the weather for two weeks now. The underlined means affected by financial problem. .
9. Her face is a full moon is a simile while he fights like a lion is a metaphor.
10. Your words added insult to injury can be translated into كلماتك عمقت الجرح النازف.
11. That's garbage. I cannot believe it. The underlined is used pejoratively.
12. The word preowned reflects the slang use of language.
13. 'Kick the bucket / die and issue/ put away can be used interchangeably.
14. A homophone refers to two words sharing the same sound but different forms.
15. 'lend:ear, break: record, hold: respect and huge difference are paradigmatically related.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Question No Two. (10 marks)**

**Choose the best answer from a, b, c, or d. Insert the right answer in the table below.**

1. The meaning of the compound 'egghead' is .....  
a. stupid b. intellectual c. dead d. clever
2. The word 'cupboard' has the main stress on .....  
a. both words b. first word c. second word d. a+c
3. Conversion is highly productive in English, it involves .....  
a. a change in the function of the word b. linking the two ends of a word  
b. using the first part of a lengthy word d. cutting part of the word.
4. From the two words 'motor + hotel' came the word .....  
a. hotor b. totel c. motel d. homet
5. 'babysit' is a verb created by a process called .....  
a. clipping b. backformation c. conversion d. blending
6. 'Ladies and gentlemen' is an example of .....  
a. idiomatic pairs b. compound nouns c. transparent pairs d. noun phrases
7. She has been under weather for weeks. The underlined means.....  
a. has been disappearing b. weak and fable c. disappointed d. sick
8. You need not follow my orders ..... Sometimes one should be flexible.  
a. to the letter b. to the drawing board c. to the point d. to the nearest point
9. The American equivalent for the word 'biscuits' is .....  
a. candies b. cookies c. punch d. crackers
10. Taking someone for a ride means .....  
a. To give help b. To take him out c. To tell him a story d. To deceive him

1	2	3	4	5	6	7	8	9	10

**Question No. Three (10 marks)**

**A) Fill in the space with the correct phrasal verb from the box. Use the correct form. (5pts)**

**bring up-look upon-take after- throw out- run out-carry out- over look**

1. If you smell this liquid, you will ..... (vomit)
2. The government should not ..... new immigrants as second class citizens (consider)
3. Dalia is very tall and quite fit. She ..... her father. (resemble)
4. I have ..... of money. I need to borrow some from my sister. (came to an end)
5. My friend Sami Ali was ..... in Canada. (raised)

**B. Match each of the following idioms with its meaning in the right columns. (5pts)**

Column A	Letter	Column B
1. To be in hot water		a. To be confused.
2. To be of two minds		b. To feel very pleased.
3. give someone the creeps		c. To relax and stop being angry
4. Let your hair down		d. To be in a trouble
5. To be over the moon		e. To make someone nervous or annoyed.

**Question No. Four (15 marks)**

**A Answer the following questions very briefly (10 marks)**

a. Write the word *garbage* in two examples showing its pejorative and normal use (2 pts.)

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b. Illustrate how the two words *big* and *important* can be synonyms. (2pts)

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c. Explain briefly the denotative and connotative meaning of the word *baby*. (2pts)

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d) Use the word *class* in two examples to show its several unrelated meanings. (2pts)

5) Explain the term *Jargon*. Give examples to illustrate your answer. (2pts)

B) Compare between the following terms. You must give examples (5pts)

(1) Paradigmatic and Syntagmatic Relations, (2) Denotation and Connotation.

Questions Finished

My Best Wishes