

Name:

Group:

First Semester Exam in Reading Skills and Strategies

I. Matching: Match each strategy in column A with its identification in column B

A-

- 1- Annotation 3- SQ3R 5- Scanning 7- SPE 9- Phrasal Chunks 11- Recite
- 2- Skimming 4- USSR 6- CR 8- Synthesizing 10- Summarizing 12- Reading Pitch

B **0.75 for each**

- a.**SPE**..... The reading technique that was developed by the philosopher Mortimer Adler in 1940. It helps readers to be more critical and strategic in their reading process.
- b.**CR**..... a reading strategy that imposes critical thinking on the readers. It makes them look beyond the surface to understand hidden meanings.
- c.**SCAN**..... is to read the text quickly in order to find specific information like dates, names or definitions.
- d.**ANNOTATION**..... a critical or explanatory note or drawing that is added to the text for better understanding and analysis.
- e.**SQ3R**..... a reading comprehension strategy that is designed to help readers in better understanding texts through using five main stages.
- f.**SKIM**..... A selective, strategic reading method in which you focus on the main ideas of the text.
- g.**USSR**..... It is a time set aside and devoted solely to the activity of reading referring to a reading strategy based on a continued, detailed reading taking about ten to 30 minutes.
- h.**SYNTHESIS**..... refers to grouping ideas from a range of sources in order to group together and present common ideas on a particular topic.
- i.**CHUNKS**..... The technique of dividing the text into parts to facilitate the process of comprehension.
- j.**PITCH**..... the number of words a person can read correctly per minute.

II- Gap- filling: Fill in the gaps with the appropriate Reading and writing strategy

0.75 for each

- 1- In order to find the gap in a reading source, Kate used **CRITICAL READING**.....that helped her in reaching her goal.
- 2- Many comprehension reading strategies were suggested on Laura to make her understand the Progressive Era but she had chosen ..**SQ3R**.. that is composed of five main stages that are ..**SURVEY**.....,**QUESTION**....., ...**READ**.....,**RECITE**....., and**REVIEW**.....

- 3- The **ACTIVE READER.....** has to adjust his reading speed according to the degree of importance of the information presented.
- 4- In her thesis, Mary did not use direct quotes but she was varying between...**SUMMERIZING** ... and**PARAPHRASING**.....

III- Question- Answer: Read the following abstract and answer the following questions:

(1 pt for Each)

Abstract: Once in a while, someone becomes president of the United States after a career that includes extensive experience in foreign policy. Dwight Eisenhower, for example, had spent his life in the military and commanded the allied forces in Europe during World War II and NATO after the war. Richard Nixon had a long record in office, as a member of Congress and vice president, during the cold war. George H. W. Bush (the father, not the son) had been ambassador to China and director of central intelligence as well as vice president before becoming president. And occasionally a president arrives in office without much experience but with a very clear-headed approach to foreign affairs laid out in his campaign. Such was the case, for example, with Ronald Reagan, who had been an actor and union leader in Hollywood before he became a television spokesman for conservative causes and governor of California. Despite his limited background, he arrived in the White House with a very clear, some would say simple-minded, view of the place the United States should occupy in world affairs and of its great rival at the time, the Soviet Union (which he called, with theological certainty, “an evil empire”) (Reagan 1984, 1: 363). But just as frequently, presidents come to office with little or no experience in foreign policy. Bill Clinton and George W. Bush (the son) had been state governors before becoming president - not exactly a source of foreign policy experience. In fact, during his presidential campaigns, Bush’s opponents routinely (if not always accurately) made fun of him for barely even having traveled outside the United States before becoming president (Smith 2003, Dobbs 2007). It is fair to say that Barack Obama falls into this latter category of inexperienced presidents in terms of foreign affairs. Before he was elected the United States Senate in 2004, he had worked as a community organizer in Chicago, as a civil rights lawyer, and as a law professor at the University of Chicago. It is true that he lived in Indonesia for a time in his childhood and traveled extensively in Africa as a young adult. Both of these experiences are chronicled in his extraordinary memoir, *Dreams from My Father*, but they do not really count as credentials in foreign policy (Obama 2004). As a United States senator he did serve on the Committee on Foreign Relations and served as chairman of the Subcommittee on European Affairs, but while he was chair he spent most of his time running for president so he was not very active in this role.

Keywords: UNITED STATES- FOREIGN POLICY- PRESIDENTS

Opinion of the Author: EXPEIREINCE IN FOREEIGN POLICY FOR AMERICAN PRESIDENTS IS IMPORTANT

Counter Argument THERE ARE AMERICAN PRESIDENTS THAT BECAME PRESIDENTS WITHOUT EXPERIENCE

Title: American Presidents, Foreign Policy and Experience

Topic: THE CONTROVERSY AROUND THE RELATIONSHIP BETWEEN FOREIGN POLICY EXPERIENCE AND AMERICAN PRESIDENTS