

**كيف تفهم نصاً إنجليزياً
وفن كتابة الملخصات والموجزات**

**COMPREHENSION
SUMMARY and PRÉCIS**

By

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كيف تفهم نصاً إنجليزياً

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مقدمة

هذا هو الكتاب السادس فى مجموعة كتبى لتعليم اللغة الإنجليزية. وهو موجه بالدرجة الأولى للشريحة العليا من دارسى اللغة الإنجليزية والتي تبدأ من طلبة الثانوية العامة إلى الجامعيين الذين يحتاجون إلى لغة إنجليزية رفيعة المستوى، ويفيد منه بصفة خاصة طلبة كليات الآداب قسم اللغة الإنجليزية وطلبة كليات الألسن والإعلام والسياحة، وجميع من يحتاج إلى تقوية لغته الإنجليزية استعدادا للدراسة فى الخارج.

يلاحظ فى امتحانات آخر العام بالنسبة للطلبة عموما ارتفاع درجاتهم فى المواد التى تحتاج إلى ذاكرة، وانخفاض درجاتهم فى المواد الإبداعية التى تحتاج إلى ارتفاع مستوى الذكاء والقدرة على الفهم والتفاعل مع مادة الامتحان. وبالنسبة للغة الإنجليزية نجد أن درجات الطلبة فى القصة Novel والمسرحية drama وقواعد اللغة grammar مرتفعة، بعكس درجاتهم المنخفضة فى قطع الفهم Comprehension والتلخيص précis والتعبير essay والترجمة translation والنقد criticism. وهذا عيب خطير يجب علاجه بأسرع ما يمكن بتدريب أبنائنا على حرية التفكير والإبداع.

وفى هذا الكتاب عالجت جانبين هاميين من جوانب دراسة اللغة الإنجليزية وهما كيفية فهم نص إنجليزى Comprehension وكيفية تلخيص أو كتابة موجز لنص Summary & Précis.

وفهم اللغة الإنجليزية سواء المكتوبة أو المنطوقة جزء هام وأساسى فى تدريس وتعلم اللغة الإنجليزية، فلا يمكن ترجمة نص ما أو تلخيصه أو نقده بدون فهم كامل لمحتواه، وقد يكون هذا هو السبب الذى جعل وزارة التربية والتعليم تضع قطعتين من قطع الفهم (2 Comprehension passages) فى امتحان الثانوية العامة وتخصص لهما ربع الدرجة.

وقد انتقيت نصوص هذا الكتاب بعناية بالغة من كتب وروايات ومقالات صحفية كتبها كتاب متميزون (إنجليز وأمريكيون) فى مجالات مختلفة (أدبية وعلمية) حتى يتعود الطالب على قراءة وفهم النصوص الأصلية بما فيها من مصطلحات وتعبيرات وأساليب أدبية متنوعة.

وبذلك نجد أن هذا الكتاب سوف يفيد منه كثيرا المهتمون بموضوع كتابى السابق "كيف تكتب موضوع تعبير باللغة الإنجليزية" لأن نصوصه تعتبر نماذج جيدة لفن الكتابة بوجه عام، كما أنه سيزيد من حصيلتك اللغوية.

وقد نوعت فى الأسئلة التى تلى كل قطعة حتى يجد فيها الدارس كل أو معظم أنواع الأسئلة التى قد ترد فى الامتحانات، وحتى نتأكد من استيعاب الدارس للنص.

وفى نهاية الكتاب سوف تجد إجابات مختصرة للأسئلة لتتأكد من صحة إجاباتك.

أما الجزء الثانى من الكتاب فهو الخاص بفن كتابة الملخصات

والموجزات. وفي حياتنا العملية ليس هناك غناء عن الملخصات أو الموجزات، ففي حياتنا اليومية عندما نقص على صديق لنا ما حدث في العمل هذا الصباح إنما نقص عليه موجزا أو ملخصا لما حدث.

وقبل امتحان آخر العام ليس هناك وقت لقراءة الكتب كلها، ولكننا نقرأ ما أوجزناه ولخصناه طوال العام، فالملخص يشبه الهيكل العظمى يذكرنا بالنقاط الأساسية، ثم نكسو هذا الملخص لحما أثناء الإجابة.

وسكرتير رئيس الدولة للمعلومات يقدم للرئيس - قبل زيارته لأي دولة أخرى - ملخصا لتاريخ وسياسة واقتصاد تلك الدولة وكذلك موجزا عن الشخصيات الرئيسية التي سيقابلها والموضوعات التي سيتم النقاش فيها.

والمحامى ووكيل النيابة - كل من وجهة نظره - يقدمان للقاضي ملخصا للقضية استخرجاه من مئات الصفحات من (س) و (ج) الموجودة في محاضر التحقيق و من الوثائق الخاصة بالقضية وتقارير الطب الشرعى. ومدير الشركة يقدم لمجلس الإدارة موجزا لما تم إنجازه وللخطوات التي اتخذها تجاه الخطط المستقبلية.

ومدير المبيعات يقدم لرئيسه موجزا لما تم إنجازه وملخصا للرسائل المتبادلة بينه وبين العملاء.

والعلماء يقدمون موجزا (في صفحات قلائل) لأبحاثهم (التي استغرقت سنوات) للنشر في المجالات والمحافل العلمية.

برجاء أن يحوز هذا الكتاب رضاء الدارسين والمدرسين مثل كتبي السابقة.

د/عز الدين محمد نجيب

الفهم Comprehension

الغرض من الجزء الأول من هذا الكتاب هو تدريب الطالب على فهم النص المكتوب باللغة الإنجليزية Comprehension واختبار وتوسيع حصيلته اللغوية Vocabulary. ويمكن استعمال هذا الكتاب أيضا للتمرين على فهم النصوص المسموعة إذا قرأ المدرس أو أحد زملاء النص للدارس.

كيف تفهم النص؟

لاشك أن سهولة فهم نص ما تعتمد على حصيلتك اللغوية من ألفاظ وتعبيرات وأساليب، كما أنها تعتمد على سعة اطلاعك وثقافتك. فإذا كان النص يتحدث عن موضوع سبق لك قراءته أو الإلمام به فسوف يكون من السهل عليك استنتاج معاني الكلمات الجديدة التي لم ترد عليك قبل ذلك فتفهم النص فهما جيدا يمكنك من الإجابة الصحيحة على الأسئلة. ويحرص الممتحنون دائما على وضع بعض الكلمات الجديدة والتي لم يطالعها الطالب غالبا في دراسته لاختبار قدرة الطالب على استنتاج معاني هذه الكلمات من سياق الجمل التي تأتي فيها.

والحقيقة أن الكلمات منفردة ليس لها معنى خارج سياق الجملة التي تأتي فيها، فقد تحفظ معنى كلمة ما ولكنها في السياق الذي نقرأه قد يكون لها معنى مخالف تماما. فكلمة refuse كلنا نعرف أنها تعنى (يرفض)، ولكن قد يكون لها معنى مختلف تماما في سياق آخر:

A cart passes daily for the *refuse* from the dust-bins.

فقد اختلف معناها هنا، وربما لم يمر هذا المعنى على كثير من الطلاب، ولكن يمكن استنتاجه بسهولة من السياق. وقد يحتاج بعض الطلاب إلى ترجمة الجملة للوصول إلى معنى الكلمة المجهولة:

تمر عربة يوميا من أجل الـ من صناديق القمامة.

وبقليل من التفكير نستنتج أن الكلمة المجهولة هي (الفضلات أو النفايات) وبذلك يكون معنى الجملة:

تمر عربة يوميا لجمع النفايات من صناديق القمامة.

فالكلمة الصعبة ليست هي الكلمة الكبيرة ذات الحروف الكثيرة ولكنها الكلمة التي لا تستطيع استنتاج معناها من السياق، فالكلمة تشتق معناها من السياق الذي تأتي فيه.

لاحظ اختلاف معنى كلمة mind فى الجمل التالية:

1. Yes, you can stay here; I don't think anyone will **mind**.

يتضايق أو يهتم

2. **Mind** that low ceiling: you may bump your head.

حاذر من أو احترس من

3. **Mind** my bicycle while I go into that shop, please.

راقب أو (خللى بالك من)

4. I don't **mind** being last in the race: but I do **mind** about his being a cheat.

يضايق، أو يهتم أو يهجم

5. He applied his powerful **mind** to solving the problem.

عقل

فلوتجاهلت الجملة المستعملة فيها الكلمة المجهولة وأخذت تحملق فى الكلمة وحدها ففى الغالب أنك لن تصل إلى معناها أبداً. فالسياق، والسياق وحده، هو الذى يضىء على الكلمة معناها ويبين مدلولها. وسوف يساعدك فى اكتشاف معنى الكلمة وسيلتان فرعيتان هما:

١- تركيب الكلمة بالنسبة للكلمات التى تتكون من سوابق prefixes ولواحق suffixes وجذور roots:

فكلمة مثل كلمة decompose تتكون من السابقة de- بمعنى ينقص من أو عكس، وكلمة compose بمعنى يكون أو يؤلف، وبذلك نصل إلى معانى ينقص من التكوين أو لا يؤلف، وهى معان قريبة جدا من معنى الكلمة وهى يحل أو يتحلل.

وكلمة مثل geophysics تتكون من السابقة geo- بمعنى أرض، وكلمة physics بمعنى طبيعة، وبذلك يكون معنى الكلمة هو علم طبيعة الأرض. ونستطيع معرفة معنى السوابق من دراستها فى الكتب أو من

تذكرنا للكلمات التى بها نفس المقطع مثل: geography بمعنى رسم الأرض أو الجغرافيا، و geometry بمعنى قياس الأرض أو الهندسة.

أما اللواحق مثل -tion, -sion, -ous, -ive, -ful, -less, -er, -or - الخ فهى تفيد أن الكلمة المجهولة اسم، و -ous, -ive, -ful, -less, -er, -or - الخ فهى تفيد معنى فاعل الفعل الذى أتى قبلها مثل teacher, actor etc. (راجع كتب القواعد)

والآن ما معنى الكلمات التالية:

octagonal:

octopus, octane, etc.

octa= eight + gon= angle + al= adjective ending

وبذلك يكون معنى الكلمة: شكل ثمانى الزوايا.

prefabricated:

preposition, prehistoric, premarital, etc.

pre= before + fabric= structure+ ate= verb ending + ed= past tense

or past participle

وبذلك يكون معنى الكلمة شئ سابق التصنيع أو سبق تصنيعه.

unpredictable:

dictionary, dictator, dictation, etc.

un= not + pre= before + dictare= to say + able= adjective ending

وبذلك يكون معنى الكلمة شئ غير مسبوق الكتابة أو شئ لا يمكن التنبؤ به.

Condenser:

concentrate, contract, etc.

con= together + dense + er= noun ending denoting the doer

وبذلك يكون معنى الكلمة الشئ الذى يكثف أو المكثف.

ولكن للأسف فإن هذه الطريقة لن تساعدك كثيرا إلا فى الكلمات

الطويلة ومع اعتبار السياق فى المحل الأول.

٢- الوظيفة النحوية grammatical function للكلمة فى الجملة:

فمعرفةك لوظيفة الكلمة فى الجملة تسهل عليك اكتشاف معناها من

السياق أو من البيئة الموجودة فيها الكلمة. لاحظ المثال التالى:

The **burglar** entered **stealthily** through the window after cutting the glass with a glass cutter.

فكلمة مثل burglar قد يصعب عليك فهم معناها، ولكن عندما تتوصل إلى

أنها اسم، وأن هذا الاسم هو فاعل الفعل، سيكون من السهل عليك اكتشاف

معناها. وكذلك الأمر عندما تكتشف أن stealthily ما هى إلا adverb

يبين كيفية الفعل entered.

فمن يدخل من نافذة بعد قطع زجاجها؟ لابد أنه لص. وكيف سيدخل

اللص؟ لابد أنه سيدخل بهدوء وتخفى أو خلسة.

وهناك قرائن كثيرة تقودك إلى معرفة الوظيفة النحوية للكلمة مثل

السوابق واللواحق (التي درستها فى كتب القواعد والتي تساعد فى بناء

الكلمات)، وكذلك موقع الكلمة فى الجملة.

لاحظ المثال التالى:

They became *skilful* carvers, *competent* sculptors and *consummate* painters.

نلاحظ أن الكلمات الثلاث *skilful*, *competent* and *consummate* هي إلا صفات لأن موقع كل منها قبل اسم، وكذلك فكل منها تنتهي بلاحة تكوين صفات هي: *-ful*, *-ent*, *-ate*. وحيث أنها تصف أسماء متقاربة وباستعمال العطف بدون استثناء فلا بد أن معانيها متقاربة من معنى الصفة *skilful* التي يعرفها الجميع، وهذا يكفي إلى حد كبير لفهم النص. وعندما نرجع إلى القاموس نكتشف أن *competent* معناها مقتدر أو كفؤ، و *consummate* معناها محكم أو في أعلى درجات الكمال.

وعند دراستك لهذا الكتاب، لاتهرع إلى القاموس لتستخرج منه الكلمات المجهولة لديك، ولكن أعمل فكري أولاً وعندما تصل (أو لاتصل) إلى حل، فهنا فقط ارجع إلى القاموس. ولهذه الطريقة فائدتان: الأولى أنك تدرب عقلك على استنتاج معاني الكلمات من السياق، والثانية أن الكلمة التي تعبت في محاولة معرفة معناها لن تنساها بسهولة.

مؤشرات تتبع النص :Discourse markers

ليضمن الكاتب أو المتحدث تتبع القارئ أو السامع لكلامه، فإنه يرسل إشارات كلامية يستطيع المتلقي بواسطتها التنبؤ بما سوف يأتي من معاني. فمثلاً:

- عندما يريد الكاتب ضرب مثل ما فقد يقول:

take (say) for example, for (as an) example, as, such as, for instance (e.g.), etc.

- وعندما يريد الكاتب إعلام القارئ أنه سيزيد كمية الشرح لتقوية المعنى وتوضيحه، فقد يقول:

in addition, and also, as well as, further, furthermore, moreover, again, too, etc.

- وليبيان التطور المنطقي logical development لفكرة ما قد يستعمل الكاتب كلمات مثل:

consequently, thereby, so, etc.

- أما لبيان النتيجة result، أو للربط بين السبب والمسبب فقد يستعمل كلمات مثل:

because (of), this (that) is why, as, as a result, so, so that, it follows that, in view of the above, etc.

- ولتخصيص الفكرة قد يلجأ الكاتب إلى كلمات مثل:
in short, in sum, all in all, in other words, on the whole, in brief, in conclusion, to conclude, to sum up, etc.

- وليبيان مماثلة ما سيأتي لما سبق، قد يستعمل الكاتب كلمات مثل:
likewise, similarly, correspondingly, by the same token, equally, in the same way, in like manner, etc.

- ولإعادة الشرح بطريقة أخرى أو أسهل، قد يقول الكاتب:
by this we mean, that is (i.e.), that is to say, in other words, to put it more clearly, a better way of saying (putting) it, to put it more simply, etc.

- وليبيان التناقض أو التعارض فيما سيأتي، قد يستعمل الكاتب:
by contrast, rather than, instead of, unlike, etc.

- وليبيان الترتيب الزمني chronological order أى لشرح متى حدث الحدث when، قد يستعمل الكاتب تواريخ محددة مثل:
in (1990, Mars, winter, etc.), from (1987, April, etc.) to (June, summer, etc.), until (1976, 7 o'clock, etc.), by (1963, 6.30 p.m., etc.), etc.

أو قد يستعمل محددات زمنية عامة مثل:
before, before this (that), prior to, earlier, first, former, meantime, meanwhile, in the mean time, simultaneous(ly), subsequent(ly), at present, later, then, after this (that), afterwards, finally, etc.

- أما لبيان كيفية حدوث شيء ما how، فقد يستعمل الكاتب كلمات مثل:
in that way, in this manner, thus, thereby, hence, like that, by means of, by means of, in such a way, with the help of, etc.

- أما لبيان الترتيب المنطقي why، فقد يستعمل الكاتب كلمات مثل:
first(ly), one, to begin with, to start with, etc.

فيتوقع القارئ على الفور أن هناك ما سيأتي بعد ما سبق، ويبدأ هذا غالباً بكلمات مثل:

second(ly), two, then, next, etc.

third(ly), three, in addition, furthermore, etc.

ويختم الحديث بكلمات مثل:

last(ly), finally, thus, all in all, in conclusion, etc.

وفى بعض الأحيان يرتب الكاتب أفكاره حسب أهميتها وليس ترتيب حدوثها، ولذلك قد يستعمل ألفاظا مثل:

first and foremost, in the first place, to begin with the most important point, etc.

وقد يرتب الكاتب أفكاره فى ترتيب عكسى حيث يبدأ بالأقل أهمية وينتهى بأكثرها أهمية، ولذلك يشير إلى أهم أفكاره بكلمات مثل:

above all, on top of it all, to cap it all, last but not least, finally and most importantly, etc.

- وليقر الكاتب بنقطة ما أو ليسلم بها concession، فقد يستعمل ألفاظا مثل:

still, but, nevertheless, however, yet, on the one hand, on the other hand, etc.

- وليبان أوجه التشابه أو أوجه الخلاف والتباين، قد يستعمل الكاتب كلمات مثل:

similar to, as, like, both, the former, the latter, one or the other, unlike, instead (of), alternatively, in/by contrast, in comparison, on the one hand, on the other hand, rather (than), while, whereas, as as, differ from, only in so far as, etc.

ولا شك أن إدراك القارئ لتلك المؤشرات (التي ذكرنا بعضها منها) يساعده على تتبع تسلسل أفكار الكاتب وبالتالي يقوده إلى فهم أكبر للنص.

مؤشرات الترابط Cohesion markers or ties:

للنص وحدة يحرص عليها الكاتب، فهو لا يكتب جملا أو فقرات منبثة أو منقطعة الصلة بما قبلها أو بعدها، فالنص فى مجموعه قطعة متكاملة. وعلى القارئ لهذا النص أن يحمل المعانى التى قرأها معه فى ذهنه وهو يتقدم فى قراءة النص ليدرك معنى الجمل والفقرات التالية. ويستعمل الكاتب ضمائر أو كلمات أخرى ليشير إلى أشياء سبق له ذكرها anaphoric reference، وقد يستعمل هذه الكلمات ليشير إلى كلمات أخرى سيأتى ذكرها فى جمل تالية cataphoric reference. ولكى يفهم القارئ النص جيدا فكثيرا ما يحتاج إلى مراجعة سطور سابقة، أو قد يظل غير مدرك لما يقصده الكاتب لسطور تالية. ويلجأ الكاتب إلى

هذا لغرضين: أولهما عدم التكرار ليجعل جملة أكثر رشاقة وتأثيراً، والثانية هو أنه يخلق نوعاً من الترابط والوحدة بين جمل وفقرات النص.
لاحظ الجمل التالية:

Mary washed the linen. Now, *she* wants *it* ironed.

فالضمير الأول "she" يشير إلى "Mary" والضمير الثاني "it" يشير إلى "the linen" (anaphoric reference).
ولاحظ الجملة التالية:

When John saw *her* the first time, he know that he was hopelessly in love. "Eve...!", he whispered to himself. Of course, no other name could fit her. She was the embodiment of every womanly perfection!

في هذه الجملة لا ندرك إلى من يشير الضمير "her" إلا بعد الوصول إلى الجملة التالية. (cataphoric reference).
وكثيراً ما يستبدل الكاتب كلماته بكلمات أخرى للتبوع أو الاختصار
ellipsis مثل:

one, do, same, all, so, some, etc.

لاحظ المثال التالي:

- "Who caught the thief?"
- "Inspector Ali *did*."
- "He did the *same* yesterday."
- "But *one* got away from him the day before yesterday."

نلاحظ أن كلمة "Did" وضعها الكاتب محل "caught the thief"، وكلمة "same" حلت محل "caught the thief" أيضاً في الجملة التالية، أما كلمة "one" فقد حلت محل كلمة "thief".

وكذلك قد يستعمل الكاتب مترادفات للتبوع وعدم الإملال، ففي النص رقم (٩) Vigil on a golden infant نجد الكاتب يستعمل ستة مترادفات للإشارة إلى نفس الشيء أي النسر الوليد، هم:

infant, fledgling, new arrival, chick, eaglet, young bird



- وفيما يلي بعض النصائح بخصوص التعامل مع النص:
- ١- اقرأ النص قراءة سريعة لتتعرف على الموضوع الذي يتحدث عنه.
 - ٢- أعد قراءة النص بعناية وضع خطا تحت الكلمات الصعبة.
 - ٣- استنتج معاني الكلمات الصعبة بمراجعة سياق الجمل.
 - ٤- أعد قراءة النص لفهمه تماما.
 - ٥- اقرأ الأسئلة وافهمها جيدا وابدأ الإجابة. وقد تحتاج إلى مراجعة النص كله أو أجزاء منه للوصول إلى الإجابة السليمة.

الأسئلة وكيف تجيب عنها؟

تحريت ايراد أسئلة متنوعة تمثل جميع، أو معظم، أنواع الأسئلة التي ترد في الامتحانات. والأسئلة في الامتحانات الحديثة ليست مباشرة غالبا ولكنها تختبر فهم وذكاء الدارس وقدرته على الاستنباط والاستنتاج وقراءة ما بين السطور، وكذلك فهي تختبر حصيلته اللغوية وقدراته النحوية.

١- الأسئلة التقليدية Traditional questions:

ومعظم هذه الأسئلة غير مباشرة وعليك الإجابة إجابة كاملة مع الاهتمام بزمن الأفعال والضمائر. وفي كثير من الأحوال قد يطلب منك الإجابة بكلمات من عندك Answer in your own words.

٢- الأسئلة ذات الإجابات الانتقائية Multiple-choice questions:

وفي هذه الأسئلة نجد السؤال وبعده عدة إجابات. وبعكس مثل هذه الأسئلة التي توضع لمستويات أدنى ويكون أحد الإجابات فقط هو الصحيح والباقي خطأ، سنجد أن هذه الأسئلة لها إجابات بعضها خطأ وبعضها صحيح جزئيا وبعضها صحيح منطقيا ولكنها لا تتفق مع الرأي الذي ورد في النص، أما الإجابة الصحيحة فهي تلك التي تكون صحيحة تماما من وجهة نظر كاتب النص. ولذلك نجد أن هذه الأسئلة تسبق غالبا بجملة:

Make the best choice

وليس

Choose the correct answer

ولا يكفي في إجابة هذه الأسئلة مجرد كتابة الرقم أو الحرف الدال على الإجابة الصحيحة، بل لابد من كتابة جملة كاملة. فمثلا في النص رقم (١) Frightful Old Whiskers:

2. He went to the Grammar School in fear and trembling because

- a. he thought himself too stupid for that school
- b. the headmaster was a dreadful man
- c. he feared that Joe would bully him
- d. he had heard unpleasant rumours about the headmaster

فبالرغم من أن الإجابتين a و c صحيحتين جزئياً والإجابة b تبين أنها غير صحيحة لأنه اتضح من النص أن الناظر لم يكن بالفظاعة التي يبدو بها، نجد أن الإجابة d هي الإجابة الصحيحة من وجهة نظر الكاتب. وبذلك تكون الإجابة كالتالي:

2. d. He went to the Grammar School in fear and trembling because he had heard unpleasant rumours about the headmaster.

٣- علام يعود هذا الضمير (أو الكلمة)؟:

What does the pronoun (word) "....." refer to?:

وفى هذا النوع من الأسئلة يطلب منك معرفة الاسم الذى يحل محله الضمير، وقد يذكر لك عدة أسماء سبقت anaphoric reference (أو تلت النص، فمثلا فى النص رقم (١٤) The Find:

A. 2. "it" in line 6 refers to:

- a. the darkened assembly room
- b. the picture on the screen
- c. this photograph
- d. the result you know

فكلمة "it" تشير إلى كلمة تالية (وليس سابقة) هي photograph فهي التى ترقبها المجتمعون بالرغم من رؤيتهم لها عدة مرات. فالإجابة الأولى خطأ لأنه بالرغم من رؤيتهم للغرفة مرات عديدة إلا أن جو الترقب لا يناسبها. والإجابة الثانية خطأ لأن الصورة التى كانت على الشاشة وتغيرت ليست هى محط الاهتمام. والإجابة الرابعة خطأ أيضا لأنها تشير إلى نتائج البحث عموما.

٤- أى الجملتان تناسبان بعضهما؟: Which sentence fits which?

فى هذه الأسئلة يوجد عمودان من الجمل، وعليك قراءة كل جملة من العمود الأول والبحث فى العمود الثانى عن جملة تناسبها منطقياً، ثم كتابة الرقم والحرف الدالين على الجملتين وكتابة الجملتين متاليتين هكذا:

1 & g: Our science teacher looked at us in ominous silence. His manner made everybody uncomfortable.

٥- البحث عن كلمات أو عبارات في النص لها نفس المعنى

Find words covered by these definitions in the text (lines indicated):

في هذا النوع من الأسئلة تبحث في النص عن كلمة أو عبارة تحمل نفس المعنى المعطى في السؤال، وتكتب الإجابة هكذا:

4. eager = expectant

٦- اشرح بكلمات من عندك Explain in your own words:

في هذا النوع من الأسئلة يعطيك الممتحن كلمات أو عبارات من النص ويطلب منك شرح معناها أو إعادة صياغتها rephrasing أو إيراد كلمة مرادفة. ولا بد أن تعطى معنى الكلمة كما ورد في سياق النص بحيث يمكن استعمال كلماتك بدلا من كلمات النص بدون تغيير معناه. فمثلا:

5. clearly they adored him = it is evident that they loved him very much

٧- أسئلة أخرى لاختبار حصيلتك اللغوية: مثل ما عكس الكلمات التالية؟ أو قدرتك على بناء واشتقاق الكلمات مثل: ما الصفات المشتقة من الكلمات التالية؟

e.g. Fill in the noun:

1. move: Perpetual is an unsolved mechanical problem.

وتكون الإجابة كالتالي:

1. Perpetual motion is an unsolved mechanical problem.

٨- أسئلة لاختبار معلوماتك النحوية Grammar:

e.g. Make the best choice:

1. Greg studied/was studying when his girl friend opened/was opening the door.

وتكون الإجابة كالتالي:

1. Greg was studying when his girl friend opened the door.

٩- بعض أسئلة الذكاء، مثل: تخلص من الدخيل:

Throw out the intruder:

وفيها تذكر بعض الكلمات لها صفة مشتركة ولكن توجد كلمة واحدة لاتشاركهم مثل هذه الصفة.

e.g. 1. Moon - Mars - Venus - Jupiter

فكلها كواكب planets فيما عدا القمر فهو قمر أو تابع satellite.

١٠- أسئلة لتقدير قدرتك على فهم تنظيم الكاتب للنص Organisation. فالكاتب يكتب النص عادة في ثلاثة أجزاء رئيسية، هي: المقدمة introduction، ووجسم الموضوع body، والخاتمة conclusion. وعندما يناقش أى نقطة فعادة يكون ذلك بذكر خبر أو بيان عام general statement، يردفه بمثال example. وقد يطور الخبر، أو يتحول من العام إلى الخاص، أو يشرحه أو يضيف إليه addition وقد يعطى مثالا example آخر للتطوير أو التخصيص أو الإضافة التى أضافها.

1- FRIGHTFUL OLD WHISKERS

1 For the next seven years from when I was eight to
when I was fifteen, what I chiefly remember is fishing.
Don't think that I did nothing else. It's only that when you
look back over a long period of time, certain things seem
5 to swell up till they overshadow everything else. I left
Mother Howlett's and went to the Grammar School. I
went to the Grammar School in fear and trembling,
because of the frightful tales Joe had told me about old
Whiskers (his name was Wicksey) the headmaster, who
10 was certainly a dreadful-looking man, with a face just
like a wolf, and at the end of the big schoolroom he had
a glass case with canes in it, which he'd sometimes take
out and swish through the air in a terrifying manner. But
to my surprise I did rather well at school. It had never
15 occurred to me that I might be cleverer than Joe, who
was two years older than me and had bullied me ever
since he could walk.

Actually Joe was an utter dunce, got the cane about
once a week, and stayed somewhere near the bottom of
20 the school till he was sixteen.

From: George Orwell, Coming up for Air

Make the best choice:

1. Certain things seem to swell up till else, means that

- a. in your memory things may play a greater part than they really deserve
- b. the author knows of himself that he always exaggerates things
- c. the author only sees details
- d. the author has a very bad memory

2. He went to the Grammar School in fear and trembling because

- a. he thought himself too stupid for that school
- b. the headmaster was a dreadful man
- c. he feared that Joe would bully him

d. he had heard unpleasant rumours about the headmaster

3 Do you think the storyteller a conceited man?

a. yes, for he thinks himself cleverer than Joe

b. no, for he is amazed to see he is more intelligent than he had expected

c. yes, for he thinks himself very good at school

d. no, for he doesn't care about his own achievements

4. Actually means

a. in fact

b. in the present situation

c. at that moment

d. always

5. Joe was an utter dunce, means that he was

a. always very naughty

b. he was always made a laughing stock of

c. a very distracted pupil

d. an extremely stupid pupil

6. Joe got the cane about once a week, because

a. the schoolmaster didn't like him

b. he was not a very clever boy

c. he was very often absent

d. he did very nasty things

7. It had never occurred to me, means

a. It had never happened to me

b. I had never experienced it

c. It had never entered my mind

d. I had never had the chance

8. He stayed somewhere near the bottom of the school, means

a. he was never promoted to a higher grade

b. if he was punished, he was locked up in a cellar

- c. he often hid himself somewhere on the ground floor
- d. he made very little progress at school

9. He had bullied me ever since he could walk, means that he had

- a. protected me
- b. made fun of me
- c. treated me in a nasty way
- d. beaten me

10. The text was taken from

- a. a historical novel
 - b. a biography
 - c. an autobiography
 - d. memoirs
-

2- PEOPLE ARE THE PRIME POLLUTERS

1 People are beginning to realise that the world may end, as T. S. Eliot wrote, "not with a bang but a whimper" - the cry of a new-born child. The human race is literally committing suicide by producing the myriad
5 wastes and pollutants of an ever-more-industrialised world.

In Europe, environmental pollution has become a supranational crisis:

Scandinavia: Once clichés for cleanliness, Scandinavians find themselves fouled increasingly with filth.
10 Norway's aquamarine fjords are awash with stinking cakes of solid wastes, while fish die by the thousands, gills glued together by paper mill effluents pumped into rivers and lakes.

15 **France:** Carbon monoxide in bloodstreams of volunteers who stood for three hours in Paris' most air-polluted areas jumped 30%.

Italy: Infections picked up at polluted beaches near Rome this summer have sent typhoid fever soaring to
20 near-epidemic proportions.

Germany: That great European sewer, the Rhine, picks

up 15.6 million cubic yards of waste yearly en route to Holland, which the Dutch now phlegmatically call 'the rubbish bin of the world.'

25 European anti-pollution delegates recently heard Prince Philip of Great Britain, which has a remarkably good anti-pollution record, describe the U.S.'s Lake Erie: "It is so polluted that if anyone falls into it they don't

30 drown, they just decay."
Oil is the single greatest pollutant on earth. When one tanker, the Torrey Canyon, hit a reef in 1967, the spilled oil devastated almost 200 miles of Cornish and Breton beaches. The Torrey Canyon disaster aroused a general awareness that oil pollution alone could destroy
35 man's seemingly fail-safe 20th century culture.

From: Life

Make the best choice:

1. The prime polluters. Prime here means

- a. primeval
- b. first
- c. original
- d. principal

2. From the first sentence one may conclude that so far people had always thought that the world would end

- a. by some explosion
- b. in an interstellar collision
- c. all of a sudden
- d. in utter silence

3. Scandinavians, once clichés for cleanliness. This means that

- a. Scandinavian was another word for clean
- b. Scandinavians were proud of their cleanliness
- c. only Scandinavians were considered clean
- d. Scandinavians were always associated with cleanliness

4. Increasingly means

- a. more and more
- b. more often
- c. gradually
- d. continually

5. Paris' most air-polluted areas are to be found

- a. in the suburbs
- b. in the town-centre
- c. near the car-parks
- d. in the big stores

6. Typhoid fever soared to near-epidemic proportions, because

- a. it suddenly broke out as an epidemic
- b. it looked almost like an epidemic
- c. it spread so quickly that it became almost epidemic
- d. the temperature of patients rose to unprecedented height

7. The Rhine is considered

- a. dusty
- b. a pollutant
- c. wasteful
- d. filthy

8. What Prince Philip said about Lake Erie was

- a. the truth
- b. a lie
- c. a figure of speech
- d. sheer nonsense

9. Oil is the single greatest pollutant, means that

- a. it is the only one
- b. it is the greatest by far
- c. oil is an exceptional pollutant
- d. oil is totally different from other great pollutants

10. "A general awareness" suggests that

- a. people all over the world began to realise
 - b. it became generally known
 - c. the whole world was alarmed
 - d. the conscience of the world was awakened
-

3- THE CRIPPLE IN A BATH CHAIR

1 Lord Edward and his brother were taking the air in
Gattenden Park. Lord Edward took it walking. The fifth
Marquis took it in a bath chair drawn by a large grey
donkey. He was a cripple. "Which luckily doesn't prevent
5 the mind from running", he was fond of saying. It had
been running, mazily hither and thither all his life.
Meanwhile, the grey ass only walked, very slowly.
Before the two brothers and behind stretched Gattenden
Park. A mile in front of them at the end of the straight
10 vista stood a model of Trajan's column in Portland stone
with a bronze statue of the first Marquis on the top and
an inscription in large letters round the pedestal setting
forth his claims to fame. He had been, among other
things, Viceroy of Ireland and the Father of Scientific
15 Agriculture. At the other end of the Park rose the towers
and pinnacles of the castle, built for the second Marquis
in a most extravagant style, and looking more medieval
than anything that the real chronological Middle Ages
had ever dreamt of. He lived here permanently. Not that
20 he particularly liked the house or the surrounding
scenery. He was hardly aware of them. He inhabited
Gattenden, because it was only here that he could
safely go for drives in his bath chair. Pall Mall is no
place for grey donkeys and paralytic old gentlemen who
25 read and meditate as they drive. He had made over
Tantamount House to his brother and continued to drive
his ass through the beech woods of Gattenden Park.

From Aldous Huxley: Point Counter Point

Make the best choice:

1. Taking the air can best be replaced by

- a. catching their breath
- b. putting on airs
- c. gasping for breath
- d. getting a breath of air

2. Who is the 5th Marquis? This is

- a. Lord Edward
- b. the ancestor of Lord Edward
- c. the brother of Lord Edward
- d. a cripple

3. "Which doesn't prevent the mind from running", means

- a. his thoughts are very disorderly
- b. he is a bit out of his mind
- c. he has a clear mind which is always busy
- d. although he is a cripple, he likes to go everywhere

4. A pedestal is

- a. the base of a statue
- b. a horse
- c. an inscription
- d. a horseman

5. The statue sets forth his claims to fame because

- a. he should be known for the famous man he was
- b. he was a very vain man
- c. he was a Marquis
- d. he claimed that he was famous

6. Has the castle a great historical value?

- a. yes, for it dates from the Middle Ages
- b. no, it is only a copy of medieval castles
- c. no, it is too extravagant
- d. yes, for it is mentioned in a medieval chronicle

7. Does the Marquis like to live in Gattenden?

- a. yes, he thought it very beautiful
- b. no, he hated it, but he couldn't go away
- c. yes, he liked the drives with the donkey
- d. he didn't care, but it gave him some advantages to stay in it

8. He didn't live in Tantamount House because

- a. he couldn't do there the things he liked
- b. he had given it to his brother
- c. he didn't like the place
- d. he couldn't afford two places

9. The Marquis was a cripple, means that

- a. he had lost one leg
- b. he had a wooden leg
- c. he had a broken leg
- d. one of his legs was paralysed

10. A Marquis is

- a. an earl
 - b. a member of parliament
 - c. the wife of a nobleman
 - d. a nobleman
-

4- GOING TO LAND

- 1 Suddenly they were all wakened by a lurch of the machine. Conway's head struck the window, dazing him for the moment; a returning lurch sent him floundering between the two tiers of seats. It was much colder. The
- 5 first thing he did, automatically, was to glance at his watch; it showed half past one - he must have been asleep for some time. His ears were full of a loud flapping sound, which he took to be imaginary until he realised that the engine had been shut off and that the
- 10 plane was rushing against a gale. Then he stared through the window and could see the earth quite close. "He's going to land!" Mallison shouted; and Barnard, who had also been flung out of his seat, responded with

a saturnine: "If he's lucky." Miss Brinklow, whom the
15 entire commotion seemed to have disturbed least of all,
was adjusting her hat as calmly as if Dover Harbour
were just in sight. Presently the plane touched ground.
But it was a bad landing this time. "Oh, my God, damned
bad, damned bad," Mallison groaned as he clutched at
20 his seat during ten seconds of crashing and swaying.

From: James Hilton, Lost Horizon

Make the best choice:

1. They were wakened, because

- a. the machine was making a strange noise
- b. the machine was descending
- c. the machine suddenly moved to and fro
- d. the machine suddenly slowed down

2. It sent him floundering between the two tiers of seats, means

- a. it made him fall down between the seats
- b. he was knocked down
- c. it moved so violently that he wasn't able to sit down
- d. it made him struggle to keep on his feet

3. The flapping sound was

- a. caused by the engine having been shut off
- b. only imagined by him
- c. due to his being dazed
- d. caused by the plane rushing against a gale

4. He took it to be imaginary means

- a. he thought he imagined it
- b. he took it for granted
- c. his imagination took hold of him
- d. he took it into his head

5. What's really going on? The

- a. engine had broken down

- b. plane was in a fierce storm
- c. plane was about to crash
- d. plane was making a forced landing

6. Do you think Barnard has a sense of humour?

- a. no, he is very pessimistic
- b. yes, he thinks the situation very funny
- c. no, he is too frightened to show anything
- d. yes, he makes a witty remark

7. Miss Brinklow was adjusting her hat, suggests that

- a. her appearance was more important to her
- b. she pretended not to have noticed anything
- c. she was not disturbed at all
- d. the whole situation had but little effect upon her

8. Mallison groaned, because

- a. he clutched at his seat
- b. he was hurt
- c. it was a bad landing
- d. the plane crashed

9. He clutched at his seat, because

- a. he was afraid
- b. he didn't want to be flung out of his seat
- c. he was sick
- d. the plane landed

10. Presently means

- a. at present
- b. a moment later
- c. at once
- d. actually

5- THE VOLUNTARY EXILE

- 1 On the 15th January 1816 Lady Byron, née Anne Isabelle Milbanke, left her husband's London home to visit her parents, taking with her their month-old daughter, Augusta Ada. She was never to return.

5 The marriage had been doomed from the first. Anne
Milbanke was an innocent strait-laced girl from the
North. Byron himself was what we should today call a
playboy, and one of no mean vintage. His father had
been called Mad Jack, he himself had early plunged into
10 youthful excesses and was known to nurture an all too
ardent affection for his half-sister. In addition to all this
the first cantos of "Childe Harold" had made Byron the
romantic idol of educated Europe, turning the sensitive
and passionate boy with the club-foot into a myth of far
15 more than James Dean Proportions. From all this his
marriage had been little more than an ill-advised and ill-
starred attempt at escape. The legal separation papers
were signed in spring 1816. With the drone of the
scandal-mongers about his ears, Byron now fled the
20 country, a voluntary exile. Europe, recently delivered
from Napoleon's dominion, was open to him. He visited
the field of Waterloo, and at once resumed the account
of his travels and impressions begun in "Childe Harold."

Make the best choice:

1. The wife of Byron was never to return, because

- a. she met with an accident
- b. her parents did not allow her to return
- c. she did not want to return owing to their bad marriage
- d. her husband had forbidden her to return

2. Do you think that Anne Milbanke and Byron were well matched?

- a. yes, there were many points of resemblance in their characters
- b. no, their characters were too different
- c. yes, Byron liked innocent girls
- d. no, Byron was too romantic

3. Byron had a club-foot; was he considered as an invalid to be pitied?

- a. no, his writings and love-adventures made him a romantic hero
- b. no, he managed to hide this defect

- c. yes, people felt sorry for him
- d. yes, he couldn't move about without help

4. One of no mean vintage, means

- a. he was very fond of wine
- b. one of no mean sort
- c. one who had a great advantage
- d. one of no mean descent

5. He was known to nurture an all too ardent affection for his half-sister, means

- a. he was very much in love with her
- b. in her presence he behaved affectedly
- c. the relations with her were not very good
- d. he pretended to be very much in love with her

6. Byron's marriage was a failure, because

- a. his wife was too common for him
- b. his fame was more important than his wife
- c. they had married too soon, without thinking
- d. Byron was a man who would never be a good husband

7. Byron went to Waterloo, because he

- a. wanted to write about it
- b. wanted to travel
- c. was sick of the scandals about his divorce
- d. liked the place

8. He resumed the account of his travels, means that he

- a. wrote about the journey from London to Waterloo
- b. continued to write about his trip through Belgium
- c. had already written about other journeys and now he went on writing
- d. finished his book of travels

9. Was Europe under the domination of Napoleon when Byron arrived there?

- a. yes, a battle was being fought at Waterloo
- b. no, Napoleon had already been defeated at Waterloo

- c. yes, Byron was an admirer of Napoleon and wanted to meet him
- d. it isn't clear from the text

10. Lord Byron is called a voluntary exile, because he

- a. was legally separated from his wife
 - b. was sent out of the country to which he didn't object
 - c. was happy to leave England
 - d. left his native country of his own free will
-

6- GREETINGS, SIR. WE SALUTE YOU IN DEATH'S SHADOW

- 1 The combat between Roach and the Thessalian in honour of Augustus and Livia was still undecided. Roach stood his ground, while his opponent danced around him. "That's enough", said Livia in a matter-of-fact voice,
- 5 "he's done enough playing about. He ought to finish him now" The Thessalian needed no prompting. He made a simultaneous sweep of his net round Roach's head and a stab at his belly with the trident. And then what a roar went up! Roach had caught the net with his right hand
- 10 and, flinging his body back, kicked with all his strength at the shaft of the trident a foot or two from his enemy's hand. The weapon flew up over the Thessalian head, turned in the air and stuck quivering into the wooden barrier. The Thessalian stood astonished for a moment
- 15 then left the net in Roach's hands and dashed past him to recover the trident. Roach threw himself forward and sideways and caught him in the ribs, as he ran, with the spiked boss of his shield. The Thessalian fell, gasping, on all fours. Roach recovered himself quickly and with a
- 20 sharp downward swing of the shield caught him on the back of his neck.

From: Robert Graves. I Claudius

Make the best choice:

1. Do you think Livia was very impressed by this fight?

- a. no, she didn't like games

- b. yes, for she wanted the fight to be ended
- c. no, it lasted too long
- d. yes, she couldn't bear this killing

2. "In a matter-of-fact-voice" means

- a. excited
- b. indifferent
- c. cool, dry
- d. domineering

3. "He ought to finish him now" means

- a. he should make an end of this spectacle
- b. he should kill the man
- c. he ought to make the game more spectacular
- d. now he has the chance to defeat him

4. To prompt (line 6) means

- a. to act straightaway
- b. to urge someone
- c. to tell someone to make progress
- d. to force someone

5. He made a simultaneous sweep . and a stab at the belly, means

- a. he made a sudden sweep of his net and then kicked him
- b. he swept his net first and then stabbed him
- c. he swept his net and stabbed him at the same time
- d. he made a strong sweep of his net and then stabbed him

6. "And then what a roar went up", means

- a. suddenly there was a cry
- b. all at once people started to yell
- c. there was a lot of noise
- d. the spectators protested

7. There was a roar, because

- a. they saw that the end of the fight was in sight
- b. they were disappointed that the Thessalian was not successful

- c. they didn't like the Thessalian to kill Roach
- d. Roach had got an unexpected advantage over his enemy

8. The Thessalian was astonished, because

- a. he thought he had already gained the victory
- b. he was very afraid
- c. suddenly he saw the weapon come to him
- d. he had lost his net

9. To gasp, means

- a. to try to catch your breath
- b. to cry of pain
- c. to groan
- d. to hurt oneself

10. The text suggests that in the end

- a. Livia will give the order to Roach to spare the Thessalian's life
 - b. the Thessalian will get up and the fight will be continued
 - c. Roach had killed his opponent with his shield
 - d. the Thessalian will have to surrender
-

7- Happy Memories

1 What souvenirs do you bring back from your holiday?
Postcards, perhaps a framed picture or a map of the
seaside resort, or perhaps some of those stickers for the
windows of the car.

5 Well, last week I saw someone who takes all her
holiday memories with her wherever she goes. She's an
elderly lady whom I spotted coming out of the tourist
information centre in Glasgow with the help of her trusty
walking stick. As she came down the steps, I saw that
10 her cane was covered with stickers from all over Britain.
Among them I saw Brighton, the Tower of London,
Blackpool, the Lake District, Edinburgh, and now a
"Glasgow's Miles Better" sticker.

15 A passer-by smiled and pointed to the stick. She
smiled back, and as I went by, I overheard her telling
proudly that her stick was a talking point among her

neighbours, and how the children from round about all asked to see the walking stick with its souvenirs, and to hear stories about the places she'd been. Soon the two ladies were chatting away, and as they set off down the street, I wondered how many new friends she had made in the same way.

I hope her Glasgow sticker brings just as many happy memories.

Francis Gay (from: The Sunday Post, 3/8/1986)

A. Answer the following questions:

1. Who is the most important person in this story?
2. Where was she?
3. What was so special about her?
4. Do you remember some of the places she had visited?
5. Why was the walking stick important to her?
6. What does the title tell you about the lady's holiday?

B. Read the text again, and then find words or expressions that mean about the same as:

1. things given or kept for remembrance
2. a photograph with a wooden or metal edge around it
3. holiday place on the coast
4. rather old
5. noticed, saw
6. good old
7. her bamboo walking stick
8. something that was talked about
9. talking in a friendly way
10. began to walk along

C. Some more questions:

1. Where does the story take place:
 - a. England
 - b. Scotland
 - c. Wales
 - d. Ireland
2. In line 4 all her holiday memories means:
 - a. her walking stick
 - b. the stickers on the stick

c. everything she remembers

3. The words down in lines 9 and 20 have two different meanings.

Is this a. true or b. false?

8- Jambo, not Rambo

1 A reader rang me up to say that I didn't know him but
ITN's film of the gorilla and the child was the most
touching thing he had seen for years. I had missed it on
Monday's News at Ten. Perhaps you had as well.

5 There's a famous seaside place called Jersey that is
noted for fresh air and fun, and Mr and Mrs Merritt went
there with young Levan, their son. On a visit to the
Jersey Zoo the five-year-old boy fell into a pit of gorillas
and lay there unconscious. An amateur cameraman
10 filmed what followed.

A female gorilla with a youngster on her back hurried
over, but Jambo, a 400 lb male, put one tremendous
shoulder in between, and leaned over the child. His
silver back, filmed from above, gleamed between
15 monumental buttocks and shoulders. With the back of
his hand, Jambo gently rubbed the slice of white skin
which showed between the child's rucked-up T-shirt and
the elastic of his underpants. "Incredibly," as one
reporter put it, "Jambo was simply showing concern for
20 the injured child."

Everyone who has seen David Attenborough with
gorillas on TV knows they are gentle, but no one quite
believes it. Levan, for one. When he came to, he turned
his head and saw Jambo. all seven feet of him, standing
25 guard over him. Levan's scream was a high, thin,
banshee wail which went through your ears like a wire.
Gorillas are also quiet creatures. Jambo walked away
with the deliberate pace of a grand piano.

It was a wholly astonishing and moving piece of film
30 which, as one expert remarked, "Leads one to the rather
disturbing conclusion that if a young gorilla had fallen
into a pit of humans, it might have been in a worse state

than a young boy in a pit of gorillas."

Nancy Banks (from: The Guardian, 3/9/1986)

Notes:

1. ITN: Independent Television News.
2. a banshee wail (26) is a scream that seemed to come from a banshee, a spirit whose cry (so they believe in Ireland and the Scottish Highlands) means that there will be a death in the house where the cry is heard.

A. After reading the notes and the text, can you answer the following questions:

1. What happened in this story?
2. Where did it happen?
3. How is it that so many people know about it?
4. How many gorillas are there in this story?
5. Which of them went to Levan first?
6. What happened then?
7. Why did Levan scream?
8. What happened as a result of his scream?
9. Why did the gorilla do that, do you think?
10. What is so amazing about this story?

B. Without looking anything up in a dictionary, explain in easy English the following words or expressions (or give synonyms):

1. noted (6)
2. Zoo (8)
3. unconscious (9)
4. female (1. ro) and male (12)
5. gently (16, see also gentle, 22)

9- Vigil on a Golden Infant

- 1 High in the Lake District fells, five men have begun England's most special baby-sitting operation. After nearly two months' wait, they discovered last week that the only pair of golden eagles nesting in England have
- 5 produced a fledgling.

The new arrival means that the wardens' 24-hour

guard is at a crucial stage. If the eagles are disturbed and leave the nest for more than half an hour in the next month, the chick will probably die.

10 The wardens continually scan the hills for intruders, although their best guide to danger is the behaviour of the birds. If they are calm, all is well.

Last Sunday, the day the eaglet's birth became known, two campers pitched their tent directly under the
15 nest and almost wrecked the operation. After failing to persuade them to move on, the wardens used their CB radio to contact the police, who informed the campers that the last case in which a man knowingly disturbed the nest of a bird on the British rarities' list cost him a
20 £400 fine. This time they moved out.

The incident passed without harm to the fledgling. Ken Proud, the senior warden at the nest for the Royal Society for the Protection of Birds, said: "If it had been raining the young bird would have got cold while the
25 parents were away from the nest and we might have had to report that this year's nest had again been unsuccessful." Last year the eagles failed to hatch their egg because of the cold, wet spring

Roger Ratcliffe (from: The Sunday Times, 18/5/1986)

B Notes:

1. Vigil (title): watch over.
2. fells (1): a stretch of elevated waste land or pasture
3. golden eagles (4): endangered species of eagles.
4. CB (16): Citizen's Band (a wireless set with bands free to the public).

A. After reading the notes and the text, answer the following questions:

1. What is this article about?
2. Where was the bird born?
3. Why was it such a special bird?
4. What was done to protect it?
5. How many baby-sitters were there?
6. What happened to people who came too close?
7. Why was the weather important?

B. Read the text again, and the notes, and then find words or expressions that mean about the same as:

1. a young bird (that cannot fly yet)
2. people who protect the bird
3. watchfulness, careful attention
4. a critical point in time
5. look at every part of
6. persons who are not allowed to be there
7. sign that there is something wrong
8. being unsuccessful in making them . . .
9. money they had to pay as a punishment
10. did not succeed in producing a young one

C. Without looking anything up, explain in easy English (or give synonyms of):

1. infant (title)
2. discovered (3)
3. nesting (4)
4. continually (10)
5. pitched (14)
6. wrecked (15)
7. informed (17)
8. rarities' list (19)
9. incident (21)
10. senior (22)

D. Some more questions:

1. How many different words for the young bird are used in the article?
 2. At least how long does the whole operation (23) take?
 3. What dangers to the birds are mentioned in the article, and can you think of other possible dangers?
-

10- Monster of the Deep

1. A violent tug on Michael Evans' fishing rod almost pulled it from his grasp. Something big had taken the bait more than 200 feet beneath the waves of the

English Channel. Michael, 19, shouted excitedly to his
5 father, Victor, and the five other members of the fishing party.

"You've got a big one there," said his father. "Stay calm." As the group started to speculate about what, and how big, the fish was, Michael gave another shout.

10 The mighty fish had begun a "run", swimming at speed in the dark icy waters 70 yards below in an attempt to break free. Michael braced himself for a long fight. So began a duel between a youth and a fish fighting for its life.

15 The power of that run staggered Michael. In just three minutes the unseen fish stripped nearly 100 feet of line. It paused for a rest and Michael gave a gentle pull. It was coming up! Desperately he tried to remember his father's advice. Wind in with a steady motion. Keep the
20 line taut. Three times the fish dived to the Seabed, hoping to escape from its hunters. Three times the battle had to begin all over again.

Suddenly he gasped in disbelief as he caught a glimpse of silver 10 feet beneath the choppy surface of
25 the water. It was the unmistakable outline of a conger eel*. the biggest he had ever seen.

Skilfully Michael drew it into the side and the skipper used a hook to help him drag it on the deck. The battle was over. It had lasted for 40 exhausting minutes.

30 And Michael, who has been fishing for only a year, had landed 72.5 lb giant female conger eel. At more than 7 feet it towered over the 5ft 10in tall youth and was one of the biggest congers landed in Britain.

35 Everyone on board kept clear of the deadly sharp, interlocking teeth that can bite through steel cables or take off a man's leg, until the conger was put in a large deck box. And there life ended for the giant of the seas. The proud fish reckoned to be more than 70 years old will end up for sale at a fish market.

Brian Duffy (from: The Sunday Express, 11/5/1986)

Notes:

* conger eel (26, 31) and congers (33, 36) : snake-like fish, many can produce electric current sufficient to paralyse a man.

A. After reading the notes and the text, answer the following questions:

1. How many people were in the fishing party?
2. Where were they fishing?
3. How did Michael know that he had caught something very big?
4. How did he know that the fish was 70 yards beneath the waves?
5. Did the people on board know what Michael had caught?
6. How did the fish try to get away?
7. How fast did the fish swim away?
8. What had been his father's advice?
9. After how many attempts to escape did the fish come to the surface?
10. How did the fishing party get the fish on board the ship?
11. Was the fish bigger or smaller than the boy?
12. Why was it necessary to put the fish in the box as quickly as possible?

B. Read the text again, and then find words or expressions that mean about the same as:

1. a strong pull
2. swallowed the hook
3. tried to guess
4. prepared himself by standing as firmly as possible
5. took his breath away, astonished
6. breathed in suddenly because he couldn't believe what he saw
7. tiring
8. made sure that he was far enough away from
9. it was far taller than

C. Without looking anything up, explain the following words or expressions in easy English:

1. a fishing rod (1)
2. from his grasp (2)
3. party (6)
4. to break free (12)
5. desperately (18)
6. he caught a glimpse of (23)
7. skilfully (27)
8. drag it (28)
9. had landed (31)

D. Are the following statements true or false?

1. Michael managed to keep the rod in his hands.
2. The bait had been more than 60 metres under water.
3. There were seven people on board the fishing boat.
4. When the fishing party was wondering what kind of a fish Michael might have on his line the fish started to swim away.
5. When the fish swam away it was not so deep down as it had been before.
6. It was only when the fish dived for the fourth time that Michael succeeded in keeping the line taut.
7. The skipper had to help Michael to pull the animal on to the deck because Michael was too exhausted to do so.
8. The conger was 1ft 2in bigger than Michael.
9. This made it the biggest conger ever caught in Britain.
10. The conger was put in a large deck box because it was too dangerous to keep it on the deck.

E. To what words in the text are the following words opposites?

- | | | |
|---------------|--------------|--------------|
| 1. push | 5. tiny | 9. smooth |
| 2. completely | 6. slowly | 10. clumsily |
| 3. above | 7. weakness | 11. male |
| 4. calmly | 8. to forget | 12. modest |

11- The Kidnapping of a Guinness

1 The Toyota sedan drew up to the hillside Dublin
mansion of John Guinness, a banker related to the
celebrated clan of brewers. After ringing the doorbell,
three men brandishing guns, their faces covered by ski
5 masks, forced their way into the house and began
ransacking it for valuables. Then they started to make
off with Guinness's daughter Gillian, 23, before acceding
to the request of her mother Jennifer that they take her
instead. As the men left, they warned John Guinness
10 that he would have to pay a £2.6 million ransom to see
his wife again.

Suspicion immediately fell on the Irish Republican
Army, which kidnapped supermarket executive Don
Tidey last year. What bothers police is that while many
15 abductions have been carried out by experienced IRA
terrorists, the Guinness affair was notably amateurish.
At one point, John Guinness nearly managed to wrest a
gun away from one of the men. That led the police to
wonder if they might be common criminals in over their
20 heads. Then again, the IRA might be trying to throw the
Dublin police off the scent. After 48 hours, there was still
no ransom demand from the kidnappers. "We are
keeping an open mind." said Police Superintendent
Frank Hanlon.

25 Friends of Mrs. Guinness guess that she is probably
standing up well to the ordeal. "She is a very strong-
willed woman," said Hanlon. The extent of her husband's
wealth is not known, but in past abductions government
authorities have strongly advised against meeting any
30 ransom demands.

from: Time, 21/4/1986

Notes :

1. The Irish Republican Army (or IRA) is the underground Catholic military organisation responsible for a lot of terrorist actions in Ireland.
2. Mrs Guinness was kept a prisoner for eight days; she was freed unharmed after the police had found and arrested her kidnappers.

A. After reading the notes and the text, answer the following questions:

1. How many kidnappers were there?
2. Whom did they want to take at first?
3. Why didn't they take her?
4. How much money did they want?
5. Why did the police think that they were not professional kidnappers?
6. What sort of a woman is Mrs Guinness?

B. Without looking anything up, explain in easy English (or give synonyms of) the following words:

1. sedan (1)
2. celebrated (3)
3. valuables (6)
4. request (8)
5. instead (9)
6. abductions (15)
7. carried out (15)
8. common criminals (19)
9. Then again (20)
10. demand (23)
11. ordeal (26)
12. the extent of her husband's wealth (27)

C. Read through the text again. and then find words or expressions that mean about the same as:

1. stopped at
2. large house
3. family of beer makers
4. waving about
5. searching and robbing
6. kidnap and go away with
7. money paid to free the prisoner
8. People at once thought that . . . had done it
9. planned and arranged
10. manager
11. extremely non-professional
12. succeeded in getting (it) by struggling with him

13. doing something too difficult for them
14. leading them in the wrong direction
15. we are not yet sure who the kidnappers were
16. showing great firmness or courage

D. Some more questions:

1. The two words *her* in line 8 (*her* mother and take *her*) refer to the same person. Is this a. true or b. false?
2. The word point in line 17 refers to:
 - a. place
 - b. time
3. According to the last sentence, the police are against:
 - a. meeting the kidnappers
 - b. paying any money to kidnappers
 - c. advising people who get ransom demands

E. Some words, like *make*, *carry* and *stand* mean different things in combinations like *make off with*, *carried out*, *standing up to*. Now see if you can explain what these verbs mean in the following combinations:

1. She was so frightened that she *made for* the door at once.
2. The mist made it impossible to *make out* more than the outline of the house.
3. She wants somebody to *make up her mind* for her, for she still doesn't know what to do.
4. Although there was a lot of noise in the room, Billy just *carried on* playing his guitar.
5. When I hear Billy playing his guitar I just get *carried away* with enthusiasm.
6. I tried it, and I found it very difficult to do, but if my brother had tried it, I'm sure he would have *carried it off* all right.
7. What do the letters I.R.A. *stand for*?
8. How can you just *stand by* and let little Jimmy make this terrible mess?
- g. The smoke of the chimneys *stood out* clearly against the blue sky.

12- Our Forebears

1 By about 70,000 BC, man had made further progress
in overcoming his environment. He lived in caves and
knew how to make fire. He kept himself warm by wearing
skin clothing. The dominant species at the time was
5 Neanderthal man, of whom many fossils survive. His
stone tools were made from thick flakes of stone,
finished by fine chipping. In their burial of the dead, the
Neanderthals showed a great cultural advance.

The short, thickset and beetle-browed Neanderthals
10 were ousted from the evolutionary scene by the direct
ancestors of modern man, a breed we call the
Cromagnons. tall and well built, the Cromagnons had a
long skull, narrow nose and a prominent chin. Their
brain capacity was, if anything, greater than our own.
15 Their stone tools were the most sophisticated yet. They
struck thin, narrow blades from a prepared core and
fashioned them into numerous tools, such as knives,
scrapers and awls. More important was their
manufacture of specialist tools, or burins -sharp-edged
20 chisels and graters- for working antler, bone and ivory.
It has been said that these burins were the forerunners
of machine tools -tools made to shape other implements.

With greater guile than their forebears, the
Cromagnons found hunting easy on the steppe and
25 tundra, which teemed with bison, reindeer and
mammoth. This allowed them more leisure, which they
soon put to good use. They radically improved their
weaponry, adding flint tips to their spears and making
spear throwers to launch them with greater force. They
30 invented the bow and arrow, which revolutionised
hunting, for it enabled the hunter to kill his prey from a
safer distance.

These early men extended their mastery over their
environment when they learned how to make lamps.
35 These lamps were hollowed-out stones or shells filled
with animal oil or fat, into which dipped a crude form of
wick. When you consider how important artificial light is

to us today, the invention of the lamp can be seen in true perspective.

- 40 Increased leisure also allowed the advanced hunters ample time for artistic pursuits. They became skilful carvers, competent sculptors and consummate painters. The breathtakingly beautiful cave paintings of Lascaux in France and Altamira in Spain represent the summit of
45 their achievement.

Answer the following questions:

- 1- What was the most significant advance in the development of Neanderthal man!
- 2- Explain the meaning of "flakes" (line 6).
- 3- How did early man make tools?
- 4- Give another word or phrase for "ousted". (line 10)
- 5- In what way did the physical appearance of the Cromagnons differ from the Neanderthals?
- 6- What does the phrase "if anything" mean? (line 14)
- 7- Why are their stone tools described as the "most sophisticated" ? (line 15)
- 8- Where did the Cromagnons find good hunting grounds?
- 9- To what does "this" in line 26 refer?
- 10- What was the effect of the invention of the bow and arrow?
- 11- How did the Cromagnons create artificial light?
- 12- How else did the Cromagnons employ their leisure time?
- 13- Give another word or phrase for "consummate" (42).
- 14- Give two surviving examples of their artistic achievement.

13- Town Planning Roman-Style

1 Excavations recently completed in London and
Lincoln have shown just how grandiose and organised
British town life was under the Romans nearly 2,000
years ago. In London, archaeologists have proved for
5 the first time that a city planning office, stacked with
surveyors' records, must have existed, and in Lincoln, a
road system to rival the empire's most sophisticated has
come to light.

10 The clues which led archaeologists from the Museum
of London's department of Urban Archaeology to believe
they have discovered evidence for a Roman planning
department were found in the basement of a building in
King Street, in the heart of the City. Excavations laid
bare two Roman roads, meeting at a T-junction, itself an
15 intriguing discovery, as they do not conform to the
known street plan of Roman London.

 The roads clearly carried heavy traffic. "These roads
were laid out before AD 60, when the great fire started
by Boudicca took place," says John Maloney, in charge
20 of the dig. "They were re-surfaced more than 25 times
over the next 150 years until this part of London fell out
of use."

 Three great fires swept through this section of the city
while the roads were in use. Compacted burnt debris
25 indicates that after each fire no trace of either roads or
buildings could be seen on the surface. Yet each time,
all was replaced on precisely the same plan as before.

 "They rebuilt on the same lines to within a few
centimetres," says Maloney. "As no traces survived, they
30 must have had surveyors' plans stored in a central
planning office to refer to. It really is the beginning of
town hall bureaucracy. We'd suspected as much before,
but this really confirms it."

 In the centre of Lincoln, archaeologists have
35 uncovered a flight of Roman steps unique in Britain.
Ermine Street - the main Roman road from London to

York - was not, it seems, a level chariot-ride all the way from south to north. It was interrupted by wide stone steps leading up the steep hill of Lincoln.

- 40 "No other city in Britain has this stepped arrangement," says Mick Jones, director of the Trust for Lincolnshire Archaeology, which was responsible for the excavations. "It is a classical way of building in the Mediterranean style." Similar flights of grand steps are
- 45 known in Roman Carthage, Ephesus and Pergamum. The discovery shows that Lincoln was in that top league of Roman cities.

Patricia Connor (from: The Sunday Times, 2/6/1985)

Notes:

1. *Boudicca* (19), or Boadicea, as she is also called, was the Queen of a British tribe who led a rebellion against the Romans in AD 60.
2. *surveyors' records* (6) or *surveyors' plans* (30) are the drawings and calculations of surveyors, i.e. people whose job it is to measure land and buildings and make maps and plans.
3. *league* (46) is literally a group of sports clubs that play matches among themselves; here, of course, the word is used figuratively, so what, do you think, does *Lincoln was in that top league* mean?

A. Try to explain in easy English what the following words mean in this text:

1. recently completed (1)
2. has come to light (7-8)
3. led (them) to believe (9-10)
4. evidence (11)
5. as (15)
6. AD 60 (18)
7. fell out of use (21-22)
8. section (23)
9. Yet (26)
10. precisely (24)
11. as much (32)
12. uncovered (35)

B. Find in the text words or phrases that mean about the same as:

1. splendid and well-ordered
2. that was just as good as (or: that can very well be compared with)
3. uncovered, revealed
4. are not in agreement with
5. were planned
6. who leads the excavation
7. were covered again with hard material
8. bits of rubbish pressed firmly together
9. that they could go to for information
10. a Roman stairway

C. Explain in your own words:

1. excavations (1,13,42)
2. proved (4)
3. stacked with (5)
4. sophisticated (7)
5. clues (9)
6. Urban (10)
7. basement (12)
8. T-junction (14)
9. an intriguing discovery (15)
10. swept through this section (23)
11. trace (25,29)
12. survived (29)
13. stored (30)
14. confirms it (33)
15. a level chariot-ride (37)

D. Questions:

1. What is archaeology, so what do archaeologists (4) do?
2. There were two unusual things about the Roman road; mentioned in 14; what were they, in your own words?
3. The Romans were very good organisers and very good builders; explain in your own words how this is shown by the article.

4. The Romans were not the only people to invade Britain the course of history. Can you mention some other invaders?

E. What are the opposites of:

1. most (7)
 2. urban (10)
 3. bare (14)
 4. heavy (17)
 5. AD 60 (18)
 6. compacted (24)
 7. before (25)
 8. unique (35)
 9. wide (38)
 10. steep (39)
 11. classical(43)
 12. top (49)
-

14- The Find

1 "What they found brought them back to Base in a hurry. We sent out a bigger team, with better equipment. They excavated for two weeks with the result you know." The darkened assembly room became suddenly hushed
5 and expectant as the picture on the screen changed.

Though everyone had seen it many times, there was not a person who failed to crane forward as if hoping to find new details. On Earth and Moon less than a hundred people had so far been allowed to set eyes on
10 this photograph.

It showed a man in a bright red and yellow space suit, standing at the bottom of an excavation, and supporting a surveyor's rod marked off in tenths of a metre. It was obviously a night shot, and might have been taken
15 anywhere on Moon or Mars. But until now no planet had ever produced a scene like this.

The object before which the space suited man was posing was a vertical slab of jet-black material, about ten feet high and five feet wide; it reminded Floyd,
20 somewhat ominously, of a giant tombstone. Perfectly sharp edged and symmetrical, it was so black it seemed

to have swallowed up the light falling upon it; there was no surface detail at all. It was impossible to tell whether it was made of stone, or metal, or plastic - or some material altogether unknown to man.

25 "Tycho-Magnetic Anomaly-1," Dr Michaels declared, almost reverently. "It looks brand new, doesn't it? I can hardly blame those who thought it was just a few years old, and tried to connect it with the third Chinese
30 expedition, back in '98. But I never believed that, and now we've been able to date it positively, from local geological evidence."

"My colleagues and I, Dr Floyd, will stake our reputations on this. TMA-1 has nothing to do with the
35 Chinese. Indeed, it has nothing to do with the human race, for when it was buried, there were no humans."

"You see, it is approximately three million years old. What you are now looking at is the first evidence of intelligent life beyond the Earth."

A. Make the best choice:

1. *The discussion in this text is held in a:*

- a. briefing-room b. cinema c. laboratory d. museum

2. *"it" in line 6 refers to:*

- a. the dark assembly room
b. the picture on the screen
c. this photograph
d. the result you know

3. *The discussion is about*

- a. a monument erected by a race of unknown intelligent beings
b. a mysterious object now being shown for the first time
c. some kind of gravestone made millions of years ago
d. what looks like a flat, rectangular piece of rock

4. *The word "they" in the first sentence refers to a team of*

- a. astronauts b. explorers c. geographers d. surveyors

5. *The first team hurried back to Base because*

- a. they lacked good equipment for excavation
- b. they wanted to fetch their cameras
- c. they were eager to report their discovery
- d. they were frightened by what they had found

6. *What happened when the picture on the screen changed?*

- a. All talk stopped abruptly as people moved closer to the screen
- b. Everybody felt excited at being allowed to see the next picture
- c. People fell silent and stretched their necks to get a better look
- d. There was a general whisper and people tried to get closer to the screen

7. *Where was the man in the space suit standing?*

- a. close to a huge rock
- b. in a hole which had been dug
- c. in a volcanic crater
- d. near a rocky mountain slope

8. *The man in the space suit was put in the picture*

- a. because he had excavated the object
- b. because of the contrasting colours of his suit and the object
- c. to show that the picture was not taken on Earth
- d. to show the size of the object

9. *You could not make out in the picture of what material the object was made, because*

- a. it was a night shot
- b. the object was unknown to humans
- c. there was hardly any light
- d. the slab reflected no light

10. *Which pair of words used in the fourth paragraph is connected in meaning?*

- a. giant - black

- b. ominously - tombstone
- c. sharp-edged - symmetrical
- d. swallowed - surface

11. Which word best expresses Dr Michaels' attitude towards the object?

- a. awe b. doubt c. interest d. satisfaction

12. Dr. Michaels had succeeded in finding out the age of the object

- a. by investigating the material of which the object was made
- b. by proving that the Chinese had had nothing to do with it
- c. by proving that the human race had had nothing to do with it
- d. on the basis of data yielded by surveys on the spot

13. TMA-1 must be of extraterrestrial origin because

- a. it was older than the human race
- b. so long ago man was not able to make anything like it
- c. until now no planet had ever produced a scene like this
- d. there were no human beings present when it was buried

صدر للمؤلف

- ١- مرجعك الدائم في قواعد اللغة الإنجليزية (ج١): الشروح
- ٢- مرجعك الدائم في قواعد اللغة الإنجليزية (ج٢): تمرينات و امتحانات محلولة

٣- كيف تكتب موضوع تعبير باللغة الإنجليزية Composition

٤- المحادثة الإنجليزية كما يتحدثها أهلها Conversation

٥- أسس الترجمة Translation

٦- كيف تفهم نصا إنجليزيا وفن كتابة الملخصات والموجزات

Comprehension, Summary & Précis

مجموعة متكاملة لدراسة اللغة الإنجليزية

لاغنى عنها لطلبة الثانوية العامة وطلبة كليات الآداب والألسن والإعلام.

تطلب هذه الكتب من المؤلف ومن الموزع:

مكتبة ابن سينا للنشر والطبع والتوزيع

٧٦ شارع محمد فريد - جامع الفتح - النزهة - مصر الجديدة - القاهرة

ت: ٢٤٧٩٨٦٣ - فاكس: ٢٤٨٠٤٨٣

B. Which sentence fits which?

<ol style="list-style-type: none">1. Our science teacher looked at us in ominous silence.2. Young Helen had great expectations of her future.3. Reg was struck dumb with amazement.4. The physicist staked his reputation on his revolutionary invention.5. The Vesuvius erupted lava and ashes.6. Sam squanders every penny he has on betting.7. Bertie refuses to move in his parents' fashionable circles.8. Brian was standing at the bottom of the excavation.9. When you get below the surface you will find Dick warm-hearted and considerate.10. Harry popped into the local for a pint.11. This hospital is supported by voluntary contributions.12. The young tramp was found without visible means of support.13. Miss Brooke was up to her ears in intelligence.14. Eileen smiled mysteriously and gave me a sly look.15. The place offered for sale is a complete shambles.	<ol style="list-style-type: none">a. Could she have anything up her sleeve?b. He proudly claims to sympathise with the downtrodden proletariat.c. He said that, like the early Christians, he lived in voluntary poverty.d. Words failed him utterly.e. We must not judge by appearances.f. He mainly went there to have a chat with his friends.g. His manner made everybody feel uncomfortable.h. It is not subsidised by the government.i. It was evident that he did not intend to dig any further.j. It is in a horrible state of repair.k. She had access to the top secret files of the Service.l. He was firmly convinced he could turn sand into petrol.m. She was prepared to study hard to achieve her aims.n. 'Going to the dogs' has a literal meaning in his case.o. It caused the destruction of two famous cities.
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C. The Right Word, Please!

1. Find words covered by these definitions in the lines indicated:

1. tools needed for a certain purpose (2)
2. uncovered by digging (3)
3. a meeting (5)
5. holding up (16)

6. clearly (17)
7. in a threatening way (24)
8. feeling or showing deep respect (33)
9. of a certain place (38)
10. about (46)

2. Now fill in the words you used in C1 :

I was expected at an . . .1. . . of geologists which was to be held in the front hall of the . . .2. . . museum. It was a small building and there was . . .3. . . no room for a display of the latest . . .4. . . for geologists, which I had hoped to see. By seven o'clock, . . .5. . . a hundred colleagues had turned up and the hall was filled to capacity. The famous Dr Floyd was to address us, and we all were . . .6. . . to see what he had . . .7. . . in Saudi Arabia.

When Dr Floyd arrived at last, the Chairman welcomed him almost . . .8. . ., but during his speech one of the beams . . .9. . . the roof of the hall began to creak . . .10. . .

3. Throw out the intruder:

1. afternoon - evening - mourning - noon
2. display - exhibition - exposure - show
3. Mars - Mercury - Moon - Pluto - Venus
4. foot - gallon - inch - metre - ounce
5. axle - bar - rod - tube
6. to brand - to mark - to sketch - to stamp
7. image - scene - scent - sight - view
8. board - bulb - screen - sheet - slab
9. crane - escalator - lift - tap
10. conclusion - evidence - indication - sign - symptom

D. What About Grammar?

- 1- Example: a. *The policeman (to want) the boy moves on.*
 b. *The policeman wants the boy to move on.*

Combine in the same way:

1. Our teacher (to want) we read the text carefully.
2. Mother (to expect) Billy does the washing up.
3. Nobody (to believe) Fred is guilty.
4. I (to hate) you say such unkind things.

5. Uncle Jim (to like) I call him by his first name.
6. The burglar (to cause) the girl faints with terror.
7. Paul (to get) Jack lends him ten pounds.
8. Mr Harvey (to wish) his secretary copies the letter.

- 2- *Example:* a. This book (to use) by technical students.
 b. This book is used by technical students.

Write these sentences in full, using the correct tense:

1. Shakespeare (to admire) by his contemporaries.
2. Machines like this (to construct) since World War II.
3. The book (to publish) next spring.
4. Frank told us he (to stop) by a policeman.
5. The contractor promised his customer that the house (to build) in accordance with his wishes.

E. All Numbers Now!

Match the two columns:

<ol style="list-style-type: none"> 1. First come, first served. 2. On second thoughts I disagree. 3. The Third World countries insist on trade, not aid. 4. This best-seller is full of four-letter words. 5. The country is said to be crawling with fifth columnists. 6. Everything is at sixes and sevens. 7. Our eight finished last. 8. The avant-garde play proved a nine-days' wonder. 9. Who will be the next occupant of Number Ten? 10. Help arrived at the eleventh hour. 11. Twelfth Night is celebrated with festivities. 	<ol style="list-style-type: none"> a. The boys lack proper training. b. Obscenities seem to appeal to certain people. c. Watch your words carefully. d. The three Magi worshipped Christ at Bethlehem. e. The early bird catches the worm. f. Opinion polls forecast a Conservative victory. g. Raw material prices should be raised to reasonable levels. h. The confusion defies description. i. The scheme is not so attractive as it seemed at first. j. It fell into oblivion very soon. k. Fortunately, the victims were still alive.
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15- Calling Names

1 When twin daughters were born to the King of Siam, he called them Night and Day. Day's hair was lighter in colour than her sister's, so it was easy to remember which daughter was which.

5 Two more daughters were born, and things became a little more complicated. However, the King was equal to the situation. He changed the names of the twins, and called them and their two sisters after the four seasons, Spring, Summer, Autumn and Winter.

10 In the course of time, he fathered three more girls, so another change was made. The King decided to give his daughters the same names as the days of the week.

When the Queen presented him with an eighth daughter, he thought again. "I'll make sure we have
15 enough names this time," he said. "My daughters shall be named after the months of the year." "There are only twelve months," his wife objected. "And all this name-changing is very confusing."

But the King was a methodical man, and the one thing
20 he never changed was his mind, once it was made up. The girls were given their new names, January, February, March, and so on, through to August, all in Siamese, of course. The Queen could not change this if she tried.

25 A ninth daughter arrived, and she was Princess September. "That leaves only October, November and December," said the Queen. "After December we shall have to start all over again with more names. I can't stand it!" "Oh, no, you're wrong," replied the King.

30 "Twelve daughters are enough for any man. It's time I had a son. After the birth of dear little December I shall be reluctantly compelled to cut off your head."

Although he was capable of making so dreadful a
35 threat, the King had a sentimental nature. He was very fond of the Queen, and she knew he would be upset if she lost her head. So would she!

However, there was no need for worry. September was their final daughter. The Queen gave birth only to sons

in the following years, and they were called by the
40 letters of the alphabet. Since the latest son was J, there
were plenty of letters left.

All this changing of names had made the girls ill-
tempered and disagreeable, particularly the older ones
whose names had been changed several times. But the
45 youngest daughter, September, was sweetness itself.
She had always been known as September, except by
her sisters, who called her all sorts of names.

A Princess can be charming when her name remains
unchanged.

A. Make the best choice:

1. *In line 6 we read that the King was equal to the situation.*

This means that he

- a. did not hesitate for a moment.
- b. had been faced by the same situation before.
- c. knew exactly what he was going to do.
- d. was able to deal with the problem.

2. *The word shall in line 15 expresses*

- a. how seriously the King took the situation
- b. the conclusion the King had reached
- c. the future
- d. the will of the King

3. *Why did the King keep changing the names of his daughters?*

- a. Because he always did everything systematically
- b. Because he could not change his-mind if he tried
- c. Because he did not know what else he could do
- d. Because it made it easier to remember the names

4. *The word reluctantly in line 32 shows that the King*

- a. did not like the idea of killing the Queen
- b. had made a firm decision
- c. meant exactly what he said
- d. never changed the plans he had made

5. *The word so in line 36 refers back to*

- a. be upset
- b. lost her head
- c. she knew

d. was very fond

6. *How many children did the Queen have?*

a. 16 b. 17 c. 18 d. 19

7. *Why did September's sisters call her all sorts of names?*

- a. Because she was sweet and they were ill-tempered
- b. Because she was the least disagreeable of them all
- c. Because they blamed her for the changes in their names
- d. Because they preferred using pet names

B. Which sentence fits which?

- 1. Mr Biggs was compelled to fire his junior clerk.
- 2. The city traffic confused the child .
- 3. Though Sam found it almost impossible to make ends meet, he could not be bribed.
- 4. The General Manager raised the salary of his private secretary.
- 5. The ship was in distress
- 6. Drastic action may be necessary to achieve our purpose.
- 7. Brenda longed for her husband's return.
- 8. Did you see Jill in that ridiculous dress?
- 9. Aunt Jane has a sweet tooth.
- 10. A ridge of low pressure has been with us for weeks.
- 11. Sir Neville has been a Liberal candidate for several years.
- 12. Employers and unions are growing at each other.
- 13. All that glitters is not gold.
- 14. All this talk about haunted houses makes me uneasy.
- 15. Insight into human nature is essential to a novelist.

- a. Appearances are deceptive.
- b. She was firing rockets.
- c. This time he has been returned to Parliament.
- d. He was reluctant to do so because he valued Bob highly.
- e. He would not abuse the firm's confidence.
- f. Doesn't it give you the creeps?
- g. It was a reward for her accurate and methodical work.
- h. She was born and bred in a village.
- i. Absence makes the heart grow fonder.
- j. He must make his characters come alive.
- k. No wonder she's putting on weight.
- l. Some girls have no sense of fashion whatever.
- m. It is not likely the weather will improve.
- n. You cannot make an omelette without breaking eggs.
- o. We are in for a long, hot summer.

C. Word Check

1. Which belong together?

1. alphabet	a. affection
2. birth	b. anxiety
3. to confuse	c. characters
4. fond	d. control
5. king	e. mixed up
6. methodical	f. necessary
7. to need	g. opposition
8. to object	h. orderliness
9. Spring	i. realm
10. to worry	j. season

2. Make the correct choice:

1. Nobody believed Raymond *at first/first* when he told us what he had seen.
2. The rate of *change/exchange* of sterling has risen.
3. This mutton is *seasoned/treated* with garlic.
4. I'm afraid I can't think *about/of* any solution to the problem.
5. The poor woman is *afflicted/confused* with severe rheumatism.
6. You had better *remember/remind* Richard of his promise.
7. Please make *out/up* the bill in duplicate.
8. Frank cheated at the exam and was *compelled/expelled* from school.
9. There is a fishpond at the *external/extreme* end of the field.
10. It is the *character/nature* of a cat to catch mice.

D. Some Grammar

1. *Example*: a. Mary came downstairs.
- b. Tom saw Mary come downstairs.

Now complete the b sentences:

- 1a. Mrs Bell dropped the glass and began to cry.
b. Ted heard
- 2a. The ant crawled over my finger.
b. I felt

3a. The poacher shot a deer.

b. George saw

4a. Harriet sometimes smokes a pipe.

b. Did you ever see

5a. Our tailor made a woollen suit.

b. Dad had

2. *Example:* a. Chris was painting his boat.

b. We watched Chris painting his boat.

Now complete the b sentences:

1a. The train was slowing down.

b. The passengers felt

2a. Aunt Susan was playing the piano upstairs.

b. We could hear

3a. Stars are falling from the sky.

b. On a clear summer night you may observe

4a. John was cursing loudly.

b. You may have heard

5a. I was running to the bus stop.

b. Sheila saw

3. *Example:* a. The pedestrian was knocked down by a lorry.

b. Bill saw the pedestrian knocked down by a lorry.

Now complete the b sentences:

1a. My cheeks were fanned by the wind.

b. I felt

2a. Mr Fenton's Jaguar was damaged in the car park.

b. Mr Fenton found

3a. Several foxes were killed.

b. During the hunt we saw

4a. Salmon are smoked in Scotland.

b. Did you ever see

5a. The latest top hit was sung in the club.

b. Did you hear

16- No Girls Wanted

- 1 Whoever first got the idea that anyone wants a girl
 messing about and getting in the way when the
 automatics are popping I am at a loss to imagine.

Nobody appreciates more than myself the presence of
5 girls in their proper place - in the paddock at Ascot* ,
fine; at Lord's** during the luncheon interval of the Eton
and Harrow*** match, capital. If I went to a night club
and found no girls there, I should be the first to
10 complain, but what I do say is that you don't want them
in Lascar Joe's underground den at Limehouse**** on a
busy evening. Apart from anything else, Woman seems
to me to lose her queenly dignity when she is being
shoved into cupboards with a bag over her head. And if
15 there is one thing certain, it is that sooner or later
something of that sort will be happening to the heroine
of a novel of suspense.

For, though beautiful, with large grey eyes and hair
the colour of ripe corn, the heroine of a novel of
suspense is almost never a very intelligent girl. Indeed,
20 it would scarcely be overstating it to say that her
mentality is that of a retarded child of six. She may have
escaped death a dozen times. She may know perfectly
well that the Blackbird Gang is after her to secure the
papers. The police may have warned her on no account
25 to stir outside her house. But when a messenger calls at
half past two in the morning with an unsigned note that
says "Come at once", she just reaches for her hat and
goes. The messenger is a one-eyed dwarf with a
pockmarked face and an evil grin, so she trusts him
30 immediately and, having accompanied him to the closed
car with steel shutters over the windows, bowls off in it to
the ruined cottage in the swamp.

And, when the detective, at great risk and
inconvenience comes to rescue her, she will have
35 nothing to do with him because she has been told by a
shady character with half a nose that it was he who
murdered her brother Joe.

Notes:

* Ascot: a village in Berkshire where famous horse races are held.

** Lord's: one of the two best known cricket grounds in London; the other one is called The Oval.

*** Eton and Harrow: two famous public schools.

**** Limehouse: a district in the East End of London, the setting for many crime stories.

A. Make the best choice:

1. *The author makes fun of*

- a. exaggerated incidents in novels of suspense
- b. girls imitating the characters in crime stories
- c. novelists who introduce sexy female characters
- d. the silliness of many crime novel heroines

2. *What is characteristic of a novel of suspense?*

- a. It is full of sex and violence
- b. It keeps you in uncertainty and expectation
- c. It tells about crime and punishment
- d. It shows you how a detective solves crimes

3. *When do girls get in the way, according to the author?*

- a. When there is a gun-fight going on
- b. When they make a mess of things
- c. When serious matters are being dealt with
- d. When things get out of hand

4. *The word capital in line 7 continues the idea of the word*

- a. appreciates
- b. interval
- c. presence
- d. proper

5. *What locality is named after Lascar Joe?*

- a. A cafe near the tube station in Limehouse
- b. An establishment where hard drugs are sold
- c. An oriental seamen's club
- d. A second-rate establishment in a basement

6. *To what extent could the girl be compared to a retarded child?*

- a. Her mental development seems to have been checked
- b. She believes everything people tell her
- c. She likes to take unnecessary risks
- d. She puts her trust in the wrong people all the time

7. *Why doesn't the girl trust the detective?*

- a. Because he has murdered her brother, according to some shady character

b. Because he has shot her brother, mistaking him for a criminal

c. Because he tries to rescue her against her will

d. Because she believes a man who has murdered her brother himself

B. Which sentence fits which?

1. Girls should not be messing about when the automatics are popping.

2. Nobody stirred in the house.

3. Evelyn set up as a street photographer.

4. Simon secured two good seats for the performance.

5. The swamps in the coastal region have been reclaimed.

6. A good start is half the battle.

7. John is at a loss to explain his behaviour.

8. Lady Macbeth is Shakespeare's most sinister heroine.

9. Mr and Mrs Smith were frightened out of their wits when they found their house burgled.

10. Penelope had a job at the Homicide Department.

11. Don't overstate your case when you appear before the committee of inquiry.

12. Lots of people assembled in the paddock.

13. Stella and her friends are much concerned about the environment.

14. Too many people nowadays are digging their graves with their teeth.

15. The old lady always behaves with dignity.

a. Malaria no longer occurs there.

b. The horses were being paraded before the race.

c. It would be a pity if a stray bullet marred their beauty.

d. She leads on her husband down a path of bloodshed.

e. It was silly of him to start a row in the middle of the night.

f. Still, weight watchers' clubs are

mushrooming.

g. It will be best to present the bare facts.

h. She kept files on unresolved murder cases.

i. Everybody admires her calm and serious manner.

j. She did excellent business during the tourist season.

k. They organised a demo against noise pollution last week.

1. Believe it or not, they have put locks even on their garden gates.

m. I wondered whether my friends were all resting.

n. You'd better think before you take action.

o. He did not even have to queue for them

C. Increase Your Word Power

Match the two columns:

1. appreciate	a. being somewhere
2. den	b. not for any reason
3. evil	c. do things without a definite plan
4. inconvenience	d. of doubtful honesty
5. interval	e. with less than normal intelligence
6. mess about	f. discomfort
7. note	g. deliver from danger
8. on no account	h. put a high value on
9. presence	i. secret resort
10. rescue	j. short letter
11. retarded	k. time between two events
12. shady	l. wicked

2. Fill in the adjective:

1. queen: A woman loses her dignity in such circumstances.

2. home : The . . . voyage took us five days.

3. trouble : The shopkeeper tried to get rid of his customer.

4. end : Jack bores everybody with his . . . complaints.

5. child : . . . innocence characterises the work of these primitive painters.

6. child : Don't expect me to join such . . . games.

7. mountain: Switzerland is a . . . country.

8. stone: This . . . soil is not fit for agriculture.

9. economics: Our country has to face serious . . . problems.

10. economy: We shall have to be more . . . if we are to make ends meet.

D. Anyone for Grammar?

1 . Some or any ?

1 one in the village can tell you where the vicarage is.

2. Have . . . more cake, Ron. - No, thank you, Edna, I've still got. . .

3. I'd like . . . pie, too, at least if there's . . . left after the kids have been at it.

4. Give us a hand, . . . one!
5. Could you give me . . . book to read in bed? - What kind of book would you like? Oh, . . . book will do. I'll be sound asleep after two or three pages, . . . how.
6. Betty, there's . . . boy on the phone for you.
7. If I had . . . news I should tell you.
8. So you've seen Professor Pye. Are you . . . wiser now?
9. I must have come across her name in . . . magazine or other.
10. You look as white as a sheet. Has . . . thing happened?

2. *Should or would?*

1. Susan . . . spend hours in front of the mirror admiring herself.
 2. Isn't it strange that the Minister himself . . . be suspected of the theft?
 3. I . . . suggest that you and I leave earlier than the others.
 4. How many peas . . . go in that bottle, do you think?
 5. I've done more than my share, I . . . think.
 6. It's a pity that Frank . . . have messed up his driving test.
 7. Dickie . . . say naughty things in the presence of strangers.
 8. . . . George ring back, tell him I've gone home.
 9. Orders were given that the capital . . . be defended to the last man.
 10. Tulips . . . be expensive at this time of year.
-

17- The Ghosts Behind Us!

- 1 Behind every man, woman or child now alive stand thirty ghosts, for that is the ratio by which the dead outnumber the living.

Since the dawn of time, roughly a hundred billion
5 human beings have walked the planet Earth.

Now this is an interesting number, for by a curious coincidence there are approximately a hundred billion stars in our local universe, the Milky Way. So for every man who has ever lived, in this universe, there shines a
10 star.

But every one of those stars is a sun, often far more brilliant and glorious than the small, nearby star we call THE Sun. And many - perhaps most - of those alien suns have planets circling them. So almost certainly
15 there is enough land in the sky to give every member of the human species, back to the first ape-man, his own private, world-sized heaven - or hell.

How many of those potential heavens and hells are now inhabited and by what manner of creatures we have
20 no way of guessing; the very nearest is a million times further away than Mars or Venus, those still remote goals of the next generation. But the barriers of distance are crumbling; one day we shall meet our equals, or our masters, among the stars.

25 Men have been slow to face this prospect; some still hope that it may never become reality. Increasing numbers, however, are asking, "Why have such meetings not occurred already, since we ourselves are about to venture into space?"

30 Why not, indeed? Here is one possible answer to that very reasonable question. But please remember: this is only a work of fiction.

The truth, as always, will be far stranger.

A. Make the best choice:

1. *The first sentence implies that:*

- a. death comes to one man, woman or child in thirty every year
- b. every human being now alive has thirty dead ancestors
- c. the death rate is now only one thirtieth of what it used to be
- d. the number of dead people is thirty times as large as that of the living

2. *The word "ratio" in line 2 indicates the*

- a. cause of an event
- b. final stage of a development
- c. relation between two amounts
- d. speed at which something happens

3. *What does the writer mean by "the dawn of time" in line 4?*

- a. The first day on which the sun rose
- b. The moment at which the earth came into being
- c. The period before man's appearance on our planet
- d. The time when life first began to appear

4. *What comment does the writer make on the fact that there are approximately a hundred billion stars in the Milky Way?*

- a. He thinks it is odd that the Creator should have made as many stars as human beings
- b. He wonders why it is that human beings have multiplied at the same rate as the stars in the universe
- c. It is strange that the number of stars happens to be about equal to that of all the people that have ever lived
- d. This number merits our attention because it may help us to understand how quickly the human race has grown

5. *From what the writer says about the Milky Way we may conclude that he believes that*

- a. man has lived in the Milky Way since he first appeared
- b. only the Milky Way is of any importance to man
- c. the Milky Way is the principal part of our universe
- d. there are other universes besides the Milky Way

6. *What does the writer try to make clear about THE sun?*

- a. It is only one of the many suns that exist
- b. It is the only sun in the Milky Way
- c. It is the source of all life on the planets
- d. It produces less energy than the other suns

7. *Why does the writer use the word "alien" in line 13?*

- a. Because many of those suns have planets circling them
- b. Because those suns are brighter than our sun
- c. Because those suns are not THE sun
- d. Because those suns have never been investigated

8. *The writer doubts whether*

- a. man will ever use the possibilities presented by the stars
- b. man would benefit from an extension of his private world

- c. man would enjoy living in that world far away in the sky
- d. man would succeed in creating a society elsewhere in the universe

9. Which of the following pairs of statements shows the writer contradicting himself in the fifth paragraph?

- a. how many - a million times
- b. potential heavens and hells - those still remote goals
- c. the very nearest - further away than Mars or Venus
- d. no way of guessing - our equals, our masters

10. What does the phrase "those still remote goals of the next generation" refer back to?

- a. Mars or Venus
- b. the very nearest
- c. those potential heavens or hells
- d. what manner of creatures

11. What does the writer mean by "the barriers of distance are crumbling"?

- a. It is less far to the stars than scientists had originally thought
- b. Man is now nearer to solving the problem of how to get to the stars
- c. The stars are getting closer to us because the universe is contracting
- d. Travelling to the stars is well within the reach of modern technology

12. What prospect is meant in line 25?

- a. Achieving the goals man has set himself
- b. Meeting alien inhabitants of the universe
- c. The crumbling of the barriers of distance
- d. Travelling to the stars of the Milky Way

13. The word "since" in line 28 expresses

- a. concession
- b. condition
- c. reason
- d. time

14. The word "venture" in line 29 refers to an activity which involves

- a. care b. determination c. purpose d. risk

15. The word "here" in line 30 refers to

- a. all the writer has said in this text
- b. an unknown place somewhere in space
- c. the book from which the writer has obtained information
- d. the book of which this text is the preface

B. Which sentence fits which?

<ul style="list-style-type: none">1. The poor outnumber the rich.2. What a coincidence that you and I should meet in Poland !3. Foreigners working in England have to report to the Alien Office.4. Darwin wrote a book entitled "The Origin of Species".5. By heredity, every child is both a potential devil and a potential saint.6. Television sets can be operated by remote control.7. The Equal Pay Act of 1976 lays down that male and female workers must receive equal pay for equal work.8. The aircraft broke the sound barrier when flying over our house.9. Cora will have to face the music.10. Birds of passage are watched by professional and amateur biologists.11. More and more schools in England are going comprehensive.12. Technology has put its stamp on juvenile entertainment.13. Mrs Green had placed the jar of jam out of Tommy's reach.14. Sally is a virtuoso on the electric organ.15. A Labour MP has introduced a bill against sound pollution.	<ul style="list-style-type: none">a. An open door may tempt a saint.b. He aims at reducing nervous stress in cities.c. Environment and education are other determinative factors.d. In our home town we seldom come across each other.e. On April 3 the first cuckoo of that year was heard.f. It is a major work in the field of biology.g. Advocates of the system claim that it gives a better preparation for life.h. Pussy always gets into a state when she hears such noise.i. She always plays by ear.j. The authorities want to keep a check on migration.k. She is responsible for her own mistakes, after all.l. Social equality is still a remote goal.m. Some Women's Libbers take undue advantage of the new deal given to them.n. You need not get up from your chair to adjust the image.o. Children's TV programmes feature an increasing amount of science fiction.
--	---

C. Increase your Word Power

1. A Matter of Life and Death

Match the two columns.

1. The Government is alive to the changes in public opinion.
2. The garden is alive with snails
3. Look alive, man!
4. Live wires must be insulated.
5. There will be a live broadcast of the fashion parade.
6. Coloured immigration is a live question in Britain.
7. Dead men tell no tales.
8. We arrived in the dead of night.
9. The investigation had reached a dead end.
10. There was a dead calm.
11. The race ended in a dead heat.
12. I wonder if Bob will meet the deadline.

- a. We don't want accidents to happen, do we?
- b. All hotels were closed at that hour.
- c. The results of the polls will affect its policies.
- d. Our sailing-boat lay perfectly still.
- e. Further progress was out of the question.
- f. The pesticide we used seems to be ineffective.
- g. It will not be reproduced from tape.
- h. Our staff are not paid for day-dreaming.
- i. The secret agent shot his adversary.
- j. He will lose the contract if he doesn't.
- k. Opinions are violently divided on it.
- l. The photo-finish was inconclusive.

2. Pair the opposites:

1. alien
2. approximate
3. dawn
4. equal
5. hope
6. increase
7. interesting
8. master
9. next
10. private
11. prospect
12. reality
13. reasonable
14. remote
15. strange
16. truth

- a. despair
- b. different
- c. diminish
- d. dull
- e. dusk
- f. exact
- g. falsehood
- h. familiar
- i. fiction
- j. foolish
- k. memory
- l. native
- a. near
- n. previous
- o. public
- p. servant

3. Give the corresponding nouns:

- | | |
|--------------------|----------------------|
| 1. brilliant | 6. interesting |
| 2. distant | 7. milky |
| 3. equal | 8. real |
| 4. glorious | 9. reasonable |
| 5. human | 10. remote |

D. Brush Up Your Grammar

1. *Much or many ?*

- | | |
|---------------------|---------------------|
| 1. progress | 6. information |
| 2. furniture | 7. cattle |
| 3. mathematics | 8. dead |
| 4. data | 9. business |
| 5. species | 10. deer |

2. *Example: active : They looked for the book everywhere.*
passive : The book was looked for everywhere.

Some of the following sentences can be made passive in the same way. some cannot. Try your hand at them:

1. Mary's parents sent for the doctor.
2. The surgeon operated on the patient.
3. No people live in that area.
4. We went to the station.
5. Nobody has slept in this bed.
6. The children walked under the trees.
7. The teacher spoke to the pupils.
8. The pupils listened to the teacher.

18- Lamb to the Slaughter

1 Sergeant Noonan wandered into the kitchen, came out quickly and said, "Look, Mrs Maloney. You know, that oven of yours is still on, and the meat still inside."

"Oh, dear me!" she cried. "So it is!"

5 "I'd better turn it off for you, hadn't I?"

"Will you do that, Jack? Thank you so much."

When the sergeant returned the second time, she

looked at him with her large, dark, tearful eyes. "Jack Noonan," she said.

10 "Yes?"

"Would you do me a small favour - you and these others?"

"We can try, Mrs Maloney."

15 "Well," she said. "Here you all are, and good friends of dear Patrick's too, and helping to catch the man who killed him. You must be terribly hungry by now because it's long past your supper-time, and I know Patrick would never forgive me, God bless his soul, if I allowed you to remain in his house without offering you decent

20 hospitality. Why don't you eat up that lamb that's in the oven? It'll be cooked just right by now."

"Wouldn't dream of it," Sergeant Noonan said.

"Please!" she begged. "Please eat it. Personally I couldn't touch a thing, certainly not what's been in the

25 house when he was here. But it's all right for you. It'd be a favour for me if you'd eat it up. Then you can go on with your work again afterwards."

There was a good deal of hesitating among the four policemen, but they were clearly hungry, and in the end

30 they were persuaded to go into the kitchen and help themselves. The woman stayed where she was, listening to them through the open door, and she could hear them speaking among themselves, their voices thick and sloppy because their mouths were full of meat.

35 "Have some more, Charlie?"

"No. Better not finish it."

"She wants us to finish it. She said so. Be doing her a favour."

"Okay then. Give me some more."

40 "That's the hell of a big club the guy must've used to hit poor Patrick," one of them was saying. "The doc says his skull was smashed all to pieces just like from a sledge-hammer."

"That's why it ought to be easy to find."

45 "Exactly what I say."

"Whoever done it, they're not going to be carrying a

thing like that around with them longer than they need."

One of them belched.

"Personally, I think it's right here on the premises."

50 "Probably right under our very noses. What do you think, Jack?"

And in the other room Mary Maloney began to giggle.

A. Make the best choice:

1. *This text is taken from a*

- a. novel criticising the lack of justice in society
- b. novel which concentrates on human character in an emergency
- c. science fiction story in which a crime is committed
- d. story which mingles crime and suspense with comedy

2. *The word lamb in the title refers to the meat in the oven as well as to*

- a. Charlie
- b. Mrs Maloney
- c. Patrick Maloney
- d. Sergeant Noonan

3. *The episode described takes place*

- a. in the afternoon
- b. in the evening
- c. in the morning
- d. late at night

4. *What do we read about Sergeant Noonan's going into the kitchen the first time?*

- a. He had no special purpose
- b. He intended to search the kitchen
- c. He smelled something cooking
- d. He wanted to check the oven

5. *What are the policemen doing?*

- a. Comforting Mrs Maloney
- b. Interrogating Mrs Maloney
- c. Having a meal at Mrs Maloney's
- d. Trying to find clues

6. *The meat was still in the oven because Mrs Maloney*

- a. had clean forgotten it
- b. had left it there on purpose
- c. wanted to be hospitable to the policemen
- d. was in no mind to eat

7. *Mrs Maloney's exclamation "So it is!" in line 4 could be replaced by*

- a. Is it, really?
- b. Just like that!
- c. You are right!
- d. Whatever you say

8. *The word "it" in line 5 refers to the*

- a. fire
- b. gas
- c. meat
- d. oven

9. *Why does Mrs Maloney say "God bless his soul" in line 18?*

- a. Because Patrick is dead
- b. Because Patrick is in heaven
- c. Because she loves Patrick
- d. Because she wants to appear religious

10. *Patrick, says Mrs Maloney, would never forgive her if she did not*

- a. allow his friends to stay and make themselves comfortable
- b. do what was right and suitable to make his friends feel at home
- c. keep his memory alive when his old friends were making a call
- d. persuade his good friends to eat, drink and be merry

11. *The joint of lamb in the oven was*

- a. a left-over of the day before
- b. just enough for two
- c. Patrick's evening meal
- d. plenty for four

12. *In line 21 we read that Mrs Maloney supposed the meat*

- a. had been in the oven long enough

- b. had been prepared in the right way
- c. was just enough for the policemen
- d. would be to the policemen's taste

13. *Why was there a good deal of hesitating among the policemen?*

- a. After all, Mrs Maloney was a potential suspect
- b. They doubted whether it was fitting and proper to accept
- c. They felt that it was like taking a toy from a baby
- d. They knew police regulations were strict on this point

14. *Why didn't Mrs Maloney join them in the kitchen?*

- a. It would not be right for her to serve them
- b. She did not want to intrude upon them
- c. She intended them to help themselves
- d. She wanted them to talk freely

15. *The policemen found it difficult to*

- a. articulate
- b. converse
- c. express themselves
- d. speak plainly

16. *In the sentence "She wants us to finish it" (line 37) the stress is on the word*

- a. finish
- b. she
- c. us
- d. wants

17. *What is left out in "Be doing her a favour" in line 37?*

- a. Nothing; it is a command
- b. 'We might'
- c. 'We should'
- d. 'You could'

18. *Which of the following sayings applies to the policeman who says "Be doing her a favour"?*

- a. Fools often speak more truly than they know

- b. Fools rush in where angels fear to tread
- c. Where ignorance is bliss, it's folly to be wise
- d. Where passion holds sway, sweet reason cannot live

19. *What was Patrick killed with?*

- a. a frozen joint of lamb
- b. a heavy stick
- c. a policeman's truncheon
- d. a sledge-hammer

20. *Which sentence gives you a clue to the nature of the murder weapon?*

- a. "certainly not what's been in the house when he was here"
- b. "I know Patrick would never forgive me"
- c. "She wants us to finish it"
- d. "they're not going to be carrying a thing like that around with them any longer than they need"

21. *One of the policemen belched because he*

- a. agreed with his colleague
- b. doubted whether his colleague was right
- c. had eaten a lot
- d. the food had disagreed with him

22. *The policemen agreed that the weapon must be in*

- a. one of the cupboards
- b. the attic of the house
- c. the house or garden
- d. the kitchen or living-room

23. *They did not know that the weapon was*

- a. gone for ever
- b. in the next room
- c. in the oven
- d. under the table

24. *Which adjective applies to Mrs Maloney?*

- a. considerate
- b. crafty
- c. senseless
- d. sensitive



B. Which sentence fits which?

<ol style="list-style-type: none">1. Bert Wain, the actor, has bought two cars in one week.2. Johnny has redecorated the house all by himself.3. Jim's financial situation has improved a little.4. You never know which way Brian is going.5. Pete, the goalie, had an off-day.6. Instead of putting on the windscreen wipers you turned off the heater.7. The last two summers have been a godsend to the makers of bathing-suits and sunglasses.8. Doreen rejected the idea of tending young Derrick herself.9. Evelyn is a smart and business-like young lady.10. I couldn't persuade Dorothy to take my advice.11. Dicky gave his brother one in the eye.12. Mary spotted Mr Cooke in the distance.13. Wolverhampton's superiority in the football match was overwhelming.14. Chinese table manners are rather different from ours.	<ol style="list-style-type: none">a. They made havoc of their opponents.b. A guest is expected to belch in appreciation of the meal.c. The sports journalists tore him to pieces.d. The two kids didn't hit it off together.e. Success has turned his head.f. She took him to hospital because she was afraid he might have pneumonia.g. Driving presents unexpected difficulties, doesn't it?h. She has always been rather headstrong.i. She recognised him by his gait.j. All the same, scientists maintain we are heading for another Ice Age.k. She knows on which side her bread is buttered.l. He can turn his hand to anything.m. He used to be on the dole.n. He is always in two minds about things.
---	--

C. Make Words Work

1. Find the words covered by the following definitions in the lines indicated:

1. to go from place to place without any special purpose (1)
2. an act of kindness (11)
3. to ask God's favour for (18)
4. friendly and generous reception of guests (20)
5. to show signs of uncertainty (28)

6. to get somebody to do something (30)
7. the bony framework of the head (42)
8. to laugh in a nervous way (52)

2. *Match the opposites:*

- | | |
|----------------|---------------------|
| 1. to beg | a. to accept |
| 2. to bless | b. bad turn |
| 3. favour | c. to be determined |
| 4. to finish | d. to cease |
| 5. to forgive | e. to command |
| 6. to go on | f. to commence |
| 7. to help | g. to curse |
| 8. to hesitate | h. to depart |
| 9. hungry | i. to hinder |
| 10. to reject | j. satisfied |
| 11. to return | k. to take ill |

3. *Give the little creature a name!*

Example: A young sheep is called a lamb.

Now go on:

- | | | | |
|--------|---------|---------|-------------|
| a. cat | c. dog | e. hen | g. mare |
| b. cow | d. duck | f. lion | h. stallion |

4. *What are they used for?*

- | | |
|---------------------|-------------|
| 1. binoculars | a. cooking |
| 2. brush | b. drawing |
| 3. club | c. fighting |
| 4. compasses | d. painting |
| 5. department store | e. pointing |
| 6. desk | f. seeing |
| 7. detergent | g. shopping |
| 8. index finger | h. storing |
| 9. oven | i. washing |
| 10. warehouse | j. writing |

19- The Match

1 I went out to the camp at White Plains where Kid
McCoy was training for his championship fight with
Philadelphia Jack O'Brien, and it was at the end of my
afternoon there that I made what - I can see now in fact,
5 I saw it almost immediately then - was a rash move. I
asked him if I could put on the gloves and have a round
with him. I thought it would be something to tell the boys
back home, that I had sparred with Kid McCoy.

He assured me he would be delighted, and as we
10 were preparing ourselves for the tourney he suddenly
chuckled. He had been reminded, he said, of an
entertaining incident in his professional career, when he
was fighting a contender who had the misfortune to be
stone deaf. It was not immediately that he became
15 aware of the other's affliction, but when he did he acted
promptly and shrewdly. As the third round entered its
concluding stages he stepped back a pace and pointed
to his adversary's corner, to indicate to him that the bell
had rung, which of course was not the case but far from
20 it.

"Oh, thank you so much," said the adversary. "Very
civil of you." He dropped his hands and turned away,
whereupon Kid McCoy immediately knocked him out.

It was as my host concluded his narrative, laughing
25 heartily at the amusing recollection, that, in the well-
worn phrase, I developed a yellow streak. I felt sure it
was plainly visible through my clothing. The shape of
things to come suddenly took on a most ominous aspect.

A. Make the best choice:

1. *What is the story about?*

- a. A boxer being interviewed about his career
- b. A boxer teaching someone the tricks of professional boxing
- c. A boxer telling his guest about an incident in his life
- d. A man visiting a boxer and receiving a warning

2. *The author realised almost immediately*

- a. that he had acted too impulsively
- b. that he was no match for his opponent
- c. what a splendid boxer Kid McCoy was
- d. why Kid McCoy had agreed to spar with him

3. *Why did the author ask Kid McCoy to have a round with him?*

- a. He thought he could do with some experience in the ring
- b. He thought it would make a nice story
- c. He was curious to know how good a boxer Kid McCoy was
- d. He was writing an article on boxing

4. *Why did Kid McCoy chuckle?*

- a. He knew his guest would be shocked by what he was going to tell him
- b. He needed time to recall all the details of the incident
- c. He wanted his guest to pay attention to what he was going to say
- d. The memory of the incident afforded him satisfaction and amusement

5. *Who was stone deaf?*

- a. The boxer who had held the championship
- b. The boxer who held the championship
- c. The man challenged by Kid McCoy
- d. The man who had challenged Kid McCoy

6. *Kid McCoy fooled his opponent when*

- a. he felt he might lose the match
- b. the bell had rung for the next round
- c. the match had reached a decisive point
- d. the round was nearly over

7. *Kid McCoy's story proves that he*

- a. lived by his wits
- b. was a quick-witted man
- c. was not to be outwitted
- d. was very witty

8. *How did the author react to Kid McCoy's story?*

- a. He had a good laugh over it, admiring McCoy's shrewdness
- b. He immediately changed his plans for the future
- c. He realised he had fallen into a trap
- d. He was gripped by fear of what was to come

9. *What does the author say about the expression "a yellow streak"?*

- a. It applies to the kind of man Kid McCoy was
- b. It is a commonplace expression
- c. It refers to the suit he was wearing
- d. It worried him a lot at that time

B. Which sentence fits which?

1. The Prime Minister has made a rash statement to the Press.
2. Kino is a midget who performs in a circus.
3. It is very considerate of you to wait so patiently.
4. You shall not find me wanting in gratitude.
5. The poor man stumbled along the corridor, groping around.
6. The weather continues to be inclement.
7. To every dark cloud there is a silver lining.
8. Meeting the headmaster I felt there was trouble brewing.
9. The old miser eyed me shrewdly when I presented the bill.
10. Brian could not stand being in the red.
11. Mr Perkins has always been a staunch Tory.
12. Dad chuckled when he thought of the incident.
13. Two parked cars were dented last night.
14. John is an enthusiastic philatelist.
15. Mr Drew has made his pile in the rubber trade.

- a. He now has a splendid cottage in the country.
- b. He possesses stamps from all over the world.
- c. He was always suspicious of his creditors.
- d. He was in high spirits when he had paid off his debts.
- e. Did you know he was born of normal-sized parents?
- f. The dark look on his face spoke volumes.
- g. Only then did we become aware of his affliction.
- h. Chin up, it may not be all that bad.
- i. The police are on the look-out for the hit-and-run driver.
- j. The recollection still filled him with glee.
- k. Does not he know the proverb 'Look before you leap?'
- l. It seems we are in for rain and storms.
- m. You do not meet many civil people nowadays.
- n. After all, one good turn deserves another.
- o. He thinks that the Trade Union movement has become too powerful.

C. Increase Your Word Power

1. What do you call . . . ?

1. the way you make a living	a. adversary
2. something done without delay	b. career
3. an opponent in a match	c. narrative
4. an account of past events	d. phrase
5. a way of saying something	e. prompt

2. Fill in the noun:

1. move : Perpetual is an unsolved mechanical problem.
2. remind : In spite of my Bill hasn't paid up yet.
3. entertain : Pop singers are in the business.
4. conclude : The love affair of Romeo and Juliet had a tragic
5. visible : The ship had to drop anchor because of poor

D. Anyone for Grammar?

1. Example: a. Fred knows he is wrong.
b. Does Fred know he is wrong?
c. Fred does not know he is wrong.
d. Does not Fred know he is wrong?
e. Fred does know he is wrong.

Now write the b, c, d and e sentences in the same way:

- 1a. Most Englishmen prefer tea to coffee.
- 2a. Jill looks like her mother.
- 3a. Mr Green often goes to Scotland.
- 4a. Phyllis does her work very well.
- 5a. Peter drives a fast sports car.

2. Make the best choice:

1. Greg *studied/was studying* when his girl friend *opened/was opening* the door.
2. Paul *hurries/is hurrying* to the cinema whenever a honour film is on.
3. The police *want/are wanting* to know whether anyone has *seen/been seeing* the sneak thief entering the building.
4. Can't you see I *do/am doing* my best to get the car going?
5. Our neighbour often *collects/is collecting* money for

charities, and he never *forgets/is forgetting* to ring my bell just at the moment when I *shave/am shaving*.

E. Show your Colour!

Match the two columns:

1. Bob is feeling blue.	a. He is the youngest cardinal.
2. Jim has a yellow streak in him.	b. He can go ahead with his plan.
3. Patrick sometimes tells his wife a white lie	c. He is deep in thought.
4. Frank's new car has put him in the red.	d. He is a coward
5. Roger's boss has given him the green light.	e. He insists that it should not be done.
6. Tommy is in the pink.	f. He is in low spirits.
7. The Union leader has blacked the work.	g. He means no harm.
8. Fred is a chap without much grey matter.	h. He is very well.
9. George is in a brown study.	i. His debts do not worry him.
10. He has been raised to the purple.	j. He is far from bright.
11. Blue blood runs in his veins.	k. He is jealous.
12. He turned green.	l. He is a nobleman.

20- Hard Going for a New Job

1 Getting a temporary job isn't what it used to be. In the old days it was easy: you went along to the employer of your choice and said, "Can you use an extra man?" The answer was generally yes or no. If you were taken on
5 and found lacking, you were sacked. If you didn't like the job, you left the same afternoon. There were no application forms or arrogant personnel officers.

Today casual work is attended by the same amount of bureaucracy as a lifelong career. I recently took a job as
10 a labourer in a small holiday camp. To get this job for six weeks, knowing that my most testing responsibilities would be cutting grass and picking up litter, I had to fill in an application form that ran to four pages. The manager wanted to know the addresses of my last three

15 employers, the extent of my military service, what
evidence of leadership I had shown (I cut the grass on
my own, I had no assistants), and my academic
qualifications.

All right, you may say, it was a standard application
20 form used for all levels of potential employees, in the
interests of efficiency, perhaps. But on another occasion
I applied for work as a relief van driver with an electrical
retailer. As it was only a small business there were no
printed application forms and the interview was verbal. I
25 was asked my hobbies, how tall I was to the nearest
half-inch, whether I was married, the occupation of my
next-of-kin, and even how many languages I spoke (the
job was in Suffolk, not in Berlin). I've applied for jobs in
supermarket warehouses and been asked the nationality
30 of my parents. I could give a dozen more examples,
equally ridiculous, from personal experience and from
the reports of friends. I grant that the electrical retailer
may want to be sure that, at the end of my three weeks
driving his van, I shall not steal it. Neither my hobbies
35 nor my languages will help him there: a couple of
telephone calls will be more to the point. And I suppose
if I apply for a month's work in the filing room of the
secret service, then my employer has a certain right to
know whether my mother is Russian or British, or how
40 many children I have. But if I'm sweeping up leaves in a
holiday camp, or stacking crates in a supermarket, does
it matter?

Make the best choice:

1. The title of this text means that

- a. getting a job involves a lot of trouble
- b. it is difficult to change jobs these days
- c. tough people stand better chances of getting a job
- d. you have to be quick to find a job

2. What made things easy in the old days?

- a. Both employers and employees had more freedom
- b. There was so much work that you could pick and choose
- c. There were more temporary jobs available
- d. There were no rules and regulations whatever

3. Which of the following reasons for being sacked, in the old days, is mentioned by the writer?

- a. When you did not do your work properly
- b. When you did not pull your weight
- c. When you did not turn up at the proper time
- d. When your qualifications were inadequate

4. What is an application form used for?

- a. To apply for a job in writing
- b. To check on the information given by the applicant
- c. To gather information on the applicant
- d. To make an interview unnecessary

5. What is the trouble nowadays?

- a. Employers want a lot of superfluous information
- b. People ask too many awkward questions
- c. The unnecessary paperwork is time-consuming
- d. You have to lay bare your soul to your employer

6. What is the task of a personnel officer?

- a. He deals with staff affairs
- b. He hires and fires people
- c. He interviews applicants
- d. He is in charge of casual workers

7. What is the writer's comment on personnel officers?

- a. Employers could easily do without them
- b. They behave in a superior manner
- c. They have no idea of efficiency
- d. They poke their noses into people's private affairs

8. What is casual work?

- a. light duties
- b. part-time employment
- c. temporary employment
- d. unskilled labour

9. What happened when the writer wanted a job in a holiday camp?

- a. He got the job for six weeks only
- b. He had to answer a lot of irrelevant questions
- c. They tested him by having him cut the grass and pick up litter
- d. They wanted to give him a more responsible position

10. One of the things the manager of the holiday camp wanted to know was

- a. how long the writer had been in the Army
- b. what rank the writer had in the Army
- c. whether the applicant had been an enlisted man
- d. whether the applicant had been in the Army

11. The writer says that cutting grass and picking up litter were

- a. jobs far below his abilities and qualifications
- b. jobs he would not care to do longer than six weeks
- c. the most important work he would have to do
- d. the only tasks the manager was prepared to entrust to him

12. One of the writer's tasks was picking up

- a. bits of paper and cardboard
- b. food thrown away as worthless
- c. odds and ends left lying about
- d. the remains of meals

13. The writer adds in brackets (lines 16-17): "I cut the grass on my own; I had no assistants." This sentence contains a comment on

- a. evidence
- b. extent
- c. leadership
- d. military service

14. The words "All right, you may say . . ." (line 19) register

- a. admission
- b. amazement
- c. negation
- d. unbelief

15. The word standard in line 19 points forward to

- a. efficiency
- b. employees
- c. interests
- d. potential

16. What is the task of a relief van driver?

- a. He drives an extra van in busy periods
- b. He drives a van used for quick repairs
- c. He helps the driver of the van
- d. He replaces an absent driver

17. What is a retailer?

- a. A businessman who supplies goods for resale
- b. A business which specialises in repair work
- c. A firm which sells household appliances
- d. A tradesman who sells goods to the general public

18. Does it make a difference to the writer whether there are application forms or not?

- a. No, the employers need essential information either way
- b. No, the questions are just as stupid when put orally
- c. Yes, an interview takes far less time
- d. Yes, it is an indication of the size of the business

19. The electrical retailer wanted to know the occupation of the writer's

- a. brother or sister
- b. father or mother
- c. nearest relation
- d. wife

20. The sentence in brackets "the job was in Suffolk, not in Berlin" (line 26-27) indicates that

- a. in Germany they would not ask questions like that
- b. knowledge of languages was quite unnecessary
- c. the job was in England, not in Germany

d. the job was in a small town, not a big city

21 . A supermarket warehouse is a

- a. building used for storing goods sold in a supermarket
- b. combination of a supermarket and a department store
- c. firm of wholesalers which sells goods to supermarkets
- d. very big self-service shop

22. What is implied by the sentence "I could give a dozen more examples, equally ridiculous, from personal experience and from the reports of friends"?

- a. If the reader does not believe the writer, he may ask his friends
- b. Some of the writer's friends have also applied for jobs in supermarkets
- c. The experience of the writer made his friends laugh
- d. The practice described is widespread

23. The sentence beginning with I grant in line 26 contains a(n)

- a. accusation
- b. admission
- c. concession
- d. confirmation

24. Why will a couple of telephone calls be more to the point (lines 35)

- a. After all, the applicant may lie about his hobbies and languages
- b. The employer may not want a hobbyist or linguist as a van driver
- c. The employer will not waste so much time
- d. They enable the employer to check up on the applicant

25. What do we find in a filing room?

- a. cabinets containing papers
- b. computer-processed data
- c. confidential documents
- d. top-secret information

26. Why has the employer in line 38 a certain right to know more about the applicant? The answer to this question centres upon the word

- a. credibility b. credulity c. liability d. reliability

27. What do you do when you stack crates?

- a. You mark them
b. You pile them up
c. You place them in a row
d. You sort them
-

21- Cycling in China

- 1 We were alone in a green plain of rice fields. There we were in the middle of China, land of 1000 million people, and all we could see was one chap waving as he cycled to market with 50 live chickens in cages on the back of
5 his bike. All we could hear in the sub-tropical heat was the swish of tyres in the softening tar and the throb of diesels powering tractors and canal barges. Free to stop where we liked, and covered in sweat and dust, we felt closer to the "real" China than coach-bound tourists.
10 We, two Britons, had joined one Australian, four Canadians and 12 Americans on a "China Passage" cycle tour in Beijing (Peking) 10 days earlier. We had started with gentle rides to the Forbidden City, the Summer Palace and the Ming Tombs. Then, while we
15 rode in the bus, the rest of the party wanted to prove something by cycling up to the Great Wall. We had hardly biked since our schooldays more than twenty years ago but we quickly learned to enjoy riding our hired Chinese sports bikes in the company of thousands
20 of commuting cyclists in the rush- hour bike lanes.

There were no private cars on the well-surfaced roads. No punctures in three weeks. Riding on the right hand side of the road, we were treated with consideration by other vehicles probably because cyclists form the

25 majority of road users.

On country roads, the commonest vehicles were the open-backed commune lorries, rather like drab green US army trucks of the Forties. They were used to transport food and materials to and from the industrial and agricultural communes.

In a country that had been virtually closed to foreigners for 30 years, we were surprised to see younger children running across the paddy fields to shout a greeting to two middle-aged tourists who slowly pedalled along their country road. Everyone seemed keen to share with us their pride in their community achievement, be it housing project, new hotel, bike factory or rural hospital. Many were keen to practise English, learned initially from television. We would hold a halting conversation - not about the weather (it was always hot) - but about what we had in common, bikes. Overcoming their natural reserve, the Chinese would compare their heavy bikes with our lightweight ones; these seemed to hold for them much the same fascination as early ball-point pens once had for us. But I will remember most the warmth of our welcome, the people, their honesty, our security and the bustling shops and restaurants.

Graham Stevens (from: Sunday Times Magazine, 16/6/1985.)

Notes:

1. communes (30): In China, as in some other countries, people sometimes work and live in groups, much closer together than in normal villages, sharing their work and everything they have.
2. paddy fields (33): rice fields

A. Find in the text words or expressions that mean about the same as:

1. small boats for transporting goods
2. people who tour the country in a bus
3. people going to their work by bike
4. they were very careful and polite towards us
5. almost completely forbidden for

6. what they had successfully managed to build
7. what was of interest to both them and us
8. their inborn shyness
9. the very friendly way in which they received us

B. Explain in your own words:

1. a green plain(1)
2. powering (7)
3. joined (10)
4. in the company of (19)
5. well-surfaced roads (21)
6. the majority of(24-25)
7. the commonest vehicle (26)
8. everyone seemed keen (35-36)
9. rural hospital(38)
10. the same fascination (44-45)

C. What words in the text tell you that:

1. the man cycling to market had seen the two Britons
2. it was indeed extremely hot
3. the first trips were rather easy
4. the trip to the Great Wall was more difficult
5. you only saw lorries on the road
6. they didn't have any flat tyres
7. ten years ago such a trip wouldn't have been possible
8. the first English words were learned from television
9. it was not very easy to talk with the Chinese people they met on their trips
10. they felt safe wherever they went

D. Questions:

1. Mr Stevens says in 9 that he and his friend felt closer to the real China. What does he contrast this "real China" with?
2. What famous tourist attractions did they see?.
3. What made it so easy for these tourists to ride their bikes even though they hadn't done so since their schooldays?
4. Why does Mr Stevens mention the fact that he had to ride on the right hand side of the road (22)
5. From note 1 you know what communes are. Now can you

think what may be meant by industrial and what by agricultural communes (29-30)?

6. Why was he surprised (32) that the Chinese children greeted them so warmly?

7. Why do you think that the Chinese did not have such light-weight hikes (43)?

E. The swish of tyres (6) and the throb of diesels (6) are examples of words which more or less imitate a sound: here the sound of the tyres on the soft tar and the sound of the diesel engines in the distance. The English language contains many more of these verbs. Below you find a short list. Try to find out what the verb describes and try to make a short sentence with each of them.

- | | |
|--------------|-------------|
| 1. to splash | 7. to moo |
| 2. to hiss | 8. to smash |
| 3. to slam | 9. to boo |
| 4. to bang | 10. to clap |
| 5. to squeak | 11. to ring |
| 6. to toot | 12. to pop |

22- Giving Life After Death

- 1 After three hours of quiet, controlled conversation, Mrs Margaret Evans suddenly exclaims: "I'm damned if I let David die and let his life just be wasted!" This is not an impassioned cry for revenge but a pledge to carry out
- 5 her son's wishes to help others live.

Tragically, that wish was met last August when David crashed on his motorbike near Cambridge. Margaret and her husband John were told within hours that there was little hope and offered David's organs for transplants.

- 10 Within 48 hours of the accident four people had been given new lives: a young woman had received his liver, a 40-year-old man his heart; a 20-year-old man a kidney and pancreas and a 31-year-old woman, who had suffered kidney failure since the age of 11, received

15 David's second kidney. This also gave her the chance of having children, as kidney failure causes sterility.

David, a 20-year-old student in geophysics at Liverpool University, had carried a donor card for seven years. His parents describe him as having been a
20 colourful character in love with life, music and people. Clearly they adored him, yet their decision to donate his organs was a spontaneous one.

"He insisted that he'd never want to live like a vegetable. He'd rather have no life at all," says
25 Margaret, an ex-teacher in her late forties, whose pale, drawn face still carries the weight of grief.

John, also in his late forties and a physicist, left the final decision to his wife and Margaret told the doctors to do whatever they needed to do. David had wished that
30 everything that could be used should be used. And it was. Yet five weeks after David's death, the Evanses felt that they wanted to do something more in memory of their son. They rang Addenbrooke's Hospital in Cambridge, which had arranged the transplants, and
35 discovered that although several organisations exist in Britain for families who have received organs, there was nothing set up for the benefit of donor families.

So, five months after the crash which killed their son, John and Margaret Evans founded the British Organ
40 Donor Society (BODY). They hope that, as well as the four lives they have already saved, they will be able to keep alive the 300 people who die every year while waiting for transplants.

The aim of BODY is to promote the carrying of multi-
45 organ donor cards - they hope that 18 million people will eventually become card-carriers - to act as both a self-help support group and a voice for donor and recipient families. "We know that 80 per cent of people support the idea but only 4 million have signed multi-organ
50 donor cards."

Paul Nathanson (from: The Sunday Times, 11/3/1954)

Notes:

1. multi-organ donor cards: a card giving permission to use, after a person's death, as many of his/her organs as may be needed
2. recipient families: families of which a member receives an organ from a donor.

A. Find in the text words or expressions that mean about the same as:

1. have been for nothing
2. a solemn promise
3. became reality
4. makes it impossible to have children
5. was taken without thinking about it for a long time
6. he had often told us
7. to make more people carry a donor card
8. in the end, finally

B. Explain in your own words:

1. quiet controlled conversation
2. to carry out
3. crashed
4. kidney failure
5. clearly they adored him
6. whose face still carries the weight of grief
7. for the benefit of
8. founded

C. Questions:

1. Who is Mrs Evans having her conversation (1) with?
2. How could she carry out her son's wish to help others live (5)?
3. What words tell you that David's condition after the crash was very bad indeed?
4. There is a difference between the new lives (11) given to the 40-year-old man and the 31-year-old woman. Explain, please.
5. Do you have to be a grown-up person to carry a donor card? Where in the text can you read this?
6. Where in the lines 19-24 can you find a contradiction?

7. What did David mean when he said that he did not want to live like a vegetable (23-24)?
8. What does the word it in 30 refer to?
9. What is meant by donor families (37)?

D. What are the adjectives derived with the following words:

1. life
2. accident
3. heart
4. year(s)
5. character
6. music
7. weight
8. week(s)
9. death
10. families

E. What are the nouns derived with the following words:

1. exclaims
2. damned
3. received
4. describe
5. adored
6. insisted
7. discovered
8. exist
9. killed
10. signed

23- Two sides to the tourist coin

- 1 Scarcely a week goes by without one reading of the unhappy consequences brought about by a fast-growing tourist industry in some Pacific or Caribbean island, and while more and more people are aware that there are
5 two sides to the tourist coin, they tend to believe that

only that sort of destination can be done any harm.

It is my belief that the UK faces equally severe problems, though of a somewhat different nature; but because we have never regarded tourism as a very important issue we are failing to recognise and react to those problems. Indeed, in our treatment of tourism, we lag behind many countries that we are pleased to call "underdeveloped". This is shown by a recent report on the organisation of the tourist industry in Commonwealth countries, which says, "In cases where tourism makes a significant contribution to the economy, many governments have now integrated tourism into their general economic and social plans." The UK shows no signs of doing this, nor of understanding why it is desirable to do so.

The number of overseas visitors has been forecast by the Roskill Commission as rising to 40 million in 2006 - a fivefold increase in thirty years, when many people believe we have already reached the limit. What has not been grasped is that we do in fact have a choice; we can build another international airport, pave the streets of London with hotel fore-courts and have 40 million tourists. Or we can not build the airport, nor pave the streets of London with hotel fore-courts and not have 40 million tourists - and spend the money on something else.

What has gone wrong is that the issue has never been presented in such a way as to reveal this choice and to permit a sensible debate as to what is in our best interest. Controversy has indeed surrounded that terrible trio - Concorde, Maplin* and the Channel Tunnel - all of which relate in one way or another to international travel.

But an implicit assumption has been made that more and faster international travel is a good thing and the debate has tended to concentrate on side issues - where should London's third airport be and when should

* Maplin: proposed site for a new airport

it open; should we build a Channel tunnel or a bridge, or
rely on expanding sea travel; what are the legal
45 implications and the unemployment consequences of
abandoning Concorde. The more important questions
were not and are not debated at all - should we be
building another international airport anywhere; do we
need a fixed link with the continent; does the world need
50 supersonic passenger aircraft?

The fundamental issue underlying all of them, which
has never been considered, is what pattern and volume
of international travel is in this country's long-term
interest; and until that is resolved the debates on Maplin
55 and similar issues all take place in a vacuum since one
cannot relate them to a central policy and see whether
they fit in.

The Spectator, January 26, 1974

Make the best choice:

1. The phrase "two sides to the tourist coin" (lines 4, 5) refers to the writer's opinion that:

- a. some countries profit more from tourism than other countries
- b. some people profit more from tourism than others
- c. there are both welcome and unwelcome tourists
- d. tourism can both do damage to a country and bring it wealth

2. According to the writer, not only "that sort of destination" (lines 5, 6) can be done harm, but also:

- a. countries where tourism has no unhappy consequences
- b. countries without a tourist industry
- c. other Pacific or Caribbean islands
- d. the United Kingdom

3. What is the reason for the failure mentioned in line 10?

- a. The British have never realised that Britain has little tourism compared with underdeveloped countries

- b. The British have never realised that tourism is economically profitable
- c. The British have never realised that tourism should be paid serious attention to
- d. The British have never realised their country is attractive to tourists

4. "many countries that we are pleased to call "underdeveloped"". (line 13) By putting it like this the writer implies that these countries:

- a. are less underdeveloped than the UK
- b. are not so underdeveloped as the British usually think
- c. are rightly called underdeveloped
- d. might as well remain underdeveloped, as far as the British are concerned

5. What "limit" is meant in line 24? The limit to:

- a. the amount of money that can be spent on tourism
- b. the number of holiday-resorts that can accommodate overseas visitors
- c. the number of international airports that can be built
- d. the number of overseas visitors that can be accommodated

6. The "choice" mentioned in line 25 is the choice between:

- a. attracting foreign tourists or investing in other schemes
- b. going on holiday to London or elsewhere
- c. spending money now or saving it for later
- d. stimulating tourism by expansion or by other means

7. In lines 34, 35 the writer calls Concorde, Maplin and the Channel Tunnel a terrible trio because:

- a. a decision about them has taken such a long time
- b. he hates the controversy about them
- c. he very much doubts whether they are to Britain's advantage
- d. there is not enough money to realise all three of them

8. Why does the writer add the last paragraph?

- a. to criticise the present pattern and volume of international travel
 - b. to insist that the issues mentioned should soon be solved
 - c. to point out Britain's long-term interest in the tourist industry
 - d. to stress the need for a long-term policy on tourism in Britain
-

24- Sums in the nursery?

- 1 Children develop so rapidly, particularly between the ages of three and five, that it is a real deprivation to deny them experiences which will help them forward. The place of mathematics in this scheme of things is at first sight more debatable. Maths in the nursery? Whatever next?

5 The word mathematics conjures up horrors, of old maths (fractions never quite understood, tables never quite remembered), of the new maths (strange talk of sets and matrices and homework we can't help with) and a nightmare of three-year-olds doing "simple addition and subtraction sums". All these horrors can, and must, be done away with. And sums in the nursery must be the first to go.

- 15 Children don't learn by chanting tables, particularly very young children. They learn by doing, by having a variety of experiences from which they can eventually abstract some general idea. The younger the child, the more important the concepts rather than the skills to which they lead; later on, each is useless without the other.

25 So what are the concepts behind simple sums? Before a child can understand that five is more than three he will need the idea of ordering - which he can get from bringing home sticks of different lengths and sorting them out in order from the shortest to the longest. He will also need the idea of inclusion (these three

cream buns are included in that plateful of five cakes). He'll need other concepts, too, before even such an
30 innocent statement as $2 + 3 = 5$ can be made with conviction, pleasure or complete understanding of what it means.

Adults can all give a child enormous help so long as they don't talk too much, give the game away, or block
35 the children's thoughts. "Come along, dear, we're going to play with this lovely clay this morning, let's see what we can make with it, I think I can make a lovely elephant, come along, what about the trunk" That poor child will have made a mental note that whatever
40 he takes up as a career it won't be sculpture.

Much better to intervene not by leading the child, but by picking up what he's doing.

One common reaction is "Why are they spending all the day messing about with sand and water instead of
45 doing some sums?" Perhaps it would help parents to understand the reason, if we call this activity "pre-sums" like "pre-school". So what about this "sand and water"?

Take sand first. Comparisons can be made between wet and dry sand. Which will pour? Which is heavier?
50 Will this bucket hold more than that container? How much sand can be shared among the three of us?

These are just some of the possibilities. Not that you should swamp all children with such questions; Matthew, the three-year-old who spent the best part of a morning
55 filling his tipper-lorry with sand, dumping it somewhere else and repeating the process, was enjoying the sheer experience of handling the stuff and working spontaneously at his own level. But there is no doubt that the concepts were there literally for the asking.

The Observer, March 7, 1976

Make the best choice:

1. If the place of maths in the nursery is "more debatable" (line 5), then what, by implication, is not really debatable?

- a. that children develop fastest between the ages of three and five
- b. that children must be given opportunities to develop themselves
- c. that mathematics should be taught to older children
- d. that only experience can help children develop more quickly

2. In the first paragraph the writer asks two questions. By doing so he expresses:

- a. his doubt whether "maths in the nursery" is really a good idea
- b. his fear that the children may start hating the nursery school
- c. his feeling that "maths in the nursery" may seem questionable to the layman
- d. his view that mathematicians may object to maths being taught in the nursery

3. What is the main point of the second paragraph?

- a. Adults understand little of either old or new maths
- b. Maths as it is generally understood is out of place in the nursery
- c. The writer's conception of maths is different from most mathematicians
- d. Three-year-olds dislike having to do sums

4. Which of the following is an example of the "skills" mentioned in line 19?

- a. doing "sums" (line 22)
- b. "ordering" (line 24)
- c. "sorting out" (Line 26)
- d. "inclusion" (line 27)

5. What is the function of the fourth paragraph ("So what means.")?

- a. It forms an introduction to the fifth paragraph
- b. It says more about the subject of the third paragraph
- c. It summarises the preceding three paragraphs
- d. It weakens the argument of the third paragraph

6. Why is the child mentioned in line 39 called "poor"?

- a. He has begun to dislike playing with clay
- b. He is being taught skills for which he is too young
- c. He is not allowed to work out his own ideas
- d. He will never wish to become a sculptor

7. Why does the writer go on at such length about sand and water in line 44? He wants to stress that

- a. as long as children play with these, they are not ready for doing sums
- b. as long as children play with these, they should not be bothered with doing sums
- c. by playing with these, children can pick up general ideas necessary for further learning
- d. by playing with these, children will learn how to deal with practical problems in general

8. The writer discusses Matthew's behaviour (last paragraph) to point out that

- a. children at play should not be disturbed
- b. not all young children are intelligent enough for 'pre-sums'
- c. not every occasion to teach a child at play need be exploited
- d. one should never miss an opportunity to teach concepts to a child at play

25- Immortal nuclear waste

1 In nuclear waste, man has stumbled on a kind of immortality. Unlike any other human product, the ashes from nuclear power stations will survive for a time which stretches beyond history and into the realms of geology.

5 In a million years, today's wastes may be declared safe; but whether mankind will still be around for the ceremony is a question with no certain answer.

Yesterday, the first sign of a growing public anxiety about nuclear wastes made itself felt when a petition
10 signed by a group which included a bishop, a retired chief scientist at the Ministry of Power, and a Professor of Theoretical Physics was presented to the Prime Minister.

It called for a moratorium on the building of further
15 nuclear plants as long as there is no absolutely safe method of disposing of the long-lived radioactive wastes.

Why the sudden alarm about nuclear waste? How serious a problem does it pose, and does it justify the calls for a stop to nuclear power development?

20 The long-lived wastes are a mixture of radioactive materials produced by the operation of nuclear power stations. The problems they create have interested the more philosophically-minded of nuclear engineers ever since the first plants started operation 30 years ago, but
25 they have never been allowed to ruffle the surface of official optimism.

The wastes raise questions of a philosophical character, and engineers discuss them uneasily because they recognise that they fall outside their area
30 of competence. Whether a society has the right to saddle its descendants with dangerous materials it does not itself know how to dispose of, is a question that permits no simple technical answer.

So far, accidents with nuclear waste have occurred
35 only in the US*, where leaks developed in several storage tanks. In Britain, the wastes have been

* This article was written before the Chernobyl disaster in the former USSR.

responsibly managed, within the limitations of the present system. But if after 20 years of study the problem is no nearer solution, critics are entitled to ask
40 whether it can be solved.

To this, the chairman of the Atomic Energy Authority, Sir John Hill, offers a reply which some may find comforting. "I don't know what will be done with the wastes in the twenty-first century. This will be decided
45 by our children and our grandchildren, who will be better at technology than we are and who will have better ways of dealing with things. I don't believe that we are leaving significant problems for future generations."

The signatures on yesterday's petition suggest that
50 Sir John's optimism is not universally shared. "What we have to realise is that methods which are safe and reliable for moderate amounts of waste material over short periods of time may not be adequate in future, when the amounts will be greater, the time-scale so
55 extended and the people nothing like so well trained," says Professor Tom Kibble, of Imperial College, one of yesterday's signatories.

No society has ever been asked to make quite this kind of decision before. Putting future generations at
60 risk, however small that risk may be, is a heavy responsibility. Can anybody guarantee that present conditions will persist for long enough to ensure the guardianship of today's nuclear wastes? And they are only a small fraction of the wastes which will accumulate
65 within the next century if nuclear power expands.

The Observer, March 23, 1975

Make the best choice:

1. The immortality mentioned in line 2 refers to the fact that:

a. mankind has shortened its existence by the production of nuclear waste

- b. mankind may have created an insoluble problem with regard to nuclear waste
- c. the production of nuclear power will for ever solve the energy problem
- d. the production of nuclear power will never be brought to a halt

2. By mentioning the bishop, the scientist and the professor (second paragraph) the writer wants to:

- a. boast he knows who signed the petition
- b. make clear why the Prime Minister could not but accept the petition
- c. point out that mainly intellectuals signed the petition
- d. stress the significance of the petition

3. "It" in line 14 refers to:

- a. "a growing public anxiety" (line 8)
- b. "a petition" (line 9)
- c. "a group" (line 10)
- d. "the Ministry of Power" (line 11)

4. What is meant by "they have never ... official optimism." (lines 25-26)?

- a. The authorities have never allowed nuclear engineers to discuss the dangers of nuclear waste openly
- b. The authorities have never been experts in the problems of nuclear waste
- c. The authorities have never cared to admit to the dangers of nuclear waste
- d. The authorities have never heard the views of engineers on nuclear waste

5. The uneasiness of the "engineers" (line 28) is caused by the fact that they are aware that

- a. their views are based on already outdated techniques
- b. the problem is too complicated to be solved within their generation
- c. there is no answer to the problems raised by nuclear waste

d. they are not qualified to decide in matters of philosophy

6. The words "responsibly managed" (line 39) refer to the fact that so far British power stations

- a. have been able to destroy nuclear waste
- b. have been able to eliminate the consequences of accidents with nuclear waste
- c. have produced a minimum of nuclear waste
- d. have stored nuclear waste without noticeable consequences

7. What is the essence of Sir John Hill's "reply" (line 42)?

- a. Future generations, being better equipped, will know how to manage nuclear waste
- b. Future generations, knowing better how to operate nuclear plants, will not produce nuclear waste
- c. Future generations will have far more significant problems to cope with
- d. Future generations will not understand why we worried about nuclear waste at all

8. What did Professor Tom Kibble (line 56) want to make clear?

- a. A greater amount of nuclear energy will be needed in future
- b. New methods of managing nuclear waste should be found
- c. Risks will increase unless power stations are manned by well-trained personnel
- d. With regard to nuclear wastes, today's situation is not comparable to a future situation

9. What can be concluded about the opinion of the writer of this article himself, concerning the present problem of nuclear waste?

- a. He believes that mankind stands hardly any chance of survival
- b. He does not want to give an opinion; he just describes the opinions of others

- c. He doubts whether the production of nuclear energy should be continued
 - d. He slightly suggests he is in favour of keeping nuclear power stations
-

26- THE FLIGHT FROM FREEDOM

a) Letter from a Friend

In recent years, a number of religious sects have been very successful in recruiting young people. Here, a young man tries to explain to a friend of his what attracted him to such a sect, what life was like with this sect, and why he decided to leave:

1 Dear Peter,

The decision to hang it up is the one bright light within me for the time being. Because I've lived very much the life-style of Orwell's 1984. Imagine for a moment a situation where every single moment of your day is programmed. You begin with exercise, then meditation, then a communal meal. Then the service (the work each member does). you work six days a week, nine to six - then come home to dinner and then go to two hours of spiritual discourse, then meditate. There is no leisure. It is always a group consciousness. you discuss nothing that isn't directly related to "the knowledge". You are censured if you discuss any topics of the world. And, of course, there is the constant focus on the spiritual leader.

Can you imagine not thinking, not writing, not reading, and no real discussion? Day after day, the rest of your life? That is the norm here. What is the payoff? Love. You are allowed access to a real experience of transcendence. There is a great emotional tie to your fellow devotees and to your Guru - your Guru, being the center of everything you do, becomes omnipresent. Everything is ascribed to him. He is positively supernatural after a while. Any form of casual thinking

25 breaks down. The ordinary world is proscribed. It is an "illusion". It is an absolutely foolproof system.

Look at me. After a disintegrated relationship, a long illness, a deep searching for an answer, I was ripe. I was always impulsive anyway. So, I bought in. That
30 feeling of love, of community. The certainty that you are submitting to God incarnate. It creates a wonderfully deep and abiding euphoria which, for some, lasts indefinitely.

Why go away from such a euphoria, back to a
35 world of doubt and criticism, of imperfection - once one has experienced the benefits of this way of life? Because there is more to human beings than the desire for love or the wish for problems to go away. There is also the spirit - the reasoning element in man and a
40 sense of morality. My flight now is due out Dec. 5. I am hoping to last that long. I think that with a little luck, I will.

Love to you,
K

Published in an article by Peter Marin in Harper's Magazine

b) Why People Join

1 Social scientists who have studied cult groups agree that most members are in some sort of emotional trouble before they join. Says Dr Margaret Thaler-Singer, a psychologist at Berkeley: "About one-third are
5 very psychologically distressed people. The other two-thirds are relatively average people, but in a period of depression, gloom, being at loose ends." Such people are vulnerable to well-planned recruitment techniques. These usually involve displays of effusive affection and
10 understanding, or "love bombing", as one psychiatrist puts it. Once recruits start going to meetings, they are frequently subjected to various drills and disciplines that weary them both physically and emotionally, producing a sort of trance.

15 Cut off from family and friends, the new member gets repeated infusions of the cult's doctrines. The lonely, depressed, frightened and disoriented recruit often experiences what amounts to a religious conversion. Former members of such cults frequently
20 say that something in them "snaps".

At this point, the cultist's life is no longer his own. Personalities change from the lively and complex patterns of normality to those of an automaton reciting what he has been taught. The usual problems of living
25 have been replaced by a nearly childish existence in which the cult and its leaders supply all rules and all answers. Erich Fromm, in his classic treatise on the rise of Nazism, called this process the "escape from freedom".

30 "Most members have little or no sense of inner value," says Stefan Pasternack, professor of psychiatry at Georgetown University School of Medicine. "They have a desire to be part of something meaningful. In joining, they regress and relax their personal judgements
35 to the point that they are supplanted by the group's often primitive feelings. With a sick leader, these primitive feelings are intensified and get worse. The members develop a total identity with the leader and in the process take on his sickness."

40 Just as the cult members give themselves up to the group, the leader too takes his entire identity from his followers.

Both leader and followers thus see an overwhelming necessity to keep the group alive and
45 intact. Dissenters are often punished severely. Loyalty is intensified by claims that the outside world is evil and threatening. Return to normal life becomes more and more difficult, even terrifying.

From Time Magazine

Answer the following questions:

1. *Examine the young man's letter to find out:*

- a) what kind of person he is;
- b) why he felt attracted to the sect;
- c) what life is like for a member of the sect;
- d) what this kind of life does to him;
- e) why he decides to leave.

2. *Pick out the passages from the Time article that explain:*

- a) what kind of people join cult groups;
- b) why they feel attracted to them;
- c) what life is like for members of such cult groups;
- d) what happens to people's personalities once they have joined.

3. *To what extent does the letter-writer's account of his experience support the theories expressed in the Time article?*

27- THE DRUG EPIDEMIC

a) Why Are Drugs Used?

- 1 Modern man is a drug user. A doctor prescribes pills to relieve a suffering patient's pain. The harassed businessman takes drugs to fall asleep, his wife to calm her nerves after a trying day with the children and
- 5 housework. The all-night truck driver, or the student cramming for an examination take drugs to stay awake. Some drugs induce pleasant dreams. Others ease tensions. Some make men feel they have more physical and mental strength and great courage. Aspirin, antacid
- 10 tablets, penicillin, and a host of more potent drugs have dramatically affected man's physical condition - prolonged his life and enabled him to live with his deficiencies. Unlike Aladdin, modern man has no magic lamp, but he has something equally powerful and
- 15 equally magical in the drugs within reach of his fingertips.

Why does a person begin sniffing glue, smoking pot or opium, injecting himself with heroin, or swallowing LSD? The factors that encourage a person to begin are many. Sometimes, one wants to be a part of the crowd. Fear of being left out makes one willing to "turn on". At other times, it involves taking a dose for fear of being called "chicken". On occasion, it is idle curiosity or simple adventure.

Sometimes, the impulse to take narcotics comes from deep-seated frustrations and tensions. These may come from problems at home or on the job or in school. They may come from feelings of inadequacy or insecurity or fear of failure. The narcotics user feels that by taking drugs he blunts the pain that comes from life's blows.

From "Drugs" by Barbara Milbauer

b) Mother's Little Helper

1 "Kids are different today,"
I hear ev'ry mother say
Mother needs something today to
calm her down

5 And though she's not really ill
There's a little yellow pill
She goes running for the shelter
of a mother's little helper
And it helps her on her way

10 Gets her through her busy day.
What a drag it is getting old.

"Kids are different today,"
I hear ev'ry mother say
Cooking fresh food for a hus-

15 band's just a drag
So she buys an instant cake
And she burns her frozen steak

And goes running for the shelter
of a mother's little helper

20 And two help her on her way
Get her through her busy day.
What a drag it is getting old.

" Kids aren't the same today,"
I hear ev'ry mother say

25 They just don't appreciate that you
get tired

They're so hard to satisfy
You can tranquillise your mind
So go running for the shelter of a

30 mother's little helper
And four help you through the night
Help to minimise your plight.
What a drag it is getting old.

"Kids are much too hard today,"

35 I hear ev'ry mother say
The pursuit of happiness just
seems a bore

And if you take more of those
You will get an overdose

40 No more running to the shelter of
a mother's little helper
They just helped you on your way
Through your busy dying day.
What a drag it is getting old.

Words and Music by Mick Tagger and Keith Richard

c) I Won't Touch the Damn Stuff!

1 As I take my own fix I am looking at the needle-
marks. They follow the length of the vein down the arm.
Since the Man looks for marks I am trying to keep them
dispersed, to keep them as impermanent as possible. As

5 I fix I am aware of Tom, standing slightly to one side of me, smiling idyllically.

I have talked to him for hours. But in the end he always comes back to saying he's going to kick.

"Man, you'll never kick."

10 "Sure I will. You think I can go on like this?"

"You did before."

"That's different. I was hung up then. I'll get the place fixed up good. You help me, Joe. If we only had some bread."

15 "How much rent do you owe?"

"Not much, a few months."

"How many months?"

"Must be about eight."

20 "You've been goofing for eight months? You owe \$ 320 back rent."

"I'm gonna see him and say I'll pay it off, twenty a week."

"Where are you going to get twenty a week?"

25 "I can get a job. I'll start kicking tomorrow. I can kick it in three days. I haven't got a real habit . . . I won't touch the damn stuff."

30 But without the stuff Tom's face takes on a strained expression; as the effect of the last fix wears off all grace dies within him. He becomes a dead thing. He tries to drink, to think of women, to remain interested, but his expression becomes shifty. At the beginning he's over-confident. He laughs too much. But soon he falls silent and hovers restlessly at the edge of a conversation, as though he were waiting for the void of
35 the drugless present to be miraculously filled. Then when his face takes on a disdainful expression, I know he has decided to go and look for a fix.

"You going to split, Tom?"

"Yeah. you comin'?"

From "Cain's Book" by Alexander Trocchi

Answer the following questions:

A. 1. To what extent could drugs be called the modern man's magic lamp?

2. What factors encourage people to begin taking powerful, even illegal narcotics?

B. 1. Why does the mother portrayed in the song take drugs? Is it her "busy" life at home - trouble with the kids - or is it something to do with herself?

2. What is ironic about the title?

C. 1. How does Tom feel about his "habit"? How realistic is his attitude?

2. What is indicated about the effect of his habit on his life?

فن كتابة الموجزات أو الملخصات Summary & Précis Writing

الموجز أو الملخص هو إعادة كتابة المعلومات الأساسية الموجودة في نص ما بدون حشو أو تزويق وكذلك بدون اختصار مخل بالمضمون. وتحضرني بهذه المناسبة حكاية المؤلف الذي ألف قصة للسينما في ٥٠٠ صفحة وعرضها على المخرج الذي ما أن رآها حتى قال للمؤلف: «ليس عندي وقت لقراءة كل هذا. اختصره وأعطني الملخص». واختصر المؤلف القصة إلى مائة صفحة، وتكرر الموقف. وأعاد المؤلف اختصار القصة إلى عشر صفحات بنفس النتيجة. وأخيرا اختصر المؤلف القصة إلى سطر واحد: «هي قصة حب بين شابين، تقابلهما عقبات كثيرة ينتصران عليها ويتزوجان في النهاية». وقرأ المخرج السطر ورفض القصة قائلا للمؤلف: «هذه القصة استهلكت كثيرا في السينما ولا تصلح».

وفي حياتنا اليومية نمارس فن التلخيص يوميا عندما نذكر حادثة معينة أو نحكى ماذا حدث في العمل اليوم، فنحن نحكى مختصرا للموضوع، وكثيرا ما نهرب من أولئك الأشخاص المملين الذين يصرون على قص حكاياتهم بتفاصيلها المملة والتي ليس لها أى ضرورة. ويذكرني هذا بأحد أصدقائي أطباء النساء الذى كان يبدأ حكاية السيدة المصابة بانفجار الرحم من ساعة أن كان رافعا حذائه على طرف السرير ليربط رباطه استعدادا للخروج، ومن قرع عليه الباب ليستدعيه إلى التليفون، ومن رد عليه وتفاصيل المكالمة، ثم كيف وصل إلى القسم ومن رآه وتحدث معه فى الطريق، وأخيرا يصل إلى نقطة رؤيته للسيدة المصابة بعد حوالى ربع ساعة من الحديث الفارغ الذى لا طائل ورائه. وربما ظننت أنه بعد ذلك سيحكى الحكاية باختصار، ولكن هيهات! فهو يقص عليك حالة أهل المريضة وما قالوه وماذا قالت الممرضة وماذا قال التومرجى وكيف انتقلت المريضة إلى حجرة العمليات وماذا قال طبيب التخدير إلخ ... إلخ ...

ذكرت الحكايتين السابقتين لأبين أن الموجز أو المختصر يجب أن يكون اختصارا غير مخل يذكر فقط التفاصيل الأساسية بدون إهمال أى منها، وكذلك ليس فى الموجز إطراب أو حشو أى أنه يجب التخلص من جميع التفاصيل غير الضرورية أو الهامشية، وباختصار فالموجز هو:

«ما قل ودل».

كيف تقوم بتلخيص نص ما؟

لا يمكن عمل موجز جيد بدون فهم تام للنص، وهذا هو السبب الذي جعلنى ألحق «فن كتابة الملخصات والموجزات» بـ «كيف تفهم نصا إنجليزيا» ولم أجعله كتابا مستقلا.

وفيما يلى سوف أقدم لك عدة نصائح خاصة بالنواحي الحرفية لعملية التلخيص لتوفير عدد الكلمات المستعملة، ثم سوف أعود ثانية لاستكمال الناحية الأهم وهى كيفية فهم النص ومعرفة نقاطه الرئيسية.

سنة نصائح:

١- أستعمل نفس كلمات النص ما أمكنك ذلك:

فليس المطلوب منك إعادة صياغة النص Paraphrase أو أن تعطى رأيك، وغالبا سوف تجد فى النص كلمات كافية لعمل ملخص جيد، فليس هناك حاجة لاستبدال الكلمات المألوفة بمترادفات من عندياتك:

Don't change:

فلا تستبدل:

They reached the hut * → They came to the hut

All he needed * → Everything he wanted

He handed me a pound note * → He gave me a pound note

She was delighted * → She was very pleased

ولكن ليس هناك مانع أبدا من التخلص من الكلمات غير المألوفة واستبدالها

Change:

بكلمات مألوفة، ولذلك استبدل:

The doctor had confined him to bed

→ The doctor had told him to stay in bed

He was very uncommunicative

→ He did not tell much

٢- اضغظ الجمل Sentences والعبارات Phrases وأشباه الجمل

Clauses إلى كلمات مفردة كلما أمكن، فلكي تكتب موجزا لا بد من الاقتصاد فى عدد الكلمات المستعملة، وهذا يتطلب مرانا كثيرا ولكنه سيرفع من قدرتك على التعامل مع اللغة.

Change:

ولذلك استبدل:

They were of the opinion → They thought

There was a smile on his lips → He smiled

While the sun was rising above the horizon → At sunrise

A man whom I never had seen → A stranger

When he was still a boy → As a boy

وفيما يلى بعض الكلمات المفيدة:

Formerly, Recently, At the time

بدلاً من الجمل التي تدل على زمان حدوث شيء ما

So

للدلالة على التطور المنطقي للأحداث، أو لتعليل حدوث حدث ما

It is evident, It is clear, Of course

للدلالة على بديهية الحدث وأنه لا يحتاج إلى شرح

It seems

للجمل التي تشرح ما يقول الناس أو يظنون

Occasionally

ليبين أن حدثاً ما لا (أو لم) يحدث بانتظام

٣- تخلص من الكلمات المعقدة، ومن الصور البلاغية **figures of speech** مثل التشبيهات **Simile** والاستعارات **Metaphor**:

Change:

ولذلك استبدل:

Pearly tears stole down her cheeks → *She wept*

The sea of his troubles → *His many troubles*

The breeze of a Parisian spring blew into our faces like drifting flowers → *The spring in Paris was very pleasant*

وتذكر أن الموجز هو ما قل دل ، فليس فيه مجال للرومانسية، بل هو جاف تماماً يعطى المعلومة في أقل عدد ممكن من الكلمات، ولكن ليس معنى هذا أن ترص المعلومات أو الكلمات بجوار بعضها البعض، بل لابد أن تكون جملك كاملة ذات إنجليزية جيدة من ناحية التركيب والمعنى.

٤- تجنب التكرار (حتى ذلك الذي قد يكون ضمنياً):

Change:

ولذلك استبدل:

He had never seen so much money, money enough to buy just anything → *He saw an enormous lot of money*

He was absolutely speechless; for a long time he did not open his mouth → *He did not (could not) say anything*

He poured me out a drink and handed the glass to me → *He gave me a drink*

٥- لا تعط أمثلة:

Change:

ولذلك استبدل:

They export fruits, such as pears, oranges, bananas and lemons → *They export various fruits*

Children are sometimes very wilful, they want to have everything their own way → *Children can be wilful*
In heat and cold, in mist and rain, they never stopped on their trail → *They went (rode, drove) on in all weathers*

٦- لاستعمل أبدا الكلام المباشر Direct speech:

فحن لايهنا الكلمات الفعلية التي قيلت، ولكن يهنا المعلومات التي تتضمنها تلك الكلمات.

ولذلك استبدل: **Change:**

When she came home at last, he asked her to sit down, and said: "I have bad news for you . . . your father . . . he has been taken to hospital

→ *When she came home he told her that her father had been taken to hospital*

اتبع دائما تلك النصائح الست، والتي نعيد تلخيصها لك:

١- استبدل الكلمات غير المألوفة فقط

٢- اضبط الجمل

٣- تجنب الكلمات العويصة والصور البلاغية

٤- تجنب التكرار

٥- لاتعط أمثلة

٦- لاستعمل الكلام المباشر

فهم النص واستخراج النقاط الأساسية أو الخيط الرئيسي:

قد تقول أن كل ما سبق جميل ومفيد، ولكنه لايساعدك على معرفة النقاط الهامة في النص التي يجب أن تعرفها، وما هو غير الضروري أو الهامشي. والجزء الأول من الكتاب محاولة لمساعدتك على فهم النص، ولكن عملية التلخيص ليست مجرد فهم النصوص ولكنها عملية استخراج لب الموضوع ومعرفة الغث من السمين، أى معرفة ما هو هام وما هو غير ذلك. فبعض الناس يقرأ نصاً أو يسمعه وينفذ مباشرة إلى لب الموضوع ويعرف ماذا يريد الكاتب أو القائل أن يقول، والبعض تستدرجه بعض النقاط الهامشية ولايدرك حقيقة ما يقوله الكاتب. ويرجع هذا إلى مستوى ذكاء القارئ وخبرته. ولعل العلاج الأمثل لذلك هو المناقشة مع أصدقائك لاستخراج النقاط الهامة فى أى موضوع، وسوف تختلف آرائكم كثيراً حول ما هو هام وما هو غير ذلك، ولكنك بلاشك سوف تزيد كثيراً من مثل هذه المناقشات. ولاشك أيضاً أن قراءة قطع الفهم السابقة وحل الأسئلة ومراجعة حلولك مع الحلول المعطاة ستجعلك تفهم النص فهماً تاماً يساعدك على استخراج النقاط الهامة فيه، وعليك بعد ذلك تلخيص تلك النصوص إلى ثلث حجمها كتمرين لك.

ومع هذا فسوف نعطي لك بعض الأمثلة عن كيفية استخراج المعلومة الفعلية من

النص:

1. "He slammed his fist on the desk, and his voice was high and harsh with anger."

الخطوة الأولى هي فهم النص، وإذا لم تفهم معنى كلمتي "slam" و "harsh"

حاول استنتاج معناهما من السياق كما سبق وأن ذكرنا في الجزء الأول من الكتاب.

«..... بقيضته على المكتب، وكان صوته عاليا و ب (من) الغضب»

وبعد ذلك تأكد من صحة استنتاجك من القاموس.

والخطوة الثانية بعد تمام الفهم هي استخراج المعلومة الرئيسية في الجملة. ومن

الواضح أن هذه جملة وصفية تصف حال هذا الشخص وتصرفاته وتغير صوته. ولكن

المعلومة الأساسية التي نصل إليها هي أن هذا الشخص كان غاضبا، وكل ما كان يفعله

إنما هي مظاهر هذا الغضب. وبذلك يمكننا اختصار الجملة إلى أحد الجمل التالية:

"He showed that he was very angry"

"He was furious"

"He was in a rage"

"He was beside himself with anger".

2. "At the traditional inn the traveller tumbled from the top of a coach in a half-frozen state in order to be revived with hot brandy."

هذا أسلوب رائع حقا، ولكن المعلومة التي يريد الكاتب أن ينقلها لنا هي:

"The weary traveller went into the traditional inn".

فكلمة "tradition" لم يستعملها الكاتب اعتباطا، فهي تعني أن هذا الفندق له

تقاليد أي أن هناك أعرافا يجرى عليها من قديم. أما جملة "tumbled from the top

"of a coach"، فهي جملة وصفية تفيد أن المسافر متعب "weary". أما عبارة "in

"in order a half frozen state" فهي تكرر لأحد أوجه مقاساة المسافر. أما جملة "in

"to be revived with hot brandy"، فهي تحصيل حاصل لأن المسافر المتعب لابد

له من الشراب و الطعام والراحة.

3. "Of the pleasures of London none was sweeter than leaving it. After taking a train, being met by a car, and driven to some country house or house in the country the visitor was immediately astonished, shocked, by the grassy silence."

(41 words)

كاتب هذه الكلمات هو هنري بلومر Henry Plomer ، وهو كاتب معاصر،

وقد نتردد كثيرا قبل محاولة التفوق عليه في فن الكتابة، ولكن كتابة ملخص لاحتجاج إلى

عقري، ولكنها تحتاج فقط إلى فهم تام لما يقوله الكاتب.

ادرس الجملة وافهمها جيدا. هل لاحظت تلك العبارة الغريبة:

"some country house or house in the country"

فـ "country house" يعنى بها الطراز، أما "a house in the country" فيعنى بها المكان. ومع ذلك فهى ليست النقطة الهامة فى النص. إذا فهمت النص جيدا فستجد أن كتابة الموجز ليست مجرد اتباع عدد من التعليمات أو النصائح، بل هى أكثر من ذلك بكثير، أى معرفة الهام من التافه، والغث من السمين. فالذى يريد الكاتب قوله هو:

"The visitor from London found the silence of the country both pleasant and shocking." (14 words)

والآن أعد قراءة النص وادرس كل جزء فيه، واسأل نفسك: هل فاتت أى معلومة هامة أو ضرورية فى النص؟
وتذكر:

أن الموجز أو الملخص يجب أن يكون:

ماقل ودل وأن يكون كاملا وفى الصميم

4- "The widow had taken a large house which had usually been considered to give the person who rented it a claim to rank, because once upon a time, seventy or eighty years ago, the unmarried daughter of a lord had lived in it."

(43 words)

هناك أكثر من ملخص لأى نص، ولكن المهم ألا تفوتك النقاط الرئيسية أو المعلومات الهامة وتجربى وراء التفاصيل أو الخيوط الجانبية. وإليك الآن أحد التلخيصات الجيدة من ١٤ كلمة:

"The widow took a house in which a person of rank had once lived."

(14 words)

والخطوة الأولى، بعد فهم النص فهما جيدا، هى وضع قائمة بالمعلومات المهمة فى النص. وعليك فى البداية كتابة هذه المعلومات فى جمل كاملة، وبعد أن تريد خبرتك، يمكنك وضع خطوط تحت المعلومات الأساسية فى النص نفسه. وفيما يلى قائمة بالمعلومات المستقاة من النص:

- The widow took a large house
- People living in it were considered people of rank
- The unmarried daughter of a lord had lived in it seventy or eighty years ago.

والآن قارن الحقائق أو المعلومات الأساسية والملخص الذى كتبناه:

فكبر حجم المنزل معلوم ضمنا لأن شخصا ذا حيثية لن يسكن مسكنا صغيرا. ولاحظ أننا احتفظنا بظل المعنى الذى يقصده الكاتب من أن أحد أسباب اختيار هذا المنزل بالذات - بالإضافة إلى كبره - هو أنه يضى أهمية على ساكنه. واستبدلنا عبارة:

"the unmarried daughter of a lord" → "a person of rank"

لأن شخص الساكن ليس مهما كاهمية مركزه، وكذلك فليس هناك أى أهمية لتحديد الزمن ولذلك اختصرنا:

"once upon a time, seventy or eighty years ago" → "once" .

5. "The noise had a rather ominous and malignant quality, coming from the darkness." (13 words)

"An ominous noise came from the darkness." (7 words)

شبه جملة التالية تصف الـ "noise" ولذلك استبدلناها بصفة واحدة:

"had a rather ominous and malignant quality" → "ominous"

ثم حولنا اسم الفاعل فى العبارة الأخيرة إلى فعل ماض حتى ننشئ جملة كاملة صحيحة لغة ومعنى.

6. "In a shop the prospective buyer expects to find the price of an article prominently displayed, or, on enquiry, to be told definitely what the price is. He doesn't want to bargain."

(32 words)

"A buyer wants the prices definitely fixed and displayed."

(9 words)

7. "The world seemed very quiet when she got off the bus and stood still for a moment, trying to pierce the darkness that rose up on all sides." (28 words)

"When she got off the bus, the world was very quite and dark."

(13 words)

8. "The street was almost empty; only a few people here and there strolling along the pavements, like a scene on a postcard." (22 words)

"The street was almost empty." (5 words)

لاحظ أن الجزء الأول من الجملة يحمل المعنى، أما العبارة التالية فهى لتوضيح كلمة almost والعبارة التى بعدها تشبيه.

9. "The present for Rosie was easier to select. There were only two pounds left to spend, and that really narrowed the choice down." (23 words)

"Having only two pounds, the present for Rosie was easier to select." (12 words)

هنا أعدنا تنسيق الجملة حتى تكون جملة جيدة للتركيب من المعلومات المهمة فقط.

10. "Saturday was always bad at the Bank, but the Saturday before a Bank Holiday was too bad to be true. There was a deep sigh of relief from everybody when the door of the bank closed on the back of the last customer." (43 words)

"The Saturday before the bank holiday was worse than usual, and all were relieved when work ended." (17 words)

لاحظ اختصارنا لـ :

"always bad" و "too bad to be true" → "worse than usual"

وكذلك ضغطنا الصور البلاغية:

"A deep sigh of relief from everybody" → "all were relieved"

وكذلك:

"the door of the bank closed on the back of the last customer"
→ "work ended"

11. "The English have been so closely associated with horses for centuries that some foreign people have been known to comment that they could see little difference between the two." (29 words)

"The long association between the English and their horses is thought to have made them similar." (16 words)

12. "Although he dresses in the romantic style, wearing a black cape and cane, Paul Gallico is perhaps the most professional writer I have ever met, since he writes for just everybody, children, teenagers, grown-ups, the aged even." (37 words)

"Although Paul Gallico dresses romantically, he is very professional and writes for everybody." (13 words)

لاحظ أننا استغفينا عن الأمثلة في النص السابق.

13 (Upon cocktail parties.)

"Personally, and I think many would agree with me, I find this particular form of entertainment a kind of purgatory, to put it mildly. You cannot hear what anyone else says; you don't want to shout your opinions, and you cannot remember afterwards even the one interesting remark you did catch." (51 words)

"Many believe that cocktail parties are tiresome as you can't make conversation or remember it." (15 words)

أمثلة أخرى:

في الأمثلة التالية سوف نستخرج النقاط الأساسية بالتخطيط تحت الكلمات و النقاط الهامة و/أو كتابة هذه النقاط في جمل كاملة، ثم نعطي نموذجاً أو أكثر للتلخيص، وعليك بعد ذلك كتابة ملخص بإسلوبك الخاص:

1. ICARUS

A Greek story tells of Daedalus, who made a pair of wings for himself and another pair for his son Icarus, so that they might escape from captivity on the Isle of Crete.

"My son", said Daedalus, "do not fly too high, lest the sun should melt the wax that holds the feathers of your wings, nor swoop too low, for then the spray of the waves would wet your feathers which growing heavy will drag you below the surface of the water " But Icarus disobeyed. He soared aloft. The wax melted and Icarus plunged into the sea.

Daedalus searched frantically, but all he found was a few feathers scattered on the rolling waves.

(114 words)

Write a summary, not exceeding 50 words.

After you have read the whole text twice and found the meaning of every word, underline the important words and ideas, then you have to list the facts.

Example

1. Daedalus and his son Icarus want to escape from Crete.
2. They make wings, using wax to hold the feathers.
3. Daedalus warns Icarus not to fly too high nor too low, because the sun may melt the wax or the sea may wet the wings:
4. Icarus does not obey; he flies too high.
5. The wax melts, Icarus falls into the sea.
6. Daedalus looks for his son, finding a few feathers only.

Summary

Daedalus and his son Icarus, wanting to escape from Crete, made wings using wax to hold the feathers. Daedalus warned Icarus not to fly too high nor too low as the wax might

melt or the wings get wet. Yet Icarus flew too high and fell. Daedalus found feathers only. (50 words)

2. VICTORY AND DEATH ON THE MATTERHORN

When the passion for mountaineering suddenly flamed in the 19th century, the Alps were the principal range to which climbers turned their attention. One after another the great peaks were climbed. But the Matterhorn, whose height and beauty made it the goal of almost every pioneer Alpinist, resisted all attempts. One man more than any other desired to try the first ascent. He was Edward Whymper, an artist, who had been sent to the Alps by a London publisher to make sketches and had become an ardent climber. On his eighth attempt, in 1865, Whymper did reach the Matterhorn's summit, but as he and his party descended, there occurred the most famous of all Alpine disasters. One of Whymper's companions slipped and knocked over another. As these two fell they dislodged two more. The rope snapped and all four perished on the rocks below. This accident caused a public outcry and many, including Queen Victoria, suggested mountaineering be outlawed. But it did not diminish the ardour of confirmed enthusiasts. (175 words)

From: Time Inc. Life Nature Library, The Mountains

Write a summary, not exceeding 70 words.

I. The facts

1. A passion for mountaineering arose in the 19th century.
2. The Alps were climbed.
3. The Matterhorn resisted all attempts.
4. Edward Whymper was the first to reach the summit, in 1865.
5. As the party descended someone slipped.
6. Four companions lost their foot-hold, the rope snapped and they all fell.
7. The accident caused a public outcry.
8. The public, even Queen Victoria, protested against mountaineering.
9. The protest was in vain, mountaineering went on.

II. A Summary

In the 19th century mountaineers started to climb the Alps. But the Matterhorn was not climbed until Edward Whymper succeeded in reaching its summit in 1865. As the party descended someone slipped, and all were killed. The accident caused protests even from the Queen, but mountaineering went on. (48 words)

or:

In the 19th century a passion for mountaineering drove people to climb the Alps, especially the Matterhorn. Not until 1865 did Edward Whymper succeed in reaching its summit. On the descent one companion slipped, the rope snapped and the whole party perished. Consequently some asked for a law against mountaineering, but they protested in vain. The passion of enthusiasts did not die. (62 words)

III. FOR YOU!

Write your own summary, choosing from the above two models, adding if you like details which you consider essential.

3. THE ENEMY

(This is a story of the American Civil War, 1861-1865. A youth has enlisted in the Union Army (the Northern Army) and his one and great fear is that he should run away from the fighting. His regiment has been beaten back, the men are very tired.)

The advance of the enemy seemed to the youth like a merciless hunt. He was in a great rage. He beat his foot upon the ground, and stared with hate at the rolling smoke that was approaching like a yellow flood. The enemy gave them no time to sit down and rest. For to-day he felt he had earned opportunities for rest and reflection. He could have enjoyed describing to his companions some of the things he had seen, or discussing with other experienced men the various processes of war. It was important, too, that he should have time for physical recovery. He was sore and stiff from his activities, and there was the wound in his head. But those other men seemed never to grow weary; they were fighting with their old speed. He had a wild hate for this unnatural enemy.

Yesterday he had fought and there had been many adventures.
He hated it all. (160 words)

From: Stephan Crane, The Red Badge of Courage

Write a summary, not exceeding 60 words.

This text is not an easy one, so you should study it most carefully before starting your summary.

Remember: try to find out the meaning of words from the context before looking them up. Then write them down in your special note-book in order not to forget them.

I. FOR YOU!

Make a list of the essential facts containing the actual information. Follow the instructions, and write in a clear and well-ordered manner.

II. The summary

The introduction preceding the text should not be included in your summary.

For your instruction four model-summaries follow, which were done by some pupils.

1. The untiring approach of the enemy filled the young man with rage and hatred of all warfare, because it allowed him no time for rest and reflection which he felt he deserved. Besides, his activities and the wound in his head made physical recovery necessary. (45 words)

2. The young soldier was very angry, because the enemy did not allow him a rest. After yesterday's fight he earned time to talk with his companions and to recover from tiredness and a wound (in his head). The enemy seemed inhuman, never weary. He hated all war. (44 (47) words)

3. The previous day there had been a fierce battle. The youth needed rest to think and talk and to recover from physical weariness and from a wound in his head. But the enemy kept

fighting, as if they never grew tired. Consequently he hated them and all warfare. (48 words)

4. The young soldier hated war. The day before he had fought, to-day he wanted to rest and to talk things over with his companions. He had earned this, he felt. Besides, his tiredness and a wound in his head made physical recovery necessary. But the enemy-army never stopped advancing as if they never grew weary. (56 words)

III. FOR YOU!

Take your own list of facts and examine these four summaries, in order to find out which is most in accordance with your list.

4. AMELIA

(A Novel without a Hero, the author called it. Two girls, Rebecca Sharp and Amelia Sedley, play important parts, are really the "heroines".)

As we are to see a great deal of Amelia, there is no harm in saying, at the outset of our acquaintance, that she was a dear little creature; and a great mercy it is, both in life and in novels, which (especially the latter) abound in villains of the most sombre sort, that we are to have for a constant companion so good-natured a person.

As she is not a heroine, there is no need to describe her person; indeed I am afraid that her nose was rather short than otherwise, and her cheeks a great deal too round and red for a heroine; but her face blushed with rosy health, and her lips with the freshest of smiles, and she had a pair of eyes which sparkled with the brightest good-humour, except when they filled with tears, and that was a great deal too often; for the silly thing would cry over a dead canary-bird, or over a mouse caught by the cat, or over the end of a novel, were it ever so stupid; and as for saying an unkind word to her, were any persons hard-hearted enough to do so - why, so much the worse for them. (202 words)

From: William Makepeace Thackeray, Vanity Fair

Write a summary, not exceeding 60 words.

I. The facts

Two models:

A.

1. Amelia will play an important part in this novel.
2. She is a dear creature.
3. It will be pleasant to have her as a companion in the story.
4. The author draws a picture of her, in two parts: her outward appearance and her character. So rearrange the facts here:
5. She has a short nose, round cheeks, a healthy complexion and bright eyes.
6. She is not a heroine and she is very sentimental and soft-hearted, even silly.

B.

1. Amelia in this novel "Vanity Fair" by W. M. Thackeray will play an important part, although she is not a heroine.
2. Most novels are full of villains so that the reader will be pleased to hear at once that Amelia is such a dear, good-natured person.
3. She is not a "beauty", but apparently in excellent health, and her smile is most attractive.
4. But she is also rather a weak-natured girl, the author even calls her "a silly thing", because she cries too easily.
5. One should be careful not to say an unkind word to her, for trying to stop her crying is worse than making her cry.

You will notice that each model starts from a different point of view:

A. giving the actual contents of the text;

B. giving the contents as the author wants us to read them "between the lines".

II. FOR YOU!

Now write your summary, in accordance with model A or with model B.

5. PENICILLIN

The first antibiotic was discovered by Sir Alexander Fleming in 1928. He was growing germs for observation. He was busy at the time investigating a certain species of germ which is responsible for boils and other troubles. The experiment was part of his duties at St. Mary's Hospital in London.

One day Fleming noticed an unexpected change. Somehow spores from the air had got into one of his dishes; a little patch of blue-green mould, such as you get on old bread or cheese, was beginning to spread over the jelly among the growing germs. His experiment was spoilt because the jelly was no longer pure. A man with less observation would have cleaned out the dish rather angrily and started again from the beginning. But Fleming, instead, was filled with interest: the area all around the mould had become completely free of germs. The mould was killing the germs as it spread over the jelly. Had a lucky accident led him to a new weapon against disease? No gardener has ever more gently cared for a bed of roses than Fleming cared for his mould. He sent one sample away to be identified; he left some growing; and some he mixed with water to make a kind of soup.

All was ready now for a critical experiment. He prepared a glass dish with a covering of jelly in the usual way. Next he cut a narrow channel in the jelly and filled it with the mould soup that he had prepared. He then laid several kinds of germs across the jelly at right angles to the channel containing the mould. Some of the germs grew and multiplied right up to the edge of the little channel; others stopped near it. This proved two things:

(1) the liquid soup contained the thing which destroyed germs just as the growing mould did; and (2) some germs were unaffected by the action of the thing, whatever it might be. while others were unaffected by it. Meanwhile the mould had been identified. The mould that had these surprising qualities was nothing rare; it was just an ordinary vegetable mould called penicillium notatum, and so the new germdestroyer came to be called penicillin. After many experiments penicillin was found to

have a wide range of powers and, best of all, was quite harmless to the human body. (395 words)

From: James Hemming, *Mankind against the Killers*, Longmans Green, London

Write a summary, not exceeding 130 words.

I. Discuss with your colleagues:

Let us have a look at 15 pieces of information taken from this text, and decide whether they are wholly or partly essential or immaterial.

1. The first antibiotic was discovered in 1928.
2. Fleming was busy at the time investigating certain germs which are responsible for boils and other troubles.
3. He was growing germs for observation.
4. He worked at St. Mary's hospital in London.
5. Spores from the air had got into one of his dishes.
6. His experiment was spoilt because the jelly was no longer pure.
7. The area around the mould had become completely free of germs.
8. A man with less observation would have cleaned out the dish and started again.
9. The mould was killing the germs as it spread over the jelly.
10. Fleming wondered if a lucky accident had helped him to discover a new weapon against disease.
11. He sent one sample to a laboratory to be identified, he left some growing, and some he mixed with water.
12. He was going to make a critical experiment.
13. He covered a glass dish with jelly in the usual way.
14. He laid the various kinds of germs at right angles to the channel.
15. The mould had been identified as "penicillium notatum"

II. FOR YOU!

Now draw up your own list of essential facts, including those you chose from the above, and write a summary.

تمرينات:

- والآن عليك بتلخيص نصوص الفهم التي قرأتها في الجزء الأول من الكتاب إلى ثلث حجمها الأصلي متبعا للتعليمات التالية:
- ١- لا تتعد الحجم المطلوب منك، فإذا طلب منك عمل ملخص لايزيد عن ٥٠ كلمة، لا تجعل الملخص ٥١ أو ٥٥ كلمة، ولكن يمكن أن يكون أقل من ذلك، ٤٠ أو ٤٥ كلمة مثلا.
 - ٢- لا تقطع كلمات أو عبارات أو جمل من النص الأصلي وتلصقها مع بعضها البعض بحروف العطف المختلفة، وتقدمها على أنها موجز أو ملخص، فالموجز ليس مجرد مجموعة مشوشة من المعلومات التي وضعت كيفما اتفق، ولكنه - مثله مثل أى مقال أو موضوع تعبير - لا بد أن يكون فى جمل إنجليزية كاملة جيدة التركيب، وفى فقرات تحوى كل فقرة منها على فكرة رئيسية واحدة، وأن ينسق فى ترتيب منطقي أو زمني.
 - ٣- حدد الكلمات والمعلومات الهامة بتخطيطها فى النص، ثم اكتبها فى جمل كاملة مستغلا النصائح الست السابق ذكرها.
 - ٤- لا بد أن يكون الموجز متوازنا بمعنى عدم إعطاء أهمية لجزء ما على حساب الأجزاء الأخرى.
 - ٥- اختر عنوانا مناسباً للموجز، حتى لو لم يطلب منك عمل ذلك.
 - ٦- لاختصار الحديث أو الأسئلة والأجوبة، أذكر فقط المعلومات المستقاة مع نسبتها إلى صاحبها.
 - ٧- استعمل الضمائر بحرص، وتأكد من عدم غموض من تشير هذه الضمائر إليه.
 - ٨- أكتب الموجز بخط واضح، وتأكد من صحة هجاء الكلمات، وضع علامات التنقيط بدقة.

مع أطيب الأمنيات بالتوفيق

Answers

1- Frightful old whiskers

1a, 2d, 3b, 4a, 5d, 6b, 7c, 8d, 9c, 10c

2- People are the prime polluters

1d, 2a, 3d, 4a, 5c, 6b, 7d, 8c, 9b, 10a

3- The cripple in the bath chair

1d, 2c, 3c, 4a, 5a, 6b, 7d, 8a, 9d, 10d

4- Going to land

1c, 2a, 3d, 4a, 5d, 6a, 7d, 8c, 9b, 10b

5- The voluntary exile

1c, 2b, 3a, 4d, 5a, 6d, 7a, 8c, 9b, 10d

6- Greetings Sir. We salute you in Death's shadow

1c, 2c, 3b, 4b, 5c, 6b, 7d, 8a, 9a, 10c

7- Happy memories

A. 1. The elderly lady. 2. outside the tourist information centre in Glasgow. 3. She had a cane covered with stickers from all over Britain. 4. Brighton, the tower of London, Blackpool, the Lake District, Edinburgh and Glasgow. 5. because it carried all her souvenirs. 6. It tells me that they were happy holidays.

B. 1. souvenirs 2. frames picture 3. seaside resort 4. elderly 5. spotted 6. trusty 7. cane 8. talking point 9. chatting 10. set off

C. 1b, 2b, 3a

8- Jambo, not Rambo

A. 1. A child fell into the gorillas' pit at the zoo and was cared after by a gorilla. 2. At the Jersey Zoo. 3. because a film of what happened was televised. 4. three. 5. a female gorilla with a youngster on her back. 6. Jambo, the male gorilla, intervened, protected the child and showed concern for him. 7. He was frightened when he came to and saw a huge gorilla standing over him. 8. Jambo walked away. 9. Gorillas are quite creatures who hate loud noises, and may be he understood that the child was frightened. 10. that gorillas who are thought to be ferocious animals should behave in this humane manner, which have the circumstances been reversed, and a young gorilla fell amidst humans, they would have torn it to pieces.

B. 1. famous 2. a garden where wild animals are kept in cages or in enclosures. 3. unaware of the world around him 4. female is the sex which conceives or lays eggs as a woman, male is the other sex as a man 5. kindly or mild, with kindness

9- Vigil on a golden infant

A. 1. protecting endangered species of wild life 2. in its nest, high on a tree in the Lake District falls. 3. because there is only one pair of its kind nesting in

England. 4. A team of five men were assigned to protect it. 5. five. 6. They were warned off, and if they disturbed the nest, they were fined. 7. because cold weather or rain could kill the young bird.

B. 1. fledgling 2. wardens 3. vigil 4. crucial 5. scan 6. intruders 7. guide to danger 8. failing to persuade them 9. fine 10. nest had again been unsuccessful

C. 1. baby 2. found out 3. living in a nest 4. all the time 5. erected, built 6. destroyed 7. told 8. a list containing the names of all wild animals which are endangered 9. happening 10. the leader or top man

D. 1. six: infant, fledgling, new arrival, chick, eaglet, young bird 2. one year 3. cold, rain, desertion by the parents due to disturbance. I can think of: the fledgling falling to the ground, or being snatched by other bird of prey or some irresponsible person.

10- Monster of the deep

A. 1. seven 2. in the English Channel. 3. because the fishing rod was almost pulled from his grasp. 4. from the length of the line pulled by the fish. 5. No, they speculated. 6. by running at the top of its speed trying to break away. 7. It ran almost 100 feet in just three minutes. 8. It was to wind in with a steady motion and to keep the line taut. 9. after three attempts 10. After Michael drew it into the side of the boat, the skipper used a hook to help him drag it on the deck. 11. It was bigger for it measured 7 feet to his 5 feet 10 inches. 12. because till it was dead there was the danger of its biting with its deadly sharp teeth which can take off a man's leg.

B. 1. a violent tug 2. had taken the bait 3. speculated 4. braced himself 5. staggered 6. gasped 7. exhausting 8. kept clear of 9. it towered over

C. 1. a long stick with line and hook for catching fish 2. from his grip 3. group 4. escape 5. working his brains at top speed 6. he got a quick look 7. expertly 8. draw it with force 9. had caught and brought to land (here the boat)

D. 1. true 2. true 3. true 4. true 5. true 6. false 7. true 8. true 9. false 10. true

E. 1. pull 2. almost 3. beneath 4. excitedly 5. big 6. at speed 7. power 8. to remember 9. choppy 10. skilfully 11. female 12. proud

11. The kidnapping of a Guinness

A. 1. three 2. Guinness's daughter Gillian. 3. her mother entreated them to take her instead. 4. £2.6 million. 5. because they were amateurish as John Guinness nearly managed to wrest a gun away from one of the kidnappers. 6. She is a strong willed courageous woman.

B. 1. saloon car 2. famous 3. things of value 4. entreaty 5. in her place 6. stealing people for ransom, kidnapping 7. done, performed 8. ordinary wrong-doers 9. And may be 10. claim 11. trying experience 12. the amount of his fortune

C. 1. drew up 2. mansion 3. clan of brewers 4. brandishing 5. ransacking 6. make off with 7. ransom 8. suspicion immediately fell on 9. carried out 10. executive 11. amateurish 12. managed to wrest 13. in over their

heads 14. to throw off the scent 15. we are keeping an open mind 16. strong-willed

D. 1. false 2. time 3. paying any money to the kidnappers

E. 1. ran to 2. see 3. decide 4. continued 5. transported 6. succeeded 7. represent 8. watch 9. was conspicuous

12. Our forebears

1. in their burial of the dead. 2. When a stone breaks into flat pieces, every piece is called a flake. 3. He took flakes of stone and shaped and sharpened them by chipping. 4. thrown out and replaced 5. The Neanderthal was short, thick-set and beetle-browed, while the Cro-Magnon was tall, well-built, with a long skull, narrow nose and a prominent chin. 6. slightly 7. They were the most advanced tools ever made up to that time, needing many steps in their manufacture. 8. on the steppes and the tundra. 9. finding hunting easy 10. It enabled them to kill their prey from a safer distance and made hunting easy thus giving the Cro-Magnons more leisure which they put to good use. 11. by inventing the lamp which they made by putting animal oil or fat in hollowed out stones or shells and dipping a crude wick into it. 12. in improving their weaponry and in artistic pursuits as carving, sculpture and painting. 13. very clever 14. The cave paintings of Lascaux in France and Altamira in Spain.

13. Town planning Roman style

A. 1. finished not long ago 2. appeared 3. caused (them) to think 4. proof 5. because 6. AD means "anno Domini" that is to say 60 years after the birth of Jesus Christ 7. was abandoned 8. part 9. but 10. exactly 11. that 12. laid bare

B. 1. grandiose and organised 2. to rival 3. laid bare 4. do not conform to 5. were laid out 6. in charge of the dig 7. resurfaced 8. compacted debris 9. to refer to 10. a flight of Roman steps

C. 1. the site of archaeological investigation by digging 2. produced evidence 3. piled with 4. advanced and complex 5. anything that helps in the solving of a riddle or a problem 6. pertaining to cities or towns 7. a floor below the ground 8. meeting together like the letter "T" 9. a finding that rouses curiosity 10. flared up through this part 11. remnant 12. stayed or lived after 13. kept 14. proves it 15. a flat stretch fit for horse-powered vehicles to move on it

D. 1. It is the scientific study of early cultures through excavations and studying of the remains. They do excavations to find out the remnants of old cultures in order to study them. 2. First, two Roman roads were discovered, and secondly, they met at a "T" junction which is very unusual in the street plan of Roman London. 3. They had surveyors who made precise plans of the roads. For even after these roads were destroyed by fire, the Romans could rebuild them again and again on precisely the same plans as before, all of which shows very good organisation. The Romans could build stepped roads up the steep hills which is a difficult task except to the best of builders. 4. The Jutes, the Saxons, the Angles, the Vikings, the Danes and the Normans.

14. The find

A. 1. a 2. a 3. a 4. a 5. a 6. c 7. b 8. d 9. d 10. b 11. a 12. d
13. a

B. 1. g 2. m 3. d 4. l 5. o 6. n 7. b 8. i 9. e 10. f 11. h 12. c
13. k 14. a 15. j

C.1. 1. equipment 2. excavated 3. assembly 4. expectant 5. supporting
6. obviously 7. ominously 8. reverently 9. local 10. approximately

2. 1. assembly 2. local 3. obviously 4. equipment 5. approximately 6.
expectant 7. excavated 8. reverently 9. supporting 10. ominously

3. 1. mourning 2. exposure 3. moon 4. metre 5. tube 6. to sketch 7.
scent 8. bulb 9. tap 10. conclusion

D. 1. 1. wants us to read 2. expects Billy to do 3. believes Fred to be 4. hate
you to say 5. likes me to call him 6. caused the girl to faint 7. got Jack to
lend him 8. wishes his secretary to copy

2. 1. was admired 2. have been constructed 3. will be published 4. had been
stopped 5. would be built

E. 1. e 2. i 3. g 4. b 5. c 6. h 7. a 8. j 9. f 10. k 11. d

15. Calling names

A. 1. d 2. d 3. a 4. a 5. a 6. d 7. a

B. 1. d 2. h 3. e 4. g 5. b 6. n 7. i 8. l 9. k 10. m 11. c 12. o
13. a 14. f 15. j

C. 1. 1. c 2. d 3. e 4. a 5. i 6. h 7. f 8. g 9. j 10. b

2. 1. at first 2. change 3. seasoned 4. of 5. afflicted 6. remind 7. up
8. expelled 9. extreme 10. nature

D. 1. 1. Mrs Bell drop the glass and begin to cry 2. the ant crawl over my finger
3. the poacher shoot a deer 4. Harriet smoke a pipe? 5. our tailor make a
woollen suit

2. 1. the train slowing down 2. aunt Susan playing the piano upstairs 3. stars
falling from the sky 4. John cursing loudly 5. me running to the bus stop

3. 1. my cheeks fanned by the wind 2. his Jaguar damaged in the car park 3.
several foxes killed 4. salmon smoked in Scotland? 5. the latest top hit sung
in the club?

16. No girls wanted

A. 1. d 2. b 3. a 4. c 5. b 6. d 7. a

B. 1. c 2. m 3. j 4. o 5. a 6. n 7. e 8. d 9. l 10. h 11. g 12. b
13. k 14. f 15. i

C. 1. 1. h 2. i 3. l 4. f 5. k 6. c 7. j 8. b 9. a 10. g 11. e 12. d

2. 1. queenly 2. homeward 3. troublesome 4. endless 5. child-like 6.
childish 7. mountainous 8. stony 9. economic 10. economical

D. 1. 1. any 2. some, some 3. some, any 4. some 5. some, any 6. some
7. any 8. any 9. some 10. any

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

17. The ghosts behind us

A. 1. d 2. c 3. d 4. c 5. d 6. a 7. c 8. b 9. c 10. a 11. b 12. b
13. a 14. d 15. d

B. 1. l 2. d 3. j 4. f 5. c 6. n 7. m 8. h 9. k 10. e 11. g 12. o
13. a 14. i 15. b

C. 1. l c 2. f 3. h 4. a 5. g 6. k 7. i 8. b 9. e 10. d 11. l 12. j
2. l l 2. f 3. c 4. b 5. a 6. c 7. d 8. p 9. n 10. o 11. k 12. i
13. j 14. m 15. h 16. g

3. 1. brilliancy 2. distance 3. equality 4. glory 5. humanity 6. interest
7. milk, milkiness 8. reality 9. reason 10. remoteness

D. 1. l much 2. much 3. much 4. many 5. many 6. much 7. many
8. many 9. much 10. many

2. 1. The doctor was sent for by Mary's parents. 2. The patient was operated on by the surgeon. 3. X 4. X 5. This bed has not been slept in by anybody. 6. X 7. The pupils were spoken to by the teacher. 8. The teacher was listened to by the pupils.

18. Lamb to the slaughter

A. 1. d 2. c 3. d 4. a 5. d 6. b 7. c 8. d 9. d 10. b 11. d 12. a
13. b 14. d 15. d 16. b 17. b 18. a 19. a 20. c 21. c 22. c 23. a
24. b

B. 1. e 2. l 3. m 4. n 5. c 6. g 7. j 8. f 9. k 10. h 11. d 12. i
13. a 14. b

C. 1. 1. wander 2. favour 3. God bless his soul 4. hospitality 5. hesitating
6. persuade 7. skull 8. giggle

2. 1. e 2. g 3. b 4. f 5. k 6. d 7. i 8. c 9. j 10. a 11. h

3. a. kitten b. calf c. pup d. duckling e. chicken f. cub g. filly h. colt

4. 1. f 2. d 3. c 4. b 5. g 6. j 7. i 8. e 9. a 10. h

19. The match

A. 1. a 2. a 3. b 4. d 5. d 6. d 7. b 8. d 9. b

B. 1. k 2. e 3. m 4. n 5. g 6. l 7. h 8. f 9. c 10. d 11. o 12. j
13. i 14. b 15. a

C. 1. 1. b 2. e 3. a 4. c 5. d

2. 1. motion 2. reminder 3. entertainment 4. conclusion 5. visibility

D. 1. 1. b. Do most Englishmen prefer tea to coffee? c. Most Englishmen do not prefer tea to coffee. d. Do not most Englishmen prefer tea to coffee? e. Most Englishmen do prefer tea to coffee. 2. b. Does Jill look like her mother? c. Jill does not look like her mother. d. Doesn't Jill look like her mother? e. Jill does look like her mother. 3. b. Does Mr Green go often to Scotland? c. Mr Green does not go often to Scotland. d. Doesn't Mr Green go often to Scotland? e. Mr Green does go often to Scotland. 4. b. Does Phyllis do her work very well? c. Phyllis does not do her work very well. d. Doesn't Phyllis do her work very well? e. Phyllis does do her work very well. 5. b. Does Peter drive a fast sports car? c. Peter does not drive a fast sports car. d. Doesn't Peter drive a fast sports car? e. Peter does drive a fast sports car.

2. 1. was studying, opened 2. hurries 3. want, seen 4. am doing 5. collects, forgets, am shaving

E. 1. f 2. d 3. g 4. i 5. b 6. h 7. e 8. j 9. c 10. a 11. l 12. k

20. Hard going for a new job

1. a 2. a 3. b 4. c 5. a 6. a 7. b 8. c 9. b 10. a 11. c 12. c

13. c 14. a 15. a 16. d 17. d 18. c 19. c 20. b 21. c 22. d 23. a
24. d 25. a 26. d 27. b

21. Cycling in China

A. 1. barges 2. couch-bound tourists 3. commuting cyclists 4. we were treated with consideration 5. virtually closed to 6. their community achievements 7. what we had in common 8. their natural reserve 9. the warmth of their welcome

B. 1. vast flat land cultivated with green plants 2. serving as motors 3. accompanied 4. with 5. flat well-maintained roads 6. the greatest number 7. the largest number of cars 8. a country hospital 9. the same attraction and interest

C. 1. waving 2. sub-tropical heat 3. gentle rides 4. wanted to prove something 5. no private cars, the commonest vehicles were the open-backed commune lorries 6. No punctures 7. virtually closed to foreigners for 30 years 8. learned initially from television 9. a halting conversation 10. our security

D. 1. He contrasts it with the China that most tourists see in their bus tours. 2. They saw the Forbidden city, the Summer Palace, the Ming Tombs and the Great Wall. 3. The light sporting bicycles, the well-surfaced roads and being treated with consideration by other vehicles made it 4. because he was from Britain where traffic moves on the left hand side of the road. 5. Industrial communes are communes that work in factories, while agricultural ones work in the fields. 6. because China was virtually closed to foreigners for almost 30 years. 7. Light-weight bikes are for sports and they will not meet the heavy demands made on them by the Chinese workers and villagers.

E. 1. The oars splashed in the water. 2. The steam hissed its way out of the valve. 3. Furiously, he slammed the door behind him. 4. He banged his head on the wall in frustration. 5. The rusty hinges of the door squeaked as we opened it. 6. The train tooted before entering the station. 7. The cow moed its hunger. 8. The bull smashed the fence in anger. 9. The audience booed the clumsy actors. 10. At the end of the President's speech, all clapped their hands. 11. The bell rang shrilly. 12. It was very hot and the corks started popping out of the bottles.

22. Giving life after death

A. 1. wasted 2. a pledge 3. that wish was met 4. causes sterility 5. spontaneous 6. he insisted 7. to promote the carrying of multi-donor cards 8. eventually

B. 1. calm conversation during which emotion is suppressed 2. to execute 3. broke into pieces violently and noisily 4. inability of the kidney to perform its function 5. its evident that they loved him very much 6. whose face still shows the signs of sadness 7. for the sake of 8. established

C. 1. with her husband. 2. by donating David's organs for transplants. 3. there was little hope 4. The 40-year-old man was given only his life, but the 31-year-old woman was also given the future lives of her children. 5. No, as evident by: "David a 20-year-old had carried a donor card for seven years". 6. David was in love with life, yet he'd never want to live as a vegetable. 7. He didn't

want to live without a mind or sensation or movement. 8. everything that could be used 9. The families of the persons who die and leave their body parts for transplants.

D. 1. live, alive, living 2. accidental 3. hearty, heartless, heart-felt, heartening 4. yearly 5. characteristic 6. musical 7. weighty, weightless 8. weekly 9. dead 10. familial

E. 1. exclamation 2. damnation 3. reception, receipt 4. description 5. adoration 6. insistence 7. discovery, discoverer 8. existence 9. kill, killing, killer 10. sign, signature

23. Two sides to the tourist coin

1. d 2. d 3. c 4. b 5. d 6. a 7. a 8. b

24 Sums in the nursery

1. a 2. a 3. b 4. a 5. b 6. c 7. c 8. c

25. Immortal nuclear waste

1. b 2. d 3. b 4. a 5. d 6. d 7. d 8. c

26. The flight from freedom

1. a. He is impulsive, so caught at a moment when he felt deep frustration and loss as a result of a disintegrated relationship and a long illness, he joined a cult.

b. because it offered a sense of belonging to a community that offered him love and freed him from the agony of choice. He felt in submitting to the leader's orders that he was submitting to God himself.

c. It was the life of an automaton, full of routine that exhausted the body and the mind, leaving no room for free thinking. In fact he became one of the slaves of the spiritual leader.

d. He experiences transcendence, love and a great emotional tie to his leader and fellow cultists. He begins to take leave of reality.

e. because he felt that there was more to being human than the desire for love or the wish for problems to go away. He felt that his reasoning powers and his sense of morality were slipping away.

2. a. One third are very psychologically distressed people, the other two thirds are normal people passing through a phase of depression, gloom or of being at loose ends.

b. because these cults offer them a sense of belonging, love and an escape from reality's problems.

c. They are subjected to various drills and disciplines that weary them both physically and emotionally, producing a sort of trance which makes them vulnerable to infusions of the cult's doctrines.

d. People's personalities change from the lively and complex patterns of normality to those of an automaton doing all what his master orders him to do.

3. It supports them to a great extent as the writer was a normal person passing through a period of depression, and longing for love, a sense of belonging and an escape from life's troubles. His lingering sense of inner value caused him to review his situation and decide to escape.

27. The drug epidemic

A. 1. Drugs could be called the modern man's magic lamp to a large extent, for drugs eased man's suffering, improved his physical condition and prolonged his life. But, drug abuse could do exactly the reverse.

2. Wanting to belong to a group and fear of being left out or being labelled a coward are among the factors that encourage people to take powerful, even illegal narcotics. Sometimes people take these drugs out of idle curiosity or simple adventure.

B. 1. All these factors operate, for the kids are tiresome, house duties are boring and she has nothing to look forward to except growing old.

2. Her little helper turns out to be her big killer.

C. 1. He wants to get rid of his "habit", but his attitude is unrealistic as he does nothing except talk about it.

2. He doesn't work any more, he is in debt and he has lost contact with reality.

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صادر المؤلف



TALES FROM EVERYWHERE

