



I. Essay:

- *Write a narrative essay on one only of the following topics:*

1. A story developing the idea behind this proverb: "There are no gains without pains".
2. Give an account of a film or play you have seen and enjoyed.
3. A story ending with this sentence: "By then I had decided never to work as a baby-sitter again".

II. Comprehension:

- *Read the following two passages and answer all the questions:*

In science the meaning of the word "explain" suffers with civilization's every step in search of reality. Science cannot really explain electricity, magnetism, and gravitation; their effects can be measured and predicted, but of their nature no more is known to the modern scientist than to Thales who first speculated on the electrification of amber. Most contemporary physicists reject the notion that human beings can ever discover what these mysterious forces "really" are. Electricity, Bertrand Russell says, "is not a thing, like St. Paul's Cathedral; it is a way in which things behave. When we have told how things behave when they

are electrified, and under what circumstances they are electrified, we have told all there is to "tell". Until recently scientists would have disapproved of such an idea. Aristotle, for example, whose natural science dominated Western thought for two thousand years, believed that human beings could arrive at an understanding of reality by reasoning from self-evident principles. He felt, for example, that it is a self-evident principle that everything in the universe has its proper place hence one can deduce that objects fall to the ground because that's where they belong, and smoke goes up because that's where it belongs. The goal of Aristotelian science was to explain why things happen. Modern science was born when (Galileo began trying to explain how things happen and thus originated the method of controlled experiment which now forms the basis of scientific investigation.

Questions:

1. The aim of controlled scientific experiment is
 - a. to explain why things happen.
 - b. to explain how things happen.
 - c. to describe self-evident principles.
 - d. to support Aristotelian science.
2. What principles most influenced scientific thought for two thousand years?
 - a. the speculations of Thales.
 - b. the forces of electricity, magnetism, and gravity.
 - c. Aristotle's natural science.
 - d. Galileo's discoveries.
3. Bertrand Russell's notion about electricity is,
 - a. disapproved of by most modern scientists.
 - b. in agreement with Aristotle's theory of self-evident principles.
 - c. in agreement with scientific investigation directed toward "how" things happen.

- d. in agreement with scientific investigation directed toward "why" things happen.
- 4. The passage says that until recently scientists disagreed with the idea
 - a. that there are mysterious forces in the universe.
 - b. that man cannot discover what forces "really" are.
 - c. that there are self-evident principles.
 - d. that we can discover why things behave as they do.

2- The purpose of this book is to provide you with practice in spelling English. It is not a book that treats the complex rules of English orthography. Neither does it teach you how to use a dictionary. Its main objective is to introduce regular spelling patterns; that is, to present a regular system for spelling a large group of words. By learning these patterns, and by practicing them, you will master thousands of words.

Of course, there are exceptions to spelling patterns, which must be learned one word at a time. But, unlike some educators, I do not believe that learning to spell English is an impossible task, in spite of the exceptions. And I believe that this book of patterns will help you.

Questions:

- 1. The author believes that
 - a. it is not possible to learn the exceptions to spelling patterns.
 - b. there are no exceptions to the spelling patterns in his book.
 - c. exceptions to spelling patterns must be learned one word at a time.
 - d. exceptions to spelling patterns must always be looked up in a dictionary.
- 2. In the author's opinion, the best way to learn; how to spell is to learn
 - a. all of the words one at a time.

- b. how to use a dictionary.
 - c. patterns that are correct for a large number of words.
 - d. the complex rules of English orthography.
3. The main purpose of the book is to
- a. present all of the rules of English spelling.
 - b. list the exceptions to regular spelling patterns.
 - c. teach students to use the dictionary.
 - d. provide practice in using regular spelling patterns.
4. After using the book, a student should be able to
- a. spell all of the words in the English language.
 - b. spell thousands of English words correctly.
 - c. spell all of the exceptions to the rules of English orthography.
 - d. spell all of the words in an English dictionary.
5. In the author's opinion, other educators
- a. agree with him when he says that English spelling can be learned.
 - b. agree with him when he says that English spelling cannot be learned.
 - c. disagree with him when he says that English spelling can be learned.
 - d. disagree with him when he says that English spelling cannot be learned.



I- Essay:

- Write on one of the following topics:

1. Living in the country is better than living in a big town.
2. The various benefits of learning foreign language nowadays.
3. My Favourite game.

II- Comprehension:

- Read the following passage and answer the questions:

Brotherly Love

The most fundamental kind of love, which underlies all types of love, is brotherly love. By this I mean the sense of responsibility, care, respect, knowledge of any other human being, the wish to further his life. This is the kind of love the Bible speaks of when it says: love thy neighbor as thyself. Brotherly love is love for all human beings; it is characterized by its very lack of exclusiveness. If I have developed the capacity for love, then I cannot help loving my brothers. In brotherly love there is the experience of union with all men, of human solidarity, of human at ornament. Brotherly love is based on the experience that we all are one. The differences in talents, intelligence, knowledge are negligible in comparison with the identity of the human core common to all men. In order to experience this identity it is necessary to penetrate from the periphery to the core. If I perceive in another person mainly the surface, I perceive mainly the differences, that which

separates us. If I penetrate to the core, I perceive our identity, the fact of our brotherhood.

Brotherly love is love between equals: but, indeed, even as equals we are not always "equal"; inasmuch as we are human, we are all in need of help. Today I, tomorrow you. But this need of help does not mean that the one is helpless, the other powerful, Helplessness is a transitory condition; the ability to stand and walk on one's own feet is the permanent and common one.

Questions:

1. What is brotherly love considered to be?
2. What does the Bible urge us to do?
3. State the basis of brotherly love.
4. What should we do to perceive our identity?
5. How is it that we all need help?

Translation

Translate the second paragraph into Arabic.

Multiple Choice

1. Wilbur Wright flew his airplane France in 1909.
a) on. b) upon. c) until. d) over.
2. The black bear suddenly appeared from the tent.
a) behind. b) out. c) with. d) after.
3. If it more humid, the hot temperature would be unbearable.
a) be b) is c) was d) were
4. It costs about thirty dollars to have your tooth
a) filling b) to fill
c) filled d) fill
5. Put plants a window to get enough light.

- a) near to
- c) next to

- b) near of
- d) nearly

Grammar

Complete the following sentences :

1. The coffee was too hot
2. I haven't been to the cinema
3. He told his mother that he
4. If I had a million pounds
5. You had better



I- Essay:

- *Write on one of the following topics:*

1. The best day in my life.
2. A disastrous accident which I have witnessed.
3. Unexpected visitors

II- Comprehension:

- *Read the following two passages and answer all the questions:*

In 1920, after some thirty-nine years of problems with disease, high costs, and politics, the Panama Canal was officially opened, finally linking the Atlantic and Pacific Oceans by allowing ships to pass through the fifty-mile canal zone instead of traveling some seven thousand miles around Cape Horn. It takes a ship approximately eight hours to complete the trip through the canal and costs an average of fifteen thousand dollars, one-tenth of what it would cost an average ship to round the Horn. More than fifteen thousand ships pass through its locks each year.

The French initiated the project but sold their rights to the United States. The latter will control it until the end of the twentieth century when Panama takes over its duties.

Answer these questions, choose A, B, C, or D

1. Who currently controls the Panama Canal?
 - a) France.
 - b) United States.
 - c) Panama.
 - d) Canal Zone.
2. In approximately what year will a different government take control of the Panama Canal?
 - a) 2000
 - b) 2100

Answer these questions using your own words:

1. Does silk come from a plant or an insect?
2. Why do breeders of silkworms kill the chrysalises?
What do they use to kill the chrysalises?
3. Why do you think they let some of the chrysalises become butterflies?
4. What is a cocoon made of? What is its use?
5. Which comes first, the caterpillar or the butterfly?



I- Essay

- *Write a descriptive essay on ONE of the following topics:-*

1. Wedding Party (People and Place).
2. The Airport (People and Place).
3. A Film Festival (People and Place).

II- Comprehension

- *Read the following passages and answer the questions:*

Students who score high in achievement needs tend to make higher grades in college than those who score low. When degree aptitude for college work, as indicated by College Entrance Examination Board Tests, is held constant, engineering students who score high in achievement needs tend to make higher grades in college than the aptitude test scores would indicate.

We can define this need as the habitual desire to do useful work well. It is a salient influence characteristic of those who need little supervision. Their desire for accomplishment is a stronger motivation than any stimulation the supervisor can provide. Individuals who function in terms of this drive do not "bluff" in regard to a job that they fail to do well. Some employees have a strong drive for success in their work; others are satisfied when they make a living. Those who want to feel that they are successes have high aspiration for themselves. Thoughts concerning the achievement drive are often prominent in the evaluations made by the typical employment interviewer who interviews college seniors for executive training. He

wants to find out whether the senior has strong drive to get ahead or merely to hold a job. Research indicates that some who do get ahead have an even stronger drive to avoid failure.

A) Answer in complete sentences:-

1. What is interesting about engineering students who score high in achievement needs?
2. What quality do employment interviewers look for in college seniors for executive training?
3. What motivates some seniors to succeed?
4. Give the meaning of the following :-
 - Aspiration
 - Make a living
 - Aptitude
 - Get ahead

B) choose the correct answer:-

1. Employees who are successful in their work are
 - a) self-satisfied
 - b) high - minded
 - c) ambitious
 - d) self - important
2. According to the passage, individuals with a strong drive to succeed
 - a. accept responsibility for themselves
 - b. blame others if they fail
 - c. are motivated by stimulation from a supervisor
 - d. pretended they have not failed when they have
3. What is the main subject of this passage?
 - a. student grade in college
 - b. individual motivation for work
 - c. the achievement needs of engineering students
 - d. successful interview techniques
4. High achievement needs score are obtained from individuals who
 - a. are easily influenced
 - b. work well alone
 - c. only do useful work
 - d. have strong characters

I- Essay

- *Attempt one of the following topics :*

1. Telephone as a double edged weapon.
2. Woman as half of society.
3. No gain without pain.

II. Comprehension

- *Read the following passage then answer the questions:*

My last exam was history and finishing it signalled the completion of 12 years that I once thought would never end.

For over a decade I have had to trudge off to school five times a week, 39 weeks a year. As the day I had looked forward to for years approached, I expected a feeling of elation, of breaking free just think: old so and so cannot criticise my homework ever again . Yet in the event it was rather sad. I am going into the sixth year for A-levels, but so many of my friends have left, and the sixth form won't be the some without my old mates.

It has taken until now for me to understand how important these friendships are. Some have taken years to build up, and it was a jolt to realize that some people whom I knew and liked had decided to leave, and it is possible that our paths will not cross again. They will go off to work in banks, garages, farms and shops.

The comradeship was built not just on similar interests and common attitudes: we were all victims of circumstances and used to learn by our mistakes and experiences. By sharing the things that naturally befall you, companionships spring up, quietly binding alliances of black and white, male and female.

Luckily, there are also some who are staying on for the sixth form, so why should I feel saddened at leaving the fifth year when a lot of my friends will stay on? But sixth formers rarely seem to socialise with any year below the fifth. It is one of those peculiar conventions, caused by the sixth form's wish to seem aloof from the rest. It is a custom that next year, like the insensitive tourist, I shall have great fun disregarding entirely.

So now I return to school to begin the A-level trail. There will be some new faces and the teachers are said to regard you as halfway human, so it should be enjoyable two years. And once they are over it will be up to me whether I sink or swim. There is no one to copy homework from in big business.

Questions:

1. How old is the writer of this article?
2. Why is he not looking forward to his year at school?
3. What does he think he will enjoy next year?
4. How are your own experiences similar to or different from the writer's?
5. What advice would you give the writer?

Grammar

A -Do as shown between brackets:

1. The cat is black. Its tail is white. **(join)**
2. Mrs. Jones never recovered consciousness. She was married with three children. **(join)**
3. You've got to lend me the money! Oh please, please!
(Report)
4. People who smoke in restaurants annoy me.
(Rewrite in two different ways)
5. I was very impressed by that movie

(Complete using "the way ")

6. There are two large suitcases in her car.
(**Make three different deductions**)
7. They must be having an argument - they've shut the door.
(**Rewrite using "if"**)
8. People who are not punctual make me angry.
(**Begin with "If there's one thing"**)
9. I'm not sure she's having lunch. (**Use a modal verb**)
10. Tony has been playing golf for four years.
(**Ask a question starting with "How long"**)
11. He offered to carry my suitcase. He is always very ---
(**Complete**)
12. She looks (**like - as if**) she is enjoying herself.
(**Choose the correct word**)

B - Correct the verbs:

1. I already (visit) London three times.
2. I (use) to the sound of traffic; it does not wake me up at night.
3. She (eat) her dinner when someone (knock) at the door.
4. I feel terribly tired; I (study) all morning.



I- Essay:

- *Write on One of the following topics:*

1. How to make your district more beautiful?
2. Chequebook journalism.
3. Protecting the environment.

II- Comprehension:

- *Read the following passage then answer the questions:*

The problem of over-population which Egypt faces today is considered one of the problems of the hour. It is considered a fierce challenge that faces our society. Let us examine this serious problem together in some of its aspects.

On the one hand, progress in science and in medical health is an important factor that has contributed to the growth of the problem. In the past, people often died of some diseases because they were ignorant of how they should be cured. Nowadays, progress in medicine provides the remedies, decreasing the rate of death.

On the other hand, the birth rate is still increasing. Thus a simple equation would prove that a decrease in death rates plus an increase in birth rates equals an increase in population. This huge increase in population swallows up every increase in production- large as it may be. The problem is endless because one thing leads to another.

Here are some suggestions which may provide solutions to this serious problem. We should start by going to the desert lands and building new homes, new schools

and therefore, new communities and cities. The government provides us with this land and we should thank the government for this. Birth control is also one sure solution.

The media - the television, the radio and the newspapers provide many advertisements, which remind us constantly of the necessity of birth control, and we should be grateful to the government for providing us with such advertisements. Yet, we should not just stop by thanking the government and nothing else. We should go one step beyond by responding to these calls, so as to see Egypt, our dear country, in happiness and prosperity.

Questions:

1. Why is the problem of over-population a serious one?
2. How does the progress in science and medicine influence the problem of over-population?
3. Mention two ways for solving the problem.
4. What do you think of the media's advertisements for birth control? Give a reason for your answer.
5. In two sentences of your own, summarize the main idea of the passage.

Do as shown between brackets

- (1) "Have you given away/ sold / burnt my old football boots?"

(Change to an information question)

- (2) Did I lock the front door?

(Ask an indirect question)

- (3) You think Andrew left the country on Saturday, but you're not sure. **(Ask three different tag questions)**

- (4) How far away do you live? He wanted to know

(Continue)

- (5) I wish I didn't have a car, because if I **(do)** not **(have)** a car, I **(will)** not have to take the children to school at seven every morning. **(Correct the verbs)**
- (6) James regrets taking money from the safe.
(Express a regret, using If only/I wish and I shouldn't, each in a sentence).
- (7) You didn't say you had a typewriter. I hired one.
(Begin with "I wish you had said.....")
- (8) The plane took off and the stewardess came round with orange juice. **(Begin with "when")**
- (9) The burglar opened the safe. The alarm went off.
(Begin with "as soon as")
- (10) He resigned. He found another job.
(Use "not..... until")
- (11) He wiped his feet. He came in.
(Use "not..... before")
- (12) The match started. One of the players broke his leg.
(Begin with "no sooner... than")
- (13) The plane only just (take off) when the engines **(fail)**.
(Correct the verbs)
- (14) They could have helped me a lot but in fact they hardly helped me at all. **(Compare between the two sentences using: (a) than (b) as .. as)**
- (15) Listen to the weather forecast / go sailing.
(Connect the two sentences first by using "before" and then by using "not until")
- (16) The price of bread will definitely go up within a few weeks. **(Change the sentence using an adjective)**
- (17) There's likely to be a nuclear war. Both sides try harder to reach an agreement.
(Join the two sentences)
- (18) I'm told that he was a lorry driver at one time.
(Use "supposed to")

(19) Sources estimate that more than 100 people have died in the past two years.

(Change into passive using two different forms)

(20) There **(be)** a serious accident on the M6 motorway in which six people **(lose)** their lives. It **(happen)** early this morning when a coach **(collide)** with a heavy lorry. Rescue operations **(be)** going on throughout the day, and a section of the motorway **(be)** closed to traffic. **(Correct the verbs)**

(21) Colour TV.: 2000 pounds. Black'- and - white TV.:500 pounds.

(Compare between the two prices in two different ways)

(22) **Vocabulary** : Complete the following sentences:

- a. He touched the wire before he had turned off the mains so he was e
- b. After the earthquake, residents were e
- c. A famous actor has been arrested in night club b
- d. She cannot sleep easily. She is an i
- e. John had gone a long way to avoid the city center c



I. Essay:

- *Write on One of the following topics:*

1. The advantages and disadvantages of cars in our life.
2. A time in your life when you successfully overcame a difficulty.
3. The pleasant memories of a place you have visited.

II. Comprehension:

- *Read the following passages and answer the questions:*

Agriculture in Ancient Egypt

Egypt is the gift of the Nile, wrote the ancient Greek historian Herodotus, Without the Nile Egypt. Could not exist; one-twenty-fifth of the country is fertile river valley, and the rest is barren desert. Every year rains in the Abyssinian mountains-cause the waters of the Nile to rise and overflow their banks spreading a thin layer of rich black soil over the flooded land.

The fertility of the Nile valley made possible in Egypt one of the earliest of civilisations. By 3000 BC the various Nile tribes-had united into one kingdom under the rule of the pharaohs. : Egypt rapidly became the granary of the ancient world, supplying: Syria and Mesopotamia as it was later to supply the needs of the Roman Empire. Wheat was grown to make bread, and barley was used for making beer. Vineyards were cultivated, and the-Ancient Egyptians knew how to make wine. One of their major occupations was bee - keeping, and honey was produced in large-quantities.

Comprehension Questions :

1. What causes the Nile flood every year?
2. What part does the River Nile play in the life of Egypt?'
3. What was the chief crop of ancient Egypt?
4. Why did the ancient Egyptians cultivate vineyards?
5. Which countries depended on Egypt for their food supply?
6. What was used as a substitute for sugar in ancient Egypt?

Linguistic Exercises:

Complete:

- a. The thin layer of rich black soil is due to
- b. Thanks to the fertility of the Nile Valley
- c. As early as 3000 B.C., Egypt



I. Essay:

- *Choose one of the following topics (do not exceed 25 lines):*

1. "Near the bridge, however, almost directly below, there was"
2. By all measures he was a hero!
3. A room with a view.

II. Comprehension:

- *Read the following passages and answer the questions:*

Tidings of Sadness and Loss

He was shaped and tempered by his mother's nature. His was a soul finally formed by **strata** of love and discipline **relentlessly** laid down. He was lucky, to be rooted in a woman like Dorothy, who died last week at 91. But her death is added anguish in his season of political rejection, a burden few men have known. His steady goodwill in handing the White House to the new president elect is a measure of a mother's implanted strength and a final tribute from a son.

Dorothy was of another era, and her sense of **propriety** and modesty and self-control was cast in iron. Never trendy. It was forever. That armored her second son for the rough reaches of politics. Hindered him too, in a fuzzy and formless era of national debate.

Oh, yes, son George strayed from the Dorothy Doctrine during the political campaigns of his long public life. He began to talk about virtuosities and his great record, but he was never comfortable doing it. He had the angel of

that remarkable woman hovering over him. And his father, a stately tower of a man who used to walk the Senate chamber with mirth on his lips and a deep love of country. So much of George is family.

So when he entered the killing fields of presidential politics, he gave it a good amateur's try, but he never went the full distance. And when the returns came in on that soft November night and told him and told him he had lost, he emerged from his profound disappointment and made a special effort to honor his conquerors.

Those, who have seen him lately know he is pondering the meaning of existence on this planet as never before

Answer the following:

1. Explain the meanings of the words underlined.,
2. What is the Dorothy Doctrine?
3. Why is George's family a well-reputed Institution?
4. Does George's predicament remind you of another famous literary figure?



I. Essay

A) Attempt only One of the following;:

1. Patience is bitter, but bears sweet fruit.
2. The programmes you, like best on television.
3. The best season of the year you prefer and why?

II. Comprehension:

- Read the following passages and answer the questions:

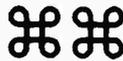
Four hours earlier, the man had anchored his small rowing-boat off the rocky coast of the island and had climbed the steep slope. This coast was rarely frequented by visitors for it was difficult of access and the landscape was bleak and unfriendly. Simple curiosity and the love of adventure had **impelled** the man to go there. When he had set out in the morning, the sea had been very calm and clear, the sky cloudless. But now a strong wind had risen; the coast for miles around was **gloomy** and **desolate**. Dark waves sent up a huge spray each time they broke on the black, uneven rocks which plunged deep down into the water.

Looking down at the **choppy** sea below, the man realized he would have to move quickly if he was to save his boat. The rocks, which had previously been fairly easy to climb, were now treacherous and slippery. The man clung to the rock-face to prevent himself from slipping. At one point, the slope was so **sheer**, that he was obliged to climb up again and come down-by another route. He stopped, to regain his breath by a withered, overhanging tree. The man" was now so close to the sea that he could taste salt on his

lips as the fine sea-spray rose up and fell like?, heavy rain around him. Soon his clothes became drenched and, drenched and his teeth were chattering with cold. But the plight of his boat was uppermost in his mind. Below, it was hobbling on the waves like a cork and at any **moment** the rope which held it fast might break; the boat would either be carried out to sea or dashed to pieces against the rocks. The man began to climb down again, but stopped **abruptly** when he heard the sound of splintering wood. His worst fears had been realized! He saw his boat lifted high by the waves and beaten against the rocks again and again. The man looked down helplessly as a tangled mass of drift wood and gear floated away over the water.

Questions:

1. Why had the man gone to the island?
2. What had he to do to save the boat? and what eventually happened to it.
3. The rocks had previously been (complete)
4. Give other words of the underlined words.
5. In not more than 3 sentences describe what happened in the second paragraph.



QUALIFYING EXAMINATION

I. Essay

- *Write a composition of about 15 lines on one of the following questions:*

1. The advantages and disadvantages of having neighbours.
2. The type of music (or songs) you like.
3. "Waste not, want not".

II. Comprehension:

- *Read the flowering passage and answer the questions given below:*

Egypt participated in a major tourist market held in Brussels on November 20. This year's five-day market attracted the attention of 40 European and Middle Eastern countries which were eager to promote their tourist destinations via the market. The visitors were also impressed by posters publicising Egypt's tourism and places of tourism. The Egyptian Tourist Authority has never missed the opportunity to take part in Brussels's market since 1982.

Questions:

1. Where was the tourist market held?
2. What countries participated, in the Brussels's market?
3. What impressed the visitors at the market?
4. Find in the passage words which mean 'chance1 and places.
5. Mention two-of the tourist destinations in Egypt.

I. Essay:

- *Write (20-25) lines on one of the following topics:*

1. The value of learning foreign languages.
2. How to help the poor
3. The desert is the future of our country.

II. Comprehension:

- *Read the following passage and then answer the questions:*

What part should reading play in our lives? It should certainly not take the place of action, or independent thinking, or conversation; but it may be a help and stimulant to action, thought and talk, and it is capable of providing almost endless pleasure. There, on our shelves, is wit, adventure, romance from all ages and all over the world. Is there any wonder that our eyes sometimes stare longingly to the bookshelves and away from a dull visitor, or that we avoid a tiresome duty for an exciting book?

Books or people? Reading or conversation - or, nowadays, Listening to the radio or watching television? Which is the way to gain knowledge and to spend our leisure? Some fortunate people seem always to find time for both and to enjoy both almost equally. A great friend of mine, who was a fine soldier, a most able administrator and a very gifted personality, was a constant reader, yet was always ready to lay aside a book for a talk and was a most interesting and interested talker. My son has the same gift. It is a gift I admire but do not possess. I think it is largely a matter of one's physical and mental nature, whether reading or talking appeals *يستهو* more or is easier for one.

Questions:

1. What are the benefits of reading?
2. Why do we sometimes prefer a book to a visitor?
3. Which, in your opinion, is the better way to gain knowledge, reading, or listening to the radio and watching television? Why?
4. Sum up the main ideas in the second paragraph in about 4 lines.
5. Why do not young people read much nowadays?



I. Essay:

- *Write a narrative essay on one only of the following topics:*

1. Modern means of communication.
2. Natural disaster.
3. How has television changed our way of living?

II. Comprehension:

- *Read the following passage and then answer the questions:*

Helen Keller was an American author and speaker admired through the world. From age two, she was deaf and blind. But she overcame her handicaps, and spend her life helping people with similar problems.

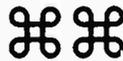
Keller was born in Tuscumbia, Alabama, in 1880. When she was 19 months old, a serious illness took away her sight and hearing. She could not learn to talk, because she could not hear other people talk. When she was angry, she kicked, scratched, and screamed. Finally, her parents wrote to the Perkins Institute for the blind in Boston, to ask for help. The institute sent a teacher for Helen. The teacher was Anne Sullivan.

Helen was almost seven years old when Anne Sullivan arrived. By spelling words out in the palm of Helen's hand. Sullivan taught the little girl all things that have names. Water was the first word Helen understood. She learned words that give people a way to communicate. Sullivan went with Helen to schools in New York and

Boston. Helen learned to read Braille and to write on a special typewrite.

Questions:

1. How old was Helen when she became deaf and blind?
2. How did Helen write?
3. What did the Perkins institute do?
4. Helen defeated her (American – overcome - handicaps).
5. When Anne Sullivan arrived Helen was (a young lady – a woman – a child).
6. Anne Sullivan helped Helen to learn how to (scratch – communicate – help people with similar problems).



I. Essay:

- *Write a narrative essay on one only of the following topics:*

1. The value of sports.
2. A place you visited and you never forget.
3. How our deserts can be reclaimed.

II. Comprehension:

- *Read the following passage then answer the questions:*

What will life be like in a hundred year's time? By then, the world population will have doubled. We will have run out of many essential materials like oil and coal. We may have run out of water to drink.

But some experts believe that things will not be as bad as that. They say that life will be far better than it is today. The buildings of the future will be far superior to those of the present day. They will be getting more sunlight. Man will have discovered new sources of power to replace those that have been used up.

However, one thing is certain. Life will be far more mechanized. Machines will do many jobs that people do today. Therefore, it would be difficult to get the job one would like to have and one will have to learn several jobs in one's life time.

Questions:

A- Give complete answers to the following questions

1. What are the problems that the increase of population and mechanization will cause?

2. What materials other than those mentioned in the passage will be short in a hundred year's time?
3. What new sources of power will man discover?

B- Choose the correct answer

4. Some experts are
 - a) pessimistic.
 - b) optimistic.
 - c) worried.
5. The problem of unemployment will
 - a) increase.
 - b) decrease.
 - c) be solved.
6.
 - a. People will easily find the jobs they like.
 - b. They will find no jobs at all.
 - c. They will not be specialized in one job.
7. Suggest a suitable title for the passage



I. Essay:

- *Write a narrative essay on one only of the following topics:*

1. Polygamy
2. The places you would most like to visit.
3. Why I am proud of my country

II. Comprehension:

- *Read the following passage then answer the questions:*

Japan, the land of the rising sun, has risen very high in a short period. The Japanese knew that greater progress can be made by peaceful means, not by war. Japan is now one of the greatest powers in industry. Their electric appliances, their cars, their robots and many other products are every where in the world. Japan is not in natural minerals necessary for industry. There are not enough minerals which are very important for modern industry in Japan; but its shore waters are very rich in sea wealth. The Japanese have made good use of this by breeding fish and planting pearls.

Perhaps there is no more polite nation in the world than the Japanese. A Japanese greets his visitor by bending low. He also welcomes his guest greatly and respects a foreigner. Gay at heart he goes through the world with a smile.

The Japanese woman is unselfish, modest, intelligent, patient in the hour of suffering, strong in time of trouble, a faithful wife and a loving mother.

Questions:

A- Answers these questions

1. What lesson did the Japanese learn after the war?
2. How does a Japanese greet his guest?
3. How did the Japanese benefit from the sea?

B- Choose the correct answer

4. Japan depends on its workmen as
 - a. there are so many of them.
 - b. minerals are plenty there.
 - c. minerals are not plenty there.
 - d. minerals are not found there.
5. "he" the underlined word in the fourth paragraph refers to ...
 - a. the Japanese.
 - b. the guest.
 - c. the visitor.
 - d. the foreigner.
6. Peace always results in
 - a. military power.
 - b. damage.
 - c. suffering.
 - d. progress.
7. The Japanese sell their products
 - a. in some parts of the world.
 - b. all over the world.
 - c. in many parts of the world.
 - d. in Japan only.
8. The Japanese woman helped in building up industry by.....
 - a. working side by side with man.
 - b. have strength.
 - c. being patient.
 - d. being a faithful wife and a loving mother.

I. Essay

- *Write a narrative essay on one only of the following topics:*

1. How can neighbours help one another?
2. The qualities of a good leader.
3. Old people complain that "Things aren't like they used to be" What do you think about?
 - a) Work.
 - b) Housing.
 - c) Education.
 - d) Transport

II. Comprehension:

- *Read the following and answer the questions:*

No artist has affected modern art more than Pablo Picasso. The thousands of masterpieces he created changed the way people thought about art. Picasso was perhaps the most talented and successful artist who ever lived.

Pablo Ruiz Picasso was born in 1881 in a small town on the southern coast of Spain. His father was a painter who taught art. Picasso showed exceptional talent at an early age and by the time he was in his teens, painted better than his father or any of the local art teachers. At sixteen, Picasso was sent to the Royal Academy of Madrid, where students drew from Laster Casts and copied works of the masters. Picasso felt these assignments were pointless and began to work on his own. Picasso's father soon became angry with his son's behavior, long hair, and strange clothes. He believed that Picasso was wasting his talent and scolded him, "why don't you cut your hair and paint sensibly?"

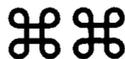
In 1900. Picasso left for Paris then the centre of the art world. He lived in a cold, rundown building, painting

constantly, sometimes surviving for days on only a piece of bread. During these years, his art reflected his dismal surroundings. Homeless outcasts were the subjects of many of his fairly realistic early paintings. After seeing African masks, his works became more simplified leading up to the revolutionary new style known as Cubism.

Picasso didn't sell much of his work during these early years. Picasso lived to be ninety two and became the most famous artist in the world, he spoke of his youthful days in Paris as "the happiest time in my life".

Question:

1. Who was Picasso?
2. What happened when he was sixteen?
3. How was his life in Paris?
4. a) Picasso liked very much the works of the masters.
b) Picasso believed they were pointless.
c) Picasso believed they were a waste of time.
(choose)
5. was a new style used by Picasso.
(complete)
6. He lived to be And became the in the world (complete)
7. When did Picasso die?



I. Essay

- *Write a narrative essay on one only of the following topics:*

1. Mother's Day.
2. Democracy.
3. Old Age.

II. Comprehension:

- *Read the following passage and then answer as required:*

Alfred Nobel, the great Swedish inventor, was a man of many contrasts. He was the son of a bankrupt, but became a millionaire' a scientist with love of literature, he made a fortune but lived a simple life, and although cheerful in company he was often sad in private. A lover of mankind, he never had a wife or family to love him, a loyal son of his native land, he died alone on foreign soil. He invented a new explosive, dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war to kill and injure his fellow men.

He had never been to school or university but studied privately and by the time he was twenty, was a skillful chemist and excellent linguist, speaking Swedish, German, Russian, French and English. Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business.

But Nobel's main concern was never with making money or even with making scientific discoveries. He was always searching for a serious interest in literature and philosophy. He cared deeply about the whole of mankind.

He was always generous to the poor. "I'd rather take care of the stomachs of the living than the glory of the dead." He once said. His greatest wish, however was to see an end to wars, and peace between nations, and he spent much of his time and money working for this cause until his death in Italy in 1896. His famous will, in which he left money to provide prizes for outstanding work in Physics, Chemistry, Medicine, Literature and peace, is a memorial to his interests and ideals. And so he is remembered and respected long after his death.

A- Give complete answers:

1. What made Alfred Nobel really famous?
2. How did he spend his time and money during his life?
3. Why was he considered a man of contrasts?

B- Choose the correct answer:

4. Alfred Nobel was interested in
 - a. scientific inventions.
 - b. literature and philosophy.
 - c. both a) and b).
5. Since his death, Nobel
 - a. has brought fame and glory to others.
 - b. has been forgotten.
 - c. has brought shame and disgrace to himself.
6. He invented a new explosive with the intention of
 - a. using it as a weapon of war.
 - b. improving industries.
 - c. destroying the world.
7. His main concern was
 - a. to build many companies and make much money.
 - b. to make scientific discoveries.
 - c. the whole of mankind.

I. Essay

- *Write a paragraph on one only of the following:*

1. Beauty.
2. Farming.
3. My answering machine.

II. Comprehension:

- *Read the following passage and answer the question:*

My memories of life in Paterson during those first few years are all in shades of gray: Maybe I was too young to absorb vivid colours and details, or to discriminate between the slate blue of the winter sky and the darker hues of the snow-bearing clouds, but that single color washes over the whole period. The building we lived in was gray, as were the streets, filled with slush the first few months of my life there. The coat my father had bought for me was similar in color and too big; it sat heavily on my thin frame.

I do remember the way the heater pipes banged and rattled, startling all of us out of sleep until we got so used to the sound that we automatically shut it out or raised our voices above the racket. The hiss from the valve punctuated my sleep (which has always been fitful) like a nonhuman presence in the room – a dragon sleeping at the entrance of my childhood. But the pipes were also a connection to all the other lives being lived around us. Having come from a house designed for a single family back in Puerto Rico-my mother's extended-family home-it was curious to know that strangers lived under our floor and above our heads, and that the heater pipe went through everyone's apartment. (My

first spanking in Paterson came as a result of playing tunes on the pipes in my room to see if there would be an answer.) My mother was as new to this concept of beehive life as I was, but she had been given strict orders by my father to keep the doors locked, the noise down, ourselves to ourselves.

Question:

1. **Summarize the passage using your own words.**
Note that your summary should not exceed 60 words.
2. **Explain the meaning of the following:**
(the electorate – city scandal – Fraud squad called in – stitch in time saves nine – bone of contention)
3. **Give the plural for the following nouns:**
wharf – medium – syllabus – parent – in – law – court – martial
4. **Explain the difference between the following pairs:**
(plod–pace) (historic-historical) (exhausting - exhaustive) (hard-hardly) (confidently - confidentially)
5. **Do as shown in brackets:**
retain (adjective and noun) – war (homophone) – head (compound word)
6. **Explain the meaning of the following verbs, adjectives and adverbs in sentences of your own:**
(recapitulate – saturate – commensurate – indoctrinate – blasphemous – ingenuous – plaintive – wistfully – willfully – querulously)
7. **Explain the difference between the following pairs:**
(plod – pace) (infallible – unmistakable) (eligible - illegible) (appreciable - appreciative) (suit - suite)

I. Essay

- *Write a paragraph (100-120 words) on one only of the following:*

1. Advertising
2. International tensions
3. Desserts

II. Comprehension:

- *Read the following passage and answer the question below using your own words:*

It is really true that we can observe things without prejudice, without bias, without preconceptions of any kind? The idea that the evidence of the senses is essentially trustworthy is of course based on the assumption that one can observe things in just this simple way. Is it even true that all knowledge of the world can be traced back to the sources in the experiences we have had in our own lifetime? I feel the answer to both those questions is No. psychologically, it is surely not true to say that in sensation we are merely accepting the passive imprint of what is going on in the world around us. In all sensations, we pick and choose, we discriminate, we seek order. If there isn't any obvious order, we impose order on what we see. As a psychologist has said, we learn to perceive. And William Whewell warned us that the distinction between fact and theory is by no means as clear as we like to believe it "Facts cannot be observed as facts except in virtue of the conception which the observer himself supplies." "Most men," he says, "are unconscious of this perpetual habit of

reading the language of the external world and translating as they read. There is a mask of theory over the whole face of nature."

As a biologist, I feel pretty sure that not all the knowledge an animal possesses has been founded upon the experience it has enjoyed in its own lifetime. One can inherit information, using the word 'inherit' in a strictly genetic sense. A mouse or bird inherits information about how to build a nest. It inherits it in the form of a sort of chromosomal rape-recording.

Well then, if induction as a process, as a scientific methodology, is suspect, what does happen in scientific thinking? Let me put it this way. The scientific process consists of or makes use of a rapid alternation, a rapid interaction, between an imaginative episode of thought and a critical episode of thought. In the imaginative process we form an opinion, we take a view, we form a hypothesis, we make an informed guess, about what the truth might be. We invent a possible world or possible fragment of world. We tell a story that might be a story about real life-and of course, all this lies outside logic. But then we subject these imaginative conjectures to ruthless criticism.

In science this critical process is normally an experimental one. I am using the word 'experiment' to mean an act performed to test a hypothesis. Logic does inter into this critical process, because what we are testing is a logical consequence of the hypothesis or the opinion we are working on. "If my guess is right," someone in a laboratory will say, "if the hypothesis I am working on is a sound one, then it follows ... "And then of course steps to see if what follows theoretically is in fact the case. If it isn't the case, then he has to modify the hypothesis, or even abandon it. If on the other hand the prediction is right, then he gains

confidence in the hypothesis and can, so to speak, enter it for a higher examination.

Question:

1. What theory is the speaker arguing against?
2. What theory does he suggest to take its place?
3. Summarize the last two paragraphs "well examination" in about 35 words.
4. **Explain the meaning of the following:**
(An overdraft – vice squad swoop, two men held – Make hay while the sun shines – touch and go – toe the line)
5. **Give the plural for the following nouns:**
(Crisis – index – fungus – criterion – court – martial)
6. **Give phrasal verbs equivalent for the following:**
(Capsize – apply yourself to work – assume control – suppress – conspicuous – recover consciousness – resign)

