



**South Valley University**



**Faculty of Education**

**Course: English  
Second Year  
Department of Biology**

**Compiled with a Preface, Notes and Some Exercises by  
Dr. Mostafa Abdelrahim**

**Academic Year: 2022-2023  
First Term**

**Basic Information:  
Faculty of Education  
Second Year  
Major: Biology  
Pages: 200**

## Preface

At present time, no literate person can do without a good knowledge of the English language. The reason for this situation is that English is a part and parcel of our daily life. Whenever two people from two different countries meet, they usually use English as a means of communication. Thus, whatever your major is - Arabic, Biology, Chemistry, French, Geography, History, Islamic Studies, Philosophy, Psychology, Sociology, etc, - you cannot do without English.

As an undergraduate and later as a post-graduate student, you do need English. After you graduate from university, you may decide to do an MA (Master of Arts) and later a PHD in your major. In this case, you will have to read and translate some articles and research papers about your topic. Even when you apply for a job in a certain institution or business establishment, you may have to fill in an application form in English. Your good knowledge of English will definitely distinguish you and give you an advantage over other applicants whose English is poor. What if you decide to travel to an English-speaking country or at least to pass a TOEFL Test (Test of English as a Foreign Language) or another international test! In a nutshell, a good knowledge of English is very important at present and in the future.

To help you improve your ability at understanding and speaking English, the topics in this book have been chosen with due care. These topics are various in content and style. They cover a wide range of fields. Some passages describe simple daily situations that we may encounter in our life every now and then. These passages include common familiar words that almost everybody knows. Other passages are related to medicine, science and health. They may contain some new vocabulary that we all need to know. Some other passages are connected with human nature and psychology. There are still other passages about education, modern technology, sports, and well-known figures such as George Washington, James Whistler, Voltaire and others. Finally, there are some passages that shed light on some of the customs and traditions of the English.

Each passage is followed by a number of various exercises and questions. These exercises and questions are similar to the ones you will have to answer in the mid-term test and the final examination. Sometimes you are to decide whether the given statements are true or false. Answering this kind of questions relies on your comprehension of the text

you have read. You may have to compare the information in the given statement and the information stated in the passage.

At other times, you are given a question followed by four answers or choices and your task is to choose the best answer. In this situation, a good technique for choosing the best answer is to start by eliminating the wrong choices. Minimizing the number of choices will definitely lead you to choose the best answer. By the way, some exercises are based on grammatical rules you have already studied. In case, there are some rules you do not know, they will be explained in detail.

To get the best benefit of this course, you are recommended to do a number of things. First, you are recommended to attend all lectures. Second, before attending a lecture, you should read and try, as best as you can, to comprehend the general meaning of the passage. Of course, every now and then, you will find some new words. In this situation, start by trying to guess the meaning of these new words through context. If this trial does not succeed, look these words up in a good English-English dictionary.

The kind of pre-reading described in the previous paragraph will definitely help you comprehend the general meaning of the passage. Needless to say, understanding the general meaning of the passage in advance will help you participate in the in-class discussion and give correct answers.

This book is divided into two sections. Section I comprises prose passages on topics related to different academic fields and interests. Many passages are followed by comprehension aids: vocabulary explication and an objective cognition test. Section II includes a revision of the tenses and exercises on sentence structure. It also contains exercises on vocabulary and idioms.

For my part, I intend to give due attention and care to every single detail in this course and I expect you to do the same. Of course, you are welcome to ask about any word, detail or point you do not understand and make any comment about the ideas and topics presented in this book. I am willing to help you overcome any kind of difficulty concerning this book.

Last but not least, let me remind you that the more English vocabulary you know and can use, the better you can read, understand

and speak English. This is why you need to learn how to memorize and use new vocabulary.

**Dr. Mostafa Abdelrahim**

## Table of Contents

Preface	2
<b>Section I: Comprehension Passages</b>	
1. Uses of The Computer	9
2. Driver Psychology – Letter to the Editor	13
3. English Journey	18
4. The Evils of Smoking	21
5. Drugs (1)	24
6. Drugs (2)	27
7. Violence and TV	28
8. Arabic Poetry	32
9. A Visit to the Library	33
10. Our First Words	35
11. Automobile Accidents	38
12. The Planets	40
13. The Underworld	42
14. Population Growth and Industry	46
15. A Sunrise in the Veld	49
16. An Exciting Adventure	53
17. A Terrifying Experience	56
18. Psychology	60

19. Intelligence	62
20. Voltaire	63
21. George Washington	66
22. The Silk Road	69
23. Early Attempts to Colonize the United States	71
24. Pearl Buck	73
25. Maia's Ear-rings	75
26. Solar Eclipse	77
27. The Location of Stars	81
28. Deserts	84
29. Carbon Tetrachloride	87
30. To Retire or Not to Retire	89
31. The Earth	92
32. As Some May One Day See	94
33. James Whistler	97
34. The Discovery of Penicillin	99
35. The Renaissance	101
36. Embroidery	103
37. The Black Robin	105
38. Animal Extinction	108
39. Human Beings	109

40. The Library of Congress	110
42. Elephants Communication	111
43. The English at First Glance	113
44. Food for All	115
45. Iron	118
46. The Educational Process	121
<b>Section II: Grammar</b>	
<b>Part A: The Tenses</b>	
1. The Simple Present Tense	125
2. The Present Continuous Tense	128
3. The Simple Past Tense	131
4. The Past Continuous Tense	134
5. The Present Perfect Tense	136
6. The Past Perfect Tense	139
<b>Part B: Structure</b>	141
<b>Part C: Vocabulary</b>	178
<b>Part D: Written Expression</b>	195
<b>Suggestions for Further Reading</b>	200

## **Section I**

### **Comprehension Passages**



## Uses of the Computer

The first digital computer was completed in 1944. Since that time, there have been many changes. Now computers are smaller, cheaper, and more common. There are few people who have not worked with a computer, either directly or indirectly. Banks, businesses, hospitals, large libraries, universities and airlines all use computers. Most universities use computers for registration. At the same time, computers grade and score many large exams such as the TOEFL. Libraries use computers to check out books. In other words, computers have become part of daily life.

Up till now, the computer has been used most often in business, where it was first used for accounting. This is still its most common use. The computer can do **inventory** for business. That is, it can list and remember the number of products that the business buys and sells. It can also calculate the average cost of each inventory item and the total value of the products in the store. It can tell the businessmen when they need to buy more. The computer can also make the payroll for the employees. It can count the number of hours that employees worked, calculate their salaries, and make the checks to pay them. Management uses it to prepare business reports and to make decisions. It can predict the future of the business so the management can use the information when it has to make important decisions.

Many banks use computers to process customers' checks and to keep records of their money. Outside many banks, there are **automatic tellers**, which are computers. People use them when the bank is closed. They can deposit money; they can get cash; and they can transfer money from a savings account to a checking account and **vice versa**.

Computers that are used in factories to control the assembly line, put together cars, airplanes, and other machines. They do jobs that are, difficult, dangerous, or boring for people to do. A computer is also used to check quality in the factory because it can test products to see if they are satisfactory. Chemical companies often use computers to analyze their process and check their products.

In the travel industry, computers are widely used to make reservations for airlines and hotels. Passengers do not have to wait days or weeks to see if there are seats on the airplanes because the computer can give them the information immediately.

Schools are beginning to use the computer more and more because it can teach many kinds of lessons. Students have the chance to learn at their own speed. Some students can work slowly; others can work quickly. The computer tells them if their answers are right or wrong. The computer can help students to review if they need to. One computer system that is used in education is PLATO. It teaches English.

One very important use of the computer is in word processing. A word processor is a computer that can type letters, papers, or books. It makes the secretary, student, or writer's jobs easier, faster, and more efficient. The word processor can type many copies of the same letter and make changes in each copy.

Computer games are popular for entertainment. These games are in many places, such as supermarkets, restaurants, and other stores. One of the first and most popular games was Pacman, which was seen everywhere.

Small, personal computers are also becoming popular. People use them at home to play games, learn lessons, keep household accounts, and store information. These are pocket computers that students use in their university studies.

Computers are used more and more every day. They are important in business, science, education, for entertainment, and at home. They are getting smaller and better. They can do more and more jobs, and they have more and more uses. They make life easier and more enjoyable.

### **Vocabulary**

**digital** (adj.): numerical

**grade** (v.): to separate into levels

**TOEFL**: Test of English as a Foreign Language

**inventory** (n.): a list of all the items in a place

**payroll** (n.): pay sheet

**employees** (n.): workers

**predict** (v.): anticipate, foresee, foretell

**vice versa** : in the opposite way from that just mentioned

### **I. True or False**

**Use the information given in passage to decide whether the following statements are TRUE or FALSE.**

1. Computers score large tests like the TOEFL.
2. Airlines use computers to make reservations.
3. Businesses use computers for inventory and payroll.
4. The computer can work only in accounting.
5. Banks use automatic tellers to give people money.
6. Computers cannot do jobs that are dangerous for people.
7. PLATO is a computer that can teach English.
8. Only secretaries can use word processors.
9. Pacman is the man who first built a computer.
10. Computers are too big to have at home.
11. There are three parts to computer hardware: the input unit, the central processing unit and the output unit.

12. A computer cannot function without software and hardware.
13. In data processing, data and information are the same.
14. A computer processes data and gives information.
15. A computer cannot read numbers.
16. A computer processes data slowly.
17. Hardware includes all computer programs.
18. A computer program is a set of instructions that tell the computer what to do.
19. The central processing unit is the 'brain' of the computer.
20. Computers are part of modern life.

## II. Vocabulary in Context

**Choose the definition which best fits these words or phrases as they are used in the passage.**

1. The word '**inventory**' in the passage has the same meaning as . . .
  - a. a list of the names of the employees in a place.
  - b. a list of the invaluable things in a place.
  - c. a list of the titles of books in a bookshop.
  - d. a list of all the goods in a place.
  
2. '**Automatic tellers**' are . . .
  - a. automatic rifles
  - b. bank clerks
  - c. machines
  - d. storytellers
  
3. The expression '**vice versa**' means . . .
  - a. in the same way that was just stated.
  - b. in a different way from that just stated.
  - c. in the opposite way from that just stated.
  - d. in a better way from that just stated.
  
4. To '**predict**' means . . .
  - a. to anticipate
  - b. to foretell
  - c. to foresee
  - d. all of the aforesaid

**III. Blacken the letter of the sentence that is the same as the first one.**

1. There are very few people who have not had some experience with a computer either directly or indirectly.
  - a. Almost everyone has something to do with computers.
  - b. Computers are direct and indirect.
  - c. Few people use computers.
  - d. People must have experience with computers.
  
2. The computer was first used for accounting and this is still its most common use.
  - a. Computers cannot be used for accounting today.
  - b. Computers are good for accounting.
  - c. Computers are most often used for accounting today.
  - d. Computers are used only for accounting.
  
3. Computers are used more and more every day.
  - a. People do not use computers every day.
  - b. People make computers every day.
  - c. There are more computers every day.
  - d. The use of computers is increasing every day.
  
4. The Pacman game can be seen every day. It has become one of the most famous figures.
  - a. Pacman is only a computer game.
  - b. Pacman is a computer.
  - c. There is no Pacman.
  - d. Pacman is popular.
  
5. Computers are widely used in education.
  - a. Computers are wide.
  - b. Computers need education.
  - c. Education is wide.
  - d. Education uses many computers.
  
6. Computers can transfer money from a savings account to a checking account and vice versa.
  - a. Computers can transfer money only from savings to checking.
  - b. Computers can transfer money only from checking to savings.
  - c. Computers can transfer money either from checking to savings or from savings to checking.
  - d. Computers cannot transfer money from savings to checking.

## Driver Psychology - Letter to the Editor

Sir: Can it be that a psychologist would make such an elementary mistake? I refer to the **column** on "Driver Psychology."

I am not a motorist, so let me take a simpler example: I am walking down the street to a bus stop and the bus arrives before I *get there*. Do I

(a) calculate the **approximate** distance between self and bus, allow for obstacles (grannies, perambulators, lamp-posts), estimate the length of time the bus will remain **stationary**, and hence compute the speed in **m.p.h.** that I shall have to travel in order to reach it before it moves off, or

(b) run like hell for it?

Or alternatively, if I am approaching a granny or a perambulator or a lamp-post, either in the previous **emergency** or in the normal course of events, do I

(a) assess my own speed, estimate the number of inches or feet that separates me from the obstacle nearby and hence compute the change in direction in angles and feet that would cause me to miss it, or

(b) simply walk round it?

Propelling oneself through the environment is a skill that we learn in infancy and once we have mastered it, we do it "without thinking." All the complex **operations** of distance and speed are carried out very beautifully and very rapidly by that remarkable piece of equipment – our nervous system. In a **similar** way, the motorist learns the skills so that he can change gear, accelerate, **brake**, etc. "without thinking." The fact that he does not know exactly what speed he is going in terms of m.p.h. is irrelevant. What he does know, and what is important, is that he has to co-ordinate hand and eye in a **complex** skill to **adjust** to varying conditions – other vehicles, islands, junctions, etc. His speedometer gives him very little information at all. He knows, on the basis of his previous experience, what to do and how to do it. We should be thankful that they do not consult their speedometers at such times, otherwise we should become a nation of motorists knowing precisely at what speed we are banging into each other.

### Vocabulary

**elementary** (adj.): basic, simple

**motorist** (n.): a person who drives, and usually owns a car, a driver

**grannies** (n.): (informal) grandmothers

**perambulator** (n.): pram, baby-carriage

**run like hell for it**: to escape by running, run for urgent reason

**approaching**: coming near or nearer to

**miss** (v.): avoid, escape

**propel** (v.): to move or drive steadily forward

**environment** (n.): surroundings  
**infancy** (n.): the earliest period of childhood, cradle  
**rapidly** (adv.): fast, quickly, swiftly  
**remarkable** (adj.): distinguished, marvelous, outstanding, stunning  
**accelerate** (v.): (to cause) to move faster  
**irrelevant** (adj.): immaterial, unfitting, unrelated  
**coordinate** (v.): (to cause) to work together  
**varying** (adj.): changing, differing, different, variable  
**island** (n.): traffic island, safety island, a raised place in the middle of the road where people crossing the road can stand to wait for the traffic to pass  
**junction** (n.): connection, crossing, crossroads, linking, a place of joining  
**previous** (adj.): aforesaid, aforementioned, earlier, former, preceding  
**precisely** (adv.): accurately, exactly  
**bang into** (v.): bump into, to meet by chance  
**perpendicular** (adj.): exactly upright  
**comparable** (adj.): can be compared  
**comparative** (adj.): based on a comparison  
**cause**(v.): lead to, result in

**I. Choose the word, definition or expression which best replaces the words left out as they are used in the passage.**

1. I refer to the . . . on
  - a. long pillar used to support a building
  - b. perpendicular section of a page in printing
  - c. large body of troops
  - d. a list of number arranged one after the other
  
2. calculate the . . . distance
  - a. appropriate
  - b. rough
  - c. suspicious
  - d. inexact
  
3. the bus will remain . . . .
  - a. moving faster
  - b. not improving
  - c. not moving
  - d. stationary

4. the speed in . . . that
  - a. multiple power of horses
  - b. many passing horses
  - c. miles per hour
  - d. meters per hour
  
5. either in the previous . . . or
  - a. emergence
  - b. phenomenon
  - c. pressing necessity
  - d. sudden appearance
  
6. All the complex . . . of
  - a. manipulations
  - b. movements
  - c. maneuvers
  - d. surgical interventions
  
7. In a . . . way
  - a. comparable
  - b. comparative
  - c. familiar
  - d. usual
  
8. change gear, accelerate, .....

  - a. break
  - b. smash into
  - c. slow down
  - d. sound the horn

  
9. in a ..... skill to adjust
  - a. complimentary
  - b. complicated
  - c. mental state caused by repression
  - d. proper
  
10. skill to ..... to varying conditions.
  - a. adapt
  - b. adopt
  - c. advertise and just reach
  - d. agree

11. other vehicles . . . , junctions
  - a. tracts of land surrounded by water
  - b. hard substances of creamy-white colour
  - c. places of refuge

12. that they don't . . .
  - a. look at
  - b. ask for advice
  - c. determine

**II. Which words of the passage can be explained by the following words or phrases?**

1. someone who studies the minds of people
2. hindrances
3. light carriages for infants
4. everyday circumstances
5. in the vicinity
6. space between two adjacent lines
7. moving oneself
8. instrument for measuring speed

**III. Choose ten of the words listed below and write down their synonyms (one each).**

1. motorist
2. previous
3. cause
4. environment
5. infancy
6. rapidly
7. remarkable
8. exactly
9. irrelevant
10. varying
11. junctions
12. thankful
13. banging

**IV. Paraphrase the following words or expressions (as used in the passage) .**

1. *get there*
2. *approaching*
3. *accelerate*
4. *co-ordinate*



5. *on the basis of*

**V. Which words does the writer use to express the idea of mathematical reckoning? Write them down.**

**VI. The author speaks of 'other vehicles.' Write down five other types of vehicles.**

## English Journey

The new-post war England belongs far more to the age itself than to this particular island. America, I suppose, is its real **birth-place**. This is the England of arterial and by-pass roads, of **filling-stations** and factories that look like **exhibition buildings**, of giant cinemas and dance halls and cafes, bungalows with tiny garages, cocktail bars, Woolworths, motor-coaches, wireless, hiking, factory girls looking like actresses, greyhound and dirt-tracks and swimming pools.

You need money in this England, but you do not need much money. It is a large-scale mass-production job, with **cut prices**. You could almost accept Woolworth as its symbol. Its cheapness is both its strength and its weakness. Its strength because being cheap it is accessible; it nearly achieves the famous **equality of opportunity**. It is an England, at last, without privilege. It is as near to a classless society as we have got yet.

Unfortunately, it is a bit too cheap. That is, it is also cheap in the other sense of the term. Too much of it is simply a trumpery imitation of something not very good even in the original. There is about it a rather depressing monotony. Too much of this life is being stamped on from outside. You feel that too many of the people in this new England are not doing what they like but what they have been told they would like. Here is the American influence at work. Most of the work, as we have already seen, is rapidly becoming standardized in this new England.

It is a cleaner, tidier, healthier, saner world than that of nineteenth-century industrialism. The difference between the two Englands is well expressed by the difference between a typical nineteenth-century factory, a huge dark brick box, and a modern factory, all glass and white tiles and chromium plate. Nevertheless, **I can't rid myself of** a suspicion that the old brick boxes had more solid lumps of character inside them than the new places have. Monotonous but easy work and a liberal supply of cheap luxuries might between them create a set of people entirely without ambition or any real desire to think for themselves, the perfect subjects for an iron autocracy. There is a danger of this occurring in the latest England.

Then I remembered younger folk here and there, all products of this newest England, and I saw that there is a section of people who have its strength but are untouched by its weakness. I met them all over the country, not many a time, for there are not enough of them to make a crowd in any one place. There would have been a great many more if the finest members of my generations had not been slaughtered in the war. Most of these people, of course, are younger. They are not prigs, though being young and earnest, they are inclined at times to be a shade too solemn. They are not saving their souls or going about doing well. But

they have a social consciousness: their imagination is not blunted; they know that we are interdependent, and that bluffing and cheating are useless. I usually found them doing not a very pleasant job of work for the benefit of people worse off than themselves.

Those people were very nice to me, but I did not always like meeting them. It is not pleasant suddenly seeing yourself as impatient and weak, greedy and egotistical.

*John Boynton Priestly*

### **Vocabulary**

**post-** (prefix) = after, later than

**arterial** (adj.): of or like a main road, pertaining to a main road

**by-pass** (n.): a road to one side

**bungalow** (n.): a house which is all on one level

**filling-station** (n.): gas station, petrol station

**exhibition** (n.): a public show of objects

**giant** (adj.): huge, very big

**tiny** (adj.): puny, very small

**hiking** (n.): travelling about the country on foot

**monotony** (n.): lack of variety

**accessible** (adj.): easy to get, easy of approach

**opportunity** (n.): chance

**autocracy** (n.): rule by one person with an unlimited power

**trumpetry** (adj.): worthless, valueless, showy but of very little value

**influence** (n.): effect, directing power

**rid** (v.): eliminate, expel, remove

**slaughter** (v.): butcher, kill, murder

**blunted** (adj.): not sharp

**bluff** (v.): to deceive by pretending to be stronger

**prig** (n.): narrow-minded, a person who believes himself morally better than others

**egotistical** (adj.): very selfish

### **I. True or False**

**Use the information given in the passage to decide whether the following statements are TRUE or FALSE.**

1. Factory girls like to go to the cinema.
2. Prices are low because everything is produced in large quantities.
3. You find an almost classless society in England.
4. This is because of the enormous Communist influence.
5. England was cleaner and healthier in the 19<sup>th</sup> century.

## II. Vocabulary in Context

Choose the definition which best fits these words or phrases as they are used in the passage.

1. **Filling-stations** are places that sell oil and petrol.
2. The word '**ambition**' means having no desire to achieve anything.
3. A **bungalow** is a house which is all on one level.
4. The word **hiking** simply means travelling about the country by bicycle.
5. **Trumpery** means having great value.

III. Replace the following words and expressions by synonyms, or explain them in English. Do not use the underlined words in your explanation.

1. birth-place
2. filling-stations
3. exhibition buildings
4. cut prices
5. equality of opportunity
6. I cannot rid myself of

IV. Explain the meaning of the underlined words

V. Answer the following questions:

1. What do modern factories look like?
2. Which danger might arise from monotonous work and cheap luxuries?

## The Evils of Smoking

Last Thursday an old chap came to our school to talk about the evils of smoking. He said he wouldn't go for too long and we saw him take his wrist-watch off and lay it on the table. I can't remember what he said about smoking because Slater and I had other things to think about. He finished when the bell rang for play-time, and the headmaster told us to go out. Slater happened to slip.

In the playground Slater showed me the watch. He put it on his wrist, and it looked lovely. I was wishing that I'd been the one to slip by table, because it was a beautiful watch, gold by the look of it. The headmaster came out then, and the old boy was with him. They walked about, looking around and talking all the time. After a bit the bell rang, and we got into our lines, ready to go in.

The headmaster said, "I've a little job for you boys. This gentleman, our lecturer, has just lost his watch in the playground. It's happened before, he says—it just slips off his wrist. So look around for it, will you?. See if you are clever enough to find it. I've no doubt the boy who does so will get a reward."

Well, of course, Slater wasn't going to miss a chance like that. He's just about the luckiest devil in the school – rewards just drop into his hands. We all walked about the playground, looking for the watch. And I wasn't a bit surprised when Slater bent down as if he was picking something up. Then he hurried past me towards the old man.

"Where are you going?" I called out, though I knew very well where he was going. "Where do you think?", he called back.

And the next minute there was Slater, all smiles, handing over the watch to the old fellow and hanging about for the reward. But the lecturer did not seem at all pleased. In fact, he looked quite ready to put a knife in Slater's heart --- until the headmaster burst out laughing. Then they both laughed. Slater told me afterwards that the old man had not even said "Thank you" for the watch.

The thing that puzzled us most of all was that Slater didn't get any reward. When he reminded the headmaster about it, the headmaster said: "Ah, yes we mustn't forget that. I said: a useful reward", didn't I? And then he gave Slater a big sheet of paper and told him to write a composition on the evils of smoking. Slater says he hasn't a clue what to write.

### Vocabulary

**chap** (n.): a man or boy, fellow

**slip** (v.): to fall by sliding

**boy** (n. informal): a male person of any age

**reward** (n.): prize

**burst out** (v.): begin suddenly

**puzzled** (v.): confused

**clue** (n.): something that helps to find an answer to a question

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. What were the two boys thinking about during the lecture?
  - a. They were not thinking about anything.
  - b. They were thinking about the evils of smoking.
  - c. They thought that the headmaster was very clever.
  - d. About the watch—and how to get it, perhaps.
  
2. Why did the story-teller wish that he had slipped?
  - a. He thought he could have taken the watch if he had
  - b. Because it was a beautiful watch.
  - c. If that had happened, the watch wouldn't have been lost.
  - d. In that case he wouldn't have given it back to the lecturer.
  
3. When was it most likely that the lecturer discovered his loss?
  - a. As soon as he came into the playground, probably.
  - b. After he had been walking about for five or ten minutes.
  - c. Just after the boys had gone out to play, probably.
  - d. Just before the bell rang for us to go in, probably.
  
4. Why did the two men come out into the playground?
  - a. Because that was where the watch was lost.
  - b. It was play-time, and they needed some fresh air.
  - c. They came out in support of the headmaster's story.
  - d. It was just a lucky chance that they came out.
  
5. What was the purpose of the promised reward?
  - a. People who find things must have a reward.
  - b. It was a kind of trap to find the watch.
  - c. It was to encourage the boys to search for the watch.
  - d. The watch was a valuable one, so a reward was necessary.
  
6. When Slater 'bent down', what was he trying to do?
  - a. He had to bent down in order to pick up the watch.
  - b. He was trying to hide the fact that he had found the watch.
  - c. He was pretending to have found the watch.
  - d. The watch had slipped off his wrist, and he was trying to pick it up.
  
7. Why wasn't the lecturer pleased with Slater?

- a. Because he was pretty sure Slater had stolen the watch.
  - b. Because Slater brought him a different watch.
  - c. He could see that Slater had a knife.
  - d. Because Slater hadn't listened to the lecture.
8. What made the headmaster burst out laughing?
- a. It was the ease with which he had recovered the watch.
  - b. It was the look on the lecturer's face.
  - c. It was the pride he felt in his pupils.
  - d. It was his honesty—and that of the school.
9. The writer described the lecturer as . . . .
- a. an old chap
  - b. an old boy
  - c. a good public speaker
  - d. a. and b.
10. The word clue in the last sentence could best be replaced by . . . .
- a. An object or a kind of indication which may be used as evidence.
  - b. A strand of yarn as used to guide one through a labyrinth.
  - c. Information, insight or understanding.
  - d. An interesting story.

## Drugs (1)

Drugs are chemicals that affect the human body. They may have good effects or bad effects. Doctors and healers have used them to cure disease and to kill pain for many hundreds of years.

In the 20<sup>th</sup> century, doctors found **many** natural drugs. One of these is penicillin, which is an antibiotic. Natural drugs come from plants and animals. Scientists have studied the natural drugs and learned to make synthetic drugs in the laboratory similar to the natural drugs. Therefore, today, most drugs are synthetic.

Drugs are both beneficial and harmful. Doctors use them to treat and prevent diseases. There are drugs that affect every part of the body. There are drugs that relax a tense person or make a person sleep. There are drugs that kill pain. For example, anesthetics put patients to sleep during operations so that they do not feel pain. Local anesthetics kill pain in only one part of the body. Dentists use these drugs when they fix a tooth. There are even drugs to help stop tissue rejection during and after transplants. Doctors use drugs in many ways to cure and prevent illness.

Most drugs are poisonous in one way or another. Almost all drugs are dangerous when people take too much of them. For example, aspirin, which kills pain, is usually beneficial. On the other hand, people sometimes die from overdoses of aspirin. Too many sleeping pills cause death too. When they are sick, people sometimes begin to take too many drugs. They may take many different kinds of drugs, or they may take too much of one kind of drug. Both kinds of drug use are dangerous. Doctors and patients must be careful of the number of drugs they use.

People who often take too many drugs abuse drugs. Drug abuse is a serious problem. It may destroy the abuser's health and life. There are many dangers. First, there is the possibility of an overdose. Second, when people take different kinds of drugs at the same time, there are harmful effects on the body. Third, drug abusers are dangerous to themselves and to others. When they are taking drugs, they do not think, work, or drive well. They cause accidents that hurt themselves or other people.

The same drug may be beneficial or harmful. When a drug such as morphine, helps a seriously ill patient, it is beneficial. On the contrary, an overdose of morphine is harmful. Drugs solve problems, but drug abuse causes problems.

### Vocabulary

**cure** (v.): to make a disease go away esp. by medical treatment

**synthetic** (adj.): artificial, not genuine

**beneficial** (adj.): useful

**tense** (adj.): showing signs of stress or strain, not relaxed



## I. True or False

Use the information given in the passage to decide whether the following statements are TRUE or FALSE.

1. Drugs are both beneficial and harmless.
2. Drugs are not chemicals.
3. Aspirin is never safe.
4. Drugs have no effect on the body.
5. Only natural drugs are beneficial.
6. Drug abuse is not a serious problem.
7. Drugs are either natural or synthetic.
8. Antibiotics are not beneficial drugs.
9. Doctors and patients must be careful with drugs.
10. An overdose of a drug sometimes causes death.

## II. Read the following sentences and circle the letter of the meaning for the italicized word as used in the passages.

1. Doctors found penicillin after World War II in the *twentieth century*.
  - a. 1600s
  - b. 2000s
  - c. 1800s
  - d. 1900s
2. Drugs are *beneficial*. Doctors use them to cure and prevent diseases.
  - a. dangerous
  - b. good
  - c. bad
  - d. safe
3. *Natural* drugs come from plants or animals.
  - a. harmless
  - b. sedative
  - c. medicinal
  - d. synthetic
4. *An overdose of* aspirin causes death.
  - a. enough
  - b. not enough
  - c. too many
  - d. some

5. Anesthetics put patients to sleep *so that* they do not feel pain.
- also
  - however
  - therefore
  - nevertheless
6. Two hundred years ago, people had only natural medicine. *On the contrary*, almost all medicine is synthetic today.
- also
  - consequently
  - however
  - thus
7. Many beneficial drugs are harmful *too*.
- also
  - however
  - consequently
  - therefore
8. Scientists have learned to make *synthetic* drugs in the laboratory.
- artificial
  - beneficial
  - harmless
  - natural
9. There are drugs that relax a *tense* person.
- happy
  - pleased
  - angry
  - showing signs of stress or strain
10. Doctors and *healers* have used drugs to cure diseases and to kill pain.
- medicines that heal diseases
  - people who heal
  - scientists that make synthetic drugs
  - digitalis

## Drugs (2)

Drugs come from two sources: nature or laboratories. Antibiotics, such as penicillin, come from either bacteria or fungi. Penicillin is the same as the blue gray mold on bread. Digitalis, which is a drug for the heart, comes from the poisonous leaves of the purple foxglove plant. Morphine, which is a drug that kills pain, comes from the opium poppy. Insulin is another drug that diabetic people use. It helps their bodies to use the sugar from their food. It comes from pigs or sheep. Synthetic drugs are made in the laboratory. Two examples are aspirin and the sulfa drugs. Tranquilizers make people calm and less tense. Sedatives help people sleep. Wherever they come from, drugs are useful chemicals.

### True or False

Use the information given in the passage to decide whether the following statements are TRUE or FALSE.

1. Penicillin is an antibiotic.
2. Penicillin is a plant.
3. Digitalis comes from a purple flower.
4. Morphine is a chemical drug.
5. Diabetic people never use insulin.
6. Insulin comes from a plant.
7. Aspirin is a natural drug.
8. Sleeping pills are sedatives.
9. Sulfa drugs come from the sulfa plant.
10. Sugar is not a drug.

## Violence and TV

Does television violence breed violence? Emphatically yes, answers William Belson, who has just announced the central findings of a six-year study **financed** by the Columbia Broadcasting System (CBS).

After prolonged interviews with 1565 boys, Belson concludes that those who watch screen violence for long periods commit 50 per cent more rape and other crimes than those whose viewing is limited.

Unproven, replies Stephen Brody, of the Home Office, who has coincidentally published a survey of all previous research on the question. These studies suggest at most, he argues, that the **violent-prone** may enjoy reinforcement from watching violence on the screen. But it is unlikely to affect the behavior of the ordinary viewer.

The \$290,000 study by Belson has captured most attention, largely because of its flat conclusions. One of the most startling findings for a British society that likes to regard itself as peaceful is the high level of violence among youths of 13 to 16. Nearly one in eight of those questioned – 12 per cent – told Belson's interviewers that they had committed 10 or more serious acts of violence in the previous six months. These include knocking a boy off his bike, breaking a telephone in the booth, throwing bricks at a girl, burning a boy's chest with a cigarette, attempting rape and **bashing** a boy's head against a wall.

Belson's single most dramatic finding is that the prolonged violence watchers had engaged on average in 7.48 acts of serious violence in the past six months. Those that were exposed to less screen violence, however, had committed 5.02 such acts.

**Skeptics** might contend that this simply reflects an extraordinary amount of violence among London's youths. But Belson argues that it shows a serious difference in behavior traceable to violence on television.

The professor makes no distinction between the crime-generating consequences of a violent western or a classical drama. What about *Hamlet* with its four killings and one suicide on stage, two executions and another suicide off stage? *Hamlet* would rate very high on this scale. Belson said: "The fact that it is art makes no difference. It is pretty violent."

What of the argument that the violent-prone watch violence more than others? Belson conceded that "we do not have a method for unambiguously resolving this question." But he said that his full report, still unpublished, attempts to deal with it.

His findings give a clean bill of health to violence in cartoons, science fiction, and sports – except for boxing and wrestling. In fact, much youthful violence here occurs every Saturday when rival soccer crowds assault each other and passersby.

He acknowledges that many other factors besides television induce violence including family size, poverty and environment. But he says he has succeeded in isolating television as a contributing factor and urges " a major cutback in the total amount of violence being presented."

### **Vocabulary**

**breed** (v.): cause, produce

**emphatically** (adv.): most certainly

**announced** (v.): declared, said in public

**findings** (n.): what has been found as a result of inquiry

**financed** (v.): provided money for

**rape** (n.): act of forcing sex on a woman or girl

**viewing** (n.): watching

**coincidentally** (adv.): by chance and at the same time

**violent-prone** likely to be affected by violence

**crotch** (n.): place where legs fork from trunk

**bashing** (n.): **hitting hard**

**dramatic** (adj.): exciting

**skeptics** (n.): people who tend to doubt or disbelieve

**contend** (v.): claim

**traceable** (adj.): easy to trace or follow

**distinction** (n.): difference

**to generate** (v.): to produce

**unambiguously** (adv.): clearly, without any trace of doubt

**assault** (v.): attack

**acknowledge** (v.): admit

**induce** (v.): lead to

### **I. Multiple Choice Questions**

**Choose the response which best reflects the meaning of the passage.**

1. According to Belson, those who view television violence . . .
  - a. commit crimes of violence twice as much as those who are less exposed to television violence.
  - b. commit fewer crimes of violence than those exposed to TV violence.
  - c. commit as many crimes of violence as those exposed to TV violence.
  - d. commit 50 per cent more crimes of violence than those less exposed to TV violence.

2. Belson interviewed . . .
  - a. more than 1500 boys and girls from London.
  - b. more than 1500 girls from New York.
  - c. more than 1500 boys from London.
  - d. more than 1500 boys and girls from London and New York.
  
3. Of the subjects interviewed by Belson . . .
  - a. 80% admitted they had committed 10 or more acts of violence during the previous 6 months.
  - b. 12% admitted they had committed 10 or more acts of violence during the previous 6 months.
  - c. 50% admitted they had committed 10 acts of violence during the previous 6 months.
  - d. 12% admitted they had committed fewer than 10 acts of violence during the previous 6 months.
  
4. Belson's subjects were all ...
  - a. adults over 40.
  - b. children under 10.
  - c. teen-agers between 13 and 16.
  - d. teenagers between 17 and 19.
  
5. Belson's most startling finding was that ...
  - a. Violence watchers become more peaceful in proportion to the amount of violence they watch.
  - b. Violence watchers commit more acts of violence than non-watchers.
  - c. Violence watchers abandon violence altogether after six months of violence viewing on TV.
  - d. Violence watchers satisfy their violence tendencies only by watching violence on TV.
  
6. According to Belson, works of literature which exhibit violence could be .....
  - a. as harmful to the viewers as works without any literary merit.
  - b. more harmful to the viewers than works without any literary merit.
  - c. completely innocent of any harmful effects.
  - d. less harmful to the viewers than works without any literary merit

## II. Vocabulary in Context

Choose the definition which best fits these words or phrases as they are used in the passage.

1. '**Financed**' in line 3 could best be replaced by . . .

- a. borrowed money from
- b. lent money to
- c. provided money for
- d. given a loan to

2. '**Bashing**' means . . .

- a. fondling
- b. hitting hard
- c. patting
- d. touching gently

3. '**Skeptics**' are people who .....

- a. tend to believe
- b. tend to doubt
- c. tend to commit crimes
- d. tend to be violent

4. '**violent-prone**' means.....

- a. unlikely to be affected by violence.
- b. likely to be affected by violence.
- c. will never be affected by violence.
- d. do not watch TV violence

## Arabic Poetry

Arabic poetry originated in the Najd desert as a rich independent branch of nomad culture. Naturally, it was imbued with the Arab spirit and embodied Arab aspirations and yearnings. The Arabs were proud of their poetry, and that pride was intensified by the revelation of Islam in Arabic. It became their most important art-form and was recited at their festivals and assemblies. They shunned the Greek literature that had found its loftiest expression in drama, with which the Arabs were not acquainted. Greek drama essentially dealt with the conflict between the gods, or between man and the gods. Arab beliefs did not admit of such a conflict with deities. Islam is monotheistic and pre-Islamic beliefs were semi-monotheistic. Even the lyric poetry of the ancient Greeks, both in form and content, was unpalatable.

The poetic contribution of the Arabs to the European Renaissance was purely Arabic in origin, developed in its latest stages only by the people imbued with and influenced by Arab civilization. Arabic poetry was therefore not transmitted through translations, but through an intricate process affected by historical circumstances.

### I. True or False

Use the information given in the passage to decide whether the following statements are TRUE or FALSE.

1. Arabic poetry was transmitted to Spain through translation.
2. The Arabs were so proud of their poetry before the appearance of Islam.
3. Greek drama suited the public taste of Moslem readers.
4. The content and form of the ancient Greek lyric poetry was palatable.
5. Arabic poetry had no influence upon the European Renaissance.

### II. Answer the following questions.

1. Where did Arabic poetry first emerge?
2. How was it different from any Western poetry?
3. When was it publicly recited?
4. Why didn't Greek drama receive the Arab reader's interest?
5. How was Arabic poetry transmitted to the West?

### III. Find words in the passage which mean:

appearance - celebrations - desires - gatherings - highest  
portrayed - profoundly - rejected - soul - struggle



## A Visit to the Library

Today Ahmad and his mother are going to the library. Ahmad wants to find a book to read. His mother wants to use a computer there. When they get to the library, Ahmad finds a book about trees. He also finds a book with chapters about lions. Finally, he finds a book about a man who lives in the woods without food or water. He puts the books on the front desk and waits for his mother.

Ahmad's mother sits at one of the computers in the library. She checks her e-mail and looks at pictures of flowers on the internet. Then she reads a news article on a website.

Ahmad's mother leaves the computer and walks to Ahmad, holding up something out for him. Ahmad looks at her quizzically. It takes him a moment to know what she is holding. "I got that film for us to watch tonight," says his mother. "Are you ready to leave?" "Sure," Ahmad says, now holding the film out in front of him. He reads the cover while walking back to the library entrance. He puts his books and the film on the front desk to check out. A librarian stands behind the table. "How long can we keep them?" Ahmad asks her.

"Three weeks," says the librarian. "Okay." Says Ahmad.

Suddenly, Ahmad is surprised. His mother is holding something else that is too big to put on the desk. It's a picture of the sea. "What's that for?"

Ahmad asks. "To put on our wall at home," says Ahmad's mom.

"You can do that?" Ahmad asks.

Ahmad's mom smiles at the librarian. "Yes," she says, "but we have to give it back in three months."

### I. Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. Based on the books Ahmad finds to check out, we can tell that he is interested in . . . .
  - a. science
  - b. nature
  - c. literature
  - d. mathematics
2. While at the computer, Ahmad's mother . . . .
  - a. checks her mail
  - b. looks at pictures
  - c. reads an article
  - d. a. b. and c.
3. According to the passage, how long can Ahmad and his mother use the books and the film before they must give them back to the library?

- a. two weeks
- b. three weeks
- c. four weeks
- d. five weeks

## **II. Vocabulary in Context**

**Choose the definition which best fits these words as they are used in the passage.**

1. Based on its context in the paragraph, it can be that '**quizzically**' belongs to which of the following word groups?
  - a. casually, carelessly
  - b. passionately, lovingly
  - c. questioningly, curiously
  - d. accurately, precisely
  
2. Based on the context, what does '**give back**' mean?
  - a. put
  - b. buy
  - c. return
  - d. sell

## Our First Words

Is language like food, a basic human need without which a child at a critical period of life can be starved and damaged? Judging from the drastic experiment of Frederick II in the thirteenth century it may be. Hoping to discover what language a child would speak if he heard no mother tongue he told the nurses to keep silent.

All the infants died before the first year. But clearly there was more than language **deprivation** here. What was missing was good mothering. Without good mothering, in the first year of life especially, the capacity to **survive** is seriously affected.

Today no such drastic deprivation exists as that ordered by Frederick. Nevertheless, some children are still **backward** in speaking. Most often the reason for this is that the mother is insensitive to the cues and signals of the infant, whose brain is programmed to **mop up** language rapidly. There are **critical items**, it seems, when children learn more **readily**. If these sensitive periods are neglected, the ideal time for acquiring skills passes and they might never be learned so easily again. A bird learns to sing and to fly rapidly at the right time, but the process is slow and hard once the critical stage has passed.

Linguists suggest that speech milestones are reached in a fixed sequence and at a constant age, but there are cases where speech has started late in a child who eventually turns out to be of high IQ (Intelligence Quotient). At twelve weeks a baby smiles and utters vowel-like sounds; at twelve months he can speak simple words and understand simple commands, at eighteen months he has a vocabulary of three to fifty words. At three he knows about 1000 words which he can put into sentences, and at four his language differs from that of his parents in style rather than grammar.

Recent evidence suggests that an infant is born with the capacity to speak. What is special about Man's brain, compared with that of the monkey, is the complex system which enables a child to connect the sight and feel, say, a teddy-bear with the sound pattern 'teddy-bear'. And even more incredible is the young brain's ability to pick out an order in language from the hubbub of sound around him, to analyze, to combine and recombine the parts of a language in novel ways.

But speech has to be triggered, and this depends on interaction between the mother and the child, where the mother recognizes the cues and signals in the child's babbling, clinging, grasping, crying, smiling, and responds to them. Insensitivity of the mother to these signals dulls the interaction because the child gets discouraged and sends out the obvious signals. Sensitivity to the child's non-verbal cues is essential to the growth and development of language.

## **I. Multiple Choice questions**

**Choose the response which best reflects the meaning of the passage.**

1. Frederick II's experiment was 'drastic' because . . .
  - a. he ignored the importance of mothering to the infant.
  - b. he wanted to prove that children are born with the ability to speak.
  - c. he wanted to see if the children would die before they reached the age of one.
  - d. he was unkind to the nurses.
  
2. The reason some children are backward in speaking today is that . . .
  - a. they do not listen carefully to their mothers.
  - b. their brains have to absorb too much language at once.
  - c. their mothers do not respond to their attempts to speak.
  - d. their mothers are not intelligent enough to help them.
  
3. By '**critical times**', the author means . . .
  - a. difficult times in the child's life.
  - b. moments when the child becomes critical towards its mother.
  - c. important stages in the child's development.
  - d. times when mothers often neglect their children.
  
4. Which of the following is not implied in the passage?
  - a. Children do not need to be encouraged to speak.
  - b. Most children learn their language in definite stages.
  - c. The child's brain is highly selective.
  - d. the faculty of speech is inborn in man.
  
5. If the mother does not respond to her child's signals . . .
  - a. the child will never be able to speak properly.
  - b. the child will stop giving out signals.
  - c. the child will invent a language of its own.
  - d. the child will little effort to speak.

## **II. True or False**

**Use the information given in passage to decide whether the following statements are TRUE or FALSE.**

1. Frederick II lived more than 500 years ago.
2. Frederick's experiment proved that children are born with the ability to speak.
3. Good mothering is important only after the child has learned to speak.
4. Children are slow to begin speaking if their mothers do not respond to the noises they make.

5. By the age of a year and a half the child's vocabulary is still under 1000 words.
6. By the age of four children still make many grammatical mistakes.
7. The author does not believe that children select and analyze their language.

### **III. Vocabulary in Context**

**Choose the definition which best fits these words or as they are used in the passage.**

**1. deprivation**

- a. disturbance
- b. need
- c. inability
- d. removal

**2. survive**

- a. communicate
- b. learn
- c. live
- d. overcome

**3. backward**

- a. inaccurate
- b. shy
- c. slow
- d. undeveloped

**4. mop up**

- a. absorb
- b. analyze
- c. develop
- d. understand

**5. readily**

- a. by reading
- b. easily
- c. slowly
- d. systematically

## Automobile Accidents

Automobile accidents are as familiar as the common cold but far more deadly. Yet their cause and control remain a serious problem, difficult to solve.

Experts have long recognized that this discouraging problem has multiple causes; at the very least, it is a "driver-vehicle-road" problem. If all drivers exercised good judgment at all times, there would be few accidents. But this rather like saying that if all people were virtuous, there would be no crime.

Improved design has helped make highways relatively much safer. But the tide of accidents continues to rise because of "man-failure" and an enormous increase in the number of automobiles on the road.

Attention is now turning increasingly to the third number of the accident-triangle – the car itself. Assuming that accidents are bound to occur, people want to know how cars can be built better to protect the occupants.

### I. Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. Which sentence gives the main idea of the passage?

- a. Accidents always show poor driver judgment.
- b. Automobiles have to be built better.
- c. Road accidents must be reduced.
- d. Rivers are made, not born.

2. The causes of automobile accidents are . . . .

- a. familiar
- b. not well understood
- c. obvious
- d. simple

3. Some improvement has been made because of . . .

- a. better roads
- b. more virtuous people
- c. more automobiles
- d. protected occupants

4. Control of accidents is difficult because of . . .

- a. excellent drivers
- b. an increase in the number of cars
- c. the common cold
- d. improved design

5. Experts are people who . . .

- a. have many accidents
  - b. make cars
  - c. know a great deal
  - d. drive cars
6. A 'driver-vehicle-roadway' problem is a . . .
- a. three-way problem.
  - b. problem in car construction.
  - c. problem in judgment.
  - d. problem in driver control.

## **II. Vocabulary**

### **Give synonyms or antonyms**

- 1. common
- 2. difficult
- 3. familiar
- 4. multiple
- 5. recognized
- 6. judgment
- 7. exercised
- 8. improved
- 9. enormous

## The Planets

Through much of the early history of science it was assumed that all the planets were inhabited. For example, in the eighteenth century, Johann Bode of Germany drew attention to the systematic spacing of the planets—what is known as "Bode's Law." He said, also, that there were systematic differences among the people living on these planets.

Bode's Law says that spacing between the planets' orbits tends to double with each step away from the sun. Thus, the space between the orbits of the Earth and Mars, the next planet out from the sun, is roughly twice that between the Earth and Venus. Since the planets are composed of lighter material as one moves outward from the sun, Bode said this progression applied as well to the spirits of their inhabitants.

The philosopher Immanuel Kant elaborated on this idea. Because Mercury is so near the sun and therefore so hot, he said, its residents are in a primitive moral state. Being further away from the sun, the inhabitants of Jupiter are in a superior state of advancement according to Kant.

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. What is the best title for this passage?
  - a. Is There Life on the Planets?
  - b. Has Bode's Law Been Proved?
  - c. Is Kant's Philosophy about the Planets Valid?
2. The major idea of this passage is . . .
  - a. the distance between the Earth and Mars.
  - b. the spiritual life of the people on the planets.
  - c. the systematic relationship of the planets and their inhabitants.
  - d. the systematic relationship of the planets to the Earth.
3. Bode thought that the planets . . .
  - a. contained life.
  - b. had no life.
  - c. were without people.
  - d. were populated by spirits.
4. The results of work done by scientists are often called . . .
  - a. orbits
  - b. intervals
  - c. proposals
  - d. laws



5. In these paragraphs, '**elaborate**' means . . .

- a. decorate
- b. work
- c. expand
- d. move

6. According to Kant, why are Jupiter's inhabitants spiritually advanced?

- a. The planet is hot.
- b. The planet is cool.
- c. The planet is superior.
- d. The planet is moral.

### **Vocabulary**

**Give synonyms or antonyms:**

- 1. early
- 2. inhabited
- 3. for example
- 4. drew attention to
- 5. roughly
- 6. twice
- 7. composed
- 8. superior

## The Underworld

Let us look at the planet on which we live. As Earth hurtles through space at a speed of 70,000 miles an hour, it spins, as we all know, on its **axis**, which causes it to be flattened, at the Poles. Thus if you were to stand at sea level at the North or South Pole you would be 13 miles nearer the centre of the earth than if you stood at the Equator.

The earth is made up of three **major** layers - a central core, probably metallic, some 4000 miles across, a surrounding layer of compressed rock, and to top it all a very thin skin of softer rock, only about 20 to 40 miles thick – that is about as thin as the skin of an apple, talking in relative terms.

The pressure on the central core is unimaginable. It has been calculated that at the centre it is 60 million pounds to the square inch, and this at a temperature of perhaps 10,000 degrees Fahrenheit. The earth's interior, therefore, would seem to be of liquid metal – and evidence for this is given by the behaviour of the earthquakes.

When an earthquake occurs, shock waves radiate from the centre just as waves radiate outwards from the point where a stone drops into a pond. And these waves pulsate through the earth's various layers. Some waves descend vertically and pass right through the earth, providing evidence for the existence of the core and an indication that it is **fluid** rather than solid. Thus with their sensitive instruments, the scientists who study earthquakes, the seismologists, can **in effect** X-ray the earth.

Northern India, and more especially that part of Northern Pakistan known as Baluchistan, is **a particularly active seismic area**. In Baluchistan one of the greatest earthquakes disasters of modern times occurred, in 1935, when the town of Quetta was destroyed and 30,000 people lost their lives. Today, Quetta is the home of a geophysical observatory where scientists make a special study of earthquakes. One of the practical tasks of these seismologists in Quetta has been to calculate ways of making buildings safe against earthquake tremors, and nowadays all houses in the town are built according to seven approved designs. As a result, in a great earthquake near Quetta only a few years ago, practically all the buildings stood up and no lives were lost.

Iceland is one of the most active volcanic regions of the world. And it was to Iceland that Jules Verne sent the hero of his book *A Journey to the Centre of the Earth*. This **intrepid** explorer clambered down the opening of an **extinct** volcano and followed its windings until he reached the earth's core. There he found great oceans, and continents with great vegetation. This conception of a hollow earth we now know to be false. In the 100 years since Jules Verne published his book, the science of vulcanology, as it is called, **has made great strides**. But even so the

deepest man has yet penetrated is about 10,000 feet. This hole, the Robinson Deep mine in South Africa, barely scratches the surface; so great is the heat at 10,000 feet that were it not for an elaborate air-conditioning system, the miners working there would be roasted. Oil borings down to 20,000 feet have shown that the deeper they go, the hotter it becomes.

The temperature of the earth at the centre is estimated to be anything between 3,000 and 11,000 degrees Fahrenheit. Some scientists believe that this tremendous heat is caused by the breaking-down of radio-active elements, which release large amounts of energy and **compensate for** the loss of heat from the earth's surface. If this theory is correct, then we are all living on top of a natural atomic powerhouse.

### **I. Multiple Choice Questions**

**Choose the response which best reflects the meaning of the passage.**

1. The outer layer of the Earth is compared to the skin of an apple because . . .
  - a. it is only 20 to 40 miles thick.
  - b. it is thin in proportion to the Earth's mass.
  - c. it is relatively thin compared with the central core.
  - d. it is softer than the other layers.
  
2. Which of the following is *not* true?

It is thought that the interior of the Earth is not solid because . . .

  - a. there is great pressure at the centre.
  - b. earthquake waves can move vertically.
  - c. the outer layer is made of rock.
  - d. the heat at the centre is too great.
  
3. The Robinson Deep mine in South Africa is . . .
  - a. too deep to work in.
  - b. too hot to work in.
  - c. still in use.
  - d. very close to the surface.
  
4. Since the publication of Jules Verne's book it has been proved that . . .
  - a. the centre of the earth is not hollow.
  - b. oil borings cannot go deeper than 20,000 feet.
  - c. the earth is hot at the centre because heat is lost at the surface.
  - d. the earth is in danger of exploding.

## **II. True or False**

**Use the information given in the passage to decide whether the following statements are TRUE or FALSE.**

1. If you stand at the Equator you will be closer to the centre of the earth than if you stand at the Poles.
2. The shock waves from an earthquake cannot pass through the Earth's central core.
3. Earthquakes often occur in Baluchistan.
4. All houses in Quetta are built according to the same design.
5. Jules Verne suggested that the Earth's centre was hollow.
6. The Earth is hottest at the surface.
7. It is not known exactly how hot it is at the centre of the Earth.

## **III. Vocabulary in Context**

**Choose the definition which best fits these words or phrases as they are used in the passage.**

**1. axis**

- a. central line
- b. gravitational pull
- c. orbit
- d. side

**2. major**

- a. distinct
- b. large
- c. important
- d. main

**3. fluid**

- a. liquid
- b. soft
- c. thin
- d. wet

**4. in effect**

- a. actually
- b. accurately
- c. effectively
- d. probably

**5. a particular active seismic area**

- a. many earthquakes occur.

- b. many people are killed.
- c. many research centres have been built.
- d. many seismologists work.

6. **intrepid**

- a. curious
- b. daring
- c. inexperienced
- d. foolish

7. **extinct**

- a. inactive
- b. inextinguishable
- c. unexplored
- d. unsafe

8. **has made great strides**

- a. been accepted by scientists
- b. caused a sensation
- c. developed immensely
- d. improved mining techniques

9. **compensate for**

- a. allow for
- b. exchange for
- c. make up for
- d. prepare for

## Population Growth and Industry

We have looked at some of ways in which biological factors affect human population growth. However, although biological laws underline all the phenomena of population, once scientists reach an advanced level of technology and culture it is more meaningful to explain what is happening in terms of sociological, economic and political influences.

The study of population statistics in themselves is called "demography". All advanced countries now collect detailed statistics on births, marriages and deaths and every few years a census of the population is taken. In England these figures are published by the General Register Office in London. World figures for world population changes are much more difficult to compile because many underdeveloped countries do not keep complete records. However, a very detailed list of the available statistics is published every year in the United Nations Demographic Yearbook.

From a careful study of these figures, demographers have worked out a description of what they think happened in the history of the population of a modern industrial nation. Throughout most of human history, they believe, man has had a very high death-rate. The death-rate may have been due to infanticide, epidemic disease or starvation, but it was typical of traditional tribal and peasant societies. Since it was balanced by large numbers of births, the size of the population remained stable. Modern populations in Africa, and much in South America and Asia, are examples of what may have been universal in the past. In these countries, the birth-rate will be very high, not only because women have bigger families, but because the proportion of women capable of having children is also much higher.

This is a stage of high potential growth because, if the death rate could be reduced, the population would increase very rapidly. In about one-fifth of the world, modern medicine has reduced the death-rate and here the population explosion is greater. South-eastern Europe, some South American countries and India are more or less at this stage. It seems almost certain that many more countries will arrive at this situation by the end of the century. The available statistics suggest that the modern industrial nations of the West passed through a phase like this in the nineteenth century.

After this transitional growth stage, a third change took place in the Western nations. The birth-rate began to drop, and by the 1930s several North European countries had reached a new stable level with low birth-rates combined with low death-dates. In some countries the population declined, and governments actively encouraged people to have more children.

The three stages in this transition can be summarized in a graph. Each has a distinctive economic arrangement. In the earliest phase there is a very low level of productivity, energy sources are primitive, and the standard of living is very low. At the middle stage, agriculture becomes more productive but does always keep up with population growth, and industrial growth begins. The third stage has a very high standard of living, great efficiency and universal sophisticated technology.

The 'transition' theory of population growth is based on what happened in modern industrial nations. If the theory is applicable to the underdeveloped countries, we would expect that if they industrialize and modernize there will be a decline in fertility until the population is stabilized. If industrialization is not achieved in the next one hundred years there are two other possibilities for showing the growth of the population. The death-rate could begin to rise again because medicine and hygiene cannot keep up with the continued rise in population. Alternatively, there could be a decline in fertility before industrialization. This has never happened before, but it is just possible that a peasant population might be influenced by a wide-spread birth-control campaign if they had enough help and encouragement from the government.

### **I. Multiple Choice Questions**

**Choose the response which best reflects the meaning of the passage.**

1. Full details of births, marriages and deaths are recorded . . .
  - a. by all developed countries.
  - b. by most underdeveloped countries.
  - c. by the General Register Office.
  - d. by the United Nations Demographic Yearbook.
  
2. In past centuries . . .
  - a. birth rates were high and death rates were low.
  - b. birth rates were high and so were death rates.
  - c. birth rates were low and so were death rates.
  - d. birth rates were low and death rates were high.
  
3. In the nineteenth century the population in the West . . .
  - a. began to drop.
  - b. began to fluctuate.
  - c. suddenly increased.
  - d. was stabilized.
  
4. The economic conditions in a century with low birth-rate and a low death-rate would be . . .
  - a. high standards of living and very efficient industry.

- b. low standards of living and efficient agriculture.
  - c. low standards of living and no industry.
  - d. productive agriculture and a little industry.
5. The passage mentions several ways in which population growth might be controlled. Which of the following is not one of these ways?
- a. an increase in health and hygiene
  - b. an increase in the death-rate
  - c. birth control programmes
  - d. industrialization and a high standard of living

## **II. True or False**

**Use the information given in the passage to decide whether the following statements are TRUE or FALSE.**

1. In advanced countries biological factors offer the best explanation of population phenomena.
2. The study of population statistics is called demography.
3. Only advanced countries keep full population statistics.
4. The United Nations Demographic Yearbook is the best place to look for population statistics.
5. Demographers know exactly what happened in population history of advanced countries.
6. In the past, populations were stable.
7. The proportion of women able to have children is larger in industrial countries.
8. Modern medicine has produced a great increase in the population of a third of the world.
9. In the 1930s some European countries started a widespread birth control campaign.
10. Industrialization and modernization will certainly take place in the underdeveloped countries.



## A Sunrise on the Veld

(While walking in the bush early one morning, a young boy comes across a wounded buck being eaten by ants)

He ran closer, and again stood still, stopped by a new fear. Around him the grass was whispering and alive. He looked wildly about, then down. The ground was black with ants, great energetic ants that took no notice of him, but hurried and scurried towards the fighting shape, like glistening black water flowing through the grass.

And, as he drew in his breath and pity and terror seized him, the beast fell and the screaming stopped. Now he could hear nothing but one bird singing, and the sound of the rustling whispering ants.

He peered over at the writhing blackness that jerked **convulsively** with the jerking nerves. It grew quieter. There were small **twitches** from the mass that still looked vaguely like the shape of a small animal.

It came into his mind that he could shoot it and end its pain; and he raised the gun. Then he lowered it again. The buck could no longer feel; its fighting was a mechanical protest of the nerves. But it was not that which made him put down the gun. It was a swelling feeling of rage and misery and protest that expressed itself in the thought: if I had not come, it would have died like this, so why should I interfere? All over the bush things like happen; they happen all the time; this is how life goes on, by living things dying in **anguish**. I can't stop it. There is nothing I can do.

He was glad that the buck was unconscious and had gone past suffering so that he did not have to make a decision to kill it. At his feet, now, were ants trickling back with pink **fragments** in their mouths, and there was a fresh acid smell in his nose. He sternly controlled the uselessly convulsing muscles of his empty stomach, and reminded himself: the ants must eat too!

The shape had grown small. Now it looked like nothing recognizable. He did not know how long it was before he saw the blackness thin, and bits of white showed through, shining in the sun – yes, there was the sun just up, glowing over the rocks. Why, the whole thing could not have taken longer than a few minutes.

He strode forward, crushing ants with each step, and brushing them off his clothes, till he stood above the skeleton. It was clean-picked. It might have been lying there years, except that on the white bone there were pink **fragments** of flesh. About the bones ants were **ebbing away**, their pincers full of meat.

The boy looked at them, big black ugly insects. A few were standing and gazing up at him with small glittering eyes.

'Go away!' he said to the ants very coldly. **'I am not for you** – not just yet, at any rate. Go away.' And he fancied that the ants turned and went away.

He bent over the bones and touched the sockets in the skull: that was where the eyes were, he thought **incredulously**, remembering the liquid dark eyes of a buck.

That morning, perhaps an hour ago, this small creature had been stepping proud and free through the bush, feeling the chill on its skin even as he himself had done, **exhilarated** by it. proudly stepping the earth, frisking a pretty white tail, it had sniffed the cold morning air. Walking like kings and conquerors it had moved freely through this bush, where each blade of grass grew for it alone, and where the river ran pure sparkling water for it to drink.

And the – what had happened? Such a sure swift-footed thing could surely not be trapped by a swarm of ants?

### **I. Multiple Choice Questions .I**

**Choose the response which best fits the meaning of the passage.**

1. When the boy first saw the buck it was . . .
  - a. already dead.
  - b. lying on the ground dying
  - c. still on its feet.
  - d. struggling in a muddy stream.
  
2. He did not shoot the buck because . . .
  - a. he did not want to hurt it.
  - b. the buck was unconscious.
  - c. he did not want to interfere with the laws of the bush.
  - d. he did not want to have its death on his conscience.
  
3. When the boy saw the ants carrying away the 'pink fragments' . . .
  - a. he began to feel hungry.
  - b. he felt guilty for not having shot the buck.
  - c. he was glad that the ants would have something to eat.
  - d. he was almost overcome with disgust.
  
4. By the time the ants had picked the skeleton clean it was . . .
  - a. late afternoon.
  - b. close to midday.
  - c. just after dawn.
  - d. already dark.

5. The main idea in the last 10 lines of the passage is that . . .
- the boy cannot understand how the buck could have suddenly lost its life.
  - he suddenly remembers a buck he had once shot in the early morning.
  - he does not believe that ants are capable of killing a buck.
  - he identifies himself with the buck as a free creature of the bush.

## **II. True or False**

**Use the information given in the passage to decide whether the following statements are true or false.**

- As soon as the boy came near the buck the ants attacked him.
- The buck was trapped in mud.
- The boy could see the ants but not hear them.
- The boy did not shoot the buck.
- There was nothing extraordinary about the buck's death.
- The ants left nothing of the animal except the bones.
- The buck was devoured in a few minutes.
- The boy was frightened by the ants.
- It was a hot morning.
- The boy did not believe that the ants alone could have killed the buck.

## **III. Vocabulary in Context**

**Choose the definition which best fits these words or phrases as they are used in the text.**

- convulsively**
  - in spasms
  - violently
  - painfully
  - without strength
  
- twitches**
  - cries of pain
  - uncontrolled movements
  - breathless gasps
  - uncovered patches
  
- fragments**
  - patches of blood
  - little bits of meat
  - pieces of grass
  - drops of water

4. **anguish**

- a. helplessness
- b. secret
- c. great pain
- d. sudden attacks

5. **ebbing away**

- a. hurrying off
- b. turning back
- c. retreating
- d. struggling

6. **'I am not for you . . . '**

- a. I do not like you
- b. I am not ready to die
- c. I am not interested in you
- d. I am not frightened of you

7. **incredulously**

- a. disbelievingly
- b. unhappily
- c. seriously
- d. indecisively

8. **exhilarated**

- a. chilled
- b. refreshed
- c. invigorated
- d. astonished.

## An Exciting Adventure

Shortly after the war, a friend of mine returned to England after working abroad for most of his life as a doctor. He decided to retire to the country, where he bought himself a small cottage. The cottage was in quite good condition, except for the roof, which leaked rather badly when it rained hard. But my friend, who had led an adventurous life, did not seem to mind that.

Not long after he moved in, one of his nephews came down to visit him, without even sending a letter to warn him that he was coming. As his nephew's car drew up outside his gate, my friend saw it from the kitchen window, and for a moment he wondered if he should pretend to be out. He had a good idea what his nephew wanted: he was going to borrow some money.

In spite of the fact that the cottage was not very comfortable, my friend's nephew decided to stay for two or three days. As they sat round the fire after supper, my friend told his nephew about some of the exciting adventures he had had abroad. He was just in the middle of one of his stories when there was a tremendous crash upstairs. They both rushed up to the bedroom, where a strange sight met their eyes: part of the ceiling had collapsed, falling right on the bed where the young man was going to sleep.

After that my friend's nephew did not even want to stay the night, but his uncle persuaded him that it was quite safe to sleep downstairs. The young man went back to London in the morning, however, saying that he had to visit a sick relative.

### I. True or False

Use the information in the passage to decide whether the following statements are TRUE or FALSE.

1. There was nothing wrong with the cottage except that the roof leaked.
2. The writer's friend knew that his nephew was coming to visit him.
3. He knew that his nephew wanted to borrow money.
4. They did not go to bed immediately after supper.
5. The nephew enjoyed having exciting adventures.

### II. Vocabulary in Context

Choose the best synonym or definition of the following words as they are used in the above passage.

1. 'Shortly' means . . . .
  - a. a little time
  - b. a long time
  - c. in short

d. many years after

2. '**Abroad**' means . . . .

- a. aboard
- b. in the same country
- c. in another country
- d. in a different county

3. '**To retire**' means . . . .

- a. to stop working at one's job
- b. to go away to a quiet place
- c. to go to bed
- d. to become silent because one is thinking

4. A '**cottage**' is . . . .

- a. a big house, esp. in the country
- b. a big house in a seaside town
- c. a small house, esp. in the country
- d. a small house in the capital

5. The adverb '**hard**' means . . . .

- a. with great effort
- b. heavily
- c. in a hard way
- d. lightly

6. '**A nephew**' is . . . .

- a. the son of one's brother
- b. the son of one's uncle
- c. the son of one's aunt
- d. the grandson of one's brother

7. '**Supper**' is . . . .

- a. the first meal of the day taken in the morning
- b. the second meal of the day taken at midday
- c. the last meal of the day taken in the evening
- d. an amount of food smaller than a meal

8. In this text, '**tremendous**' means . . . .

- a. very great in degree
- b. very small in degree
- c. inaudible

d. marvelous

9. 'Crash' means . . . .

- a. an expected loud noise
- b. a sudden loud noise
- c. a sudden mild noise
- d. a sudden pleasant noise

10. 'Collapsed' can be replaced by . . . .

- a. fell for
- b. fell down
- c. fell back on
- d. fell into

**III. Answer the following questions.**

1. What was the writer's friend doing before he returned to England?
2. Where was he when he saw his nephew's car draw up?
3. What was he doing when they heard the tremendous crash?
4. What did they discover when they opened the bedroom door?
5. What excuse did the young man make for going back to London?

## A Terrifying Experience

Shortly after the war, my brother and I were invited to spend a few days' holiday with an uncle who had just returned from abroad. He had rented a cottage in the country, although he rarely spent much time there. We understood the reason for this after our arrival: the cottage had no comfortable furniture in it, many of the windows were broken and the roof leaked, making the whole house damp.

On our first evening, we sat around the fire after supper listening to the stories which our uncle had to tell of his many adventures in distant countries. I was so tired after the long train journey that I would have preferred to go to bed; but I couldn't bear to miss any of my uncle's exciting tales.

He was just in the middle of describing a rather terrifying experience he had once had when his small sailing boat was carried out to sea in a storm, when there was a loud crash from the bedroom above, the one where my brother and I were going to sleep. "It sounds as if the roof has fallen in!" exclaimed my uncle, with a loud laugh.

When we got to the top of the stairs and opened the bedroom door, we could see nothing at first because of the thick clouds of dust which filled the room. When the dust began to clear, a strange sight met our eyes. A large part of the ceiling had collapsed, falling right on to the pillow of my bed. I was glad I had stayed up late to listen to my uncle's stories, otherwise I should certainly have been seriously injured, perhaps killed.

That night we all slept on the floor of the sitting-room downstairs, not wishing to risk our lives by sleeping under a roof which might at any moment collapse on our heads. We left for London the very next morning and my uncle gave up his cottage in the country. This was not the kind of adventure he cared for either.

### I. Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. The writer did not go to bed immediately after supper because

- a. it was pleasant sitting round the fire.
- b. his uncle terrified him with his stories.
- c. he wanted to hear all his uncle's exciting stories.
- d. his uncle made him listen to his stories.

2. It was quite clear that the ceiling had fallen in

- a. when they opened the bedroom door.
- b. after the dust had begun to clear.
- c. as soon as they heard the crash.



d. when they reached the top of the stairs.

## II. Vocabulary in Context

Choose the best synonym or definition of the following words as they are used in the above passage.

1. '**Shortly**' means . . .

- a. a little time.
- b. a long time.
- c. in short.
- d. many years after.

2. '**Abroad**' means . . .

- a. aboard.
- b. in the same country.
- c. in another country.
- d. in a different county.

3. '**Retire**' means . . .

- a. to stop working at one's job.
- b. to go to bed.
- c. to go away to a quiet place.
- d. to become silent because one is thinking.

4. '**A cottage**' is . . .

- a. a big house, esp. in the country.
- b. a big house, esp. in a seaside town.
- c. a small house, esp. in the country.
- d. a small house in the capital.

5. The adverb '**hard**' means . . .

- a. with great effort.
- b. heavily.
- c. in a hard way.
- d. lightly.

6. '**A nephew**' is . . .

- a. the son of one's brother.
- b. the son of one's uncle.
- c. the son of one's aunt.
- d. the grandson of one's brother.

7. '**Supper**' is . . .

- a. the first meal of the day taken in the morning.
- b. the second meal of the day taken at midday.
- c. the last meal of the day taken in the evening.
- d. something eaten informally between meals.

8. '**Tremendous**' means . . .

- a. very great in degree.
- b. very small in degree.
- c. inaudible.
- d. marvelous.

9. '**Crash**' means . . .

- a. an expected loud noise.
- b. a sudden loud noise.
- c. a sudden mild noise.
- d. a sudden pleasant noise.

10. '**Collapsed**' can be replaced by . . .

- a. fell for.
- b. fell down.
- c. fell back on.
- d. fell into.

### **III. Answer the following questions briefly.**

- 1. Why didn't the writer's uncle spend much time in his cottage?
- 2. Why were they afraid to sleep upstairs that night?

### **IV. Complete the following sentences. Your answers must be related to the ideas contained in the passage.**

- 1. The writer's uncle did not spend much time in the cottage which . . . .
- 2. The cottage was damp because . . . .
- 3. Although the writer was tired . . . .
- 4. . . . right on to the pillow of the bed where . . . .
- 5. If the writer had gone to bed early . . . .

### **V. Grammar**

#### **Choose the correct answer:**

- 1. When I arrived, the lecture had already started and the professor . . .  
on the board.
  - a. is writing
  - b. was writing
  - c. wrote

- d. writes
2. She . . . a cake when the light went out. She had to finish it in the dark.
- a. makes
  - b. made
  - c. is making
  - d. was making
3. Unfortunately when I arrived, he . . . , so we had only time for a few words.
- a. just left
  - b. has just left
  - c. was just leaving
  - d. is just leaving
4. He suddenly . . . that he was travelling in the wrong direction.
- a. realized
  - b. is realizing
  - c. was realizing
  - d. has realized
5. I lit the fire at 7.0 and it . . . brightly when he came in at 8.0.
- a. was burning
  - b. is burning
  - c. burns
  - d. burnt

## Psychology

References to psychology in the daily press and in popular periodicals are now numerous, but the variety of ideas as to the nature of psychology is correspondingly extensive.

The existence of so many varied conceptions of the nature of psychology is no doubt related to the many aspects of psychological work. The psychiatrist dealing with 'mental' breakdown, the educator molding human development, the vocational counselor advising on the choice of jobs, the social scientist studying the prevention of crime, the personnel manager smoothing human relations in industry, the industrial psychologist streamlining industrial process, to suit the nature of human capacities: all these are concerned with psychology. Human behavior is complex and varied. And the science which studies it must have many aspects. It may be useful for us to consider a sample of psychological work.

A large London catering firm became concerned about the excessive number of breakages by its employees. It therefore decided to impose a penalty to reduce carelessness. Strange to say, the system of fines led to an increase in breakages. The management decided that the problem was more complex than they had thought, so they called in a psychologist to investigate and recommend appropriate remedies.

### Vocabulary

**psychology** (n.): the study of the human mind and behaviour

**periodicals** (n.): publications issued regularly but less frequently than daily.

**extensive** (adj.): having a great extent, covering a large area, vast

**conception** (n.): an image, idea or notion formed in the mind, a plan or design

**psychiatrist** (n.): a medical doctor specializing in psychiatry

**psychiatry** (n.): the branch of medicine that studies, diagnoses and treats mental disorders.

**vocational** (adj.): (of education) that provides a special skill rather than academic knowledge

**streamline** (v.): to modernize, to simplify or organize a process in order to increase its efficiency

**catering** (adj.): the business of providing food and related services, foodservice

**impose** (v.): to enforce, to compel

**penalty** (n.): a punishment for violating rules, a legal sentence

**remedy** (n.): something that corrects or counteracts, a medicine or treatment that relieves or cures.

### **I. True or False**

**Use the information given in the passage to decide whether the following sentences are TRUE or FALSE.**

1. References to psychology in the daily press and in periodicals are now numerous.
2. The variety of ideas as to the nature of psychology is not correspondingly extensive.
3. The industrial psychologist streamlines the industrial processes to suit the nature of human capacities.

### **II. Answer these questions using the information given in the passage.**

1. What does the social scientist study?
2. What is the job of the vocational counselor?
3. What does a psychiatrist do?
4. What did the London catering firm decide to do?

## Intelligence

Are some people born clever and others born stupid? Or is intelligence developed by our environment and our experiences? Strangely enough, the answer to these questions is yes. To some extent, our intelligence is given us at birth, and no amount of special education can make a genius out of a child born with low intelligence. On the other hand, a child who lives in a boring environment will develop his intelligence less than one who lives in rich and varied surroundings. Thus the limits of a person's intelligence are fixed at birth, but whether or not he reaches those limits will depend on his environment. This view, now held by most experts, can be supported in a number of ways.

It is easy to show that intelligence is, to some extent, something we are born with. The closer the blood relationship between two people, the closer they are likely to be in intelligence. Thus if we take two unrelated people at random from the population, it is likely that their degrees of intelligence will be completely different. If on the other hand we take two identical twins, they will very likely be as intelligent as each other. Relations like brothers and sisters, parents and children, usually have similar intelligence, and this clearly suggests that intelligence depends on birth.

Imagine now that we take two identical twins and put them in different environments. We might send one, for example, to a university and the other to a factory where the work is boring. We will soon find differences in intelligence developing, and this indicates that environment as well as birth plays a part. This conclusion is also suggested by the fact that people who live in close contact with each other, but who are not related at all, are likely to have similar degrees of intelligence.

### I. True or False

Use the information given in the passage to decide whether the following statements are TRUE or FALSE.

1. Identical twins usually have similar intelligence.
2. Intelligence depends entirely on education.
3. A great scientist may have been a stupid child.
4. Unrelated people are likely to have different degrees of intelligence.
5. Intelligence may grow in time.

### II. Answer the following questions.

1. Can a stupid child be changed into a genius by education?
2. Is intelligence something we are born with?
3. What evidence proves that intelligence depends on birth?
4. What evidence proves that intelligence is developed by environment?
5. What happens to identical twins in different environments?

## Voltaire (1694 - 1778)

Voltaire was born in Paris in 1694. At seventeen he announced his intention of becoming a man of letters. Poems and plays flowed out of his mind continuously, and within ten years he became quite successful, beyond the dream of any poet.

That success was assisted by the censor who banned almost all Voltaire's books, and by the police who usually closed his plays on the third night. As a result, his books were sold secretly, and were driven to foreign countries where they spread the author's fame. The official charge against Voltaire was that he corrupted public morals, for to criticize the government was considered the most hateful kind of immorality. Voltaire fought all his life for one goal which was the freedom of thought. This can be summed up in his own words: "I disagree with every word you say, and will defend to death your right to say it."

Voltaire was thrown into the Bastille. It took his friends eleven months to get him out of it. When he came out, his weak health had become much worse.

Voltaire hated tyranny; our greatest tyrants, according to him, are our vices. The vices he hated most were: cruelty, injustice, and intolerance. "My trade," he said "is to say what I think." And what he thought comes to 99 volumes. He said it in plays and poems and novels, in pamphlets and articles, and in the 10000 letters he wrote to all the famous people of Europe. Each of his books brought fresh explosions of anger from the authorities, and soon either the book or the author would be in real danger.

At last in 1755, the philosopher found refuge in the little free republic of Geneva. But 22 years later, he was seized by an irresistible desire to see his beloved Paris once before he died. When he reached Paris, it went mad in welcome and those who had turned him down for years, opened their arms at that moment.

Voltaire died one year later, and some years after his death, the French Revolution broke out.

### Vocabulary

**announced** (v.): declared, said in public

**intention** (n.): desire, a determination to act in a certain way

**a man of letters**: a composer, a writer, an author

**plays** (n.): dramas

**ten years**: a decade

**poet** (n.): rhymer, versifier

**assisted** (v.): aided, helped

**banned** (v.): forbade, prevented

**charge** (n.): accusation  
**goal** (n.): aim, end, target  
**summed up** (v.): summarized  
**came out** (v.): was set free

### **I. True or False**

**Use the information given in the passage to say whether the following statements are TRUE or FALSE.**

1. Voltaire was born in the second half of the seventeenth century.
2. Voltaire announced his intention of becoming a man of letters when he was still a teenager.
3. Voltaire became quite successful within a decade after announcing his intention of becoming a man of letters.
4. His success was assisted by three factors.
5. In seventeenth-century France, criticizing the government was considered the most hateful kind of immorality.
6. When Voltaire was set free from the Bastille, his weak health improved.
7. The vices Voltaire hated most were cruelty, injustice and tolerance.
8. A censor is a person who examines printed matter and films with the power to remove anything offensive.
9. The word '**plays**' in line no. 2 could be replaced by '**dramas**'.
10. The words 'poet,' 'versifier,' and 'rhymers' are similar in meaning.

### **II. Answer the following questions.**

1. Where and when was Voltaire born?
2. When did he announce his intention of becoming a man of letters?
3. When did he become quite successful?
4. How did the censor assist in Voltaire's success?
5. What was the result of banning Voltaire's books?
6. What was his charge? Why?
7. What was his goal in life?
8. What were the vices he hated most?

### **III. Grammar**

**Do as indicated between brackets:**

1. At seventeen, Voltaire announced his intention of becoming a man of letters. (Change the underlined part into a clause)
2. Voltaire's success was assisted by the censor. (Turn into active)
3. Though Jane Austen's novels seem simple, they are perfectly finished. (Use the noun from **simple**)
4. Jane Austen was her own critic. (Ask a question)
5. Her novels are so limited in subject because she only wrote about what she really knew. (Begin with **so**)



6. Jane Austen was in need of criticism.

(Turn into negative)

**IV. Form nouns from the following words:**

Assist - continue - criticize - break out - sum up

## George Washington

George Washington was born on February 22, 1732 in Westmoreland County, Virginia. In his childhood and adolescence, he studied mathematics and surveying. When he was sixteen, he went to live with his brother Lawrence in Mount Vernon. George was scarred with smallpox before the age of twenty, but he inherited his brother's land (including Mt. Vernon) when he died in 1752.

Washington's military career began in 1753, when he was sent to Ohio County. In 1754, he battled the French and was forced to surrender Fort Necessity near present-day Pittsburgh, Pennsylvania. He continued as an officer in Ohio County and served under the British general Edward Braddock when their army was ambushed by the French in 1755 once again, Washington tasted defeat after their surrender of Fort Duquesne to French forces. Washington helped take Fort Duquesne back in 1758. Washington was married to Martha Custis in 1759. He managed the family estate until he took command of the Virginia troops just before the American Revolution. He was made commander of the Continental Army on June 15, 1775.

Washington proved himself an excellent leader and won several decisive battles during the Revolution. As an advocate of a federal government, he became a chairman of the Constitutional Convention and helped in getting the constitution ratified. In 1789, he was inaugurated as America's first president. Washington was reelected in 1792, but refused a third term. On December 14, 1799, seventeen days before the new century, Washington died of acute laryngitis.

### Vocabulary

**county** (n.): a small administrative district

**adolescence** (n.): a period between childhood and being an adult

**scar** (n.): a mark left after a wound has healed

**scar** (v.): to be marked with a scar

**battle** (v.): to fight

**surrender** (v.): to give up

**ambush** (v.): to attack by surprise

**estate** (n.): a large area of land belonging to one person

**troops** (n.): soldiers

**commander** (n.): leader

**decisive battles**: battles which win the war

**advocate** (n.): a person who pleads for a cause

**advocate** (v.): to support

**ratify** (v.): to approve

**defeat** (n.): loss of battle

**term** (n.): length of time

**acute** (adj.): sudden and serious

**laryngitis** (n.): inflammation of the larynx causing a sore throat

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. George Washington was born . . . .
  - a. after the twenty fourth of February
  - b. after the twenty six of February
  - c. before the twenty first of February
  - d. before the twenty third of February
  
2. George Washington was scarred with smallpox when he was . . . .
  - a. a teenager
  - b. a nineteen-year-old boy
  - c. twenty years old
  - d. less than 20 years old
  
3. Washington won a battle in . . . .
  - a. 1750
  - b. 1753
  - c. 1755
  - d. 1758
  
4. When he was . . . , George Washington married Martha Custis.
  - a. 25
  - b. 27
  - c. 30
  - d. 37
  
5. What happened first?
  - a. George Washington's military career began.
  - b. George Washington inherited his brother's land.
  - c. George Washington was married.
  - d. George Washington went to live with Lawrence.
  
6. What does the noun "advocate" mean in the following sentence?  
As an advocate of the federal government, Washington became chairman of the Constitutional Convention and helped in getting the Constitution ratified.
  - a. creator
  - b. inventor
  - c. opponent

d. supporter

7. Which of the following was Washington not involved in?

- a. Boston Tea Party
- b. The Constitutional Convention
- c. The Revolutionary War
- d. The Surrender of Fort Duquesne

8. George Washington became chairman of . . . .

- a. The American Revolution
- b. The Constitutional Convention
- c. The French forces
- d. Virginia

9. What happened last?

- a. The American Revolution.
- b. Washington refused a third term.
- c. Washington was inaugurated as first president.
- d. Washington's infection of laryngitis.

10. What happened last?

- a. George Washington died seventeen days after the beginning of the 18<sup>th</sup> century.
- b. George Washington died seventeen days before the beginning of the 18<sup>th</sup> century.
- c. George Washington died seventeen days after the beginning of the 19<sup>th</sup> century.
- d. George Washington died seventeen days before the beginning of the 19<sup>th</sup> century.

## The Silk Road

In 1274, Italian explorers Marco and Niccolo Polo set out on a twenty-four-year journey in which they traveled the famous Silk Road from Italy, through brutal deserts and towering mountains to eastern China. They traveled over 4000 miles in all. Marco and Niccolo were among the very first Europeans to explore the fabled empire of China. Marco even worked for ruler Kublai Khan.

Polo detailed his experiences and findings in China by writing a book. Polo described materials and inventions never seen in Europe. Paper money, a printing press, porcelain, gunpowder and coal were among the products he wrote about. He also described the vast wealth of Kublai Khan, as well as the geography of northern and southern China. European rulers were very interested in the products Polo described. However, trading for them along the Silk Road was dangerous, expensive and impractical. European rulers began to wonder if there was a sea route to the east to get the products they wanted at a reasonable price.

### Vocabulary

**set out** (v.): to begin a course of action, to start a journey

**brutal** (adj.): cruel

**towering** (adj.): great, very tall

**detailed** (v.): gave a lot of facts about

**vast** (adj.): huge, very big

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. How many years did Marco Polo's journey to China last?

- a. 21 years
- b. 22 years
- c. 24 years
- d. 28 years

2. Marco Polo traveled over . . . in his journey to China.

- a. less than 4000 miles
- b. more than 4000 miles
- c. 400 miles
- d. 4000 miles

3. Marco Polo traveled to China from . . . .

- a. England
- b. Europe
- c. Italy

d. a sea road

4. While travelling in China, Marco Polo observed many new inventions.  
Which of the following was not one of those inventions?

- a. coal
- b. gunpowder
- c. paper money
- d. cigars

5. In the last sentence but one, the word "impractical" could best be replaced by . . . .

- a. improbable
- b. ridiculous
- c. too difficult
- d. positive

6. Because of difficulties in travelling along the Silk Road, European rulers began wondering if there was a . . . route to the east.

- a. return
- b. safe
- c. sea
- d. subway

## Early Attempts to Colonize the New World

The first English attempts to colonize North America were controlled by individuals rather than companies. Sir Humphrey Gilbert was the first Englishman to send colonists to the New World. His initial expedition, which sailed in 1578 with a patent granted by Queen Elizabeth, was defeated by the Spanish. A second attempt ended in disaster in 1583 when Gilbert and his ship were lost in a storm.

In the following year, Gilbert's half-brother, Sir Walter Raleigh, having obtained a renewal of the patent, sponsored an expedition that explored the coast of the region that he named "Virginia." Under Raleigh's directions, efforts were then made to establish a colony on Roanoke Island in 1585 and 1587. The survivors of the first settlement on Roanoke returned to England in 1586, but the second group of colonists disappeared without leaving a trace. The failure of the Gilbert and Raleigh ventures made it clear that the tasks they had undertaken were too big for any one colonizer. Within a short time the trading company had supplanted the individual promoter of colonization.

### Vocabulary

**colonize** (v.): occupy

**expedition** (n.): a journey of exploration

**disaster** (n.): a very bad accident

**storm** (n.): gale, tempest, very strong winds

**sponsored** (v.): financed

**survivors** (n.): persons who continued to live

**ventures** (n.): adventures

**supplanted** (v.): replaced

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the text.**

1. Which of the following would be the most appropriate title for the passage?
  - a. British-Spanish Rivalry in the New World
  - b. Early Attempts at Colonizing North America
  - c. Royal Patents Issued in the 16<sup>th</sup> Century
  - d. The Regulation of Trading Companies
2. The passage states which of the following about the first English people to be involved in establishing colonies in North America?
  - a. They were requested to do so by Queen Elizabeth.
  - b. They were members of large trading companies
  - c. They were immediately successful

- d. They were acting on their own.
3. Which of the following statements about Sir Humphrey Gilbert is true?
- a. He died in 1587.
  - b. He fought the Spanish twice.
  - c. He never settled in North America.
  - d. He trading company was given a patent by the Queen.
4. When did Sir Walter Raleigh's initial expedition set out for North America?
- a. 1577
  - b. 1579
  - c. 1582
  - d. 1584
5. Which of the following can be inferred from the passage about members of the first Roanoke settlement?
- a. Most members were not experienced sailors.
  - b. Some members did not survive.
  - c. They explored the entire coastal region.
  - d. They named the area "Virginia."
6. The first English settlement on Roanoke Island was established in . . . .
- a. 1578
  - b. 1583
  - c. 1585
  - d. 1587
7. Which of the following statements about the second settlement on Roanoke Island is true?
- a. It lasted for several years.
  - b. It was conquered by the Spanish
  - c. Its settlers all gave up and returned to England.
  - d. The fate of its inhabitants was unknown.



## Pearl Buck

One of the most popular literary figures in American literature is a woman who spent almost half of her life in China, a country on a continent thousands of miles from the United States. In her lifetime, she earned this country's most acclaimed literary award, the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Noble Prize for literature. Pearl S. Buck was almost a household word throughout much of her lifetime because of her prolific literary output, which consisted of some eighty five published works, including several dozen novels, six collections of short stories, fourteen books for children and more than a dozen works of nonfiction.

When she was eighty years old, some twenty five volumes were awaiting publication. Many of those books were set in China, the land in which she spent so much of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures, she became a she described herself "mentally bifocal." Her unique background made her into an unusually interesting and versatile human being. As we examine the life of Pear Buck, we can not help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pear Buck without learning about each of the three. She was honored in her lifetime with the William Dean Howell Medal of the American Academy of Arts and Letters in addition to the Noble and Pulitzer Prizes. Pearl Buck is not only a famous writer, but also a captivating subject of study.

### Vocabulary

**popular** (adj.): generally admired by great numbers of people

**figures** (n.): important persons

**earned** (v.): won

**award** (n.): prize

**prolific** (adj.): abundant

**household word** (adj.): a word known by almost everybody

**output** (n.): production

**versatile** (adj.): having many different kinds of skills or abilities

**humanitarian** (n.): (a person) concerned with trying to improve life for human beings by giving them better conditions to live in.

**philanthropist** (n.): a person who is kind and helpful to those who are poor or in trouble, especially by making generous gifts of money.

### Multiple Choice Questions

Choose the response which best reflects the meaning of the passage.

1. What is the writer's main purpose in the passage?
  - a. to discuss Pearl Buck's influence on the cultures of the East and the West
  - b. to illustrate Pearl Buck's views on Chinese literature
  - c. to indicate the background and diverse interests of Pearl Buck
  - d. to offer a criticism of the works of Pearl Buck
  
2. According to the text, Pearl Buck is known as a writer of all the following except . . .
  - a. children's books
  - b. novels
  - c. poetry
  - d. short stories
  
3. Which of the following is not mentioned by the writer as an award received by Pearl Buck?
  - a. The Newberry Medal
  - b. The Noble Prize
  - c. The Pulitzer Prize
  - d. The William Dean Howell Medal
  
4. According to the text, Pearl Buck was an unusual figure in American literature in that she . . .
  - a. achieved her first success very late in life
  - b. published half of her books abroad
  - c. won more awards than any other woman of her life
  - d. wrote extensively about a very different culture
  
5. According to the text, Pearl Buck described herself as 'mentally bifocal' to suggest that she was . . .
  - a. equally familiar with two different cultural environments
  - b. capable of producing literary works of interest to both adults and children
  - c. capable of resolving the differences between two distinct linguistic systems
  - d. keenly aware of how the past could influence the future
  
6. The writer's attitude towards Pearl Buck could best be described as . . .
  - a. admiring
  - b. indifferent
  - c. sympathetic
  - d. tolerant

## Maia's Ear-rings

Visitors are not allowed to dig at ancient Scapli, so the official notices say, but not far outside the entrance to the ruins there is a shop that sells little forks specially made for the job. Don't buy one or you'll be in trouble with the gate-keeper, who has the right to search everybody going in or coming out. Official nonsense? Quite so: the gate-keeper sells forks and other small digging tools at prices very little higher than those at the shop.

He has, too, a good supply of Roman coins, both copper and silver, at prices from five pence to five ponds each, and many nice pieces of ancient pottery—little oil lamps, painted jars for ladies' make-up, drinking cups, etc.—at a pound or so each, depending on condition. Don't buy much from him: you'll find that the prices charged by the guards, or watchmen, inside the ruins are lower.

Once past the old gate-keeper, you can begin digging at once—and anywhere you like. And I must say that to dig up your own 'find' at the very spot where some ancient Roman left it or lost it centuries ago is a terrific experience. However, unless you read up the history in advance, you can waste a lot of time and energy and find little of interest. This is where the watchmen are a mine of helpful information. For one pound, 'per fork' as they say, they'll show you the most likely places to dig at. But first, you must agree to their rule of business: anything of gold or silver dug up commands an extra payment to them of the ten per cent of the meal's value by weight.

It was at just such a rented spot that my friend Danny had the best of good luck. He dug up some crushed pottery, among which was a little silver ear-ring, bell-shaped and bearing the name MAIA. We searched excitedly for the other but without success. Later, being honest, we took our find to the watchmen's office, where it was valued. Danny paid the amount due, about 1 pound.

Just as we were leaving, well satisfied, the head watchman said, 'Would you like the other one for eight pounds? I think I've got it.' we were astonished. We smelt a rat. But when he produced the companion ear-ring from a drawer, Danny just had to buy it. they were certainly a pair, and the second was also marked MAIA. The watchman gave directions to a secret exit, by which, when going out, we avoided the gate-keeper.

### Multiple Choice questions

Choose the response which best reflects the meaning of the passage.

1. What does the passage tell us about the gate-keeper?
  - a. He does not allow tourists to dig among the ruins.
  - b. He doesn't mind anyone digging so long as the tools are bought from him.
  - c. He doesn't know that visitors dig among the ruins.
  - d. His job is to collect things that are found or dug up.
  
2. It is better to buy things from the watchmen because . . .
  - a. the gate-keeper is officially forbidden to sell anything.
  - b. you will be searched when going out.
  - c. they are more honest than the old gate-keeper.
  - d. you can usually get a better bargain from them.
  
3. Why do visitors to Scapli dig among the ruins?
  - a. Because everyone is expected to help with the work.
  - b. They hope for the excitement of finding something.
  - c. Many things were lost there, and it's our duty to find them.
  - d. In order to increase our knowledge of Roman history.
  
4. In what way are the watchmen helpful to the visitors?
  - a. They tell them where there's a good chance of finding things.
  - b. They're in charge of an old Roman mine at Scapli.
  - c. They'll buy the things that a visitor may find.
  - d. They'll weigh things for you and tell you their value.
  
5. The amount due was 1 pound because . . .
  - a. that was the value of the ear-ring.
  - b. that was the charge, 'per fork' as they say.
  - c. the silver was worth about ten times that sum.
  - d. we were both honest visitors.
  
6. The nonsense was that no one dreamt of . . . the official notices.
  - a. agreeing
  - b. serving
  - c. obeying
  - d. pretending
  
7. Choose the best meaning for 'find' in this sentence: Danny's find was a small silver ear-ring.
  - a. search
  - b. recovery
  - c. treasure
  - d. business

## Solar Eclipse

A solar eclipse occurs when the moon moves in front of the sun and hides at least some part of the sun from the earth. In a partial eclipse, the moon covers a part of the sun; in an annular eclipse, the moon covers the center of the sun, leaving a bright ring of light around the moon. In a total eclipse, the sun is completely covered by the moon.

It seems rather improbable that a celestial body the size of the moon could completely block out the tremendously immense sun, as happens during a total eclipse, but this is exactly what happens. Although the moon is considerably smaller in size than the sun, the moon is able to cover the sun because of their relative distances from the earth. A total eclipse can last up to seven minutes, during which time the moon's shadow crosses the earth at a rate of about six kilometers per second.

### Vocabulary

**solar** (adj.): of or pertaining to the sun, proceeding from the sun, referring to the sun

**occur** (v.): to happen, take place

**hide** (v.): to cover

**partial** (adj.): incomplete, not complete

**annular** (adj.): shaped like a ring, ring-shaped

**ring** (n.): a solid object in the shape of a ring, circle

**total** (adj.): complete, entire, relating to the whole of something

**improbable** (adj.): unlikely

**celestial** (adj.): relating to the sky or outer space

**immense** (adj.): gigantic, huge, very big

### I. Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. This passage mainly ...
  - a. describes how long an eclipse will last.
  - b. explains how the sun is able to obscure the moon.
  - c. gives facts about the moon.
  - d. informs the reader about solar eclipses.
  
2. In which type of eclipse is the sun obscured in its entirety?
  - a. A celestial eclipse
  - b. An annular eclipse
  - c. A partial eclipse
  - d. A total eclipse

3. According to the passage, which of the following happens during an eclipse?
  - a. The moon hides from the sun.
  - b. The moon is obscured by the sun.
  - c. The moon's shadow crosses the earth.
  - d. The moon begins moving at a speed of six kilometers per second.
  
4. According to the passage, in which type of eclipse is the sun obscured to some degree?
  - a. a celestial eclipse
  - b. a partial eclipse
  - c. a total eclipse
  - d. a whole eclipse
  
5. How many types of eclipse are mentioned in the passage?
  - a. four
  - b. three
  - c. two
  - d. one
  
6. Where in the passage does the author mention how the solar eclipse happens?
  - a. the first two lines
  - b. the second two lines
  - c. lines 6-8
  - d. lines 4-6
  
7. According to passage, how can the moon hide the sun during a total eclipse?
  - a. because the sun is relatively close to the earth, the sun can be eclipsed by the moon.
  - b. the fact that the moon is closer to the earth than the sun makes up for the moon's smaller size.
  - c. the moon can only obscure the sun because of the moon's great distance from the earth.
  - d. the moon hides the sun because of the moon's considerable size.
  
8. The passage states that which of the following happens during an eclipse?
  - a. The moon hides from the sun.
  - b. The moon is obscured by the sun.
  - c. The moon begins moving at a speed of 6 kilometers per second.
  - d. The moon's shadow crosses the earth.

## II. Vocabulary in Context

Choose the definition which best fits these words as they are used in the passage.

1. The word '**annular**' in line 3 means having a form of . . .
  - a. circle.
  - b. cube.
  - c. rectangle.
  - d. square.
2. The word '**ring**' in line 4 could best be replaced by . . .
  - a. bell.
  - b. a piece of gold.
  - c. circle.
  - d. jewel.
3. A '**celestial body**' in line 6 is most probably one that is found . . .
  - a. inside the earth's atmosphere.
  - b. on the surface of the sun.
  - c. somewhere in the sky.
  - d. within the moon's shadow.
4. What does '**block out**' in line 7 mean?
  - a. cover
  - b. evaporate
  - c. square
  - d. shrink
5. The word '**tremendously**' in line 7 is closest in meaning to:
  - a. little.
  - b. partly.
  - c. some.
  - d. very.
6. The word '**relative**' in line 10 could best be replaced by . . .
  - a. comparative.
  - b. familiar.
  - c. infinite.
  - d. paternal.
7. The word '**rate**' in the last line is closest in meaning to . . .
  - a. distance
  - b. form

- c. rotation
- d. speed

## **II. Grammar:**

### **Choose the right word:**

1. Yesterday, I (must – had – had to) finish my geography project.
2. He will (has to – have to – must) wait in line like everyone else.
3. The doctor (mustn't – must – have to) get here as soon as he can.
4. Do you think he'd help? I'm sure (he helps – he had – he would).
5. Would you (to like – like – liked) to go?



## The Locations of Stars

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky.

In reality, though, stars are always moving, but because of the tremendous distances between stars themselves and from stars to the earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star, to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

### Vocabulary

**location** (n.): place, position

**result** (n.): consequence, outcome

**falsely** (adv.): by mistake

**assume** (v.): suppose

**in reality** : as a matter of fact, in effect

**tremendous** (adj.): huge, very big

**demonstrate** (v.): show

**rapid** (adj.): fast, swift, quick

### I. Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. Which of the following is the best title for this passage?
  - a. Bernard's Star
  - b. Planetary Movements
  - c. The Evermoving Stars
  - d. What the Eye Can See in the Sky
2. According to the text, the distances between the stars and the earth are..
  - a. barely perceptible.
  - b. fixed.
  - c. huge.
  - d. moderate.
3. The passage states that in 200 years, Bernard's star can move . . .
  - a. a distance equal to the distance from the earth to the moon.
  - b. a distance seemingly equal to the diameter of the moon.
  - c. around the earth's moon.

d. next to the earth's moon.

4. Which of the following is **NOT** true according to the passage?

- a. Bernard's star moves quickly in comparison with other stars.
- b. Although stars move, they seem to be fixed.
- c. Stars do not appear to the eye to move.
- d. The large distances between the stars and the earth tend to magnify the movement to the eye.

5. This passage would most probably be assigned reading in which course?

- a. Astrology
- b. Astronomy
- c. Geography
- d. Geophysics

6. The paragraph following this passage most probably discusses . . .

- a. Bernard's star
- b. the distance from the earth to the moon.
- c. the movement of the planets.
- d. why stars are always moving.

## II. Vocabulary in Context

**Choose the definition which best fits these words as they are used in the passage.**

1. The expression '**naked eye**' in line 2 most probably refers to . . .

- a. a camera with a powerful lens.
- b. a telescope.
- c. a scientific method for observing stars.
- d. unassisted vision.

2. The word '**perceptible**' in line 7 is closest in meaning to which of the following?

- a. astonishing
- b. conceivable
- c. noticeable
- d. persuasive

3. In line 8, a '**misconception**' is closest in meaning to a/an . . .

- a. erroneous belief.
- b. idea.
- c. proven fact.
- d. theory.

4. The word '**negligible**' in line 11 could most easily be replaced by . . .
- a. distant.
  - b. insignificant.
  - c. rapid.
  - d. negative.

## Deserts

Most people think of deserts as dry, flat areas with little vegetation and little or no rainfall, but this is hardly true. Many deserts have varied geographical formations ranging from soft rolling hills to stark, jagged cliffs, and most deserts have a permanent source of water. Although deserts do not receive a high amount of rainfall—to be classified as a desert, an area must get less than twenty five centimeters of rainfall per year—there are many plants that thrive on only small amounts of water and deserts are often full of such plant life.

Desert plants have a variety of mechanisms for obtaining the water needed for survival. Some plants, such as cactus, are able to store large amounts of water in their leaves or stems; after a rainfall these plants absorb a large of water to last until the next rainfall. Other plants, such as mesquite, have extraordinary deep systems that allow them to obtain water from far below the desert's arid surface.

### Vocabulary

**flat** (adj.): smooth and level

**vegetation** (n.); plant life

**varied** (adj.): different, various

**permanent** (adj.): lasting for a long time or for ever

**thrive** (v.): to develop well

**obtain** (v.): to get

**arid** (adj.): very dry and unproductive

### I. Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. What is the main topic of the passage?
  - a. Deserts are dry, flat areas with few plants.
  - b. Deserts are not really flat areas with little plant life.
  - c. Many kinds of vegetation can survive with little water.
  - d. There is little rainfall in the desert.
2. The passage implies that . . .
  - a. all deserts are dry, flat areas.
  - b. most people are well informed about deserts.
  - c. the lack of rainfall in the deserts causes the lack of vegetation.
  - d. the typical conception of a desert is incorrect.
3. The passage describes the geography of deserts as . . .
  - a. flat
  - b. sandy

- c. varied
  - d. void of vegetation
4. According to the passage, what causes an area to be classified as a desert?
- a. the amount of precipitation
  - b. the geographical formations
  - c. the source of water
  - d. the type of plants
5. Which of the following is mentioned in the passage about cacti?
- a. They get water from deep below the surface of the desert.
  - b. They have deep root systems.
  - c. They retain water from one rainfall to the next.
  - d. They survive in the desert because they do not need water.

## II. Vocabulary in Context

**Choose the definition which best fits these words as they are used in the passage.**

1. The word ‘**source**’ in line 4 means . . .
- a. lack
  - b. need
  - c. storage space
  - d. supply
2. The word ‘**thrive**’ in line 7 means . . .
- a. decay
  - b. grow well
  - c. minimally survive
  - d. suffer
3. The word ‘**mechanisms**’ in line 9 could most easily be replaced by . . .
- a. machines
  - b. methods
  - c. pumps
  - d. sources
4. ‘**Mesquite**’ in line 13 is probably . . .
- a. a desert animal
  - b. a geographical formation in the desert.
  - c. a type of cactus.
  - d. a type of tree.

5. The word '**arid**' in the last line means . . .
- a. deep
  - b. dry
  - c. sandy
  - d. superficial

## Carbon Tetrachloride

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon and chlorine. This compound is widely used in industry because of its effectiveness as a solvent as well as its use in the production of propellants.

Despite its widespread use in industry, carbon tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with other chemical compounds.

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. The main point of this passage is that . . .
  - a. carbon tetrachloride can be very dangerous when it is heated.
  - b. the government banned carbon tetrachloride in 1970.
  - c. although carbon tetrachloride can legally be used in industry, it is not allowed in home products.
  - d. carbon tetrachloride used to be a regular part of cleaning compounds.
2. The word '**widely**' in line 2 could most easily be replaced by . . .
  - a. extensively
  - b. grandly
  - c. hugely
  - d. largely
3. The word '**banned**' in line 6 is closest in meaning to . . .
  - a. allowed
  - b. forbidden
  - c. instituted
  - d. suggested
4. According to the passage, before 1970, carbon tetrachloride was . . .
  - a. banned in industrial use.
  - b. not allowed in home cleaning products
  - c. often used as a compound of home cleaning products.
  - d. used by itself as a cleanser.

5. It is stated in the passage that when carbon tetrachloride is heated, it becomes . . .
- a. a cleaning compound
  - b. colorless
  - c. harmful
  - d. inflammable
6. The word '**inhale**' in line 9 is closest in meaning to . . .
- a. blown
  - b. breathed in
  - c. carelessly used
  - d. warmed
7. The word '**revoked**' in line 10 could most easily be replaced by . . .
- a. gave
  - b. granted
  - c. instituted
  - d. took away
8. It can be inferred from the passage that one rule of the U.S. government is to . . .
- a. ban the use of any chemical.
  - b. instruct industry on cleaning methodologies.
  - c. prohibit any use of carbon tetrachloride.
  - d. regulate product safety.
9. The paragraph following this passage most likely discusses . . .
- a. additional uses of carbon tetrachloride.
  - b. further dangerous effects of carbon tetrachloride.
  - c. the banning of various chemical compounds by the U.S. government
  - d. the major characteristics of carbon tetrachloride.



## To Retire or Not to Retire

Mr. James Flower, a 94-year-old tea-boy at the offices of Dimple Bright & Co., Seed Merchants, of Crowfoot Magna, is not to retire, the firm announced yesterday.

Making the statement, Mr. Frank Dimple, Managing Director, said, 'I have made it clear to Mr. Flower that he can work until he is a hundred. Then we will take him outside and plant him in one of our experimental gardens for long-living varieties.'

Contrary to what you may think, this is far from being a record, regarding either age or capability. What, after all does a tea-boy do? He makes tea for the office staff—a woman's job, it seems to me.

On a walking tour of the Borders in 1988, I was carried across the river Skall on the back of Peter Coxwell, 88, whose part-time job it was to get people to the other side with their feet dry. He charged four pence per 'passenger-load' (as he described it) for the eight-meter crossing; the round trip was seven pence.

Imagine my surprise and delight, then, on a second visit in 1999, to find the same Mr. Coxwell still offering his services. With the growth of tourism, the business had developed, and he now served tea or coffee on both banks of the stream. Naturally, the fares have gone up: a return is now 20p, twice the one-way charge, refreshment included.

By 1999 I was a married man. My wife was with me there, on the bank of the Skall; and she, the dear girl, weighs a little less than 85 kilos. I was unwilling to put upon the old man, if you know what I mean. Shakespeare's lines crept into my mind:

**Some men are born great, some achieve greatness,  
And some have greatness pressed upon them.**

But what could I do? Our transport was ready, waiting. The kettle was boiling on the far side. I whispered something to Mr. Coxwell about the lady being a fine agricultural sort of woman. He smiled at my anxiety. 'It's covered by my insurance, sir,' he said in a low voice 'occupational risks' and all that. I think, by the look of her, your miss will be classified as a Dangerous Load, but that's all right.'

He carried me across first, and I found him, if anything, surer of foot than I remembered. For my wife, the real test, he took off his jacket; and in a few minutes she was with me again, safe and dry. Over a cup of tea, I asked Mr. Coxwell when he was going to retire—it's a question of great interest to social scientists, including myself.

'Oh, not yet,' he said simply. 'My three youngest children are still at school—a man must think of his family. Life might be hard for them.'

## Vocabulary

**retire** (v.) stop working at one's job usu. because of one's age

**firm** (n.): a business, company

**announced** (v.): declared, said in public

**varieties** (n.): kinds, types

**record** (n.): the best yet done, the highest figure ever reached

**regarding** (prep.): concerning, on the subject of, in connection with

**capability** (n.): ability

**round trip** (adj.): a journey to a place and back again

**delight** (n.): a high degree of pleasure or satisfaction

**stream** (n.): a natural flow of water, usually smaller than a river

**whispered** (v.): said in a soft low voice

## I. Vocabulary in Context

**Choose the definition which best fits these words or phrases as they are used in the passage.**

1. The '**long-living varieties**' that Mr. Dimple mentioned were . . .
  - a. elderly employees.
  - b. kinds of tea.
  - c. certain plants.
  - d. the Seed Merchants.
  
2. '**A round trip**', for example to Cairo, is ...
  - a. a trip booked in advance.
  - b. the journey there, plus a sight-seeing tour.
  - c. a trip there and back.
  - d. a trip there but without actually landing.
  
3. A '**part-time**' job is one that . . .
  - a. you try to keep secret.
  - b. is paid by the hour or by the minutes.
  - c. is reserved for the old or the sick.
  - d. takes only part of your time.
  
4. The writer's wife was an '**agricultural**' sort of woman, probably because ...
  - a. she was well-grown, well-developed.
  - b. she was a farmer's daughter.
  - c. she wanted to work on a farm/she was related to the seed merchant.
  - d. she was married to a tea-boy.

5. The "**occupational risks**" that Mr. Coxwell mentioned were . . .
- his rights to a state pension.
  - the dangers of his job.
  - his passengers' responsibility.
  - free of charge.

**II. Give a short answer to each question.**

- How old was Mr. Coxwell when the writer met him the second time?
- How wide is the Skall?
- How much was the single fare in 1999?
- How, in one word, would you describe the writer's wife?
- How did Mr. Coxwell describe her?
- How, in two or three words, would describe Mr. Coxwell?

**III. Give a complete answer to each question.**

- What exactly was Mr. Coxwell's job?
- How do you account for the writer's 'surprise' in 1999?
- How much extra, if any, did a passenger pay for a drink?
- Why did the two men talk to each other for a time in low voices?
- Which part of the Shakespeare quotation fits the situation?
- What effect had the eleven years had on Mr. Coxwell's performance?
- Why did he go on working?

## The Earth

The planet we live on is not just a ball of **inert** material. During past ages **dramatic** changes have **taken place** inside the earth. Indeed, it is **likely** that without these changes, life could never have **originated** on the earth. And changes are still going on today. They show themselves in the occurrence of earthquakes. in the outbursts of volcanoes and in the uplift of mountain ranges.

In **outward** appearance, the earth is a nearly spherical ball with a radius of 6350 kilometers. Internally the earth consists of two parts: a **core** and a **mantle**. An essential difference is that the core consists of mainly liquid and the mantle of solid rock. The core extends outwards from the center to a distance of 3450 kilometers. The mantle, as its name shows, is an outer covering extending from the core to the surface of the earth.

Judged by ordinary standards, the core is mostly of rather dense stuff. The material at the center of the earth is at least thirteen times as heavy as ordinary water, while in the outer parts of the core the material is about ten times as heavy as ordinary water.

The mantle possesses a thin outer crust that is exceptional in being composed of a particularly light kind of rock, with a density about 2.7 times that of water.

Over the continents of the world this crusty rock is about thirty five kilometers thick; while over the ocean, it is at most only two to three kilometers thick. Below the crusty layer comes a different denser rock.

### I. True or False

Use the information given in the passage to decide whether the following statements are TRUE or FALSE.

1. The mantle is an outer covering extending from the core to the surface of the earth.
2. The planet we live on is just a ball of inert material.
3. The earth is a merely spherical ball.
4. The mantle does not possess a thin outer crust.
5. There are no pressures occurring inside the earth.

### II. Answer the following questions:

1. What is the value of the dramatic changes that have taken place inside the earth?
2. How do changes inside the earth show themselves?
3. Why are earthquakes dangerous?
4. What variations are there in the thickness of the crusty rock?
5. What does the earth internally consist of?

6. What is the difference between the core and the mantle?

**III. Explain the meanings of the underlined words.**

**IV. Vocabulary:**

**1. Make adjectives from:**

theory - fruit - explain - nature - thought - equator - pole  
climate - science - region

**2. Make nouns from:**

explain - describe - apply - invent - communicate - establish  
press - cultivate - drain - solve

## As Some May One Day See

In his book, published in 2270, the **author** writes: "It's hard for us to understand the **mentality** of those **curious** people. Their ideas were almost the exact opposite of ours, and they went to extremes.

"Where our **object** is to expand a man's **opportunities**, theirs was to **limit** them. While we seek to lengthen the normal working life, they struggled to shorten it. We spend most of our wealth on the young and the healthy; they spent most of theirs on the old and the sick."

"In those days, education and training were so short, so fixed, that most people knew only one kind of job. Office workers worked in offices for thirty or forty years. Machine operators spent a lifetime at their machines. The only variety came in off-duty hours, in holidays and, best of all, on 'retirement'."

In the twentieth century, the word seems to have meant the formal ending of gainful occupation—by law. There was a **constant** demand for earlier and earlier retirement. During the century's second half, the "retirement age" dropped by stages from 65 years to an incredibly young 45, which is, **oddly** enough, about the age at which most of our young people today begin their chosen career.

Retirement, then, was **obligatory**—and welcomed. After it, millions of people lived more or less in **idleness**, paid by the state. Among men, naturally, this sudden end to the popular pleasure and reward of work often led to early death. To women, it brought feverish activity in groups and herds. By the end of the century, women over 70 years old outnumbered men by nearly four to one, half the total population were in retirement, and children of 15 were allowed to decide everything for themselves.

'The social services of that period were concerned almost entirely with the sick, the old and the handicapped. Vast amounts of money were spent on keeping people alive. Hardly anything was done about mental health, so the roots of most physical problems were left untouched. The fear of ill-health grew to imbalance, affecting man's foods, his habits and his normal way of life.'

'From the medical profession, which enjoyed a god-like reputation, flowed an endless stream of research "findings", some obvious, some sensible, some groundless, some mistaken. All were attended by great publicity that encouraged fear and despair. Healthy bodily organs were removed--in case these should become diseased. Drugs were freely used to calm troubled minds as well as to excite dull ones, to overcome weariness as much as to ensure sleep. By degrees, nations changed from being young and energetic to being old and feeble. Twentieth century social history presents a strange and sorry picture.'

## **Vocabulary**

**author** (n.): writer

**mentality** (n.): the abilities and powers of the mind

**object** (n.): aim, purpose

**opportunities** (n.): chances

**curious** (adj.): odd, peculiar, strange

**constant** (adj.): continuous

**oddly** (adv.): strangely

**career** (n.): job, profession

**obligatory** (adj.): necessary, which must be done

**idleness** (n.): laziness, not working

**entirely** (adv.): completely, totally

**reputation** (n.): fame

### **I. Give a short answer to each question:**

1. Who were the 'curious people' mentioned in paragraph 1?
2. What did this future writer consider to be 'an extreme'?  
Give one example from the passage.
3. Which people sought to 'lengthen the normal working life'?
4. How old do you suppose these people would be when—or if—they  
Retired from work?
5. Consider the 23<sup>rd</sup> century: at what age, roughly, did 'children'  
become young adults?

### **II. Answer the following questions.**

1. Which one (or more) of these would "expand a man's opportunities?
  - a. training him at school to do a particular job.
  - b. letting him learn several jobs before deciding on his career.
  - c. replacing theory by practical work at all stages
  - d. spreading his education over thirty or more years.
2. Complete, using one word only: The author's criticism of 20<sup>th</sup>  
century work may be summed up in the phrase 'lack of ....'
3. 'We spend most of our wealth on the young and the healthy....'  
What does the passage imply—about how the money was  
spent?
4. What was the 23<sup>rd</sup> century attitude to retirement?

### **III. Explain the meanings of the underlined words.**

#### **IV. Grammar and Vocabulary:**

**A. Complete the following sentences by choosing a suitable verb from the list given at the foot of the exercise. Make any necessary changes.**

1. Let's go for a walk as soon as it stops . . . .
2. They kept on . . . a noise even after I asked them to stop.
3. Mona never minds . . . the dinner.
4. She begged her husband to give up . . . his pipe in bed.
5. I don't remember . . . a present this year.
6. Grandfather enjoys . . . television.
7. Fancy . . . an overcoat on a hot summer's day.
8. I couldn't help . . . what you said about me.

cook - go - hear - make - paint - rain - send - smoke – watch - wear

**B. Give words opposite in meaning to each of the following:**

rigid – roguery - spendthrift - victory - virtue

**C. The following exercise is a test of ideas, grammar, and vocabulary. Fill in the blanks with any word that completes the meaning.**

There are thousands of uses . . . computers. Much of life is computerized: . . ., medicine, the travel industry, manufacturing, the entertainment industry. Computer hardware . . . three parts: input unit, central . . . unit, and output unit. Data . . . in the input device.



## James Whistler

The next artist in this survey of American artists is James Whistler; he is included in this survey of American artists because he was born in the United States, although the majority of artwork was completed in Europe. Whistler was born in Massachusetts in 1843, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to the United States in 1849 two years later Whistler entered the U.S. military academy at West Point, but he was unable to graduate. At the age of twenty one, Whistler went to Europe to study art despite familial objections, and he remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arrangement in Gray and Black No. 1: Portrait of the Artist's Mother or Whistler's Mother*, as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristic of Whistler's work.

### I. Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. The paragraph preceding this passage most likely discusses . . .
  - a. a different American artist
  - b. a survey of eighteenth-century art
  - c. European artists
  - d. Whistler's other famous paintings
2. Which of the following best describes the information in the passage?
  - a. One artist's life and works are described
  - b. Several artists are presented
  - c. Various paintings are contrasted
  - d. Whistler's family life is outlined
3. Whistler is considered an American artist because . . .
  - a. he created most of his famous art in America
  - b. he served in the U.S. military
  - c. he spent most of his life in America
  - d. he was born in America
4. It is implied in the passage that Whistler's family was . . .
  - a. a military family.
  - b. highly supportive of his desire to pursue art.
  - c. working class.
  - d. unable to find any work in Russia.

5. Which of the following is not true according to the passage?
- a. Whistler worked with a variety of art forms.
  - b. *Whistler's Mother* is not the official name of his painting.
  - c. Whistler is best known for his etchings.
  - d. *Whistler's Mother* is painted in somber tones.

## II. Vocabulary in Context

Choose the definition which best fits the meaning of the following words as they are used in the passage.

1. The word '**majority**' in line 3 is closest in meaning to . . .
  - a. high percentage
  - b. large pieces
  - c. maturity
  - d. seniority
  
2. The word '**objections**' in line 9 is closest in meaning to . . .
  - a. agreements
  - b. battles
  - c. goals
  - d. protests
  
3. In line 11, '**etchings**' are . . .
  - a. an art form introduced by Whistler.
  - b. an art form involving engraving
  - c. a type of painting
  - d. the same as lithograph
  
4. The word '**asymmetrical**' in line 16 is closest in meaning to . . .
  - a. balanced
  - b. lyrical
  - c. proportionate
  - d. uneven

## The Discovery of Penicillin

When the Great War of 1914 – 18 came, Fleming became an army doctor and carried on his work in France.

When a soldier is wounded in battle, it usually happens that a piece of his dirty clothing is carried deep into the wound by the bullet. The wound becomes bad or 'septic,' and disease spreads through the body. Sometimes an arm or leg has to be cut off, or the man dies – not of the wound, but from the poison in his body. **This** happened in thousands of cases in the Great War. Fleming knew already that disease of this kind was caused by *microbes* which increased very quickly. It might be possible to kill **them** by washing the wound in an acid, called an *anti-septic*; **this** was always done as soon as possible, but the soldiers still died in great numbers.

In our blood there are red and white cells, which can only be seen under a microscope. The white cells protect us against the microbes which cause disease; if the white cells are defeated, a person becomes very ill and may die. Unfortunately, the antiseptics which killed the microbes often killed the white cells too, and this prevented the wounded soldier from getting better.

After the war, Fleming went on working for years, trying to find an antiseptic which would stop microbes from growing, but which would not harm the blood cells, so that the body could carry on its own fight against disease.

One day he stopped to examine the glass dishes on which he had grown some microbes in a special liquid. Usually these little dishes were covered with glass lids. In one dish he was surprised to notice a *greenish mould*, rather like the *fungus* that collects on 'mouldy' food. That meant that a tiny spore (or seed), too small to see, must have floated on to the dish when the lid was off, a day or two earlier. Most people, even scientists, would have thought the dish was spoilt and washed it clean, but Fleming took a closer look and then made a careful examination. He saw that a strange thing had happened. Where the greenish mould was growing, the disease microbes had disappeared.

He began to work slowly, steadily, to find out the secrets of the mysterious mould. **There were failures**, but presently he grew enough of the mould to make from it a clear liquid, which tests showed could kill microbes, or stop them growing in both animals and human beings without harming their white blood-cells. He called the liquid penicillin.

## **I. Multiple Choice Questions**

**Choose the response which best reflects the meaning of the passage.**

1. Penicillin was discovered . . . .1
  - a. before the Great War
  - b. during the Great War
  - c. at the end of the Great War
  - d. some years after the Great War
  
2. In France, during the Great War, Fleming saw that
  - a. antiseptics often failed to save wounded soldiers' lives
  - b. there are red and white cells in our blood
  - c. bad or 'septic' wounds kill microbes
  - d. penicillin would kill microbes
  
3. **Them** in 'it might be possible to kill **them**' refers to
  - a. soldiers
  - b. diseases
  - c. microbes
  - d. thousands of cases

## **II. Answer the following questions:**

1. How did Fleming help wounded soldiers in the Great War?
2. Why does an arm or leg sometimes have to be cut off?
3. Why would some scientists have failed to discover penicillin as Fleming did?
4. Why is penicillin better than the older antiseptics which were used in the Great War?

## The Renaissance

For a long time Rome had been the center of civilization, but after the Goths and Vandals had attacked her in the fourth century A.D. the power of the Roman Empire was broken. The Goths and Vandals had no interest in the achievements of Roman civilization and culture themselves. The Italians, however, never forgot their country's great past, and they were always thinking how this greatness might return.

In 1453, Constantinople, the capital of the eastern half of the Roman Empire, was taken by the Turks, and many Greek-speaking *scholars* who had been living there had to leave their homes and escape to the safety of countries that lay to the west. Many came to Italy, bringing with them ancient works of Greek literature which had been almost forgotten in Western Europe during the centuries since the end of the Roman Empire. The people of Italy became interested in what these scholars told them about these books and the works of the ancient Greeks, and they began to study the arts of the ancient world themselves. That, very briefly, is how the Renaissance began.

The changes took place slowly, but wise and far-seeing men had seen for a long time before that **they** were coming. People all over Europe had been increasing their knowledge as universities were built, towns grew up, and trade developed. The light of the Renaissance did not go out suddenly, either, as when a curtain is pulled across a lighted window. It faded slowly, and did not die until about the early part of the 18<sup>th</sup> century.

During this wonderful, colorful age Henry VIII ruled in England, followed soon by Elizabeth I. Drake traveled the seas. Shakespeare wrote his plays. In other places, Luther and Calvin brought new ideas into religious life. At the beginning of this period, Columbus and Vasco da Gama made their famous voyages of discovery.

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. The Italians never forgot that . . .
  - a. the Goths and Vandals had attacked Rome.
  - b. Rome had once been the center of civilization.
  - c. the Goths and Vandals had no interest in Roman civilization.
  - d. the Roman Empire was broken.
  
2. After 1453, ancient works of Greek literature were brought to Italy by
  - a. Turks
  - b. Italians
  - c. Goths and Vandals
  - d. Greek-speaking scholars
  
3. The Renaissance began because . . .

- a. people in Italy studied the arts of the ancient world.
- b. Italians wanted to return to Constantinople.
- c. people in Western Europe had almost forgotten the ancient works of Greek literature.
- d. some people had seen for a long time that it was coming.

4. **They** in '**they** were coming' refers to . . .

- a. changes
- b. scholars
- c. wise and far-seeing men
- d. arts of the ancient world

5. We might compare the Renaissance to . . .

- a. an electric light which is switched suddenly on and off.
- b. the sun which rises, grows brighter and slowly sets.
- c. a flash of lightning.
- d. a fire which never goes out.

6. Suggest a suitable title to the above passage

**II. Rewrite the following sentences so that they are correct according to the passage.**

1. The Renaissance took place only in Italy.
2. Scholars in Constantinople continued to study works of Greek literature when they had been almost forgotten in Western Europe.
3. The Renaissance lasted for about 1000 years.

**III. Grammar and Vocabulary:**

**1. Form nouns from the following words:**

arduous - certain - eminent - human

**2. Form verbs from the following nouns:**

activity - beauty - dignity - movement

## Embroidery

Embroidery is one of the oldest, and at the same time one of the youngest of the crafts. Every museum has a collection of examples which show very vividly what an important part it has played in the life of our ancestors, and what a capacity for endurance has been displayed by the apparently fragile materials and threads which were used. These collections clearly indicate the growth and decline of the craft. The early ecclesiastical vestments tell us of embroidery as a major decorative art, and from that time (the eleventh and twelfth centuries) we can follow its course as it rises sometimes to great heights of exquisite design and workmanship, and at others dwindles into dull mediocrity, though rarely disappearing completely. Only once did it apparently cease since no traces remain today of that time and that was during the major calamities of the Black Death and Famine in the fourteenth century.

At least, embroidery has always been a popular home craft, because it is adaptable, convenient, useful and above all, creative. It requires the minimum of equipment: some cloth and thread, a needle, thimble and scissors and can be practiced anywhere. The materials may be as rich or as simple as one wishes, and the scope and possibilities of the craft are limitless.

### I. Answer the following questions.

1. What do embroidery examples in a museum show?
2. What do the early ecclesiastical vestments tell us?
3. When did embroidery apparently cease?
4. How does the writer account for the fact that embroidery has always been a home craft?
5. What equipment does embroidery require?

### II. Complete the following sentences.

1. Old as it is, yet embroidery . . . .
2. Only during the Black Death and Famine . . . .
3. Embroidery is a convenient means of . . . .

### III. Grammar

**Rewrite the following statements as shown between brackets making any necessary changes:**

1. These collections indicate the growth and decline of the craft.  
(Use the verbs from the underlined words)
2. It is at the same time both a restful occupation and a stimulating one.  
(Begin with **Not only**)
3. They need no comment.  
(Use any instead of no)

4. Only once did it apparently cease. (Begin with It)

**IV. Give verbs from the following words:**

Activity - beauty - dignity - industrial - movement



## The Black Robin

The black robin is one of the world's rarest birds. It is a small, wild bird, and it lives only on the island of Little Mangere, off the coast of New Zealand. In 1967 there were fewer than ten. These are the only black robins left in the world. The island has many other birds, of course, of different kinds, large and small; these seem to multiply very happily.

Energetic steps are being taken to preserve the black robin—to guard those remaining and to increase their number. Detailed studies are going on, and a public appeal for money has been made. The idea is to buy another island nearby as a special home, a 'reserve' for threatened wild life, including black robins. The organizers say that Little Mangere should then be restocked with the robin's food—it eats only one kind of seed—and so renewed for it. Thousands of required plants are at present being cultivated in New Zealand. The public appeal is aimed at the conscience of mankind, so that the wild black robin will not die out and disappear from the earth in our time at least.

Is all this concern a waste of human effort? Is it any business of ours whether the black robin survives or dies out? Are we losing our sense of what is reasonable and what is unreasonable?

In the earth's long, long past hundreds of kinds of creatures have evolved, risen to a degree of success—and died out. In the long, long future there will be many new and different forms of life. Those creatures that adapt themselves successfully to what the earth offers will survive for a long time. Those that fail to meet the challenges will disappear early. That is nature's proven method of operation.

The rule of selection—'the survival of the fittest'—is the one by which man has himself arrived on the scene. He, being one of the most adaptable creatures that have ever lived on the earth, may last longer than most. Some creatures, certain small animals, insects and birds, will almost certainly outlast man, for they seem even more adaptable.

### Vocabulary

**robin** (n.): any of passerine birds (about 100 species) of the families Muscicapidea, Turdidae and Petroicidae

**wild** (adj.): untamed, not domesticated

**multiply** (v.): to increase the amount, degree or number of

**energetic** (adj.): having powerful effects, characterized by vigor

**preserve** (v.): to protect, to keep from harm or injury

**guard** (v.): to protect from danger, to keep in safety

**die out** (v.): to become extinct, to cease gradually

**evolve** (v.): to come into being, to develop

**adapt** (v.): to make oneself comfortable to a new thing, to fit, to modify

**outlast** (v.): to live, last or remain longer than

## I. Multiple Choice Questions

Choose the response which best reflects the meaning of the passage.

1. The black robin is dying out mainly because . . .
  - a. people have been very careless about its survival.
  - b. the other birds on the island have destroyed it.
  - c. its only food is becoming exhausted on Little Mangere.
  - d. the appeal for money has come at the wrong time.
  
2. The success of other small birds on little Mangere shows that . . .
  - a. the island cannot have very much food left.
  - b. something has to die out, they can't all be winners.
  - c. the black robin has failed to meet the challenges of life.
  - d. the big birds have all been attacking the black robin.
  
3. As regards selection and survival, the decisive factor seems to be . . .
  - a. the number of wild life reserves that are available.
  - b. the ability to adapt to changed or changing conditions.
  - c. the concern and generosity of the public.
  - d. the size of the home, or the amount of space one has to live in.

## II. Answer the following:

1. Consider: . . . it **lives only** on the island of Little Mangere.  
. . . it **eats only** one kind of seed.

What is the importance of this word **only** in a discussion of the black robin?

2. So far as the passage tells us, what effect has man had on the bird-life of Little Mangere?
3. What do you understand by the phrase '**threatened wild life**'?
4. Would nature (if she were a person) ever think of life being 'threatened'? Give the writer's opinion and then your opinion.
5. Give your considered judgment with reference to the last sentence of the passage.

## III. Grammar and Vocabulary:

1. Complete these sentences by choosing a suitable verb from the list given at the foot of the exercise. Make any necessary changes.

1. Let's go for a walk as soon as it stops . . . .
2. They kept on . . . a noise even after I asked them to stop.
3. Mona never minds . . . the dinner.
4. She begged her husband to give up . . . his pipe in bed.
5. I don't remember . . . a present this year.
6. Grandfather enjoys . . . television.
7. Fancy . . . an overcoat on a hot summer's day.

8. I couldn't help . . . what you said about me.

cook - go - hear - make - paint - rain - send - smoke - watch

## Animal Extinction

Many species are becoming extinct. They are dying faster than they are reproducing. Soon there will be no more animals of these species. In the past animals such as, mammoths and the dinosaurs, died because of environmental changes. They were not able to adapt to the changing environment. Today, many species are becoming extinct because of humans who destroy the animals' homes when they build homes and highways. Other people kill the animals for their meat, fur, or skin. Many of the African cats whose skins are used for fur coats are in danger of becoming extinct if they are not protected.

One animal that is near extinction is the giant panda from China. It looks like a bear and is black and white. It is very large, sometimes weighing as much as 300 pounds. There are only about 1000 pandas left in the world.

Another animal that will become extinct soon is a very large bird called the California condor. There are only about thirty of these birds left in the world. People have killed the birds for sport, and some of the birds have eaten poisoned meat. People have built houses and ranches on land where the condor lived. Then there were no small animals for the condors to eat. The California condor is the largest bird in North America. It weighs 30 pounds, and the wings are about 9 feet wide.

All animals are part of the environment and depend on it for their life. When the environment is disturbed, the animals must change and adapt in order to survive. However, the environment is changing so rapidly that it is difficult for the animals to change in time. Many species need protection to prevent them from becoming extinct.

### True or False

Use the information given in the passage to decide whether these statements are TRUE or FALSE.

1. Extinct means 'none of these animals are alive now.'
2. Extinct animals reproduce quickly.
3. Mammoths and dinosaurs are extinct.
4. Mammoths successfully adapted to environmental changes.
5. Adapt means 'to change.'
6. People make coats from the skin of African cats.
7. The panda is a bear.
8. Condors eat meat.
9. Animals poison the environment.
10. All animals can survive changes in nature.

## Human Beings

Human beings have adapted to the physical world not by changing their physical nature, but by adjusting to their society. Animals and plants have made adjustments, over long periods, by the development of radical changes in their very organisms. Hereditary differences meet needs of various environments. But among humans, differences in head form and in other physical features are not, in most cases, clearly adaptive. Nor is it clear that mental capacities of races are different. As far as we know, the races are equally intelligent and equally capable of solving their problems of living together. The varying ways of life, it seems, are social and learned differences and not physical and inherited differences. It stands to reason, therefore, that man's adjustment to his surroundings should be studied in custom and institution, not in anatomy and neural structure.

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. According to the passage, anyone who wanted to study human adaptation to environment should do so through the field of . . .
  - a. physics
  - b. sociology
  - c. archaeology
  - d. medicine
2. Over the centuries of human development, adaptation to the physical world has been accomplished through . . .
  - a. radical change in the organism
  - b. changes similar to those accomplished by plants
  - c. dramatically different head sizes
  - d. cultural adjustments in the customs of society
3. The varying ways of life among humans are . . .
  - a. learned and social.
  - b. caused by heredity and physical variation
  - c. due to different mental capacities
  - d. similar to the varying ways of plants
4. Suggest a suitable title for the above passage.

## The Library of Congress

The Library of Congress cooperates with a nationwide network of libraries to provide free library service for visually or physically handicapped individuals who cannot use printed materials. Through this program, books and magazines in recorded and Braille forms are made available to eligible residents of the United States, its territories and possessions, and to eligible U. S. citizens living abroad.

In addition to the bimonthly publications TALKING BOOK TOPICS and BRAILLE BOOK REVIEW, which are mailed free of charge to registered readers, to organizations serving the visually or physically handicapped, to interested individuals, various catalogs and bibliographies inform readers of the range of titles and services available to them from their regional libraries. The two bimonthly publications and catalogs are produced in print as well as in recorded and Braille versions.

### Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. In order to receive the publication TALKING BOOK TOPIC a person must be . . .
  - a. blind
  - b. able to read
  - c. a member of Congress
  - d. registered
2. THE BRAILLE BOOK REVIEW informs readers of the publications available for the . . .
  - a. blind
  - b. deaf
  - c. crippled
  - d. people living abroad
3. The Library of Congress, through its regional library system, makes available to the visually and physically handicapped publications . . .
  - a. on record only
  - b. on tape only
  - c. on records and in Braille
  - d. in Braille only

## Elephants Communication

One **mystery** about elephants that seems to have been solved is how elephants communicate with each other. Humans have heard a whole variety of sounds coming from elephants, but these sounds are not the only **way** that elephants communicate. A new explanation about elephants communication is being proposed. Elephants vibrate the air in their trunks and foreheads. The sound that is created during this vibration has an extremely low pitch; the pitch, in fact, is so low that humans cannot hear it. However, it seems that other elephants can and do hear and understand these low rumblings.

### I. Multiple Choice Questions

**Choose the response which best reflects the meaning of the passage.**

1. The passage mainly discusses: . . .
  - a. The answer to a question about how elephants communicate
  - b. How elephants vibrate the air in their trunks
  - c. Communication between animals and humans
  - d. The sounds that elephants make
  
2. According to the passage, people . . .
  - a. cannot hear any elephants sound
  - b. are not interested in elephant sounds
  - c. hear only one elephant
  - d. can hear numerous elephants sounds
  
3. Where do elephants vibrate air?
  - a. in the throats
  - b. in their trunks
  - c. in their mouths
  - d. in their ears
  
4. The word ‘**way**’ in line 4 could best be replaced by . . .
  - a. direction
  - b. method
  - c. path
  - d. road

### II. Vocabulary in Context

**Choose the definition which best fits this word as it is used in the passage.**

1. A ‘**mystery**’ in line 1 is . . .
  - a. a speech

- b. something unknown
- c. a funny story
- d. a detective



## The English at First Glance

The chances of war brought to England, either as soldiers or refugees, hundreds of thousands of foreigners and forced them into contact with ordinary people. Those of them who had the **gift of observation** will have seen for themselves that the real England is not the England of the **guide-books**. Blackpool is more typical than Ascot, the top hat is a moth-eaten rarity, the language of the B.B.C. is not the language of the masses. Even the prevailing physical type does not agree with the **caricatures**, for the tall lanky physique which is traditionally English is almost confined to the upper classes: the working classes, as a rule, are rather small.

It is worth trying for a moment to put oneself in the position of a foreign observer, new to England, but **unprejudiced**, and able because of his work to keep in touch with ordinary, useful, unspectacular people. With his fresh eyes he would see a great deal that a native observer misses. Almost certainly he would find the salient characteristics of the English common people to be artistic insensibility, gentleness, respect for legality, suspicion of foreigners, sentimentality about animals, hypocrisy, exaggerated class distinction, and an obsession with sport. As for our artistic insensibility, ever-growing stretches of beautiful countryside are ruined by planless building, the heavy industries are allowed to convert whole counties into blackened deserts, ancient monuments are wantonly pulled down or **swamped by seas** of yellow brick.

Our imaginary foreign observer would certainly be struck by our gentleness, by the orderly behavior of English crowds, the lack of pushing and quarrelling, the willingness to form queues, the good temper of harassed, overworked people like bus conductors. The manners of the English working class are not always very graceful, but they are extremely considerate. Great care is taken in showing a stranger the way, blind people can travel across London with the certainty that they will be helped on and off every bus and across every street.

There is no revolutionary tradition in England, and even in extremist political parties, it is only the middle-class membership that thinks in revolutionary terms. The masses still more or less assume that "against the law" is a synonym for "wrong."

*George Orwell*

### Vocabulary

**top hat** (n.): a man's tall silk hat, especially worn on formal occasions

**moth-eaten** (adj.): no longer in modern use, outdated, old-fashioned

**the masses** (n.): the common people

**prevailing** (adj.): dominant

**lanky** (adj.): boney, skinny and tall, very tall and thin

**physique** (n.): body  
**confined** (adj.): limited  
**convert** (v.): change  
**salient** (adj.): noticeable, outstanding, remarkable  
**ancient** (adj.): antique, old  
**wantonly** (adv.): without good reasons  
**harassed** (adj.): worried and tired  
**unprejudiced** (adj.): not showing unfair judgment

**I. Try to find a synonym for each of the following words (as used in the text).**

1. moth-eaten rarity
2. typical
3. prevailing
4. lanky
5. confined
6. harassed
7. unspectacular
8. salient
9. characteristics
10. wantonly

**II. Explain the following words or expressions, using a paraphrase or synonymous expression. Do not use the underlined words.**

1. gift of observation
2. guide books
3. caricatures
4. unprejudiced
5. swamped by seas of yellow brick

**III. Answer the following questions**

1. What can we infer from the author's remarks about the information guide-books give about England?
2. How do caricatures frequently represent an Englishman's outward appearance?
3. Who – according to George Orwell – is best able to acquire an objective impression of the English?
4. According to Orwell, would an objective impression of the English character include the discovery of any imperfections? Find reasons for your answer in the text, and quote them.
5. What do the letters "B.B.C." stand for?

## Food for All

Food for all is the crucial problem of the world today for several reasons. A hungry world is never likely to be a peaceful world. It is not saying too much to suggest that unrest throughout the world most frequently has its root cause in dissatisfaction with that part of the standard of living concerned with food. As Le Gros Clark has put it, a *stable* civilization will be built only on the foundations of the farm and the kitchen.

We do well to remind ourselves that we consume food for three reasons. A large part of the food we eat keeps us going by *providing* the body with its heat and energy. It has *precisely* the same function as fuel performs with our modern machinery. However perfect the machine, it will not function without the right fuel in *adequate* quantities. Vaguely this idea has been apparent to man for a long time. Our *ancestors* used to talk about a man's strength failing through lack of food. If for a short time the intake of this fuel is inadequate, the body is able to call upon reserves normally stored in the tissues, but *ultimately* this stored material is used up and *starvation* results. For the fuel purposes of food, we are concerned particularly with carbohydrates – our daily bread.

In the second place, we consume food for building up the machine itself, that is to say, for the development of the body. It is for this purpose that we require particularly the *complex* substances known as proteins, builders of muscles and other tissues. We have come to realize in recent years the important part played also by those essential substances to which the term vitamin is applied. They are diverse in chemical composition and in function, and they are only required in small quantities; yet they are *fundamental* in the body's economy, and the body itself cannot manufacture them from simple raw materials. In rather the same way certain chemical elements are necessary in small quantities, calcium for bone, minute quantities of iodine for teeth, small quantities of iron for healthy red blood, and so on.

Thirdly, we consume food for what perhaps might be called its psychological effect. In these days the art of gracious living, to which our ancestors were perhaps too much *addicted*, has been almost forgotten, but probably all of us appreciate that a tastefully served and well-balanced meal, eaten in pleasant surroundings, gives us a greater satisfaction than the same mixture of carbohydrates, proteins, and vitamins consumed from a tin mug on the floor. A graphic illustration is afforded by an experiment carried out in a British hospital. Groups of people were served with first-class food, good meat and well-cooked potatoes, but the meat was colored green and the potatoes magenta and other fierce colors. The

majority of the « guinea pigs » were so affected psychologically that they were ill after the completely innocuous meal.

In the long view a *monotonous* diet, even if pronounced adequate, will not necessarily maintain the full vigor of either individual or nation, however satisfactory it may be during stress, as in wartime. The widely held view that many people live on an extremely monotonous diet and like it – one thinks of the boiled rice, occasionally flavored with a little fat pork, and the weak tea of the Chinese – is far from the truth. Given the opportunity and the means, all peoples turn to a varied diet. I have often thought that the finest advice on the subject was that given by the English musical comedy actress Marie Lloyd in her song of long ago « A Little Bit of What You Fancy Does You Good »

## Vocabulary

**crucial** (adj.): vital, very important, decisive, critical.

**stable** (adj.): solid, sound, not easily shaken.

**providing** (adj.): supplying, giving.

**precisely** (adv.): exactly.

**adequate** (adj.): sufficient.

**ancestors** (n.): forefathers.

**ultimately** (adv.): in the end.

**starvation** (n.): death from hunger.

**complex** (adj.): made up of several elements

**fundamental** (adj.): essential, basic, absolutely necessary.

**addicted to** (p. part): given to, habituated to (usually to something bad)

**graphic** (adj.): clear

**innocuous** (adj.): harmless

**monotonous** (adj.): of the same kind, unvaried

**magenta** (adj. & n.): vibrant light purple (substance used as a dye)

## True or False

Use the information in the passage to decide whether the following statements are **TRUE** or **FALSE**.

1. Hungry people are likely to wage war.
2. Lack of food results in loss of strength and ultimately, in death.

3. Our ancestors were not aware of the importance of food
4. Iron is necessary for healthy teeth
5. There is a psychological need in eating food which is nicely cooked and elegantly served.
6. Most people enter prefer a monotonous diet to a varied one.
7. Carbohydrates are necessary for body-building
8. The 'guinea pigs ' in the hospital felt sick because the food was badly cooked.

## Iron

Man first knew iron almost 6,000 years ago. But during that early period he did not get it from the earth as he does now. Amazingly, it came from the sky. Iron is never found in its native state as are copper and a few other metals. But when a meteor has managed to *survive* its swift dive through our earth's atmosphere and comes crashing down as a *meteorite*, or iron alloys and nickel. Meteorites are very rarely made of metal alone.

Primitive man found that the iron which came to him in this strange way could be hammered and worked, just as he was used to working native gold, silver, and copper. But iron became harder than any of those metals and was greatly valued because it was so rare. Also it seemed to come as a gift from above. In fact it was called the « Metal from Heaven ».

Long before they knew how to smelt iron from its ores, various peoples made *implements* from the iron of meteorites. This metal was so precious that jewelry was made of it in very ancient times. Iron beads dating back to 4,000 B.C. were found in a *cemetery* in Egypt. Long ago in Rome, wedding rings were made of it, and an iron blade which has lasted for 5,000 years has also been unearthed.

At a much later period, when the Spaniards conquered South America, they found the inhabitants using meteoric iron. The Eskimos used it until the 1700's. The way we know that certain articles are made of meteoric iron is that analysis shows they contain up to 8 percent of nickel while man-made iron smelted from the ores found on earth never contains such quantities of nickel.

No one knows for certain when, where, or just how iron was first smelted. When man first learned how to *extract* iron from its ores (essentially, as we know, a combination of iron and oxygen) the discovery was so important that it ranks with fire-making and the invention of the wheel as one of the great *milestones* in human progress.

Knowing how to smelt iron gave primitive man a far richer supply of metal than he had ever had before, and it was the hardest metal he had ever known. Gradually he learned how to make it into weapons and tools. It is believed that the early making of iron began in some parts of the world some 3,000 years ago. The reason for this belief is that at that time

Egyptian armies had many more iron weapons than could possibly have been made from the relatively rare meteoric iron.

Because it was so serviceable and its ores were so widely distributed, people began to use iron more and more. Civilization took a giant step from the bronze to the Iron Age which began about 1400 B.C., although the date varies some according to the particular country we are talking about. Iron *crowded* out bronze, just as in modern times steel, a form of iron, has largely replaced its « parent » – iron.

Iron was found to be better than bronze for such things as armor, chariots, swords, tools, and many, many other things.

## **Vocabulary**

**meteor** (n.): a shooting star.

**meteorite** (n.): the remains of a meteor.

**to survive** (v.): to stay alive.

**implements** (n.): tools.

**cemetery** (n.): a number of tombs.

**to extract** (v.): to take out, to pull out, to separate from.

**milestone** (n.): a landmark that signals a stage on the road.

**to crowd out** (v.): to push out so as to make less useful.

## **True or False**

**Use the information in the passage to decide whether the following statements are true or false.**

1. Man first knew iron at the beginning of the Christian era.
2. Meteoric iron is usually mixed with nickel.
3. Gold is harder than iron.
4. Man-made iron contains 8% of nickel.
5. Iron was first smelted by the Eskimos.
6. Ancient Egyptians used iron to make weapons more than 3,000 years ago.

7. Before iron, man used steel to make tools.
8. In the history of mankind, bronze comes before iron.



## The Educational Process

Education is a very familiar process. It has been under observation for a long time. On the surface it seems to be a fairly simple process. It has little of the mystery of lightning or of atomic fission or of cardiac surgery. It is a process, moreover that has been managed at times by rather ordinary people. True enough, some of these rather ordinary people may have obtained very mediocre results. But they have not produced disasters. All in all we can hardly declare educational ideas to be out of bounds for *amateurs*. We can hardly claim that here we have a process so complicated, so delicate, and so dangerous that the ordinary person cannot hope to understand or manage it. We can hardly content that the specialist is the only one who can reach *valid* conclusions about the nature of the educational process.

Without for a moment ignoring the familiar and commonsense nature of education, we must realize, however, that there are few fields in which it is easier *to go astray*, and which are so permeated by *misconceptions*. These misconceptions, moreover, are found not only among laymen and among people who have given the matter only casual thought. They are found also among people who have been long familiar with educational problems and who have given these problems a moderate study.

To illustrate the *treacherous* ground on which we tread when we study the very familiar process of education, let us suppose that someone has shown that people with poor education earn much more money than people with less education. In the face of these facts it seems to be the most natural thing in the world, among educators and laymen alike, to assume that further education leads to more earning power. And yet this conclusion is by no means justified. It is only one of several possible conclusions which could be drawn from the facts.

It is quite possible that those who secured more education were fortunate enough to have more ability and more money behind them in the first place, and it is further possible that these advantages of greater ability and greater financial backing may have led to greater earnings anyways. Until we can *dispose* of this second *hypothesis*, we should not take it for granted that education leads to greater earnings.

Educators are not the only people who have to worry about the pitfall of *wishful thinking*. It is a pitfall which plagues investigators in very many fields, but it is especially *hazardous* to those who would attempt to understand the nature of education.

The professional educator must have considerable faith in the educational process. He is intimately involved in the process. He must hope and believe that it will accomplish great things. His motive and his

drive depend largely on a warm and enthusiastic *conviction* that education is an important route to human betterment. Teaching is often such a warm, emotional, enthusiast process. It calls for *devotion* and *commitment* to a given course of action. It is possible that a cold, analytic attitude of suspended judgment would prevent the teacher from stimulating students and would for poor *rapport*.

These convictions and emotional commitments which may be so necessary in the practice of education are obvious *handicaps* in the careful and precise study of education. Enthusiastic feelings or warm hopes should not influence our decision as to what is so. Our faith in education, for instance, encourages us to believe that schooling will enable a person to earn more money. But this faith should be put aside when we try to reach a *sober* conclusion on this or on any other problem. To take another example, suppose that in the course of a long journey we come to a bridge which appears to be *precarious*. Our problem is to decide whether or not the bridge is safe. Now in making that decision we should not be influenced by our desire to cross that bridge. We should make our decision on the basis of sober measurement and cold logic. A decision based on hopes and desires and *hunches* could lead to disaster.

## Vocabulary

**anatomic fission:** splitting of the atom.

**cardiac** (adj.): of the heart.

**mediocre** (adj.): average, undistinguished.

**out of bound:** beyond the reach, not accessible, closed to.

**amateurs** (n.): non-professional.

**valid** (adj.): established as correct.

**to go astray** : to go wrong

**misconceptions:** full of false ideas.

**treacherous** (adj.): unsafe.

**justified** (p. part): supported by evidence or reasoning.

**to dispose of** (v.): to dismiss or disprove.

**hypothesis** (n.): assumption, an idea as yet not proven.

**wishful thinking:** a mere hope which has not come true.

**hazardous** (adj.): risky.

**conviction** (n.): firm belief

**devotion** (n.): giving oneself completely to some task or somebody.

**commitment** (n.): unshaken belief.

**rapport** (n.): response, sympathy.

**handicaps** (n.): hindrances, obstacles.

**sober** (adj.): cool and well-reasoned.

**precarious** (adj.): unsafe, flimsy.

**hunches** (n.): conclusions based on guess-work.

## **True or False**

**Use the information in the passage to decide whether the following statements are true or false.**

1. Education is as complex a process as cardiac surgery.
2. Amateurs have often practiced education with varying results.
3. The field of education suffers from a large number of misconceptions.
4. More education means more earnings.
5. Wishful thinking means actual facts.
6. An enthusiastic teacher is more likely to establish rapport with his students than a cold, objective, though efficient teacher.
7. The teaching profession demands absolute commitment and devotion on the part of the practitioner.

**Section II**  
**Grammar**

## Part A

### The Present Tenses

**Introduction:** Most English verbs have two present forms. Forms like: *I work, he studies* are called 'simple present' or 'present simple'; forms like: *I am working, he is studying* are called 'present continuous' or 'present progressive'. The two present tenses are used in different ways.

#### The Simple Present Tense

**Introduction:** When we talk about permanent situations, or about things that happen regularly or all the time (not just around now), we use the simple present.

**Simple Present (or Present Simple):** a present verb form that has no auxiliary verb in the affirmative.

I **like** cheese cake.

He **plays** basketball.

**Tense:** a verb form that shows the time of an action, event or state.

Examples: **study, studied, is studying, will study**

#### A. Form

The simple present has the same form as the infinitive but adds an **s** for the third person singular (he, she, it).

#### B. Spelling Note

i. Verbs ending in: **ch, sh, ss, x** and **o**, add **es**, instead of **s** alone, to form the third person singular.

ii. Verbs ending in **y** following a consonant change the **y** into **i** and add **es**.

iii. Verbs ending in **y** following a vowel follow the usual rule, i.e. add **s**.

#### C. Uses of the Simple Present Tense

1. The simple present tense is mainly used to express permanent situations, or habitual actions; things that happen regularly, repeatedly or all the time.

Examples:

The sun **rises** from the east.

Babies **cry**.

Birds **fly**.

Fish **swim**.

What **do** you **do**?

It never **rains** here in August.

I usually **visit** my parents every Friday.

The simple present tense is often used with adverbs or adverb phrases such as: always, usually, sometimes, often, never, occasionally . . . etc.

2. The simple present tense can be used for a planned future action or series of actions, particularly when these refer to a journey. Thus, we can sometimes use the simple present to talk about the future. This is common when we are talking about events which are part of a timetable; 'time-tabled' future events.

Examples:

What time **does** the next bus **arrive**?

My plane **leaves** at 4 p.m.

N. B. **will** is also usually possible in these cases.

3. The simple present tense must be used instead of the present continuous with those verbs which cannot be used in the continuous form (non-progressive verbs) e.g. believe, like, love, see ... etc.

I **believe** you. (**Not** I am believing you.)

He **likes** orange juice. (**Not** He is liking orange juice.)

4. The simple present tense is used, chiefly with the verb say when we are asking about or quoting from books or notices.

Examples:

What **does** the book **say**? It **says**, 'Drive very slowly.'

What **does** that notice **say**? It **says**, 'Smile.'

5. It is used in conditional sentences, type 1 'first conditional' or probable condition. The verb in the if-clause is in the present tense; the verb in the main clause is in the future tense.

Examples:

If we **play** tennis, I **will win**.

If it **rains**, I **will stay** at home.

If you **annoy** the cat, she **will scratch** you.

6. It is used in time clauses.

**Time clauses** are introduced by conjunctions of time such as: **after, as, as soon as, till, until, when, whenever....**

Examples:

I'll stay here **till/until** you get back.

The **sooner** we **start**, the sooner we will finish.

## The Present Continuous Tense

**Present Continuous (or Progressive):** a verb form made with am/is/are +...ing.

Examples:

I **am teaching**.

Are you **studying**?

### A. Form

The present continuous tense is formed with the present tense of the auxiliary verb **to be** (am/is/are) + the present participle (the infinitive + ing).

**Present Participle:** the form of a verb ending in -ing, used as an adjective, a verb or part of a verb.

Examples:

1. As an adj.: a **loving** parent.
2. As a verb: **Opening** the door, he smiled.
3. As part of a verb: She was **smiling**.

Now, you know what a present participle is. What about gerund?

**Gerund:** the form of a verb ending in -ing, used as a noun (for example, used as the subject or object of a sentence).

Examples:

**Smoking** is a very bad habit.

I like **getting** up at dawn.

### B. Spelling Note:

1. When a verb ends in a single **e**, this **e** is dropped before **ing**:

Smile, smiling                      ride, riding                      drive, driving

2. When a verb of one syllable has one vowel and ends in a single consonant, this consonant is doubled before **ing**:

Run, running                      hit, hitting                      stop, stopping

### C. Uses of the Present Continuous Tense



**1. Now: i.e. for an action happening now** (at the moment of speaking). We use the present continuous to talk about actions and situations that are going on now.

What are you doing?

## **2. Around now**

We use the present continuous to talk about an action that is happening around/about this time but not necessarily at the moment of speaking.

Examples:

I am reading a novel by Orwell (this sentence may mean 'at the moment of speaking' but may also mean 'now' in a more general sense).

My nephew is working in Saudi Arabia at the moment.

## **3. Talking about the future**

We use the present continuous to talk about a definite arrangement in the near future (and is the most usual way of expressing one's immediate plans):

What are you doing tomorrow evening?

## **4. With a point in time to indicate an action which begins before this point and probably continues after it:**

At 9.10 I am watching TV. This sentence means I start watching TV before that point in time.

## **5. Repeated Actions**

With '**always**' for a frequently repeated action, often one which annoys the speaker or seems unreasonable to him:

Tom **is always going** away for weekends.

### **Repeated Actions: simple or continuous?**

The present continuous can refer to repeated actions and events, if these are happening around the moment of speaking. But we do not use the present continuous for repeated actions and events which are not closely connected to the moment of speaking.

Water boils at 100 Celsius. Not Water is boiling at 100 Celsius.

## The Past Tenses

### The Simple Past Tense

The simple past tense is a past verb form that has no auxiliary verb in the affirmative. The same verb form is used for all persons.

Examples:

I **studied**.

He **studied**.

She **studied**.

They **studied**.

#### A. Form

The simple past tense in regular verbs is formed by adding **-ed** to the infinitive.

Examples:

to work    simple past: **worked**

to visit    simple past: **visited**

#### B. Spelling Note

I. Regular Verbs

1. Verbs ending in **-e** add **-d** only

Examples:

to love    simple past: **loved**

to smoke,    simple past: **smoked**

2. The rules for doubling the final consonant when adding **-ing** apply also when adding **-ed**, i.e. verbs ending in one stressed vowel + one consonant (except **w** or **y**): double the consonant and add **-ed**

Examples:

to stop, **stopped**;    to admit, **admitted**

When the last syllable is unstressed, just add **-ed**

Examples:

to offer, **offered**;    to visit, **visited**

3. Verbs ending in **y** following a consonant change the **y** into **i** before adding **-ed**

Examples:

to study, **studied**; to carry, **carried**; to cry, **cried**

4. Verbs ending in **y** following a vowel do not change.

Examples:

to stay, **stayed**; to obey, **obeyed**; to play, **played**

## II. Irregular verbs

There are no rules for irregular verbs. Thus, the simple past form of each irregular verb must be learned.

Examples:

to see, **saw**; to meet, **met**; to give, **gave**

## C. Uses of the Simple Past Tense

The simple past is the tense normally used for the relation of past events.

**1. It is used for actions completed in the past at a definite time;** i.e. We use the simple past to describe or express an action, activity or situation that began and ended at a particular time in the past. It is therefore used:

### I. For a past action when the time is given:

Examples:

We **studied** *A Tale of Two Cities* last semester.

I **answered** all the questions in the exam **yesterday**.

### II. Or when the time is asked about:

When **did** you **study** *A Tale of Two Cities*?

### III. Or when the action clearly took place at a definite time even though this time is not mentioned:

The plane **was** 15 minutes late.

### IV. Sometimes the time becomes definite as a result of a question and answer in the present perfect:

Examples:

Where **have** you **been**? I've **been** to the theatre.

What **was** the play? *King Lear*. **Did** you enjoy it?

**2. The simple past tense is used for an action whose time is not given but which (I) occupied a period of time now terminated:**

He **lived** in Cairo for **ten years** (but he does not live there at present).

**Or (II) happened in a period of time now terminated:**

During my stay in Cairo, I **called** at the Pyramids.

**3. The simple past tense is also used for a past habit:**

Examples:

I never **drank**.

He **used** to smoke.

## The Past Continuous Tense

**Past Continuous** (or **progressive**): a verb form made with **was/were + ...ing**.

Examples:

I **was studying**.

They **were studying**.

### A. Form

The past continuous tense is formed by the past tense of the verb **to be** (**was/were**) + the **present participle**:

Examples:

I **was working**.

He **was working**.

They **were working**.

### B. Uses of the Past Continuous Tense:

The past continuous tense is usually used to express two actions that happened at the same time, but one of them began earlier and was in progress when the other action occurred. We use it to say that someone was in the middle of doing something at a certain time. The action or situation had already started before this time but hadn't finished.

Example:

While I **was watching** an interesting program on TV, the mobile **rang**.

We also use the past continuous tense to express two activities that were happening at the same time in the past.

Example:

While I **was reading** Animal Farm, my children **were studying**.

1. The past continuous tense is chiefly used for **past actions** which **continued** for some time but whose exact limits are not known and are not important:

**I. Used without a time expression, it can indicate gradual development:**

It **was getting** darker.

**II. Used with a point in time, it expresses an action which began before that time and probably continued after it:**

He **was having** breakfast at **7:0**. This sentence means that he had started breakfast before 7:0.

**3. The past continuous tense can be used as an alternative to the simple past to indicate a more casual, less deliberate action:**

I **was talking** to him the other day.

## The Present Perfect Tense

**Present Perfect:** a verb form made with **have/has + past participle**.

Examples:

I **have lost** my mobile.

He **has been** to the Kingdom of Saudi Arabia.

**Present Perfect = a time before the present**

**Past Participle:** a verb form like **worked, studied, done, given, gone, seen**, which can be used to form perfect tenses and passives, or as an adjective. The past participle in regular verbs has exactly the same form as the simple past. In irregular verbs the past participles vary.

### A. Form

The present perfect tense is formed with the present tense of **to have + the past participle**.

### B. Uses or the Present Perfect Tense

**1. The present perfect tense is used for past actions whose time is not given and not definite.** The speaker does not want to tell the specific time an action took place or does not think the specific time is important.

Example:

I **have read** The Old Man and the Sea.

**2. It is used for recent actions when the time is not mentioned.**

Examples:

I **have lost** my mobile. This sentence means that I lost my mobile a short time ago and I still haven't got it.

I **have read** the instructions, but I don't understand them.

**3. It can be used for actions which happened in the past, provided the connection with the present is still maintained, i.e. the action could be repeated in the present.** This means: we do not use the present perfect when an action is completed in the past and is not linked with the present.



Examples:

Mona **has gone** to Cairo. This sentence means that Mona is in Cairo or on her way to Cairo now.

'I **have seen** wolves in the forest' implies that it is still possible to see them, and "So-and-so has written a number of short stories' means that so-and-so is still alive and can write more.

**4. It can be used for an action beginning in the past and is still continuing.**

Example:

I **have lived** here all my life (I still live here).

**5. It can be used for an action which begins in the past and finishes at the moment of speaking.**

For example: (on meeting someone) I haven't seen you for ages (but I see you now).

**6. It can be used with a word or phrase denoting an incomplete period of time (e.g. *this morning, this evening, today, this week, this month, this term, this year etc.*) when this period of time is not finished at the time of speaking.**

Examples:

I **haven't seen** Ahmed this morning.

She **hasn't studied** very much this term.

**Have you had** a holiday this year?

**7. It can be used with *just* to express a recently completed action.**

**Just** = a few minutes ago, a short time ago. Thus, the adverb ***just*** denotes recent occurrence of an action. **Just** must be placed between the auxiliary and the main verb.

Example:

Would you like something to eat?

No, thank you. I've just had lunch. = I had lunch a few minutes ago.

**8. It is used with: *This is the first time...., It's the first time.....***

Example:

Ali is driving a car. He's very nervous because it's his first time behind the wheel of a car. We can say: **This is the first time Ali has driven** a car.

**9. It can be used with *lately, recently, yet*.** The adverb **yet** occurs in sentence final position in questions and in negative statements.

Examples:

**Have you done** it yet?

No, I **haven't done** it yet.

I **haven't told** him about your problem yet.

**10. It can be used with *for* and *since*.**

**A. *For*** is used with a period of time i.e. we use **for** when we say the period of time (an hour, two days , a week....)

***For*** can be used either with the present perfect or with the simple past. When ***for*** is used with the present perfect tense, it denotes a period of time extending into the present. When ***for*** is used with the simple past tense, it denotes a terminated period of time.

Examples:

Ahmed **has worked** in the Kingdom of Saudi Arabia **for** two years. (=In the present, he works there. He started working there two years ago.)

Ahmed worked in the Kingdom of Saudi Arabia for two years. (=In the past, he worked there. He does work there now.)

**B. *Since*** is used with a point in time and means from that point to the time of speaking i.e. we use ***since*** when we say the beginning of the period (9 o'clock, Monday, May, 1999, I was born ...) ***Since*** is always used with a perfect tense.

Example:

I **haven't seen** my best friend **since** Friday.

## The Past Perfect Tense

**Past Perfect:** a verb form made with **had + past participle**.

Examples:

I **had lost** my mobile.

He **had been** to the Kingdom of Saudi Arabia.

### A. Form

The past perfect tense is formed with **had** and **the past participle**. It is therefore the same for all persons.

**Past perfect:** The basic meaning of the past perfect is '**earlier past**', i.e. we are already talking about the past, and want to talk about an 'earlier past'.

**The past perfect tense** = the past perfect simple, the simple past perfect

### B. Uses of the Past Perfect Tense

The basic meaning of the past perfect is 'earlier past'. Thus, the main use of the past perfect is to make it clear that something already happened before another in the past, i.e. we use the past perfect to show which event happened first.

#### 1. The past perfect is the past of the present perfect.

Compare the following sentences:

**Present:** I'm not hungry. I've just had dinner.

**Past:** I wasn't hungry. I'd just had dinner.

#### 2. The past perfect is used to say that something had already happened before something else in the past. That is to say, we use the past perfect to order actions or events in the past.

Read the following examples:

1. Hany told me that the grammar teacher **had given** a test yesterday.

a. **told** (past simple): **action in the past**

b. **had given** (past perfect): '**earlier past**'; **action further in the past**

2. He **didn't want** to come to the cinema with us because he **had** already **seen** the film.

a. **didn't want** (past simple): **action in the past**

b. **had seen** (past perfect): **'earlier past'; action further in the past**

**3. The past perfect is common after past verbs of *saying* and *thinking* to talk about things that had happened before the saying or thinking took place.**

Examples:

I **told** him that I **had done** the job.

I **thought** I **had done** the job.

**4. There are some conjunctions used before the past perfect to refer to 'an earlier past' such as *after*, *as soon as*, *by the time that*, and *when*.**

Read the following examples:

***After*** the will **had been read**, there **were** angry exclamations.

We **went** to bed ***as soon as*** our guests **had left**.

**5. The past perfect is used with *It was the first/second/third ( that) . . .* and similar structures.**

Read this sentence:

***It was the tenth time*** he ***had asked*** me the same question.

**6. The past perfect is used when we have an *if* clause followed by the conditional *would* and the present perfect.**

Read the following examples:

**If I had come** late, I **would not have met** the dean.

**If he had taken** his father's advice, he **would have been** a successful man.

**7. The past perfect can be used to describe unrealized hopes and wishes. We use it with verbs like: *expect*, *hope*, *intend*, *mean*, *suppose*, *think*, *want*, and *would rather* to describe something we hoped or wished to do in the past but didn't.**

Read these sentences:

I **had hoped** to call on him, but I **didn't manage** it.

She **had intended** to make cheese cake, but she **ran** out of time.

***I'd rather*** he **had asked** me before borrowing the car.

## Part B

### Structure

In this part, each problem consists of an incomplete sentence. Four words or phrases, marked a, b, c, d are given beneath the sentence. You are to choose the one word or phrase that best completes the sentence.

1. You should have . . . the children on ahead of you.
  - a. send
  - b. sent
  - c. sending
  - d. will be sending
  
2. My car is working now, . . . ?
  - a. does it
  - b. doesn't it
  - c. is it
  - d. isn't it
  
3. . . ., you can stay the whole summer.
  - a. Whoever is concerned
  - b. As far as I'm concerned
  - c. As you are concerned for it
  - d. Concerning you and me
  
4. We're ordering our wedding invitations next week and when they're ready . . . address . . . and mail them.
  - a. we'll . . . them
  - b. they'll . . . us
  - c. we . . . they
  - d. they . . . them

5. The poet felt that his work . . . misinterpreted.
  - a. may be have
  - b. could have
  - c. shall be
  - d. might have been
  
6. If the weather report calls for an 80 percent probability of rain, it means there's . . . it will pour.
  - a. a good chance
  - b. no chance
  - c. not much hope
  - d. very little chance
  
7. . . . he was only an hour late; don't be so upset.
  - a. after all
  - b. all after
  - c. afterward
  - d. always after
  
8. If you promise . . . angry with me, I'll tell you what I broke.
  - a. get not
  - b. not get
  - c. not to get
  - d. not getting
  
9. William Shakespeare occupies a . . . place in English literature.
  - a. least unique
  - b. most unique
  - c. very unique
  - d. unique
  
10. A stranger asked if she could . . . some money for bus fare to get home.
  - a. borrow

- b. get from
- c. lend
- d. loan

11. Does he object to . . . for him every night?

- a. for waiting
- b. since you wait
- c. that you wait
- d. your waiting

12. We must leave the party at exactly 9:00 . . . we'll be late for work.

- a. else
- b. for else
- c. other
- d. otherwise

13. Their parents and . . . went to the same theatre last week.

- a. I
- b. me
- c. mine
- d. myself

14. Neither my brother . . . ever been to The Sudan.

- a. nor I has
- b. nor me have
- c. or I have
- d. or me has

15. At the bus stop . . . a soldier and two young people on their way to Luxor.

- a. is
- b. sits and waits
- c. was
- d. were

16. If the maid comes today, please have her . . . my shirts.
- a. to washing
  - b. wash
  - c. washed
  - d. washing
17. The children listened . . . to the words of their grandfather.
- a. respect
  - b. respectably
  - c. respectfully
  - d. respectively
18. I have always enjoyed . . . of his books.
- a. the kind
  - b. these kind
  - c. this kind
  - d. this kinds
19. In order to proceed we must agree . . . a plan of action.
- a. at
  - b. in
  - c. on
  - d. with
20. We had a . . . good time.
- a. badly
  - b. most
  - c. real
  - d. really



21. My next-door neighbor was born . . . Cairo . . . August 9, 1999 . . . 5:50 in the afternoon.
- a. at . . . at . . . at
  - b. at . . . by . . . on
  - c. in . . . in . . . in
  - d. in . . . on . . . at
22. One of my best friends has been out of work . . . a year.
- a. by
  - b. for
  - c. in
  - d. since
23. If he had known how to repair the toaster, he sure . . . her.
- a. tells
  - b. will tell
  - c. would have told
  - d. would tell
24. Is the subway station only two blocks . . . here?
- a. away
  - b. by
  - c. from
  - d. to
25. That idiom should read: I wouldn't touch it with a . . . pole.
- a. foot ten
  - b. ten foot
  - c. ten feet
  - d. ten-feet

26. Is it time for the game to begin . . . ? No, not . . . ?
- a. already . . . already
  - b. already . . . yet
  - c. yet . . . already
  - d. yet . . . yet
27. The lawyer's assistant promised his boss that he . . . finish the work on time.
- a. can
  - b. shall
  - c. will
  - d. would
28. I have always enjoyed . . . English.
- a. study
  - b. studying
  - c. the study
  - d. to study
29. . . . is full tonight.
- a. A moon
  - b. Moon
  - c. Some moon
  - d. The moon
30. . . . practicing with the band this week?
- a. Has been Tom
  - b. Has tom been
  - c. Has Tom been
  - d. Tom been
31. The committee decided to award the trophy to Aly and . . . .
- a. I

- b. me
- c. my self
- d. myself

32. The detective thought the guilty party to be . . . because I have the strongest motive.

- a. I
- b. me
- c. mine
- d. myself

33. He has been working here . . . two years.

- a. ago
- b. for
- c. from
- d. since

34. These questions are easy . . . for me to answer.

- a. enough
- b. So
- c. so that
- d. too

35. He wouldn't have lost his money if he . . . .

- a. had been
- b. is
- c. was
- d. will be

36. We arrived . . . late that there were no seats left.

- a. much
- b. so
- c. very
- d. too

37. I'm looking forward to . . . you.
- a. have met
  - b. meet
  - c. meeting
  - d. will meet
38. When you put up the shelf, remember that . . . nails are needed at each at each pressure point.
- a. a
  - b. any
  - c. one
  - d. several
39. They always give the available seats to . . . comes first.
- a. Which
  - b. Whoever
  - c. Whom
  - d. whomever
40. . . . Qena Avenue merchants formed a group to decide on a special street sale.
- a. A
  - b. Any
  - c. It
  - d. The
41. My boss asked me to answer the phone, to take all messages, and . . . answer some letters.
- a. to type
  - b. type
  - c. typing
  - d. typewrite

42. Maria is from Spain. She . . . Spanish.
- a. is speaking
  - b. speak
  - c. speaks
  - d. spoke
43. I've visited him . . . a week.
- a. last
  - b. for
  - c. on
  - d. since
44. Mary is married . . . Jack.
- a. for
  - b. to
  - c. too
  - d. with
45. Did you meet . . . interesting at the party?
- a. anything
  - b. nothing
  - c. something
  - d. thing
46. I go to . . . work every day.
- a. a
  - b. an
  - c. no article
  - d. the
47. I hope . . . a new job soon.
- a. being found
  - b. find

- c. found
- d. to find

48. Tea will be ready when you . . . home.

- a. get
- b. get to
- c. got
- d. will get

49. When . . . the conference?

- a. did the doctor attend
- b. the doctor attended
- c. the doctor will attend
- d. the doctor's attendance

50. Dull knives are actually safer to use . . . .

- a. as sharp ones
- b. as ones that are sharp
- c. than sharp ones
- d. that are sharp ones

51. Experiments . . . represent a giant step into the medicine of the future.

- a. gene therapy uses
- b. they use gene therapy
- c. use gene therapy
- d. using gene therapy

52. Rubber . . . from vulcanized silicones with a high molecular weight is difficult to distinguish from natural rubber.

- a. is produced
- b. produced
- c. producing
- d. that produces

53. The telephone . . . many times yesterday.

- a. rang
- b. ring
- c. rings
- d. was ringing

54. I was ill . . . I went to work.

- a. although
- b. but
- c. in order to
- d. so

55. They . . . at the taxi driver this morning.

- a. had shouted
- b. shout
- c. shouted
- d. shouting

56. He learns his lessons by . . . very carefully.

- a. he listens
- b. listens
- c. listened
- d. listening

57. Indoor heating systems made . . . for people to live and work comfortably in temperate climates.

- a. it is possible
- b. it possible
- c. possible
- d. possibly

58. That book is one . . . we read.

- a. from nicer

- b. nicest
- c. of the nicest
- d. the nicer

59. Aly is Egyptian. He . . . Egypt.

- a. came from
- b. comes
- c. come from
- d. comes from

60. I am Egyptian. . . . Egyptian?

- a. Are
- b. Are you
- c. You
- e. You are

61. What . . .? I am an engineer.

- a. do you
- b. do you do
- c. you
- d. you do

62. I'm sorry. I . . . understand.

- a. didn't
- b. doesn't
- c. don't
- d. not

63. Yesterday, I put . . . my new shirt.

- a. in
- b. of
- c. off
- d. on



64. We have moved to this flat . . . I was ten.

- a. for
- b. four
- c. since
- d. sins

65. It is 1: 50. It's ten . . . two.

- a. after
- b. past
- c. to
- d. too

66. The plane flew . . . .

- a. high
- b. highly
- c. long
- d. tall

67. . . . you like a cup of tea? Yes, please.

- a. could
- b. do
- c. may
- d. would

68. Where . . . now?

- a. he lived
- b. he lives
- c. he is living
- d. is he living

69. No, I don't want . . . tomatoes.

- a. a
- b. any

- c. no
- d. some

70. Where . . . yesterday? I was at home.

- a. had you
- b. had you been
- c. you were
- d. were you

71. Why don't you go to the National Gallery? I . . . there yesterday.

- a. had gone
- b. have gone
- c. was going
- d. went

72. You . . . work hard to pass the examination.

- a. can
- b. do
- c. must
- d. were

73. My English is very good. I speak English . . . .

- a. bad
- b. better
- c. good
- d. well

74. I . . . to Japan.

- a. been have never
- b. have never be
- c. have never been
- d. never been

75. Don't go out. It . . . rain.

- a. do
- b. can
- c. may
- d. was

76. Maged . . . to his father when I saw him.

- a. talks
- b. talked
- c. was talking
- d. will be talking

77. The man . . . came yesterday is very rich.

- a. he
- b. has
- c. who
- d. whose

78. John is good at football, but Richard is. . . .

- a. better
- b. good
- c. gooder
- d. well

79. Aly . . . since he left school.

- a. has been working
- b. is working
- c. was working
- d. works

80. "Please be quiet." He told me . . . .

- a. be quiet
- b. that be quiet
- c. to be quiet
- d. to be quite

81. I am not as clever as you. You are . . . than I.

- a. clever as
- b. cleverest
- c. more clever
- d. more cleverer

82. When I was a child I . . . a lot of sweets.

- a. eat
- b. was to eat
- c. use to eat
- d. used to eat

83. This house . . . last year.

- a. built
- b. had built
- c. has built
- d. was built

84. Hany enjoys . . . in London.

- a. having lived
- b. living
- c. to live
- d. when lived

85. I think you would better . . . to the doctor.

- a. go
- b. going
- c. to go
- d. will go

86. If it rains, I . . . stay at home

- a. can
- b. might
- c. will
- d. would

87. I . . . to sleep early.

- a. am use
- b. use
- c. used
- d. using

88. It's so hot, . . . ?

- a. does it
- b. is it
- c. isn't it
- d. isn't its

89. Let me . . . you a drink.

- a. buy
- b. buys
- c. buying
- d. to buy

90. I have decided . . . stop smoking.

- a. at
- b. for
- c. to
- d. too

91. I like . . . short stories and history books.

- a. has read
- b. read
- c. reading
- d. reads

92. We have moved to Cairo . . . I was ten.

- a. for
- b. four
- c. since
- d. sins

93. It's 9: 50. It's ten . . . ten.

- a. after
- b. past
- c. to
- d. too

94. This is the house . . . I live.

- a. what
- b. when
- c. where
- d. which

95. I love . . . pizza.

- a. ate
- b. eat
- c. eats
- d. eating

96. The sun . . . every day in our town.

- a. shine
- b. shines
- c. is shining
- d. shone

97. He learns his lessons by . . . very carefully.

- a. he listens
- b. listened
- c. listens
- d. listening

98. In a new culture, many embarrassing situations occur . . . a misunderstanding.

- a. because
- b. because of

- c. for
- d. of

99. Neptune is an extremely cold planet, and . . .

- a. so does Uranus
- b. so has Uranus
- c. so is Uranus
- d. Uranus so

100. . . . that gold was discovered at Sutter's Mill and that the California Gold Rush began.

- a. Because in 1848
- b. in 1848 that it was
- c. it was in 1848
- d. that in 1848

101. The crime has continued to rise in Egyptian cities despite efforts on the part of both government and private citizens to curb . . . .

- a. it
- b. it's
- c. its
- d. them

102. Frost occurs in valleys and on low grounds . . . on adjacent hills.

- a. as frequently as
- b. frequently than
- c. more frequently as
- d. more frequently than

103. When a body enters the earth's atmosphere, it travels . . . .

- a. fastly
- b. in a rapid manner
- c. very rapidly
- d. with great speed

104. Put plants . . . a window so that they will get enough light.

- a. nearly
- b. near of
- c. near to
- d. next to

105. Employers often require that candidates have not only a degree . . . .

- a. also two years experience
- b. but also two years experience
- c. but more two years experience
- d. but two years experience

106. The governor had been a lawyer and . . . before he entered politics.

- a. an officer in the Navy
- b. did serve in the Navy as an officer
- b. served in the Navy had as an officer
- d. the Navy had him as an officer

107. If one of the participants in a conversation wonders . . . no real communication has taken place.

- a. what did the other person say
- b. what said the other person
- c. what the other person said
- d. what was the other person saying

108. The salary of a bus driver is much higher . . . .

- a. in comparison with the salary of a teacher
- b. than a teacher
- c. than that of a teacher
- d. to compare as a teacher

109. Professional people expect . . . when it is necessary to cancel an appointment.

- a. that you are calling them
- b. that you would call them



- c. your calling them
- d. you to call them

110. Sedimentary rocks are formed below the surface of the earth . . . very high temperatures and pressure.

- a. there are
- b. there are where
- c. where are there
- d. where there are

111. Farmers look forward to . . . every summer.

- a. be participating in the country fairs
- b. have participated in the country fairs
- c. participate in the country fairs
- d. participating in the country fairs

112. A computer is usually chosen because of its simplicity of operation and ease of maintenance . . . its capacity to store information.

- a. as well
- b. as well as
- c. the same
- d. the same as

113. If their train arrives . . . not make it to the theatre on time.

- a. late, we will
- b. late, we would
- c. lately, we will
- d. more later, we would

114. I went to my advisor to ask him . . . .

- a. I should take what courses
- b. should I take what courses
- c. what courses I should take
- d. what courses should I take

115. That fire yesterday . . . the whole building

- a. could burned down
- b. could have burn down
- c. could have burned down
- d. could of burned down

116. That town was no longer the sleepy little village . . . .

- a. it has been
- b. it has been being
- c. it had been
- d. it was

117. . . . he was an excellent tennis player.

- a. Because he practiced constantly
- b. Because practiced constantly
- c. Because practicing constantly
- d. He practiced constantly

118. They promised to come . . . they find a babysitter.

- a. except
- b. provided
- c. providing
- d. without

119. If it . . . so late we could have tea.

- a. isn't
- b. not be
- c. wasn't
- d. weren't

120. I would like to leave . . . a message, if I may.

- a. their
- b. theirs
- c. them
- d. they

121. The brakes need . . . .

- a. adjusted
- b. adjusting
- c. to adjust
- d. to adjustment

122. Are you sure you don't have . . . advice to give me? I really need . . . .

- a. an . . . some
- b. any . . . any
- c. any . . . some
- d. some . . .any

123. The basketball team had a decided advantage with its two . . . guards.

- a. six feet
- b. six foot
- c. six-feet
- d. six-foot

124. She answered, "I'm busy tonight. I can't go; he then asked . . . .

- a. when can she go
- b. when could she go
- c. when she can go
- d. when she could go

125. Would you mind . . . , please?

- a. answer the telephone
- b. answering the telephone
- c. to answer the telephone
- d. to the telephone answering

126. Let's buy our tickets while I still have . . . left.

- a. a few money
- b. a few pound
- c. a few pounds
- d. a little moneys

127. My friend's wife has a . . . baby.

- a. two-month-old
- b. two-months-old
- c. two-month-olds
- d. two-months-olds

128. I was surprised to see . . . at the concert.

- a. that amount of people
- b. that number of people
- c. those amounts of people
- d. those number of people

129. . . . that the hope for Covid 19 control may lie in the use of vaccine.

- a. Believing
- b. It is believed
- c. The belief
- d. To believe

130. Everyone was . . . the threat of military intervention in the area.

- a. frightened
- b. frightened by
- c. frightened for
- d. frightened to

131. Our success depends . . . the project by January.

- a. about finishing
- b. finishing
- c. on finishing
- d. on to finish

132. Ahmad sometimes wishes that he . . . in a small town.

- a. didn't lived
- b. doesn't live
- c. wasn't living
- d. weren't living

133. There . . . in that part of the country.

- a. are not many industry
- b. are not much industry
- c. is not many industry
- d. is not much industry

134. . . . since he lost his job.

- a. He had been feeling badly
- b. He has feeling bad
- c. He is feeling bad
- d. He is feeling badly

135. I let my cousin . . . my car when he came to visit me.

- a. borrow
- b. borrowed
- c. borrowing
- d. to borrow

136. . . . told us to turn our topics by Monday.

- a. Our professor
- b. Our professor he
- c. Our professor that
- d. Our professor who

137. It was essential that we . . . the lease before the end of the month.

- a. had signed
- b. sign
- c. signed
- d. were signing

138. These cups are dirty. You should wash . . . .

- a. it
- b. them
- c. themselves
- d. they

139. This box of apples . . . very heavy.

- a. are
- b. be
- c. is
- d. were

140. I like cats, but my sister . . . .

- a. does
- b. doesn't
- c. didn't
- d. isn't

141. These are the players . . . won the match.

- a. which
- b. when
- c. who
- d. whose

142. It rained . . . last night.

- a. heavy
- b. heavier
- c. heavily
- d. heaviness

143. Art . . . in a song.

- a. ask Milton to join him.
- b. asked Milton to join him
- c. asked to Milton to join him
- d. join Milton asking

144. We always . . . forward to success.

- a. look
- b. looking
- c. see
- d. wait

145. Is there . . . coffee in the cup?

- a. a few
- b. a much
- c. many
- d. much

146. If I . . . you, I'd speak more.

- a. was
- b. were
- c. will be
- d. would be

147. Doctors say . . . is good exercise.

- a. swam
- b. swim
- c. swimming
- d. to swim

148. His family . . . in Esna since 1999.

- a. are living
- b. have lived
- c. is living
- d. will live

149. If I . . . you, I'd try again.

- a. am
- b. had been
- c. was
- d. were

150. The mail had already come when Mohammad . . . .

- a. called
- b. calls
- c. had called
- d. was calling

151. She . . . her new rug on the den floor.

- a. laid
- b. lay
- c. lied
- d. lying

152. If I have the money . . . Mecca.

- a. I'd travel
- b. I'd have traveled
- c. I'll travel
- d. traveled

153. I wish this . . . Friday; I can't wait.

- a. had been
- b. is
- c. was
- d. were

154. The weather has turned very . . . .

- a. warm
- b. warming
- c. warmly
- d. worm

155. He seems very . . . in his new job.

- a. happier
- b. happily
- c. happiness
- d. Happy

156. This kind of tree grows very . . . .

- a. slow
- b. slowed
- c. slowly
- d. slowness



157. His new novel is due to appear . . . .

- a. short
- b. shorter
- c. shortest
- d. shortly

158. It feels very . . . in this room.

- a. hot
- b. hotly
- c. hut
- d. hotter

159. The book which you advised me to read was very . . . .

- a. interest
- b. interested
- c. interesting
- d. interestingly

160. The audience watching the film was clearly . . . .

- a. bore
- b. bored
- c. border
- d. boredom

161. The fly was buzzing around my head and making me . . . .

- a. annoy
- b. annoyed
- c. annoying
- d. annoyingly

162. The murder which I read about in the newspaper was most . . . .

- a. disgust
- b. disgusted
- c. disgusting
- d. disgusts

163. The stories which he told were very . . . .

- a. amuse
- b. amused
- c. amusing
- d. amusement

164. We tried your theory, and it proved . . . .

- a. false
- b. falsehood
- c. falsely
- d. falsify

165. Hearing that news gives me . . . satisfaction.

- a. real
- b. reality
- c. realize
- d. really

166. I hope we can keep this information just . . . the two of us

- a. among
- b. above
- c. between
- d. by

167. Ray was born . . . July 15, 1970.

- a. at
- b. in
- c. of
- d. on

168. They gave us . . . food than we had ordered.

- a. fewer
- b. less
- c. lesser
- d. smaller

169. Have you seen today's paper . . . ?

- a. already
- b. all ready
- c. just
- d. yet

170. Your machine types . . . .

- a. noise
- b. noisily
- c. noisy
- d. nosey

171. Jack has been working in the academy . . . four years.

- a. at
- b. from
- c. for
- d. since

172. There's your book, over there . . . Abdel-Gawad's.

- a. beside
- b. besides
- c. in addition to
- d. sides

173. I'll meet you . . . the evening.

- a. at
- b. by
- c. in
- d. on

174. I usually stay home . . . night.

- a. at
- b. in
- c. of
- d. on

175. I go out of class . . . noon.

- a. at
- b. in
- c. off
- d. on

176. I'll call you . . . 10 o'clock.

- a. at
- b. of
- c. off
- d. on

177. Mona arrived . . . Monday.

- a. at
- b. in
- c. of
- d. on

178. He'll arrive . . . May.

- a. at
- b. among
- c. in
- d. on

179. I was born . . . 1990.

- a. at
- b. in
- c. inn
- d. on

180. A person receives . . . , but he will advise another.

- a. advice
- b. advices
- c. advise
- d. advises

181. The comment was an . . . to World I.

- a. allusion
- b. elusion
- c. illusion
- d. elusive

182. The button is . . . .

- a. lose
- b. loses
- c. loose
- d. loosen

183. When referring to an agreement or comment that is not in writing, . . . should be used.

- a. oral
- b. verbal
- c. written
- d. writing

184. Thank you for the . . . how kind.

- a. complete
- b. complement
- c. compliment
- d. complimint

185. The person who makes many . . . to his strength tries to reinforce the illusion that he is strong.

- a. allusions
- b. illusions
- c. elusions
- d. ellusions

186. . . . means to take something without permission; steel is a metal.

- a. Steal
- b. Steel

- c. Still
- d. Stilt

187. Don't try to learn - . . . me about credit cards, money cards, and checking accounts.

- a. learn
- b. teach
- c. taught
- d. tighten

188. The total . . . was stolen by some thieves.

- a. same
- b. slim
- c. some
- d. sum

189. Never use a large . . . of words when fewer will do.

- a. amount
- b. number
- c. numbers
- d. quantity

190. Our national team . . . its final game next week.

- a. play
- b. played
- c. playing
- d. plays

191. Fatima was looking for the . . . Clothing Department.

- a. woman
- b. woman's
- c. women's
- d. womens's

192. How many . . . do you have?

- a. brother-in-law

- b. brother-in- laws
- c. brothers-in-law
- d. brothers-in-laws

193. After the accident, Doha had to use . . . .

- a. crutch
- b. crutch's
- c. crutches
- d. cruchless

194. The United States . . . 50 states.

- a. comprise
- b. comprised
- c. comprises
- d. composes

195. The baker is very . . . at making cakes.

- a. adapt
- b. adept
- c. adopt
- d. adoption

196. You must . . . yourself to the country you are living in.

- a. adapt
- b. adept
- c. adopt
- d. adaptation

197. The king is . . . from ordinary laws.

- a. accepted
- b. except
- c. excepted
- d. expected

198. . . . to a country is generally by seaports.

- a. Access

- b. Excess
- c. Assets
- d. Exceed

199. I'll write my engagements in a . . . .

- a. dairy
- b. diary
- c. diery
- d. dictionary

200. "Marvelous & Wonderful" are antonyms to . . . .

- a. awful
- b. disorderly
- c. great
- d. messy

201. I bought meat from the butcher's. **The butcher's** is . . . .

- a. a career
- b. a job
- c. a place
- d. a profession

202. I would look for a new car in the newspaper . . . .

- a. comic section
- b. editorial
- c. headlines
- d. want ads

203. Ali seldom asks for any kind of help. He is . . . .

- a. dependent
- b. guilty
- c. independent
- d. serious

204. A belt is a/an . . . you can buy at a store.

- a. alteration



- b. article
- c. encyclopedia
- d. uniform

205. Our next-door neighbours moved here . . . .

- a. for four years
- b. next year
- c. last year
- d. since last year

## Part C

### Vocabulary

Choose the word or phrase that has the same meaning as the part underlined in each of the following sentences and then circle.

1. We inferred from his remarks that he was happy about the project.
  - a. assumed
  - b. answered
  - c. hear
  - d. misunderstood
  
2. He was fined 100 pounds by the magistrate and given a strong warning.
  - a. emperor
  - b. judge
  - c. lawyer
  - d. policeman
  
3. Without Ahmad's constant presence of mind, we never would have come through as we did.
  - a. composure
  - b. gifts
  - c. ideas
  - d. nervousness
  
4. Three victories in three events! What a red-letter day this is!
  - a. colorful
  - b. forgettable
  - c. memorable
  - d. neon
  
5. I don't think I'll make that conference in Cairo.
  - a. attend

- b. construct
  - c. decide
  - d. do
6. The veterans, on the other hand, usually play well under pressure.
- a. consequently
  - b. conversely
  - c. in addition
  - d. regularly
7. This serum is supposed to make you immune from further infection.
- a. contagious
  - b. not susceptible to
  - c. open
  - d. sick
8. The new government regulation disallows disclosure of personal tax information.
- a. announcement
  - b. closing
  - c. opening
  - d. public revelation
9. The artist was always ready with a bon mot, making him an asset at small cocktail parties.
- a. bad joke
  - b. candy
  - c. clever remark
  - d. good time
10. The reference she made to her friend, the poet, was interesting but too obscure for anyone to appreciate.
- a. dismal

- b. delightful
- c. helpful
- d. hidden

11. How many people do you figure on inviting to the grand opening?

- a. add
- b. desire
- c. estimate
- d. keep away

12. When Elizabeth was little, she picked on her younger sister quite a bit.

- a. cared for
- b. picked up
- c. selected
- d. teased

13. It crossed my mind yesterday that you might want to accompany us.

- a. escaped my attention
- b. made me angry
- c. memorized
- d. occurred to me

14. The director was dubious about the new performer's acting ability.

- a. anxious
- b. doubtful
- c. happy
- d. nervous

15. Just how pertinent were her observations?

- a. filled with lies
- b. honest
- c. relevant
- d. well received

16. It was no surprise when we were told that our grandfather had passed away.

- a. died
- b. gone on a trip
- c. slipped
- d. survived

17. Sue was astounded at her brother's news.

- a. amazed
- b. bothered
- c. happy
- d. perplexed

18. The Joneses wondered how they were going to make ends meet.

- a. do their fair share
- b. produce two effects
- c. succeed in paying their own way
- d. tie the laces

19. We were gratified to learn of his interest in our case.

- a. good-natured
- b. overwhelmed
- c. sorry and displeased
- d. thankful and pleased

20. The martial music roused everyone to a peak of excitement.

- a. dirge-like
- b. pertaining to marriage
- c. seasoned
- d. warlike

21. Were their vows made publicly or privately?

- a. emotions

- b. opening remarks
  - c. promises
  - d. thoughts
22. The salesman stood up for his product when challenged.
- a. defended
  - b. fought
  - c. sold
  - d. spoke of
23. The affection they felt each other was obvious to everyone.
- a. adherence
  - b. fondness
  - c. hatred
  - d. sickness
24. The reporter described the scene as one of total chaos.
- a. complete disorder
  - b. joy
  - c. intensity
  - d. wonder
25. I understand that Eliot can play the piano by ear; is that true?
- a. by hitting the keys with his ears
  - b. timidly
  - c. with his eyes closed
  - d. without dependence on written music
26. The rule states that if a boxer is knocked down, he must stay down for a mandatory eight seconds.
- a. crucial
  - b. delayed
  - c. long
  - d. obligatory

27. He surprised everyone by showing up in his mother's dress.

- a. administering
- b. arriving
- c. standing out
- d. watching a film

28. Their conversation was stilted but friendly.

- a. drawn out
- b. exhausting
- c. secretive
- d. stiffly formal

29. Nancy thwarted her sister's every effort to sell the old house.

- a. assisted
- b. blocked
- c. hoped
- d. reported

30 She was naturally apprehensive at the prospect of meeting her future mother-in-law.

- a. fearful
- b. quiet
- c. resigned
- d. strong

31 They were loath to say so, but they didn't want Pip invited to the party.

- a. hateful
- b. ready
- c. unprepared
- d. unwilling

32. After a trial lasting five weeks, the defendant was exonerated of all charges.

- a. convicted
- b. freed
- c. imprisoned
- d. told

33. If you send me a memorandum, I'll surely remember to attend the meeting.

- a. calling card
- b. cost analysis
- c. itinerary
- d. short note

34. The team's morale was at its lowest point of the season.

- a. ability to read
- b. lesson
- c. spirit
- d. talent

35. By her clothes one could see that she was quite prosperous.

- a. calm
- b. peaceful
- c. poor
- d. well-to-do

36. Be careful not to mention the matter to him; he's still a bit touchy.

- a. handy
- b. ill-mannered
- c. manual
- d. sensitive



37. It seemed as though every third sentence he spoke was a cliché.
- innovation
  - paragraph
  - pun
  - trite phrase
38. The tour guide who led us through the museum seemed experienced.
- like a new comer
  - old
  - thoroughly versed
  - young
39. The hotel he recommended proved to be too expensive.
- demanded proof
  - looked
  - turned out to be
  - wasn't
40. My brother is almost six and a half feet tall.
- an acre
  - three yards
  - two meters
  - 120 centimeters
41. Santiago dozed off and couldn't be roused for hours.
- drove
  - napped
  - left
  - spaced out
42. He reciprocated by sending the general a silver tray.
- gave

- b. opened
- c. received
- d. responded

43. He was deft at handling complaints as he was at tennis.

- a. angry
- b. crude
- c. intelligent
- d. skillful

44. The intricate mechanisms of government seemed awesome to the visitors.

- a. complex
- b. interesting
- c. new
- d. subtle

45. The irate crowd edged closer to the police barricades.

- a. angry
- b. calm
- c. gawking
- d. large

46. He rescinded his offer to take pictures at the graduation party.

- a. fired up
- b. reinforced
- c. renewed
- d. withdrew

47. My brother is ill. He feels . . . .

- a. sad
- b. sorry
- c. well
- d. unwell

48. The film lasted three hours. That is how long it . . . .

- a. ended
- b. finished
- c. went
- d. went on

49. My uncle's son stayed with us for a week

- a. aunt
- b. cousin
- c. nephew
- d. niece

50. We sometimes visit the people that live next-door.

- a. our enemies
- b. our friends
- c. our neighbors
- d. our relatives

51. You should have your first meal before you leave home.

- a. breakfast
- b. dinner
- c. lunch
- d. supper

52. The old age of equipment is a definite liability to the factory.

- a. aid
- b. capacity
- c. cost
- d. disadvantage

53. Having lived in a ghetto most of her life, she despaired of ever living "the good  
life."

- a. high-rise apartment
- b. public house

- c. segregated slum
- d. visitor's quarters

54. The President considered the vote on his tax bill to be crucial.

- a. extremely important
- b. far off
- c. hard fought
- d. unimportant

55. The panorama from their porch encompassed a large part of the city.

- a. cooking utensil
- b. small batch of land
- c. TV screen
- d. unbroken view over a large area

56. The candidate felt that his academic credentials were sufficient to win him the  
job.

- a. costly
- b. educational
- c. experience
- d. important

57. He was fast asleep.

- a. deeply
- b. quick
- c. soon
- d. sound

58. Fatima did not catch the eight clock train.

- a. dropped
- b. lost
- c. missed
- d. passed

59. There was a rise in the price of petrol lately.

- a. at last
- b. last
- c. at least
- d. recently

60. Peace in the area was as elusive as the wind.

- a. easy
- b. evasive
- c. hard
- d. slow in coming

61. Young people who go to college often experience a strong nostalgia which can produce deep emotions.

- a. homesickness
- b. independence
- c. nosebleeds
- d. sadness

62. The ultimatum handed to the opposition was simple: unconditional surrender.

- a. first statement of terms
- b. last words before the dawn
- c. opening statement
- d. prime decision

63. The obituary of the teacher told of her years of dedication to history.

- a. article
- b. death notice
- c. eulogy
- d. inscription

64. Initially, Huda found it difficult to cope with her new environment.

- a. contend and deal with
- b. create

- c. deny
- d. play

65. What a shock to find that the entire story was a fabrication!

- a. build up
- b. cloth
- c. lie
- d. product

66. In the fall the weather is cool in the morning, but warm by midday.

- a. chilly
- b. fluffy
- c. rusty
- d. silly

67. In many states, when someone has an accident while driving a friend's car, both the driver and the owner share the responsibility.

- a. blame
- b. fame
- c. game
- d. shame

68. The customer was offended by the clerk's mean remarks.

- a. misty
- b. musty
- c. nasty
- d. tasty

69. Adel Imam is an internationally famous comedian.

- a. refined
- b. renowned
- c. rehearsed
- d. reproached

70. Poor nutrition in the early stages of infancy can holdback adult growth.

- a. reject

- b. resist
- c. restore
- d. retard

71. The Egyptian people detest injustice.

- a. abhor
- b. confront
- c. recognize
- d. suffer

72. It is not a good business policy to buy sleazy materials

- a. cheap
- b. few
- c. old
- d. used

73. Our new neighbors greeted us with open arms.

- a. at a distance
- b. cordially
- c. sadly
- d. sternly

74. The football match commenced an hour ago.

- a. began
- b. continued
- c. ended
- d. transpired

75. There is no gainsaying the validity of his remarks.

- a. agreeing
- b. denying
- c. helping
- d. hunting

76. People said that the personalities of the young married couple were incompatible.

- a. blissful
- b. discordant
- c. harmonious
- d. loveable

77. The house, although not unusually small made us feel uncomfortable.

- a. dirty
- b. immobile
- c. impractical
- d. uneasy

78. The disadvantage of winning is the notoriety one receives.

- a. drawback
- b. inconvenience
- c. pleasure
- d. the thrill

79. The directions to the museum were not what most people would call uncomplicated.

- a. difficult
- b. illegible
- c. impractical
- d. simple

80. The soldiers' disobedience made them subject to disciplinary action.

- a. dishonor
- b. habit
- c. insubordination
- d. tardiness

81. We all, at times, wish we were invisible.

- a. inconspicuous
- b. more powerful
- c. nonviolent
- d. wealthy



82. Inorganic items are catalogued by their Latin names.

- a. Animated
- b. Chemical
- c. Inanimate
- d. Nonmusical

83. We saw he was displeased, but there was not enough time to do anything about it.

- a. annoyed
- b. far away
- c. undressed
- d. unhappy

84. The probability of the strike ending before the tourist season is not high.

- a. idea
- b. controversy
- c. likelihood
- d. result

85. Violators who are ignorant of the parking laws must still pay their fines.

- a. am tired of
- b. known nothing of
- c. respectful of
- d. want to change

86. Twins usually wear the same kind of clothing.

- a. color
- b. outfit
- c. size
- d. type

87. Instead of raising taxes, the administration looked for different sources of revenue.

- a. after
- b. before

- c. in addition to
- d. rather than

88. The initial offer made to the star of the film was summarily rejected.

- a. abbreviated
- b. final
- c. first
- d. largest

89. Lend a hand here, will you?

- a. give me your arm
- b. give up your hands
- c. please help us
- d. put your hands up

90. Your belligerent attitude is often the cause of your popularity.

- a. asinine
- b. cowardly
- c. courageous
- d. hostile

## Part D

### Written Expression

1. My uncle invited my brother and me to spend the weekend with he and his  
a b c d  
family.
2. If a sentence is excessively long, they may be difficult to comprehend.  
a b c d
3. I've been sitting here for hours think about my problem.  
a b c d
4. When asked his position on tariffs, the politician said: "There are no easy  
a b c d  
answers.
5. He skates well, he sings well, and he runs well, and he skis well.  
a b c d
6. I rather stay tonight home tonight to study for my final exam in history.  
a b c d
7. The general wanted to be sure he received his commander's-in-chief  
a b c  
blessing on his plan.  
d
8. Mt sister always said she ran like I did when we were young.  
a b c d
9. That was me whom you saw on the train.  
a b c d
10. I'm tired after such a long day, so I think I'll lay down and take a nap.  
a b c d

11. Neither rain nor sleet nor snow keep the mailman from his appointed rounds.  
a                      b                                      c                                      d

12. It was me at the door when you were taking a bath.  
a    b                      c                      d

13. If her grandfather would have lived three more days he would have been 100 years old.  
a                                      b                                      c                      d

14. To slowly chew one's food is not only a polite, but also a healthy habit.  
a                      b                      c                      d

15. The Joneses should of been here by now. I can't understand what's keeping them.  
a                                      b                                      c  
d

16. Before Khalid visited his granddaughter's home, he sent her a gift in the mail.  
a                                      b                                      c                                      d

17. When people are careful to keep their cars in good repair, one is rewarded by good car performance.  
a                                      b                                      c  
d

18. You arent the only one who feels that way about him; a lot of people love him.  
a                                      b    c                                      d

19. Yasser, will you please make up a sentence using the word “genius”?

a                      b                      c

Yes, I'll make.

d

20. The results of this election are more difficult to predict from the last one.

a                                      b                                      c                                      d

21. Sarah said she heard someone in the attic, but when we looked we didn't

a                      b                                      c

find someone.

d

22. Almost we had given up hope of ever finding a place to live.

a                      b                      c                      d

23. The part of Qena that interested them most were the two colleges they

a                                      b                      c

visited.

d

24. They too want there names on the programs of the concert.

a      b                      c                                      d

25. Pamela doesn't want to attend the seminar and Sheila doesn't want too.

a                      b                                      c                                      d

26. I saw the boy playing in the yard with the red scarf.

a                      b                      c                      d

27. Now that the newspaper arrived we can see the scores of the tennis

a                                      b                      c                                      d

matches.

28. Trip has always enjoyed looking the flowers and walking through the park.

a      b                                      c                                      d

29. I didn't see Tom since he and his wife moved to Alex.

a                      b                      c                      d

30. "Our's is not to reason why "is the beginning of a famous quotation.

a                      b                      c                      d

31. Oliver won't let his sister play with his toy because he afraid if she will

a    b                      c                      d

forget to bring it back.

32. The eighth month of the year is august, so named after the Roman

a                      b                      c                      d

emperor Augustus.

33. Pip said that he must to go home to help his mother, to finish school, and

a    b    c

to pay off his debts.

d

34. The three nations have been quarreling between themselves for many

a    b    c    d

years.

35. What does that word (the one you used to describe your brother) means

a    b    c

the way you used it?

d

36. Mrs. Mona had rather spend the entire summer in the he of Qena than

a    b    c

travel with her cousin to Hurghada.

d

37. He gently put the new camera on the desk which his sister had bought.

a b c d

38. He didn't say he will bring the books tomorrow, did he?

a. b c d

39. She speaks always English to her boss while she is in the office.

a b c d

40. Just as Adele was leaving, we told her we needed eggs cheese and orange

a b c d

juice for our quiche.

## Suggestions for Further Reading

1. Alexander, L. G. **Longman English Grammar**. UK: Longman Group Limited, 1994.
2. Azar, Betty Schramper. **Basic English Grammar**. New Jersey: Prentice-Hall Inc., 1984.
3. Azar, Betty Schramper. **Understanding and Using English Grammar**. New Jersey: Prentice-Hall Inc., 1989.
4. Burgess, Anthony. **Grammar Smart**. New York: Random House, 1996.
5. Collins, Harper (Ed.). **Collins Cobuild English**. London, Longman Group Limited, 1996.
6. Eastwood, John. **Oxford Practice Grammar**. Oxford: Oxford University Press, 1992.
7. Fitikidies, T. J. **Common Mistakes**. Singapore: Singapore Publishers Ltd. 1993.
8. Murphy, Raymond. **Essential Grammar in Use**. Cambridge: Cambridge University Press, 1994.
9. Praninskas, Jean. **Rapid Review of English Grammar**. New Jersey: Prentice-Hall Inc., 1975.
10. Strumpt, Michael. **Painless Perfect Grammar**. Santa Barbra: Bandana Books, ND.
11. Swan, Michael. **Practical English Usage**. Oxford: Oxford University Press, 2009.
12. Yates, Jean. **Master the Basics-English**. New York: Barron's Educational Series Inc., ND.