



South Valley University



Faculty of Education

**Course: English
First Year
Department of Science**

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

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

**Basic Information:
Faculty of Education
First Year
Major: Science
Pages: 187**

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, French, Geography, History, Islamic Studies, Philosophy, Psychology, Science, 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 and health. They may contain some new vocabulary that we all need to know. Some other passages are connected with human nature, psychology and science. 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, you are recommended to 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
Section I: Comprehension Passages	
1. Education in Developing Countries	9
2. Psychology	11
3. Intelligence	13
4. The Location of Stars	14
5. The Sun	17
6. Solar Eclipse	19
7. Deserts	23
8. Carbon Tetrachloride	26
9. Automobile Accidents	28
10. Aeroplane in a Storm	30
11. Maia's Ear-rings	33
12. Bioenergy	35
13. Conservation	38
14. Recycling	41
15. The Pyramids of Giza	44
16. The Silk Road	47
17. Early Attempts to Colonize the United States	49
18. George Washington	51
19. The Bald Eagle	54

20. Alexander Graham Bell	56
21. Pearl Buck	59
22. Christopher Columbus	61
23. James Whistler	64
24. American Jazz	66
25. Crazy Mom's Fashion	68
26. Money	70
27. Inspector Robinson	71
28. Robots	73
29. Not Guilty	75
30. My Aunt	77
31. An Exciting Adventure (1)	78
32. An Exciting Adventure (2)	81
33. A terrifying Experience	82
34. A Sea Voyage	86
35. An Expedition into the Forest	88
36. A Holiday in the Mountains	90
37. Voltaire	92
38. Bill Fuller	95
39. The Earth	98
40. As Some May One Day See	100

41. Embroidery	103
42. The Black Robin	104
43. The Benefit of Failure	107
44. Dreams	108
45. News	109
46. The First Newspapers	110
47. The Rosetta Stone	111
Section II: Grammar	
Part A: The Tenses	
1. The Simple Present Tense	113
2. The Present Continuous Tense	116
3. The Simple Past Tense	118
4. The Past Continuous Tense	121
5. The Present Perfect Tense	123
6. The Past Perfect Tense	126
Part B: Structure	128
Part C: Vocabulary	165
Part D: Written Expression	182
Suggestions for Further Reading	187

Section I
Comprehension Passages

Education in Developing Countries

Education in developing countries has become a matter of great importance to achieve progress. When you visit a class in a school and look at a child, you may wonder if he or she will be a gifted leader in the future.

According to the UNICEF reports, this child could be a gifted leader. The reports state that those who get benefits from proper education are not just the students but their families and their communities and the society at large. Children can help protect those around them from bad unhealthy habits and unsafe hygiene practices that normally lead to diseases and bad health.

It is well known nowadays that the aim of education is not just to provide the child with knowledge and facts but to help him be a good citizen as well.

Through school activities, children grow up carrying out the rules of personal cleanliness. Teachers should be good models so that students can imitate them in practicing cleanliness habits. Classrooms should be kept clean and well ventilated all the time. The windows ought to be open to air the rooms and to lessen the probability of the spread of infection from one student to another. School lavatories must be washed with diluted antiseptics.

Vocabulary

developing countries: poor countries which are seeking to expand their economy, poor counties that are trying to become richer and to improve the living conditions of their people.

gifted (adj.): endowed with intellectual abilities

UNICEF (n.): United Nations International Children's Emergency Fund

hygiene (n.): those conditions and practices that promote and preserve health.

model (n.): a successful example to be copied with or without modifications

ventilate (v.): to circulate air through a building

air (v.): to let fresh air into a room or a building

lavatory (n.): a vessel for washing, a sink

diluted (adj.): that has had something added in order to dilute it

antiseptics (n.): any substance that inhibits the growth and reproduction of microorganisms.

I. Answer these questions using the information given in the passage.

1. Why has education in developing countries become a matter of great importance?
2. What do the UNICEF reports state about children and education?
3. What, according to the text, is the real aim of education?
4. Why should teachers be good models?
5. Why should the classrooms be open?

II. Complete the following sentences:

1. According to the UNICEF reports, the child
2. Unsafe hygiene practices lead to
3. Through school activities, children
4. Classrooms should be kept
5. At present time, the aim of education is

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 statements 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 facts 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?

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 or phrases 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 words?

- 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.

The Sun

When we accept the evidence of our unaided eyes and describe the sun as a yellow star, we have summed up the most important single fact about it at this moment in time.

It appears probable; however, that sunlight will be the colour we know for only a negligibly small part of the sun's history. Stars, like individuals, age and change. As we look out into space, we see around us stars at all stages of evolution. There faint blood-red dwarfs so cool that their surface temperature is a mere 4000 degrees Fahrenheit, but there are searing ghosts blazing at 100000 degrees Fahrenheit and almost too hot to be seen, for the great part of their radiation is in the invisible ultraviolet range. Obviously the daylight produced by any star depends on its temperature; today (and for ages to come) our sun is at about 10000 degrees Fahrenheit, and this means that most of the sun's light is concentrated in the yellow band of the spectrum, falling slowly in intensity toward both the longer and shorter waves.

That yellow 'hump' will shift as the sun evolves, and the light of day will change accordingly. It is natural to assume that as the sun grows older, and uses up its hydrogen fuel, which it is now doing at the spanking rate of half a billion tons a second, **it** will become steadily colder and redder.

Vocabulary

unaided (adj.): without help

summed up (v.): summarized

age (v.): become old

evolution (n.): gradual development

faint (adj.): not clear

obviously (adv.): clearly

invisible (adj.): not seen

depends on (v.): relies on

spanking (adj.): fast

Multiple Choice Questions

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

1. What is the passage mainly about?
 - a. Faint dwarf stars
 - b. The dangers of invisible radiation
 - c. The evolutionary cycle of the sun
 - d. The sun's fuel problem

2. What does the writer say is especially important about the sun at the present time?
 - a. It appears yellow
 - b. It always remains the same
 - c. It has a short history
 - d. It is too cold

3. Why are very hot stars referred to as 'ghosts'?
 - a. They are short-lived
 - b. They are mysterious
 - c. They are frightening
 - d. They are nearly invisible

4. According to the passage, as the sun continues to age, it is likely to become what color?
 - a. red
 - b. yellow
 - c. violet
 - d. white

5. In line 19, to which of the following does the pronoun 'it' refer?
 - a. yellow 'hump'
 - b. day
 - c. the sun
 - d. hydrogen fuel

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?

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

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 is 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

Aeroplane in a Storm

Our aeroplane was just beside the airport building. It did not look too strong to me but I decided not to think about such things. We saw our luggage going out to it on trolleys and being loaded from underneath the aircraft. Next, three men and three girls, all in uniform, went over to the plane and entered it. Over the loudspeakers we were told the plane was ready to leave and were asked to walk out to it. Everybody moved quickly in order to get the seats they wanted. I was unable to get a seat near the tail, but the plane looked stronger inside than it had from outside. I fastened my seat belt before we took off and tried to forget my nervousness.

After an hour's flying I noticed black clouds ahead through my window. My nervousness immediately returned. An electric sign flashed on: 'Fasten your seat belts, please,' and one of the hostesses made a similar request over the loudspeaker. She told us we were about to fly into a storm but added cheerfully there was nothing to worry about. The plane shook all over, dropped about twenty feet, and seemed to hang on one wing. Then very suddenly it rose twenty feet and a great flash of lightning lit up the passenger compartment. For five minutes the three hostesses did their best to give out anti-sickness pills and comfort the passengers. The plane rose and fell. Then we noticed it was climbing higher and higher. The sky became light again and soon we flying steadily. The pilot had managed to get above the storm. I realized then that the plane was definitely stronger than it looked, but for all that I felt nervous.

Multiple Choice Questions

I. Choose the best answer.

1. Where were the passengers when they were told that their plane was ready to leave?
 - a. Walking quickly towards it.
 - b. Beside the airport building.
 - c. Inside the airport building.
 - d. Watching the crew walking over to it.

2. Why was the writer nervous?
 - a. Because the plane was not a very strong one.
 - b. Because he had to use a seat built.
 - c. Because he was unable to get a seat near the tail.
 - d. Because the plane looked weak outside.

3. 'Fasten your seat belts, please.'
 - a. One of the hostesses said this.
 - b. These were the words on a notice.
 - c. These words were written up and spoken.
 - d. These words came over the loudspeaker.

4. 'The plane seemed to hang on one wing' means . . .
 - a. the plane turned upside down.
 - b. the plane swung backwards and forwards.
 - c. the plane was on its side.
 - d. the plane was falling.

5. What did the hostesses do after there had been a flash of lightning?
 - a. behaved very kindly towards the passengers.
 - b. looked after the passengers better than they had ever looked after passengers before.
 - c. looked after the passengers, although it was not easy to do so.
 - d. did everything they could for the passengers.

6. 'The pilot had managed to get above the storm.' This means . . .
 - a. He had got above the storm.
 - b. He had tried to get above the storm.
 - c. He had succeeded in getting above the storm.
 - d. he was still trying to get above the storm.

II. Choose the best answer. The answer you select must be grammatically suitable and must correspond to the meaning given in the passage.

1. . . . the loudspeakers we were told the plane was ready to leave.
 - a. By
 - b. With
 - c. In
 - d. Through

2. A voice . . . us the plane was ready to leave.
 - a. announced
 - b. informed
 - c. said
 - d. spoke

3. I did . . . my seat belt before we took off and tried to forget my nervousness.

- a. in
- b. off
- c. over
- d. up

4. She told us we were about to fly into a storm but added . . . there was nothing to worry about.

- a. happy
- b. bright
- c. happily
- d. cheering

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

Bioenergy

Scientists in dry, desert areas of the world are trying to find new sources of fuel and chemicals. At the University of Arizona in the southwestern part of the United States, the Bioenergy Research Facility opened in 1979. There, experts from many different fields are looking for new uses of desert plants.

At the Bioenergy Research Facility, scientists are doing four things. First, they are looking for plants that grow in dry, desert land. Then they are growing these plants and processing them to produce fuel or chemicals. Finally, they are planning to sell their products to make money.

Only some plants are used for Bioenergy research. First, researchers are looking for native desert plants that no one is using for food. Second, they are looking for plants that grow in arid lands where no one is growing food. These plants do need much water. Some even survive with poor or salty water. As a result, it is possible to grow these plants with waste water from mining and agriculture. The best plants for bioenergy research are plants that contain rubber, paraffin or hydrocarbons.

Scientists at the Bioenergy Research Facility are studying more than two hundred kinds of arid land plants. They have found many plants that have valuable chemicals. They have chosen several for more study. Some examples are the guayule, the jojoba, mesquite, and other native medicinal plants. Many are used by the American Indians for food, fuel, or medicine. Another example is the tumbleweed (*salsola kali*), which grows very fast in the desert, without much water. It can be burned as a solid fuel like wood.

One-fourth of the world's land is arid, dry desert. Food cannot be grown in the desert because there is not enough rain, and there is not enough water for irrigation. Scientists want to develop plants that can grow on this land without much water.

After researchers find the right plants, they will grow large numbers of them on arid land. The best places for growing these plants in the United States are the arid deserts of southeastern California and Arizona. These areas receive many days of sun each year. The growing season for plants is longer, and the winters are not very cold. Some other arid places in the world are in India, Asia, Brazil, Argentina, and Australia.

When researchers learn how to grow these plants in large numbers, they will look for ways to process the plants. They want to get oil or chemicals from them, and they want to sell the plants to make money. They want to use all parts of the plants since it is important not to waste any part of the plant. The waste products from one process will be used in another.

Bioenergy research will provide new, renewable sources of energy from desert plants, which grow on arid land that is not used now. They will provide alternate sources and help conserve other resources.

I. True or False

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

1. Bioenergy research provides a new source of fuel from plants.
2. Researchers want plants that grow in arid desert.
3. Native, desert plants need a lot of water.
4. Plants for bioenergy might be renewable sources of energy.
5. American Indians never used native plants.
6. The plants for bioenergy are not native to the desert.
7. The land used for bioenergy plants is used to grow food.
8. Bioenergy research also includes processing the plants and selling them.
9. One-fourth of the world is arid land.
10. Plants do not have chemicals in them.

II. Multiple Choice Questions

Read each sentence or group of sentences. Then choose the best answer to the question.

1. Researchers are looking for plants that grow in dry deserts because they do not need much water. What does not need much water?
 - a. the desert
 - b. the land
 - c. researchers
 - d. plants
2. Researchers have found several plants that produce valuable chemicals. What produces valuable chemicals?
 - a. several plants
 - b. researchers
 - c. bioenergy
 - d. chemicals
3. Some examples are plants like the guayule, the jojoba, mesquite, and medicinal plants that have been used in the past by the Indians for food and fuel. What were the plants used for?
 - a. food and fuel
 - b. in the past
 - c. by the Indians
 - d. guayule

4. Researchers are looking for native plants that no one is using for food . . . Which time expression fits in this spade?
- everyday
 - now
 - in the last two decades
 - in the previous century
5. Scientists are studying more than 200 kinds of arid land plants. How many plants are being studied?
- 200
 - 200 -
 - 200 +
 - 200 x 2
6. The best places for growing these plants in the United States are the arid deserts of southeastern California and Arizona. What idea is understood?
- California and Arizona are better than other places for this.
 - California and Arizona are the only places for this.
 - There are no other places at all.
 - These plants do not grow in California and Arizona.
7. Scientists are growing and processing these plants to produce fuel or chemicals. Why are scientists growing these plants?
- They want to produce fuel or chemicals.
 - The plants contain chemicals.
 - The plants contain fuel.
 - The plants contain neither fuel nor chemicals.
8. Tumbleweed can be burned as a solid fuel. Which sentence has the same meaning?
- Tumbleweed id a solid fuel.
 - People can burn tumbleweed.
 - both a. and b.
 - neither a. nor b.

Conservation

Ecology is the study of human beings and their environment. The natural environment includes all natural resources that are necessary for life: the air, the oceans, the sun and the land. Because they are vital for life, these resources must be conserved and protected from pollution. Ecologists study their importance and how to use them carefully.

Ecologists often divide resources into two groups: renewable and nonrenewable. When a resource is used, it takes some time to replace it. If the resource can be replaced quickly, it is called renewable. If it cannot be replaced quickly and easily, it is nonrenewable. For example, grass for animals is a renewable resource. When cows eat the grass, the resource is used. If the soil is fertilized and protected, more grass will grow. Coal, however, is nonrenewable because it takes millions of years to make coal. When some coal is used, more coal cannot be made before it is needed again. All fossil fuels are nonrenewable resources.

Solar energy, air, and water are usually called renewable sources because there is an unlimited supply. However, this definition may change if people are not careful with these resources. The amount of solar energy that reaches the earth depends on the atmosphere. If the atmosphere is polluted, the solar energy that reaches the earth may be dangerous. If life is going to continue, the air must contain the correct amounts of nitrogen, oxygen, carbon dioxide and other gases. If humans continue to pollute the air, it will not contain the correct amounts of these gases.

Minerals, such as gold, silver and tin are usually called nonrenewable because they cannot be replaced. However, this definition may also change. There is a large supply of some minerals, such as iron and aluminum. The supply in the earth's surface of other minerals, such as manganese, cobalt, nickel and copper is limited, but they also occur in the ocean as nodules. These nodules are not being collected at the present because it is still very expensive to collect them. Some scientists believe the supply of these minerals in the oceans is unlimited. Therefore, they may be a renewable resource in the future.

Many resources are limited and nonrenewable, and many resources are in danger from pollution. As a consequence, resources must be conserved and the environment protected. There are several ways to conserve resources. First, new resources must be found and used. For example, alternate sources of energy can be developed. Second, new uses for old resources can be found. For instance, aluminum can replace copper in some products. Third, no resources should be wasted. Last, many resources can be recycled. Recycling uses the same material over and over.

Environmental pollution is a serious problem. Every person must think of the environment as a personal resource. Each person must protect the environment and use it carefully for the future. Conservation must become an important part of everyone's life.

I. True or False

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

1. Natural resources include the total natural environment.
2. Ecology is the study of humans and their environment.
3. Natural resources are either renewable or nonrenewable.
4. Fossil fuels are renewable sources of energy.
5. Grass is a renewable source of food for animals.
6. Pollution is good for solar energy and the atmosphere.
7. The air must contain enough oxygen for humans to breathe.
8. Resources must be used very quickly.
9. Conservation of renewable resources is not necessary.

II. Vocabulary in Context

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

1. Natural resources are necessary for life. Therefore, people must *protect* them.
 - a. use
 - b. take care of
 - c. provide better
 - d. abuse
2. The supply of fossil fuel is limited. Therefore, people must *conserve* this energy source.
 - a. harm
 - b. injure
 - c. refill
 - d. save
3. Every person must think of the environment as a *personal* resource.
 - a. for the world
 - b. for the person
 - c. for the country
 - d. for someone else
4. Natural resources, such as air, water and land, are necessary. Because these resources are *vital*, people must protect and conserve them.

- a. better
- b. necessary
- c. interesting
- d. good

5. Air pollution disturbs the layer of ozone in the atmosphere. *As a consequence*, the solar energy that reaches the earth is dangerous.
- a. as well as
 - b. therefore
 - c. however
 - d. in addition

III. Circle the sentence that has the same meaning as the first one.

1. Resources must be protected and conserved.
 - a. Resources can conserve themselves.
 - b. People must conserve resources.
 - c. People must protect resources.
 - d. both b. and c.

2. If the soil is fertilized and protected, more grass will grow.
 - a. Someone must take care of the soil.
 - b. Grass will grow in any soil.
 - c. Grass will grow without soil.
 - d. The soil can fertilize itself.

3. If the air and water are polluted, humans cannot survive.
 - a. Life depends on clean air and water.
 - b. Humans will always survive.
 - c. Air and water need pollution.
 - d. Air and water pollute themselves.

4. Some resources cannot be replaced.
 - a. There are more of these resources.
 - b. If we want, we can replace them.
 - c. No one can replace them.
 - d. Someone will definitely replace them.

5. More coal cannot be made in time before it is needed again.
 - a. It takes millions of years to make coal.
 - b. Coal can be replaced.
 - c. We need more coal.
 - d. We can make more coal.

Recycling

One method of conservation is recycling, which uses materials again and again. It is an industry that has grown rapidly in the 1970s and 1980s. There are recycling programmes in many countries that are part of conservation and pollution control.

Many resources can be recycled. For example, aluminum cans can be recycled. Many drinks, like Pepsi, come in aluminum cans. People collect the cans and sell them. Then the cans are sent to a recycling centre where they are heated in a furnace. They become very hot and melt into aluminum that is used to make new cans. In this way, aluminum is used again and again.

Another example of recycled material is glass. People collect glass bottles because they can return the bottles to the store for money. In the United States, some states require a deposit on glass bottles. When the bottle is sold, the customer pays for the bottle. If the bottle is returned, the customer gets the money back. Deposits on bottles encourage people to save them and take them back to the store for money.

The stores return the bottles to the factories where they are washed and refilled. The same bottles can be used many times, or sometimes they are broken into pieces that are heated and melted to make new bottles. Glass bottles or glass can be used again and again.

Many metals can be recycled too. Iron (Fe) and steel are often recycled. Copper (Cu), zinc (Zn), and aluminum are recycled. Metal from old cars has been recycled since the 1940s. The cars are crushed, and the metals are separated from each other. Then they are used to make new cars. New machines make this process easier now. Soon all the metals from old cars will be used.

Paper, which is expensive to buy, can also be recycled. Many people collect old newspapers and take them to recycling centres where the paper is cut up. Water is added, and more paper is made for new newspaper and boxes. Although trees, which are a source of paper, are a renewable resource, it is a good idea to recycle paper because trees grow slowly.

People can conserve resources if they recycle. They can save money too. It is not only a good idea to recycle materials, such as aluminum, glass and newspaper, but also it is easy.

I. True or False

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

1. Recycling uses the same materials again and again.
2. Recycling is not part of conservation.
3. Aluminum cannot be recycled.
4. Glass bottles can be refilled again and again.
5. The glass cannot be melted to make new bottles.
6. Many metals can be reused.
7. Old cars are not recycled.
8. Newspapers can be reused to make more newspaper.
9. Trees are a nonrenewable resource.
10. People recycle materials to conserve resources.

II. Multiple Choice Questions

Choose the best answer.

1. Aluminum cans can be recycled. Who recycles them?
 - a. The cans
 - b. The aluminum
 - c. People
 - d. To save money
2. The cans are heated in a furnace. Then they are refilled. Who refills bottles?
 - a. The cans
 - b. Recycling
 - c. People
 - d. At 2500
3. The bottles are washed. Then they are refilled. Who refills the bottles?
 - a. The bottles
 - b. The furnace
 - c. Pepsi
 - d. The workers
4. The bottles are broken into pieces. This sentence is about the same as which one of these sentences?
 - a. The bottles break into pieces.
 - b. The bottles are recycled into pieces.
 - c. Someone breaks the bottles into pieces.
 - d. The pieces break the bottles.
5. Paper is made from trees. This sentence is the same as one of these. Which one?

- a. Trees make paper.
 - b. People use trees.
 - c. Paper comes from trees.
 - d. Trees are important to paper.
6. Workers cut up the newspapers. Water is added, and more newspaper is made. What is new newspaper made from?
- a. The workers
 - b. Water
 - c. Old newspaper and workers
 - d. Old newspaper and water

The Pyramids of Giza

The Great Pyramid of Giza is one of the world's most amazing landmarks. Rising high above the Sahara Desert in the Giza region of northern Egypt, the Great Pyramid stands some 450 feet into the burning desert sky and occupies an area of 13 acres. The rough climate of the Sahara has actually caused the pyramid to shrink 30 feet from the original height. The pyramid was such an amazing feat of engineering that it remained the tallest structure in the world for over 3800 years. The entire pyramid was originally faced with polished limestone to make it shine brilliantly the sun.

Most Egyptologists, scientists who study ancient Egypt, agree that the Great Pyramid was built around 2560 BC, a little more than 4500 years ago. It took tens of thousands of workers twenty years to build. The pyramid contains over two million blocks. Although most of the blocks weigh two or three tons, some weigh up to eighty tons.

The Great Pyramid of Giza was ordered built by the Pharaoh Khufu as a magnificent tomb. His vizier (advisor), Hemon is credited with being the pyramid's architect. Khufu's pyramid is actually part of a complex of pyramids that includes the Pyramid of Khafre, the smaller Pyramid of Menkaure, a variety of smaller pyramids and structures and the Great Sphinx. The Great Pyramid of Giza is the last remaining of the Seven Wonders of the World.

Vocabulary

amazing (adj.): astonishing, surprising, causing great surprise because of quality

region (n.): area

rough (adj.): harsh

shrink (v.): get smaller

feat (n.): an unusual act

entire (adj.): whole

faced (v.): covered

BC (abbrev. for): Before (the birth of) Christ

blocks (n.): pieces

magnificent (adj.): splendid

tomb (n.): large grave

vizier (n.): minister

I. True or False

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

Where is the Great Pyramid not located?

- a. Giza
 - b. Northern Egypt
 - c. Sahara Desert
 - d. Southern Egypt
2. How many stone blocks make up the Great Pyramid?
- a. 2560
 - b. 3800
 - c. 4500
 - d. more than two million
3. The abbreviation **BC**, in the text, means . . .
- a. Bachelor of Chemistry.
 - b. British Council.
 - c. Before Christ.
 - d. The British Broadcasting Corporation.
4. The Pharaoh . . . ordered the pyramid to be built as his . . .
- a. Hemon . . . tomb.
 - b. Khufu . . . wonder of the world.
 - c. Khufu . . . tomb.
 - d. vizier . . . tomb.
5. Which is not part of the complex of pyramids?
- a. The Great Pyramid of Giza
 - b. The Pyramid of Khafre
 - c. The Sphinx
 - d. The Tomb of Tut
6. Which of the following statements is false?
- a. Hemon was Khufu's vizier and architect.
 - b. Khufu was Hemon's vizier and architect.
 - c. The Great Pyramid took tens of thousands of workers about twenty years to complete.
 - d. The Great Pyramid is the last remaining of the Seven Wonders of the World.
7. The Great Pyramid was built a little more than . . . years ago.
- a. 2560
 - b. 2650

- c. 4500
- d. 5400

II. Vocabulary in Context

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

1. **'Amazing'** means ...

- a. astonishing.
- b. surprising.
- c. a) and b).
- d. devastating.

2. Which of the following definitions best describes the meaning of **'complex'** as used in the passage?

- a. complicated
- b. group or set
- c. materials
- d. pyramid

3. Which of the following best describes the meaning of **'blocks'** as it is used in the passage.

- a. a quantity of things considered as a whole
- b. large buildings divided into separate parts
- c. pieces
- d. things that get in the way

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, harsh

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 the 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

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

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 16th 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. His 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.

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 fourteen-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?
- Boston Tea Party
 - The Constitutional Convention
 - The Revolutionary War
 - The Surrender of Fort Duquesne
8. George Washington became chairman of
- The American Revolution
 - The Constitutional Convention
 - The French forces
 - Virginia
9. What happened last?
- The American Revolution.
 - Washington refused a third term.
 - Washington was inaugurated as first president.
 - Washington's infection of laryngitis.
10. What happened last?
- George Washington died seventeen days after the beginning of the 18th century.
 - George Washington died seventeen days before the beginning of the 18th century.
 - George Washington died seventeen days after the beginning of the 19th century.
 - George Washington died seventeen days before the beginning of the 19th century.

The Bald Eagle

While the bald eagle is one national symbol of the United States, it is not the only one. Uncle Sam, a bearded gentleman costumed in the red, white and blue stars and stripes of the nation's flag, is another well-known national symbol. According to legend, this character is based on Samuel Wilson, the owner of a meat-packing business in Troy, New York. During the war of 1812, Sam Wilson's company was granted a government contract to supply meat to the nation's soldiers. This meat was supplied to the army in barrels stamped with the initials U.S., which stood for United States. However, the country was at that time relatively young, and the initials U.S. were not commonly used. Many people questioned what the initials represented, and the standard reply became "Uncle Sam," for the owner of the barrels. It is now generally accepted that the figure of Uncle Sam is based on Samuel Wilson, and the U.S. Congress has made it official by adopting a resolution naming Samuel Wilson as the inspiration for Uncle Sam.

I. Multiple Choice Questions

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

1. The paragraph preceding this passage most probably discusses . . .
 - a. Sam Wilson's meat-packing company.
 - b. the bald eagle which symbolizes the United States.
 - c. The costume worn by Uncle Sam.
 - d. The war of 1812.
2. Which of the following is the most appropriate title for this passage?
 - a. Samuel Wilson
 - b. The Bald Eagle
 - c. The Symbols of the United States
 - d. Uncle Sam—Symbol of the nation
3. Which of the following is not mentioned about Uncle Sam's appearance?
 - a. His clothes have strips in them.
 - b. He is bald.
 - c. He wears facial hair.
 - d. There is some blue in his clothing.
4. Sam Wilson was the proprietor of what type of business?
 - a. a barrel-making company
 - b. a costume company
 - c. a meat-packing company
 - d. a military clothier

5. According to the passage, what was in barrels stamped U.S.?
- Company Contracts
 - Food for the army
 - Sam Wilson
 - Weapons to be used in the war
6. In 1812, people most probably answered that the letters "U.S." written on the barrels stood for "Uncle Sam" because . . .
- Congress required it.
 - Sam Wilson preferred it.
 - Samuel Wilson was their favourite uncle.
 - they were not exactly sure what the letters meant.

II. Vocabulary in Context

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

1. The word ‘**costumed**’ in line 2 could most easily be replaced by . . .
- dressed
 - hidden
 - nationalized
 - seen
2. The word ‘**granted**’ in line 6 means . . .
- given
 - refused
 - underbid for
 - told about
3. The word ‘**initials**’ in line 8 means . . .
- company names
 - family names
 - first letters of words
 - nicknames
4. The word ‘**officials**’ in line 14 is closest in meaning to . . .
- accidental
 - authorized
 - dutiful
 - professional

Alexander Graham Bell (1847-1922)

Alexander Graham Bell was born in Edinburgh, Scotland, on March 3, 1847. When he was only eleven years old, he invented a machine that could clean wheat. Bell studied anatomy and **physiology** at the University of London, but moved with family to Quebec, Canada in 1870.

Bell soon moved to Boston, Massachusetts. In 1871, he began working with deaf people and published the system of Visible Speech that was developed by his father. Visible speech illustrated how the tongue, lips and throat are used to produce vocal sounds. In 1872, Bell founded a school for the deaf, which soon became part of Boston University.

Alexander Graham Bell is best known for his invention of the telephone. While trying to discover the secret of transmitting multiple messages on a single wire, Bell heard the sound of a plucked string along some of the electrical wire. One of Bell's assistants, Thomas A. Watson, was trying to reactivate a telephone transmitter.

After hearing the sound, Bell believed he could send the sound of a human voice over the wire. After receiving a patent on March 7, 1876, for transmitting sound along a single wire, he successfully transmitted human speech on March 10. Bell's telephone patent was one of the most valuable patents ever issued. He started the Bell Telephone Company in 1877.

Bell went on to invent a precursor to the modern-day air conditioner and a device called a 'photophone' that enabled sound to be transmitted on a beam of light. Today's fiber optic and laser communication systems are based on Bell's photophone research. In 1898, Bell and his son-in-law took over the National Geographic Society and built it into one of the most recognized magazines in the world. He also helped found Science Magazine, one of the most respected research journals in the world.

Alexander Graham Bell died on August 2, 1922. on the day of burial, in honour of Bell, all telephone services in the United States were stopped for one minute.

Vocabulary

anatomy (n.): the scientific study of bodies and body parts of animals

physiology (n.): a science concerned with the study of how the bodies of living things and their various parts work.

deaf (adj.): unable to hear

illustrated (v.): added pictures to something written

vocal (adj.): referring to the voice

founded (v.): established

transmit (v): send out

multiple (adj.): many

assistants (n.): helpers

precursor (n.): something which leads to an invention

device (n.): a small machine

beam (n.): ray

optic (adj.): referring to the eyes

son-in-law (n.): the husband of one's daughter

I. Multiple Choice Questions

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

1. Where was Alexander Graham Bell born?

- a. Boston
- b. England
- c. Quebec
- d. Scotland

2. What did Alexander Graham bell do in 1872?

- a. He invented a machine for cleaning wheat.
- b. He invented the telephone.
- c. He started a school for the deaf.
- d. He studied at the University of London.

3. What happened first?

- a. Bell moved to Canada.
- b. Bell moved to Massachusetts.
- c. Bell invented the telephone.
- d. Bell published the Visible Speech System.

4. What was Thomas A. Watson doing when Bell heard the sound of a plucked string over an electric wire?

- a. reactivating a telephone transmitter.
- b. starting the Bell Telephone Company.
- c. transmitting the human voice over a single wire.
- d. transmitting multiple messages over a single wire.

5. Which of the following was Bell **NOT** involved in?

- a. National Geographic Magazine
- b. photophone
- c. Science Magazine
- d. teaching blind people

II. Vocabulary in Context

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

1. What is the best definition for ‘**transmit**’ in this passage?
 - a. block by stopping
 - b. disturb
 - c. make larger
 - d. send out

2. The word ‘**vocal**’ means referring to the . . .
 - a. referring to the sight.
 - b. referring to the voice.
 - c. referring to the vision.
 - d. referring to Science Magazine.

III. Complete the following sentences.

1. A **photophone** is . . .
 - a. A device that can transmit a message on a sound wave.
 - b. A device that can transmit a message on a wire.
 - c. A device that can transmit a message on a beam of light.
 - d. A device that can transmit a message on a telephone.

2. **Physiology** is . . .
 - a. a science concerned with the study of how the bodies of living beings, and their various parts, work.
 - b. the scientific study of bodies and body parts of animals.
 - c. the study of the materials which make up the earth.
 - d. the scientific study of living things.

3. Deaf people are people who cannot ...
 - a. talk.
 - b. walk.
 - c. see.
 - d. hear.

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

Christopher Columbus (1451-1506)

Christopher Columbus was born in Genoa, Italy, in 1451. His career in exploration started when he was very young. As a teenager, he traveled the seas and eventually made Portugal his base. He appealed to the kings of Portugal, France and England to finance a westward trip to the Indies, but all denied his request. After ten years of monumental efforts, but fruitless results, King Ferdinand and Queen Isabella of Spain agreed to finance Columbus in the hopes of acquiring great wealth. On August 3, 1492, Columbus and three ships: the Nina, the Pinta and the Santa Maria left Palos, Spain and headed westward.

After stopping in the Canary Islands off the coast of Africa, Columbus's ships hit the open seas. Covering about 150 miles a day the trip was long and arduous. The crew was afraid of sea monsters and grew restless every day land was not sighted. Columbus offered a reward for the first person to sight land. On October 12, a crew member aboard the Pinta sighted one of the Bahama Islands.

Columbus set foot on what he believed was one of the Spice Islands, a group of islands in Asia (now known as Indonesia) where valuable spices and riches came from. He named the island San Salvador. Columbus failed to find the riches he expected and continued to search for China. He next visited Cuba and Hispaniola (The Dominican Republic). He encountered native people whom he named "Indians" because he believed they were inhabitants of the Indies.

Columbus returned to Spain a hero. He was named viceroy of the Indies. He soon returned to the New World, but never found the riches he expected. Some began to believe that Columbus had found "a new world" rather than a shortcut to the Indies.

Christopher Columbus made one of the greatest discoveries in the history of the world – North America. Though he probably wasn't the first explorer to see the continent, and he believed until his death that the islands he encountered were in the Asian continent, his discoveries were instrumental in the establishment of Spanish colonies in North America.

Vocabulary

exploration (n.): investigation of unknown lands

teenager (n.): a person between 13 and 19 years of age, an adolescent

eventually (adv.): in the end

appealed to (v.): asked, called upon someone for a favour

monumental (adj.): great, grand and imposing

headed (v.): went towards

arduous (adj.): very difficult, needing or using up much energy

monsters (n.): terrifying and dangerous creatures

The Indies (n., historical): The Western Hemisphere, during the early period of European colonization and exploration

The East Indies include India, South Asia, Indonesia, and adjacent lands

The West Indies include Cuba, Puerto Rico, and other islands of the Caribbean

sight (v.): to see for the first time

riches (n.): wealth, goods, money

encountered (v.): met, confront (someone or something) face to face

shortcut (n.): a way which is shorter than usual, a path between two points that is faster than the commonly used paths

instrumental (adj.): helpful, essential or central, of great importance of relevance

I. Multiple Choice Questions

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

1. Christopher Columbus was born in ...

- a. the first half of the fourteenth century.
- b. the first half of the fifteenth century.
- c. the second half of the fourteenth century.
- d. the second half of the fifteenth century.

2. On October 12, 1492, where did Columbus think he was?

- a. Africa
- b. Asia
- c. The Dominican Republic
- d. North America

3. Which of the following is not a ship that went on the voyage?

- a. the Nina
- b. the Pinta
- c. the Santa Maria
- d. the Santa Monica

4. Select the place that Columbus did not visit.

- a. The Canary Islands
- b. Cuba
- c. The Dominican Republic
- d. Florida

5. What happened last?

- a. Columbus encountered Indians.
- b. October 13, 1492
- c. Columbus was named viceroy of the Indies.
- d. Spain set up colonies in the New world.

6. Christopher Columbus thought he could find a shortcut to the Indies by sailing
- east
 - north
 - south
 - west
7. What country eventually agreed to finance Christopher Columbus's trip?
- England
 - France
 - Portugal
 - Spain

II. Vocabulary in Context

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

- '**Exploration**' in line 2 means ...
 - examination.
 - explanation.
 - investigation of known lands.
 - investigation of unknown lands.
- Which of the following words is closest in meaning to '**fruitless**'?
 - without any cost
 - without promise
 - without fruit
 - without success
- A '**shortcut**' is . . .
 - a way which is shorter than usual.
 - a way which is longer than usual.
 - a way which is the same as usual.
 - a way which is not safe.

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

American Jazz

American jazz is a conglomeration of sounds borrowed from such varied sources as American and African music, European classical music, and Christian gospel songs. One of the recognizable characteristics of jazz is its use of improvisation: certain parts of the music are written out and played the same way by various performers, and other improvised parts are created spontaneously during a performance and vary widely from performer to performer.

The earliest form of jazz was ragtime, lively songs or rags performed on the piano, and the best-known of the ragtime performers and composers was Scott Joplin. Born in 1868 to former slaves, Scott Joplin earned his living from a very early age playing the piano in bars along the Mississippi. One of regular jobs was in the Maple Leaf Club in Sedalia, Missouri. It was there that he began writing the more than 500 compositions that he was to produce, the most famous of which was "The Maple Leaf Rag."

I. Multiple Choice Questions

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

1. This passage is about . . .
 - a. jazz in general and one specific type of jazz.
 - b. the major characteristics of jazz
 - c. the various sources of jazz
 - b. Scott Joplin's life
2. In line 4 '**improvisation**' involves which of the following?
 - a. Making up music while playing.
 - b. Playing a varied collection of musical compositions.
 - c. Playing the written parts of music.
 - d. Performing similarly to other musicians.
3. According to the passage, ragtime was . . .
 - a. extremely soothing and sedate.
 - b. generally performed on a variety of instruments.
 - c. performed only at the Maple Leaf Club in Sedalia.
 - d. the first type of jazz.
4. Which of the following statements is true according to the passage?
 - a. Scott Joplin was a slave when he was born.
 - b. Scott Joplin's parents had been slaves before Scott was born.
 - c. Scott Joplin had formerly been a slave, but he no longer was after 1868.
 - d. Scott Joplin's parents were slaves when Scott was born.

5. The name of Scott Joplin's most famous composition probably came from . . .
- the maple tree near his Sedalia home.
 - the name of a saloon where he performed.
 - the name of the town where he was born.
 - the school where he learned to play the piano.
6. The paragraph following this passage probably discusses . . .
- Sedalia, Missouri
 - Scott Joplin's life
 - Scott Joplin's numerous compositions
 - the Maple Leaf Club

II. Vocabulary in Context

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

1. The word '**conglomeration**' in the first line could best be replaced by .
- disharmony
 - mixture
 - purity
 - treasure
2. The word '**living**' in line 11 could most easily be replaced by . . .
- enjoyment
 - health
 - life-style
 - money
3. The word '**regular**' in line 12 could best be replaced by . . .
- boring
 - popular
 - steady
 - unusual
4. The word '**which**' in line 14 refers to . . .
- regular jobs
 - Sedalia, Missouri
 - The Maple Leaf Club
 - 500 compositions

Crazy Mom's Fashion

It started twenty years ago. One day, Jane Smith, a busy mom and a loving wife, went shopping for new clothes. After a few hours of searching, she came home exhausted and disappointed. In the mid-80s, few manufacturers made clothes for women over thirty. "Thousands of women in England have the same problem and I will help them," – thought Mrs. Smith. With very little money, no connections in the fashion world and a husband who thought that her idea was crazy, the ambitious woman decided to start up her new business.

Jane designed her first collection of twenty clothing items, bought suitable material and sewing machines, and hired experienced tailors. The Smiths' balcony turned into a workshop. When the collection was ready, Jane offered it to a famous chain of stores. To her surprise, they bought the whole collection at once. When they asked her about the name of her company, Jane looked at her husband, smiled and said: "Crazy Mom." The collection was sold in a very short time – women liked Jane's models. In a month, the manager of the chain ordered more clothes from "Crazy Mom" and Jane had to hire more people and find a bigger place for the workshop. The next step was opening her own shop at the central train station in Manchester.

Now "Crazy Mom" has fifty boutiques all over the world. Mr. Smith left his job as an engineer and became the head of the company. Their four children also work in the company and, according to Jane, this is what makes the business so successful.

Vocabulary

crazy (adj.): foolish, mad, nuts, impractical, insane

impractical (adj.): not reasonable, not practical

started (v.): began, commenced

twenty years: two decades

mom (n.): mum, mother

exhausted (adj.): tired

disappointed (adj.): unhappy at not seeing hopes come true

manufacturers (n.): producers

ambitious (adj.): having a strong desire to succeed

hired (v.): employed

tailors (n.): persons who make outer garments

boutiques (n.): small shops

True or False

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

1. The story began more than three decades ago.
2. Jane Smith didn't succeed in buying any clothes.
3. Jane faced no difficulties when she started up her business.
4. At the beginning, Jane's husband gave her a lot of help and support.
5. Jane had a strong power for success.
6. Jane employed inexperienced tailors.
7. When she began her business, Jane was more than thirty years old.
8. In addition to his being the head of 'Crazy Mom,' Mr. Smith still works as an engineer.
9. Jane, her husband, and their children work in "Crazy Mom."
10. 'Crazy Mom' is a successful company.

Money

Money is the coins and banknotes we use to buy things. You may earn money from completing household chores, getting good grades, for your allowance, or for losing a tooth. Money is very important in our world and comes in many different forms. People have been using money for hundreds of years. Before money gave specific values for things, people simply traded items. People in different parts of the world use different currencies.

People earn money from the jobs they do and save some of that money for the future: to pay for their houses, pay taxes, buy cars, medical needs and household items among other things. Even things like turning the lights on, using the air-conditioning or heat, and connecting to the internet cost money.

Vocabulary

chores (n.): pieces of routine work

grades (n.): marks

allowance (n.): money paid regularly

Multiple Choice Questions

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

- How long have people used money?
 - for centuries
 - for thousands of years
 - since the beginning of life on this planet
 - they have started recently
- What did people do before there was money?
 - people traded to get what they needed.
 - they just never got what they needed.
 - they made everything themselves.
 - the text does not tell us.
- The writer sees that money is
 - not very important
 - of great importance
 - of little value
 - only earned by adults
- Circle the thing that money cannot be used for

a. buying cars	c. paying taxes
b. paying bills	d. leading a healthy and happy life

Inspector Robinson

For three days Inspector Robinson had been completely in the dark. A man had been found unconscious in the car park of the Swan Hotel. He had been robbed and his car had been stolen. The police had no idea of his identity until at last the man was able to tell them who he was and what had happened. He was also able to give them a description of the man, which the police sent to all the newspapers.

The next day Inspector Robinson got a message to say that the man had been seen in a small seaside town. Inspector Robinson immediately went there. When he reached the police-station, the inspector in charge had a second message for him. The owner of a small restaurant on the seafront had just telephoned. According to him, a person like the wanted man was having dinner in his restaurant.

The police at once rushed round to the restaurant. Two policemen stayed outside the front entrance, while Inspector Robinson and another man entered through the kitchen. Very excited, the owner of the restaurant showed Inspector Robinson the man he had been watching. He was sitting at a corner table, reading a newspaper. Without doubt, it was the right man.

Inspector Robinson did not want to disturb the other people in the restaurant. He let the man finish his meal. Then, as the man left the restaurant, Inspector Robinson followed him into the street and arrested him.

Vocabulary

inspector (n.): a police officer of middle rank, a police officer ranking below superintendent

seafront (n.): the part of a coastal town that is on the edge of the sea

in the dark (prepositional phrase): without information, somewhere that is dark

in charge of (adj.): having the power of command or control, responsible for

rush (v.): to hurry, act quickly, to perform a task with great haste

True or False

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

1. The police had no idea at first who the unconscious was.
2. The wanted man was soon seen.
3. All the four policemen went into the restaurant.
4. Inspector Robinson had a look at the man before he arrested him.
5. Inspector Robinson did not arrest the man in the street.

6. In this text, the word inspector means a police officer of high rank
7. 'Inspector Robinson had been completely in the dark' means there was no light in the place he was staying in.
8. The word **seaf**ront means the part of a coastal town that is away from the edge of the sea..
9. Inspector Robinson managed to arrest the wanted man.
10. Inspector Robinson let the wanted man finish his meal because he did not want to disturb him.

Robots

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. Moreover, it never complains.

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

Long ago, people imagined robots. Over 2000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they also made things. But they were not real. They were imaginary. At that time, no one was able to make a real robot. The first real robot was made in 1961. it was called Unimate. It was used to help make cars. It looked like a giant arm.

In the future, we will have more robots. They will do things that we can not do, or they will do things that we do not want to do. They will also do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.

Vocabulary

kind (n.): sort, type

instructions (n.): commands, orders

explore (v.): examine carefully

vacuum (v.): clean

recognize (v.): know again

Multiple Choice Questions

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

1. As used in paragraph one, we can understand that something special is not
 - a. expensive
 - b. normal
 - c. perfect
 - d. tired

2. According to the writer, robots may be used to . . .
 - a. answer telephone calls
 - b. explore volcanoes
 - c. make cars
 - d. a., b. and c.

3. What is the main idea in paragraph two?
 - a. to describe the things that a robot can do
 - b. to explain the difference between a robot and a machine
 - c. to show how easy it is to make a robot
 - d. to tell what a robot is

4. According to the text, when was the first robot made?
 - a. 1961
 - b. 1900
 - c. 2015
 - d. 2000 years ago

5. Using the information in the text as a guide, which of these sentences gives the best use of a robot?
 - a. to help make a toy
 - b. to help tie shoes
 - c. to help read a book
 - d. to help explore Mars

6. Which of these sentences correctly summarizes the writer feels about robots?
 - a. Robots are confusing
 - b. Robots are dangerous
 - c. Robots are helpful
 - d. Robots are unnecessary

Not Guilty

Going through the Customs is a **tiresome** business. The strangest thing about it is that really honest people are often made to feel guilty. The hardened professional **smuggler**, on the other hand, is never troubled by such feelings, even if he has five hundred gold watches hidden in his suitcase. When I returned from abroad recently, a particularly officious young Customs officer clearly regarded me as smuggler.

"Have you anything to declare?" he asked, looking me in the eye.

"No," I answered confidently.

"Would you mind unlocking this suitcase, please?"

"Not at all," I answered.

The officer went through the case with great care. All the things I packed so carefully were soon in a dreadful **mess**. I felt sure I would never be able to close the case again. Suddenly, I saw the officer's face light up. He had spotted a tiny bottle at the bottom of my cases and he pounced on it with delight.

"Perfume, eh?" he asked sarcastically. "You know you should have declared that. Perfume is not **exempt** from import duty."

"But it isn't perfume," I said. "It is hair oil." Then I added with a smile, "It is a strange mixture I made myself."

As I expected, he did not believe me.

"Try it!" I said encouragingly.

The officer unscrewed the cap and put the bottle to his nostrils. He was greeted by an unpleasant smell which convinced him that I was telling the truth. A few minutes later, I was able to hurry away with precious chalk marks on my baggage.

I. Multiple Choice Questions

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

1. The customs officer was . . .

- a. careless
- b. careful
- c. helpful
- d. helpless

2. At first, the customs officer . . . the writer.

- a. did not believe
- b. welcomed
- c. suspected
- d. pleased

II. Vocabulary in Context

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

1. A **'smuggler'** is . . .
 - a. an innocent and honest man.
 - b. a brave person.
 - c. a self-independent fellow
 - d. the one who gets goods secretly and illegally.

2. **'Tiresome'** means . . .
 - a. pretty
 - b. pleasant
 - c. tedious
 - d. ugly

3. **'To convince'** means . . .
 - a. to say
 - b. to confer
 - c. to persuade
 - d. to disbelieve

4. **'Not guilty'** means . . .
 - a. unbearable
 - b. criminal
 - c. innocent
 - d. involved in a crime

6. **'Mess'** means . . .
 - a. discipline
 - b. lack of discipline
 - c. order
 - d. happiness

7. **'Exempt'** could be easily replaced by . . .
 - a. involved in
 - b. shackled in
 - c. free from
 - d. charged with

My Aunt

Of all my relatives, I like my aunt Emily the best. She's my mother's youngest sister. She has never married and lives alone in a small village near Bath. She's in her late fifties, but she's quite young in spirit. She has a fair complexion, thick brown hair which she wears in a bun, and dark brown eyes. She has a kind face, and when you meet her, the first thing you notice is her smile. Her face is a little wrinkled now, but I think she is still rather attractive. She is the sort of person you can always go to if you have a problem.

Aunt Emily likes reading and gardening, and she still goes for long walks over the hills. She's a very active person. Either she's making something, mending something, or doing something to entertain herself. She's extremely generous, but not very tolerant with people who don't agree with her. I hope I'm as content as she is when I'm her age.

Answer the following questions.

1. Write the adjectives that describe Emily's appearance.
2. In your opinion, how old is Emily?
3. Does Emily forgive all persons in all situations? Why?
4. What is the writer's hope?

An Exciting Adventure (1)

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 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 passage, '**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?

An Exciting Adventure (2)

A man was once left on an island and thought himself to be the sole occupant of it. He was very depressed at first and thought of getting rid of himself. After a while, however, because there was plenty of food and fresh water in the interior, he began to take heart. Then his brain began to work and he devised a small rough kind of hut, made himself clothes from leaves and grass and fashioned a spear with which to fish and kill wild animals. He used to catch fish by standing on a high point of land and spearing them so they swam near the surface. His chief need was for a fire, for having to eat raw fish somewhat upset his stomach, until he even got used to that. One day, he saw in the sand the unmistakable foot-print of a human being. Whether it was a sign of good or evil for him did not matter. He went in search of the maker of the print.

Answer the following questions.

1. Why did the man think of getting rid of himself?
2. What made him give up his thought?
3. How did he catch fish?
4. Why did the man need a fire?
5. Was he afraid when he saw the foot-print in the sand? How do you know?

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 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 . . .
- the first meal of the day taken in the morning.
 - the second meal of the day taken at midday.
 - the last meal of the day taken in the evening.
 - something eaten informally between meals.
8. **'Tremendous'** means . . .
- very great in degree.
 - very small in degree.
 - inaudible.
 - marvelous.
9. **'Crash'** means . . .
- an expected loud noise.
 - a sudden loud noise.
 - a sudden mild noise.
 - a sudden pleasant noise.
10. **'Collapsed'** can be replaced by . . .
- fell for.
 - fell down.
 - fell back on.
 - fell into.

III. Answer the following questions briefly.

- Why didn't the writer's uncle spend much time in his cottage?
- 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.

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

V. Grammar

Choose the correct answer:

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

A Sea Voyage

There are five people at our table, including myself. I've already learnt a great deal about them in the short time we have been at sea although we rarely meet except at meal-times.

First of all, there is Dr. Stone --- my favorite, I must confess. He is a man of about sixty-five, with grey hair and a humorous face. He gave up his practice a short while ago and is now traveling round the world before he retires to some quiet country village. As a young man, he served abroad for many years as a doctor in the Army. He speaks several languages and has told us a great deal about the ports we are going to call at. He seems to have been everywhere. During the day, when he is not talking to his fellow passengers (one gets the impression that he already knows everybody on board), he sits on deck reading or else gazes out to sea through his old-fashioned telescope.

Then there is 'grandmother,' I call her that because her name escapes me. In spite of her being a grandmother, she looks **remarkably** young, not more than forty-five. She is on her way to visit a daughter who emigrated to Australia some years ago. Naturally she is very excited at the thought of seeing her again, and her three grandchildren, whom she has never seen. She can talk of little else. This voyage is a great adventure for her: she has never been abroad before.

Then there is a man I do not care for very much, an engineer by the name of Barlow. He has been **on leave** in England and is now returning to his work in Singapore. He seems full of energy: he swims or plays tennis the best part of the day. I have never in my life met a man with such a loud laugh. He has the cabin next to mine and I can hear his laugh even through the wall!

I. Multiple Choice Questions

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

1. Dr. Stone is traveling round the world because
 - a. he likes meeting a lot of people.
 - b. he is having a holiday before he retires.
 - c. he wants to visit the places he knew in the past.
 - d. he enjoys traveling abroad.

2. The writer calls the second person at the table 'grandmother' because
 - a. she looks old.
 - b. she has three grandchildren.
 - c. he has forgotten her name.
 - d. he has not been told her name.

II. Vocabulary in Context

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

1. **'Remarkably'** means . . .

- a. attractively.
- b. quite.
- c. noticeably.
- d. extraordinarily.

2. **'On leave'** means . . .

- a. about to go.
- b. away from work.
- c. absent.
- d. at home.

III. Answer the following questions briefly.

- 1. How does Dr. Stone spend his time when is not talking to his fellow passengers?
- 2. Why is "grandmother" going to Australia?

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

- 1. Dr. Stone . . . after he has traveled round the world.
- 2. Dr. Stone seems to know everybody on board because
- 3. Barlow spends most of his time
- 4. Barlow has such a loud laugh that

An Expedition in the Forest

Half an hour before daybreak three of the boys assembled, as they agreed, near the old bridge. The fourth, a boy by the name of Tolly, had not turned up. His absence did not greatly surprise the others. They knew that his mother did not want him to come on this expedition into the forest.

Charles, who was the oldest and their accepted leader, **waded** downstream to the place where their boat was tied up in the shelter of some overhanging bushes. Then he rowed the boat back to the shallow water near the bridge, where the boys loaded it with the provisions, blankets and other things which they were taking on their journey.

Dawn was just breaking as they climbed into their boat and pushed off from the bank. A swift current carried them downstream, so there was no need to row. They took it **in turns** to keep the boat in the center of the river. Three hours later, they entered the forest where they intended to spend the next few days.

"Let's go ashore now and make some tea," suggested Charles.
"No one will see us here."

It was forbidden to light fires in the forest, but people rarely came this way.

While Charles tied the boat up, the other two boys set about gathering wood for a fire. When they came back, each with a large handful of sticks they found Charles looking very worried.

"We haven't got matches," he announced gloomily. "Tolly was going to bring them."

This was bad news. They were miles away now from the nearest shop.

I. Multiple Choice Questions

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

1. The boys did not have to row because
 - a. they had plenty of time to get to the forest.
 - b. they kept their boat in the center of the river.
 - c. the river carried their boat along quite quickly.
 - d. they had pushed off from the bank.

2. The boys could not light a fire because
 - a. the wood was too big.
 - b. Charles had forgotten to bring any matches.
 - c. the boy who was going to bring the matches had not come.
 - d. it was forbidden to light fires in the forest.

II. Vocabulary in Context

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

1. **'Waded'** means . . .

- a. crossed the river.
- b. swam.
- c. went out of sight.
- d. walked slowly through the water.

2. **'In turns'** means . . .

- a. round and round.
- b. all together.
- c. from time to time.
- d. one after the other.

III. Answer the following questions briefly.

- 1. How long did it take them to load the boat?
- 2. When did Charles discover that they had no matches?

IV. Answer these questions, using only short form answers.

- 1. Was it light when they set off downstream?
- 2. Did Charles also go to gather wood?

A Holiday in the Mountains

Last year three friends of mine decided to spend a holiday in the mountains. They set off by car early in the morning and by the late afternoon they had almost reached the village where they were going to stay. After stopping for a quick cup of tea at a wayside café, they set off again along the winding road that led to the mountains. They had a map with them and according to this the village they were going to stay in was only about fifteen miles away

It got dark not long after this, and it began to rain too, which of course made it more difficult to see the road clearly. After they had driven for about fifteen miles, there was still no sign of the village. Obviously the map they had was not a very good one.

They went on for another five miles and then the car suddenly stopped. At first my friend thought that they had run out of petrol but, on examination, they found that this was not the trouble. Something else was wrong with the car. Since they could not start the car again, they decided to spend the night in the car, though they had very little food with them and there was not much room for three people.

Early in the morning, a car came along the road. They stopped the driver and asked him where the village was. He told them that it was just on the other side of the hill. They tied their car to his and he pulled them to the top of the hill. After that their car ran all the way downhill to the village, where they found a hotel and had a good breakfast. Of course, if they had walked up the hill the night before, they would not have had to spend an uncomfortable night in the car.

Vocabulary

set off (v.): set forth, to begin as journey

winding (adj.): of a twisting turning shape

obviously (adv.): clearly, plainly, can be easily seen

run out of (v.): to use all one's supply of, to have no more of

room (n.): space that is enough for

I. True or False

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

1. The three friends drove all day without stopping until the car broke down.
2. They did not forget to take a map with them.
3. Their car did not stop because they had run out of petrol.
4. They spent a comfortable night in the car.
5. They had to push the car to the top of the hill.

6. The writer and three friends of his decided to spend a holiday in the mountains.
7. The road that led to the mountains was of a twisting turning shape.
8. The travellers had a very good map with them.
9. The word **obviously** in this passage has the same meaning as unclearly.
10. At the end, the writer's friends reached their destination.

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 decide 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

1. 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

Bill Fuller

Bill Fuller, the postman, whistled cheerfully as he pushed his bicycle up the hill towards Mrs. Dunley's house. His work for the day was almost finished; his bag, usually quite heavy when he set out on his round, was empty now except for the letter that he had to deliver to Mrs. Dunley. She lived over a mile from the village so that, when Bill had a letter for her, he always finished his day's work much later. He did not mind this, however, because she never failed to ask him in for a cup of tea.

When Bill entered the gate of Mrs. Dunley's house, he was surprised not to find her working in her garden. She usually spent most afternoons there when the weather was fine. Bill went straight round to the back of the house, thinking that she might be in the kitchen. The door was locked and the curtains were drawn. Puzzled, he returned to the front of the house and knocked hard on the door. There was no answer. Bill thought that this was very strange because he knew that Mrs. Dunley rarely left the house.

Just then he noticed that her bottle of milk, which was delivered early in the morning, was still on the doorstep. This worried him. If Mrs. Dunley had not taken in her milk, perhaps she was ill. Bill walked round the house until he found an open window. It was small, but he just managed to squeeze through. He went into the hall. There he almost fell over Mrs. Dunley, who was lying at the foot of the stairs, unconscious. Realizing that there was little he could do for her, Bill rushed out of the house, stopped a passing car and told the driver to telephone for an ambulance as soon as he got to the village.

I. Multiple Choice Questions

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

1. Bill Fuller was going to Mrs. Dunley's house because
 - a. she had asked him for a cup of tea.
 - b. his day's work was over.
 - c. he had some letters to deliver to her.
 - d. he had a letter for her.

2. The thing that especially worried Bill was
 - a. finding the back door locked and the curtain drawn.
 - b. not getting any answer when he knocked on the door.
 - c. seeing her bottle of milk on the doorstep.
 - d. not finding Mrs. Dunley in the garden.

II. Vocabulary in Context

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

1. 'Did not mind' means

- a. looked forward to.
- b. enjoyed.
- c. did not remember.
- d. did not object to.

2. 'Straight' means . . .

- a. without going back.
- b. immediately.
- c. fairly quickly.
- d. in a direct line.

III. Answer the following questions briefly.

1. How did Bill get into the house?
2. How did Bill get help for Mrs. Dunley?

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

1. Bill's bag was not heavy because
2. When the weather was fine, Mrs. Dunley
3. It was lucky that one of the windows was open, otherwise

V. Grammar:

A. Combine the following pairs of sentences to form one sentence.

1. I put on my glasses. I want to read the notice, which was in small print.
2. He's gone to the bank. He wants to cash a cheque.
3. Ahmed went to the airport. He wanted to see his brother off.
4. They went to a cheap hotel. They didn't want to spend a lot of money.
5. I'm going to whisper. I don't want to disturb the others.

B. Complete the following sentences by putting the adverb or adverbial phrase in its correct position in the sentence.

1. I arrive home later when I travel by bus (usually).
2. Does Ali stay out late (often)?
3. The postman brings the letters at eight o'clock (every morning).
4. Do you drink a lot of water in hot weather (always)?
5. He phones his parents (twice a week).

C. Rewrite the following sentences, replacing the verbs in italics by managed to + infinitive.

1. He made a good excuse, but he *didn't* quite *succeed in convincing* me.
2. In the end, after a long argument, we *were able to persuade* them.

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:

Make adjectives from:

theory - fruit - explain - nature - thought - equator - pole

climate - science - region

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 23rd 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 20th 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 23rd 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.

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 text.

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

The Benefit of Failure

"There is the greatest practical benefit in making a few failures early in life," Thomas Huxley once said. We should then realize how much failure can teach us. It can help us learn our shortcomings.

Dr. Robert McMurry, a consulting psychologist, recently undertook research on 220 men who were able-bodied, of above average intelligence and seemingly well-trained. Yet they could not hold a job or make any success for very long. He classified them as half-failures and the main reason was that they could not acknowledge any kind of shortcoming in themselves.

In childhood they had been protected from the consequences of their own mistakes by indulgent parents. When they failed at school, their teacher was blamed. When they did not get on at work, it was office politics. Theirs was what Thomas Carlyle called the greatest of faults: to be conscious of having none.

Answer the following questions.

1. Who is Dr. Robert McMurry?
2. Describe the details of Dr. Robert McMurry's experiment.
3. What is the benefit of failure?
4. What is the cause of failure of the half-failures?

Dreams

Men and women have talked about their dreams for centuries and centuries. The curious thing is that in spite of the bizarre and nonsensical nature of dreams, people have persisted in believing that dreams have got a meaning and that they are significant for our daily lives.

Dreams are of interest to all of us; because all of us dream. Some find them amusing, some worrying, some terrifying. Gypsies take them as warnings, while psychologists make use of them in the treatment of neurotic disorders. Dreams differ according to personality. The mild person dreams of himself standing up to others, the humble person of great achievements, and the calm person of being in a berserk rage. Dreams indeed seem to go by opposites, and they are the products of our unconscious creation.

Dreams affect us in our daily life. The child who has had a dream of being bitten by a dog will be afraid of dogs the rest of the day. A frustrating dream will make us irritable all morning, whereas dreams of success will cheer us up all day. We cannot therefore afford to ignore dreams, because they have an undoubted influence upon our daily life.

Answer the following questions.

1. How do dreams affect our daily life?
2. How do dreams go by opposites?
3. How do psychologists make use of dreams?

News

Knowing what is going on in the world is every person's right today, but it was once the luxury of few readers. Even so, the knowledge of far away events was slow in getting to the privileged class. Today a world-wide system of communication makes news available quickly to nearly everyone . . . to everyone who can read, to every person who has a radio, to everybody who can watch a television set.

Communication satellites receive signals from news centers all over the globe and send the information to the other centers. Within moments, the news of a victory, a discovery or a disaster is relayed to all who are prepared to receive the information.

Because they use waves traveling through the atmosphere, radio and television are nearly instantaneous communication systems. Millions of radio receivers and television sets across the world communicate information to all. Traveling at the speed of light, radio waves can circle the earth carrying the news of the moment.

What has the mass communication system done to change the world? The speed of life has quickened. Because the news is available to everyone, researchers are no longer members of the upper class. Because help can be supplied to people in disaster areas, the quality of life has improved. Because people learn from the information they receive, the educational level of the world has increased.

Answer the following questions.

1. What do communication satellites do?
2. Which two communication systems use waves?
3. In the past, which group of people knew what was going on in the world?
4. What are the results of mass communication systems?

The First Newspapers

The first newspapers were nothing like our papers today. They were more like letters containing news. For the first newspaper ever printed we must go to China about 1300 years ago. At that time the government printed a paper called Tching Pao, which meant 'News of the Capital.' In this way the government was able to keep the people informed of important developments.

In ancient Rome something like our papers was established by Julius Caesar in 60 B.C. Devoted chiefly to government announcements, the bulletin was called Acta Diurna, which meant "Daily Happenings."

One of the chief needs for getting news quickly in early days was for business purposes. Businessmen had to know what important things had happened. So, one of the first newspapers was started in the sixteenth century by the Fuggers, a famous enterprising German family of international bankers. The first regular newspaper established in London was The Intelligencer in 1663. Most early papers that were established could be published only once a week because both communication and production were slow.

I. Answer the following questions.

1. What were the first newspapers like?
2. When and where was the first newspaper ever printed?
3. What was the paper established by Caesar like?
4. Why did the Fuggers start a newspaper in the sixteenth century?
5. Why could not the early papers be published more than once a week?

The Rosetta Stone

A long time ago, man had already begun to unearth monuments and buildings and treasures of all sorts going back to ancient Egypt. There was a strange kind of writing found with these objects, but no one could read it.

The early Greeks believed that the Egyptian priests produced these writings for sacred purposes, so they called them hieroglyphs, which meant ‘sacred carvings.’ This type of writing came to be known as Hieroglyphics.

After the Greeks no big effort was made to understand these writings until the seventeenth century, when many scholars worked on the problem. Then in 1799, a wonderful discovery was made. A black slab of basalt was found – which had lain for centuries near one of the mouths of the river Nile. It was named the Rosetta stone after the town where it was found.

Now what made the Rosetta stone so valuable was that it had a message written in three languages: Greek, Hieroglyphics, and demotic.

In 1822, Champollion was finally able to reveal the long-lost secret of hieroglyphic writing. As a result, it has been possible for historians to trace the life, customs, and religion of the Egyptians as far as 3500 B.C.

Answer the following questions.

1. What is the significance of the Rosetta stone?
2. What did archaeologists find along with monuments and treasures?
3. Who is Champollion?
4. Why was the Rosetta stone so called?

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

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.