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Preface

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

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

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

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

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

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

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

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

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

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

Last but not least, let me remind you that the more English words and idioms 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
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Section I

Comprehension Passages

Uses of the Computer

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

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

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

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

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

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

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

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

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

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

Vocabulary

digital (adj.): numerical

grade (v.): to separate into levels

TOEFL (abbrev.): **T**est of **E**nglish as a **F**oreign **L**anguage

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

calculate (v.): to estimate

check out (v.): to withdraw (an item) as from a library, and have the withdrawal recorded

payroll (n.): the total amount of wages paid to all the workers in a particular company, paysheet

employees (n.): workers

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

ATM (abbrev.): **A**utomatic **T**eller **M**achine

deposit (v.): to put money into an account

vice versa (adv.): in the opposite way from that just mentioned

I. True or False?

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

1. Computers score large tests like the TOEFL.
2. Airlines use computers to make reservations.
3. Businesses use computers for inventory and payroll.
4. The computer can work only in accounting.
5. Banks use automatic tellers to give people money.
6. Computers cannot do jobs that are dangerous for people.
7. PLATO is a computer that can teach English.
8. Only secretaries can use word processors.
9. Pacman is the man who first built a computer.
10. Computers are too big to have at home.
11. There are three parts to computer hardware: the input unit, the central processing unit and the output unit.
12. A computer cannot function without software.
13. In data processing, data and information are the same.
14. A computer processes data and gives information.
15. A computer cannot read numbers.
16. A computer processes data slowly.
17. Hardware includes all computer programs.
18. A computer program is a set of instructions that tell the computer what to do.
19. The central processing unit is the 'brain' of the computer.
20. Computers are part of modern life.

II. Vocabulary in Context

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

1. The word **inventory** in the passage has the same meaning as
 - a. a list of the names of the employees in a place
 - b. a list of the invaluable things in a place
 - c. a list of the titles of books in a bookshop
 - d. a list of all the goods in a place
2. **Automatic tellers** are
 - a. automatic rifles
 - b. bank clerks
 - c. machines
 - d. storytellers
3. The expression **vice versa** means
 - a. in the same way that was just stated

- b. in a different way from that just stated
- c. in the opposite way from that just stated
- d. in a better way from that just stated

4. **Predict** means
- a. to anticipate
 - b. to participate
 - c. to expectorate
 - d. to emancipate

III. Blacken the letter of the sentence that has the same meaning of the first one.

1. There are very few people who have not had some experience with a computer either directly or indirectly.
 - a. Almost everyone has something to do with computers.
 - b. Computers are direct and indirect.
 - c. Few people use computers.
 - d. People must have experience with computers.

2. The computer was first used for accounting and this is still its most common use.
 - a. Computers cannot be used for accounting today.
 - b. Computers are good for accounting.
 - c. Computers are most often used for accounting today.
 - d. Computers are used only for accounting.

3. Computers are used more and more every day.
 - a. People do not use computers every day.
 - b. People make computers every day.
 - c. There are more computers every day.
 - d. The use of computers is increasing every day.

4. The Pacman game can be seen everywhere. It has become one of the most famous figures.
 - a. Pacman is only a computer game.
 - b. Pacman is a computer.
 - c. There is no Pacman.
 - d. Pacman is popular.

5. Computers are widely used in education.
 - a. Computers are wide.
 - b. Computers need education.
 - c. Education is wide.
 - d. Education uses many computers.

6. Computers can transfer money from a savings account to a checking account and vice versa.
 - a. Computers can transfer money only from savings to checking.
 - b. Computers can transfer money only from checking to savings.
 - c. Computers can transfer money either from checking to savings or from savings to checking.
 - d. Computers cannot transfer money from savings to checking.

Driver Psychology - Letter to the Editor

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

I am not a motorist, so let me take a simpler example: I am walking down the street to a bus stop and the bus arrives before I *get there*. Do I (a) calculate the **approximate** distance between self and bus, allow for obstacles (grannies, perambulators, lamp-posts), estimate the length of time the bus will remain **stationary**, and hence compute the speed in **m.p.h.** that I shall have to travel in order to reach it before it moves off, or (b) run like hell for it? Or alternatively, if I am approaching a granny or a perambulator or a lamp-post, either in the previous **emergency** or in the normal course of events, do I (a) assess my own speed, estimate the number of inches or feet that separates me from the obstacle nearby and hence compute the change in direction in angles and feet that would cause me to miss it, or (b) simply walk round it.

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

Vocabulary

elementary (adj.): basic, simple

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

grannies (n.): (informal) grandmothers

perambulator (n.): pram, baby-carriage

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

approaching: coming near or nearer to

miss (v.): to avoid, to escape

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

environment (n.): surroundings

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

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

1. I refer to the . . . on
 - a. long pillar used to support a building
 - b. perpendicular section of a page in printing
 - c. large body of troops
 - d. a list of number arranged one after the other

2. The bus will remain
 - a. moving faster
 - b. not improving
 - c. not moving
 - d. stationery

3. The speed in . . . that
 - a. multiple power of horses
 - b. many passing horses
 - c. miles per hour
 - d. meters per hour

4. All the complex . . . of
 - a. manipulations
 - b. movements
 - c. maneuvers
 - d. surgical interventions

5. In a . . . way
 - a. comparable
 - b. comparative
 - c. complicated
 - d. familiar

6. change gear, accelerate,
 - a. break
 - b. smash into
 - c. slow down
 - d. sound the horn

7. in a . . . skill to adjust
 - a. complimentary
 - b. complicated
 - c. mental state caused by repression
 - d. proper

8. skill to . . . to varying conditions.
 - a. adapt
 - b. adopt
 - c. advertise and just reach
 - d. agree

9. other vehicles . . . , junctions
 - a. tracts of land surrounded by water
 - b. hard substances of creamy-white colour
 - c. places of refuge
 - d. something standing away from other things

10. that they don't . . .
 - a. look at
 - b. ask for advice
 - c. determine
 - d. work as a consultant

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

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

7. moving oneself
8. instrument for measuring speed

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

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

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

1. get there
2. approaching
3. accelerate
4. co-ordinate
5. on the basis of

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

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

English Journey

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

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

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

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

Then I remembered younger folk here and there, all products of this newest England, and I saw that there is a section of people who have its strength but are untouched by its weakness. I met them all over the country, not many at a time, for there are not enough of them to make a crowd in any one place. There would have been a great many more if the finest members of my generation had not been slaughtered in the war.

Most of these people, of course, are younger. They are not prigs, though being young and earnest; they are inclined at times to be a shade too solemn. They are not saving their souls or going about doing well. But they have a social consciousness: their imagination is not blunted; they know that we are interdependent, and that bluffing and cheating are useless. I usually found them doing not a very pleasant job of work for the benefit of people worse off than themselves.

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

John Boynton Priestly

Vocabulary

post- (prefix) = after, later than

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

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

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

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

exhibition (n.): a public show of objects

giant (adj.): huge, very big

tiny (adj.): puny, very small

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

monotony (n.): lack of variety

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

opportunity (n.): chance

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

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

influence (n.): effect, directing power

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

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

blunted (adj.): not sharp

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

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

egotistical (adj.): very selfish

I. True or False?

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

1. Factory girls like to go to the cinema.
2. Prices are low because everything is produced in large quantities.
3. You find an almost classless society in England.
4. This is because of the enormous Communist influence.

5. England was cleaner and healthier in the 19th century.
6. **Filling-stations** are places that sell oil and petrol.
7. The word **ambition** means having no desire to achieve anything.
8. A **bungalow** is a house which is all on one level.
9. The word **hiking** simply means travelling about the country by bicycle.
10. **Trumpery** means having great value.

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

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

III. Explain the meanings of the underlined words.

IV. Answer the following questions:

1. What do modern factories look like?
2. Which danger might arise from monotonous work and cheap luxuries?
3. What kind of younger folk did the writer meet?
4. What does he mean by 'they are not saving their souls'?
5. Why do these people help others?

The Evils of Smoking

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

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

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

Well, of course, Slater wasn't going to miss a chance like that. He's just about the luckiest devil in the school - rewards just drop into his hands. We all walked about the playground, looking for the watch. And I wasn't a bit surprised when Slater bent down as if he was picking something up. Then he hurried past me towards the old man. "Where are you going"? I called out, though I knew very well where he was going. "Where do you think"? he called back.

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

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

Vocabulary

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

slip (v.): to fall by sliding

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

reward (n.): prize

burst out (v.): to begin suddenly

puzzle (v.): to confuse

clue (n.): something that helps to find an answer to a question, difficulty, etc.

Multiple Choice Questions

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

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

- b. He was trying to hide the fact that he had found the watch.
 - c. He was pretending to have found the watch.
 - d. The watch had slipped off his wrist, and he was trying to pick it up.
7. Why wasn't the lecturer pleased with Slater?
- a. Because he was pretty sure Slater had stolen the watch.
 - b. Because Slater brought him a different watch.
 - c. He could see that Slater had a knife.
 - d. Because Slater hadn't listened to the lecture.
8. What made the headmaster burst out laughing?
- a. It was the ease with which he had recovered the watch.
 - b. It was the look on the lecturer's face.
 - c. It was the pride he felt in his pupils.
 - d. It was his honesty and that of the school.
9. The writer described the lecturer as
- a. an old chap
 - b. an old boy
 - c. a good public speaker
 - d. a and b
10. The word **clue** in the last sentence could best be replaced by
- a. An object or a kind of indication which may be used as evidence
 - b. A strand of yarn as used to guide one through a labyrinth
 - c. Information, insight or understanding
 - d. An interesting story
- a. people who heal
 - b. scientists that make synthetic drugs
 - c. digitalis

Drugs

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

True or False?

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

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

Violence and TV

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

After prolonged interviews with 1,565 London boys, Belson concludes that those who watch screen violence for long periods commit 50 per cent more rape and other crimes than those whose viewing is limited.

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

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

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

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

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

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

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

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

Vocabulary

breed (v.): to cause, to produce

emphatically (adv.): most certainly

announce (v.): to declare, to say in public

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

finance (v.): to provide money for

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

viewing (n.): watching

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

violent-prone: likely to be affected by violence, one who has a tendency towards violence

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

bashing (n.): hitting hard

dramatic (adj.): exciting

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

contend (v.): to claim

traceable (adj.): easy to trace or follow

distinction (n.): difference

generate (v.): to produce

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

assault (v.): to attack

acknowledge (v.): to admit

induce (v.): to lead to

I. Multiple Choice Questions

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

1. According to Belson, those who view television violence
 - a. commit crimes of violence twice as much as those who are less exposed to television violence

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

- c. completely innocent of any harmful effects
 - d. less harmful to the viewers than works without any literary merit
7. Belson argues that
- a. TV is the only factor responsible for the increase of violence among teenagers
 - b. TV is largely responsible for the increase of violence among teenagers
 - c. TV is a contributing factor in the increase of violence among teenagers
 - d. TV has only a minor effect on the increase of violence among teenagers

II. Vocabulary in Context

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

1. **Financed** in line 3 could best be replaced by
- a. borrowed money from
 - b. lent money to
 - c. provided money for
 - d. given a loan to
2. **Bashing** means
- a. fondling
 - b. hitting hard
 - c. patting
 - d. touching gently
3. **Skeptics** are people who
- a. tend to believe
 - b. tend to doubt
 - c. tend to commit crimes
 - d. tend to be violent
4. **Violent-prone** means
- a. unlikely to be affected by violence
 - b. likely to be affected by violence
 - c. will never be affected by violence
 - d. do not watch TV violence

A Visit to the Library

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

Ahmad's mother sits at one of the computers in the library. She checks her e-mail and looks at pictures of flowers on the internet. Then she reads a news article on a website. Ahmad's mother leaves the computer and walks to Ahmad, holding up something out for him. Ahmad looks at her quizzically. It takes him a moment to know what she is holding. "I got that film for us to watch tonight," says his mother. "Are you ready to leave?" "Sure," Ahmad says, now holding the film out in front of him. He reads the cover while walking back to the library entrance. He puts his books and the film on the front desk to check out. A librarian stands behind the table. "How long can we keep them?" Ahmad asks her. "Three weeks," says the librarian. "Okay." says Ahmad. Suddenly, Ahmad is surprised. His mother is holding something else that is too big to put on the desk. It's a picture of the sea. "What's that for?" Ahmad asks. "To put on our wall at home," says Ahmad's mom. "You can do that?" Ahmad asks. Ahmad's mom smiles at the librarian. "Yes," she says, "but we have to give it back in three months."

Vocabulary

woods (n.): forest

quiz (n.): a competition when questions are put

quiz (v.): to ask questions

check out (v.): to have the removal of (a thing) recorded

I. Multiple Choice Questions

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

1. Based on the books Ahmad finds to check out, we can tell that he is interested in
 - a. science
 - b. nature
 - c. literature
 - d. mathematics

2. While at the computer, Ahmad's mother
 - a. checks her e-mail
 - b. looks at pictures
 - c. reads an article
 - d. a, b and c

3. According to the passage, how long can Ahmad and his mother use the books and the film before they must give them back to the library?
 - a. two weeks
 - b. three weeks
 - c. four weeks
 - d. five weeks

II. Vocabulary in Context

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

1. Based on its context in the paragraph, it can be that **quizzically** belongs to which of the following word groups?
 - a. casually, carelessly
 - b. passionately, lovingly
 - c. questioningly, curiously
 - d. accurately, precisely

2. Based on the context, what does **give back** mean?
 - a. put
 - b. buy
 - c. return
 - d. sell

Our First Words

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

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

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

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

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

But speech has to be triggered, and this depends on interaction between the mother and the child, where the mother recognizes the cues and signals in the child's babbling, clinging, grasping, crying, smiling,

and responds to them. Insensitivity of the mother to these signals dulls the interaction because the child gets discouraged and stops sending out signals. Sensitivity to the child's non-verbal cues is essential to the growth and development of language.

Vocabulary

drastic (adj.): strong, sudden and often severe

mop up (v.): to absorb

infant (n.): a very young human, particularly from birth to a couple of years old or until walking is fully mastered

quotient (n.) a number which is the result when one number is divided by another

hubbub (n.): confused uproar, a mixture of loud noises

trigger (v.): to initiate, to start

babbling (adj.): senseless talk

dull (v.): to weaken

I. Multiple Choice questions

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

1. Frederick II's experiment was 'drastic' because
 - a. he ignored the importance of mothering to the infant
 - b. he wanted to prove that children are born with the ability to speak
 - c. he wanted to see if the children would die before they reached the age of one
 - d. he was unkind to the nurses

2. The reason some children are backward in speaking today is that . . .
 - a. they do not listen carefully to their mothers
 - b. their brains have to absorb too much language at once
 - c. their mothers do not respond to their attempts to speak
 - d. their mothers are not intelligent enough to help them

3. By **critical times**, the author means
 - a. difficult times in the child's life
 - b. moments when the child becomes critical towards its mother
 - c. important stages in the child's development
 - d. times when mothers often neglect their children

4. Which of the following is not implied in the passage?
 - a. Children do not need to be encouraged to speak.
 - b. Most children learn their language in definite stages.
 - c. The child's brain is highly selective.
 - d. The faculty of speech is inborn in man.

5. If the mother does not respond to her child's signals
 - a. the child will never be able to speak properly
 - b. the child will stop giving out signals
 - c. the child will invent a language of its own
 - d. the child will make little effort to speak

II. True or False?

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

1. Frederick II lived more than 500 years ago.
2. Frederick's experiment proved that children are born with the ability to speak.
3. Good mothering is important only after the child has learned to speak.
4. Children are slow to begin speaking if their mothers do not respond to the noises they make.
5. By the age of a year and a half the child's vocabulary is still under 100 words.
6. By the age of four children still make many grammatical mistakes.
7. The author does not believe that children select and analyze their language.

III. Vocabulary in Context

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

1. **deprivation**
 - a. disturbance
 - b. needlessness
 - c. inability
 - d. removal

2. **survive**
 - a. communicate
 - b. learn
 - c. live
 - d. overcome

3. **backward**
 - a. inaccurate
 - b. shy
 - c. slow
 - d. undeveloped

4. **mop up**
- a. absorb
 - b. analyze
 - c. develop
 - d. understand

5. **readily**
- a. by reading
 - b. easily
 - c. slowly
 - d. systematically

Automobile Accidents

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

Experts have long recognized that this discouraging problem has multiple causes; at the very least, it is a "driver-vehicle-road" problem. If all drivers exercised good judgment at all times, there would be few accidents. But this 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 member 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.

Vocabulary

automobile (n.): a car or motor car

deadly (adj.): likely to cause or able to produce death, causing death

discouraging (adj.): taking away courage or spirit from

multiple (adj.): including many different parts, or types

virtuous (adj.): possessing, showing or practicing virtue

occupant (n.): a person who occupies a place in a car or other vehicle

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. Drivers are made, not born.

2. The causes of automobile accidents are
 - a. unpleasant
 - b. not well understood
 - c. obvious
 - d. simple

3. Some improvement has been made because of
 - a. better roads
 - b. more virtuous people
 - c. more automobiles
 - d. protected occupants

4. Control of accidents is difficult because of
 - a. excellent drivers
 - b. an increase in the number of cars
 - c. the common cold
 - d. improved design

5. Experts are people who
 - a. have many accidents
 - b. make cars
 - c. know a great deal
 - d. drive cars

6. A **driver-vehicle-roadway** problem is a
 - a. three-way problem
 - b. problem in car construction
 - c. problem in judgment
 - d. problem in driver control

II. Vocabulary

Give synonyms or antonyms

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

The Planets

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

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

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

Vocabulary

assume (v.): to take as a fact or as true without proof, to suppose

systematic (adj.): based on a regular plan or fixed method

spacing (n.): arrangement, distance, placement

tend to (v.): to have a tendency

compose (v.): to make up x from x

elaborate (v.): to add more detail to

advancement (n.): improvement

I. Multiple Choice Questions

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

1. What is the best title for this passage?
 - a. There is Life on the Planets.
 - b. Bode's Law Has Been Proved.
 - c. Kant's Philosophy about the Planets is Valid.
 - d. Bode's Law
2. The major idea of this passage is
 - a. the distance between the Earth and Mars
 - b. the spiritual life of the people on the planets
 - c. the systematic relationship of the planets and their inhabitants
 - d. the systematic relationship of the planets to the Earth

3. Bode thought that the planets
 - a. contained life
 - b. had no life
 - c. were without people
 - d. were populated by spirits

4. The results of work done by scientists are often called
 - a. orbits
 - b. intervals
 - c. proposals
 - d. laws

5. In these paragraphs, **elaborate** means
 - a. decorate
 - b. work
 - c. expand
 - d. move

6. According to Kant, why are Jupiter's inhabitants spiritually advanced?
 - a. The planet is hot.
 - b. The planet is cool.
 - c. The planet is superior.
 - d. The planet is moral.

II. Give synonyms or antonyms:

1. early
2. inhabit
3. for example
4. draw attention to
5. roughly
6. twice
7. compose
8. superior

The Underworld

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

The earth is made up of three **major** layers - a central core, probably metallic, some 4,000 miles across, a surrounding layer of compressed rock, and to top it all a very thin skin of softer rock, only about 20 to 40 miles thick - that is about as thin as the skin of an apple, talking in relative terms.

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

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

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

Iceland is one of the most active volcanic regions of the world. And it was to Iceland that Jules Verne sent the hero of his book *A Journey to the Centre of the Earth*. This **intrepid** explorer clambered down the opening of an **extinct** volcano and followed its windings until

he reached the earth's core. There he found great oceans, and continents with great vegetation. This conception of a hollow earth we now know to be false. In the 100 years since Jules Verne published his book, the science of volcanology, as it is called, **has made great strides**. But even so the deepest man has yet penetrated is about 10,000 feet. This hole, the Robinson Deep mine in South Africa, barely scratches the surface; so great is the heat at 10,000 feet that were it not for an elaborate air-conditioning system, the miners working there would be roasted. Oil borings down to 20,000 feet have shown that the deeper they go, the hotter it becomes.

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

Vocabulary

hurtle (v.): to move or rush with great speed

spin (v.): to turn round and round fast

flatten (v.): to make or become flat

core (n.): the central part of anything

radiate (v.): to send out light or heat

pond (n.): an area of still water smaller than a lake

pulsate (v.): to shake very regularly

elaborate (adj.): full of detail

descend (v.): to go down

fluid (n.): not solid

seismic (adj.): concerning or caused by sudden shaking of the ground

seismologist (n.): a scientist who studies the shaking movements in the surface of the Earth.

tremor (n.): a shaking movement of the earth

intrepid (n.): showing no fear

I. Multiple Choice Questions

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

1. The outer layer of the Earth is compared to the skin of an apple because
 - a. it is only 20 to 40 miles thick
 - b. it is thin in proportion to the Earth's mass
 - c. it is relatively thin compared with the central core
 - d. it is softer than the other layers

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

II. True or False?

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

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

III. Vocabulary in Context

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

- axis**
 - central line
 - gravitational pull
 - orbit
 - side
- major**
 - distinct

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

3. **fluid**

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

4. **in effect**

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

5. **a particular active seismic area**

- a. many earthquakes occur
- b. many people are killed
- c. many research centers have been built
- d. many seismologists work

6. **intrepid**

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

7. **extinct**

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

8. **has made great strides**

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

9. **compensate for**

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

Population Growth and Industry

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

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

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

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

After this transitional growth stage, a third change took place in the Western nations. The birth-rate began to drop, and by the 1930s several North European countries had reached a new stable level with low birth-

rates combined with low death-rates. In some countries the population declined, and governments actively encouraged people to have more children.

The three stages in this transition can be summarized in a graph. Each has a distinctive economic arrangement. In the earliest phase there is a very low level of productivity, energy sources are primitive, and the standard of living is very low. At the middle stage, agriculture becomes more productive but does not always keep up with population growth, and industrial growth begins. The third stage has a very high standard of living, great efficiency and universal sophisticated technology.

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

I. Multiple Choice Questions

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

1. Full details of births, marriages and deaths are recorded
 - a. by all developed countries
 - b. by most underdeveloped countries
 - c. by the General Register Office
 - d. by the United Nations Demographic Yearbook

2. In past centuries
 - a. birth rates were high and death rates were low
 - b. birth rates were high and so were death rates
 - c. birth rates were low and so were death rates
 - d. birth rates were low and death rates were high

3. In the nineteenth century the population in the West
 - a. began to drop
 - b. began to fluctuate
 - c. suddenly increased
 - d. was stabilized

4. The economic conditions in a century with low birth-rate and a low death-rate would be
 - a. high standards of living and very efficient industry
 - b. low standards of living and efficient agriculture
 - c. low standards of living and no industry
 - d. productive agriculture and a little industry

5. The passage mentions several ways in which population growth might be controlled. Which of the following is not one of these ways?
 - a. an increase in health and hygiene
 - b. an increase in the death-rate
 - c. birth control programs
 - d. industrialization and a high standard of living

II. True or False?

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

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

A Sunrise on the Veld

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

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

And, as he drew in his breath and pity and terror seized him, the beast fell and the screaming stopped. Now he could hear nothing but one bird singing, and the sound of the rustling whispering ants. He peered over at the writhing blackness that jerked **convulsively** with the jerking nerves. It grew quieter. There were small **twitches** from the mass that still looked vaguely like the shape of a small animal.

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

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

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

He strode forward, crushing ants with each step, and brushing them off his clothes, till he stood above the skeleton. It was clean-picked. It might have been lying there years, except that on the white bone there

were pink fragments of flesh. About the bones ants were **ebbing away**, their pincers full of meat.

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

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

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

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

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

I. Multiple Choice Questions

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

1. When the boy first saw the buck it was
 - a. already dead
 - b. lying on the ground dying
 - c. still on its feet
 - d. struggling in a muddy stream

2. He did not shoot the buck because
 - a. he did not want to hurt it
 - b. the buck was unconscious
 - c. he did not want to interfere with the laws of the bush
 - d. he did not want to have its death on his conscience

3. When the boy saw the ants carrying away the 'pink fragments'
 - a. he began to feel hungry
 - b. he felt guilty for not having shot the buck
 - c. he was glad that the ants would have something to eat
 - d. he was almost overcome with disgust

4. By the time the ants had picked the skeleton clean it was
 - a. late afternoon
 - b. close to midday
 - c. just after dawn
 - d. already dark

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

II. True or False?

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

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

III. Vocabulary in Context

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

1. **convulsively**
 - a. in spasms
 - b. violently
 - c. painfully
 - d. without strength

2. **twitches**
 - a. cries of pain
 - b. uncontrolled movements
 - c. breathless gasps

d. uncovered patches

3. **fragments**

- a. patches of blood
- b. little bits of meat
- c. pieces of grass
- d. drops of water

4. **anguish**

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

5. **ebbing away**

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

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

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

7. **incredulously**

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

8. **exhilarated**

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

An Exciting Adventure

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

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

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

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

I. True or False?

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

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

II. Vocabulary in Context

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

1. **Shortly** means

- a. a little time
 - b. a long time
 - c. in short
 - d. many years after
2. **Abroad** means
- a. aboard
 - b. in the same country
 - c. in another country
 - d. in a different county
3. **To retire** means
- a. to stop working at one's job
 - b. to go away to a quiet place
 - c. to go to bed
 - d. to become silent because one is thinking
4. A **cottage** is
- a. a big house, esp. in the country
 - b. a big house in a seaside town
 - c. a small house, esp. in the country
 - d. a small house in the capital
5. The adverb **hard** means
- a. with great effort
 - b. heavily
 - c. in a hard way
 - d. lightly
6. **One's nephew** is
- a. the son of one's brother
 - b. the son of one's uncle
 - c. the son of one's aunt
 - d. the grandson of one's brother
7. **Supper** is
- a. the first meal of the day taken in the morning
 - b. the second meal of the day taken at midday
 - c. the last meal of the day taken in the evening
 - d. an amount of food smaller than a meal
8. In this text, **tremendous** means
- a. very great in degree

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

9. **Crash** means

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

10. **Collapsed** can be replaced by

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

III. Answer the following questions.

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

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 pen 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 10,000 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

announce (v.): to declare, to say 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

assist (v.): to aid, to help
ban (v.): to forbid, to prevent
charge (n.): accusation
goal (n.): aim, end, target
sum up (v.): to summarize
come out (v.): to set free

I. True or False?

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

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

II. Answer the following questions.

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

III. Grammar

Do as indicated between brackets:

1. At seventeen, Voltaire announced his intention of becoming a man of letters. (Change the underlined part into a clause)
2. Voltaire's success was assisted by the censor. (Turn into active)
3. Though Jane Austen's novels seem simple, they are perfectly finished. (Use the noun from **simple**)

4. Jane Austen was her own critic. (Ask a question)
5. Her novels are so limited in subject because she only wrote about what she really knew. (Begin with **so**)
6. Jane Austen was in need of criticism. (Turn into negative)

IV. Derive nouns from the following words:

assist - continue - criticize - break out - sum up

George Washington

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

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

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

Vocabulary

county (n.): a small administrative district

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

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

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

battle (v.): to fight

surrender (v.): to give up

ambush (v.): to attack by surprise

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

troops (n.): soldiers

commander (n.): leader

decisive battles: battles which win the war

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

advocate (v.): to support

ratify (v.): to approve

defeat (n.): loss of battle

term (n.): length of time

acute (adj.): sudden and serious

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

Multiple Choice Questions

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

1. George Washington was born
 - a. after the twenty fourth of February
 - b. after the twenty six of February
 - c. before the twenty first of February
 - d. before the twenty third of February

2. George Washington was scarred with smallpox when he was
 - a. fourteen years old
 - b. a nineteen-year-old boy
 - c. twenty years old
 - d. less than 20 years old

3. Washington won a battle in
 - a. 1750
 - b. 1753
 - c. 1755
 - d. 1758

4. When he was . . . , George Washington married Martha Custis.
 - a. 25
 - b. 27
 - c. 30
 - d. 37

5. What happened first?
 - a. George Washington's military career began.
 - b. George Washington inherited his brother's land.
 - c. George Washington was married.
 - d. George Washington went to live with Lawrence.

6. What does the noun 'advocate' mean in the following sentence?
"As an advocate of the federal government, Washington became chairman of the Constitutional Convention and helped in getting the Constitution ratified".

- a. creator
 - b. inventor
 - c. opponent
 - d. supporter
7. Which of the following was Washington not involved in?
- a. Boston Tea Party
 - b. The Constitutional Convention
 - c. The Revolutionary War
 - d. The Surrender of Fort Duquesne
8. George Washington became chairman of
- a. The American Revolution
 - b. The Constitutional Convention
 - c. The French forces
 - d. Virginia
9. What happened last?
- a. The American Revolution
 - b. Washington refused a third term.
 - c. Washington was inaugurated as first president.
 - d. Washington's infection of laryngitis
10. What happened last?
- a. George Washington died seventeen days after the beginning of the 18th century.
 - b. George Washington died seventeen days before the beginning of the 18th century.
 - c. George Washington died seventeen days after the beginning of the 19th century.
 - d. George Washington died seventeen days before the beginning of the 19th century.

The Silk Road

In 1274, two 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 4,000 miles in all. Marco and Niccolo were among the very first Europeans to explore the fabled empire of China. Marco even worked for ruler Kublai Khan.

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

Vocabulary

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

brutal (adj.): cruel

towering (adj.): great, very tall

detail (v.): to give 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 4,000 miles
 - b. more than 4,000 miles
 - c. 400 miles
 - d. 4,000 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
2. In the last sentence but one, the word ‘impractical’ could best be replaced by
- a. improbable
 - b. ridiculous
 - c. too difficult
 - d. positive
3. 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.): to occupy

expedition (n.): a journey of exploration

disaster (n.): a very bad accident

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

sponsor (v.): to finance

survivors (n.): persons who continued to live

ventures (n.): adventures

supplant (v.): to replace

Multiple Choice Questions

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

1. Which of the following would be the most appropriate title for the passage?
 - a. British-Spanish Rivalry in the New World
 - b. Early Attempts at Colonizing North America
 - c. Royal Patents Issued in the 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.

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

earn (v.): to win

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

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, to 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 4-6
 - d. lines 6-8

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

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, 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

naked eye: unaided eye, bare eye, eyesight unaided by equipment such as a microscope or telescope

stargazer (n.): one who stargazes

permanent (adj.): without end, eternal

result (n.): consequence, outcome

falsely (adv.): by mistake

assume (v.): to suppose

in reality: as a matter of fact, in effect

tremendous (adj.): huge, very big

perceptible (adj.): able to be perceived, sensed or discerned

prevail (v.): to be superior in strength, dominance or frequency

demonstrate (v.): to show

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

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 Ever-moving Stars
 - d. What the Eye Can See in the Sky
2. According to the text, the distances between the stars and the earth are
 - a. barely perceptible

- b. fixed
 - c. huge
 - d. moderate
3. The passage states that in 200 years, Bernard's star can move . . .
- a. a distance equal to the distance from the earth to the moon
 - b. a distance seemingly equal to the diameter of the moon
 - c. around the earth's moon
 - d. next to the earth's moon
4. Which of the following is **NOT** true according to the passage?
- a. Bernard's star moves quickly in comparison with other stars.
 - b. Although stars move, they seem to be fixed.
 - c. Stars do not appear to the eye to move.
 - d. The large distances between the stars and the earth tend to magnify the movement to the eye.
5. This passage would most probably be assigned reading in which course?
- a. Astrology
 - b. Astronomy
 - c. Geography
 - d. Geophysics
6. The paragraph following this passage most probably discusses . . .
- a. Bernard's star
 - b. the distance from the earth to the moon
 - c. the movement of the planets
 - d. why stars are always moving

II. Vocabulary in Context

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

1. The expression **naked eye** in line 2 most probably refers to
- a. a camera with a powerful lens
 - b. a telescope
 - c. a scientific method for observing stars
 - d. unassisted vision
2. The word **perceptible** in line 7 is closest in meaning to which of the following?
- a. astonishing
 - b. conceivable

- c. noticeable
 - d. persuasive
3. In line 8, a **misconception** is closest in meaning to a/an
- a. erroneous belief
 - b. idea
 - c. proven fact
 - d. theory
4. The word **negligible** in line 11 could most easily be replaced by
- a. distant
 - b. insignificant
 - c. rapid
 - d. negative

Deserts

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

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

Vocabulary

flat (adj.): smooth and level

vegetation (n.); plant life

varied (adj.): different, various

rolling (adj.): rising and falling in long gentle slopes

stark (adj.): hard, rigid, stiff

jagged (adj.): rough

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

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

The Earth

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

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

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

The mantle possesses a thin outer crust that is exceptional in being composed of a particularly light kind of rock, with a density about 2.7 times that of water. Over the continents of the world this crusty rock is about thirty five kilometers thick; while over the ocean, it is at most only two to three kilometers thick. Below the crusty layer comes a different denser rock.

I. True or False?

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

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

II. Answer the following questions:

1. What is the value of the dramatic changes that have taken place inside the earth?
2. How do changes inside the earth show themselves?
3. Why are earthquakes dangerous?

4. What variations are there in the thickness of the crusty rock?
5. What does the earth internally consist of?
6. What is the difference between the core and the mantle?

III. Explain the meanings of the underlined words.

IV. Vocabulary

1. Derive adjectives from the following words.

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

2. Derive nouns from the following words.

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

As Some May One Day See

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

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

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

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

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

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

"From the medical profession, which enjoyed a god-like reputation, flowed an endless stream of research 'findings', some obvious, some sensible, some groundless, some mistaken. All were attended by great publicity that encouraged fear and despair. Healthy bodily organs were

removed – in case these should become diseased. Drugs were freely used to calm troubled minds as well as to excite dull ones, to overcome weariness as much as to ensure sleep. But 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.

The Discovery of Penicillin

When the Great War of 1914-18 came, Fleming became an army doctor and carried on his work in France. When a soldier is wounded in battle, it usually happens that a piece of his dirty clothing is carried deep into the wound by the bullet. The wound becomes bad or 'septic', and disease spreads through the body. Sometimes an arm or leg has to be cut off, or the man dies – not of the wound, but from the poison in his body. **This** happened in thousands of cases in the Great War. Fleming knew already that disease of this kind was caused by *microbes* which increased very quickly. It might be possible to kill **them** by washing the wound in an acid, called an *anti-septic*; **this** was always done as soon as possible, but the soldiers still died in great numbers.

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

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

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

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

I. Multiple Choice Questions

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

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

II. Answer the following questions.

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

The Renaissance

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

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

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

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

I. Multiple Choice Questions

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

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

- b. Italians
 - c. Goths and Vandals
 - d. Greek-speaking scholars
3. The Renaissance began because
 - a. people in Italy studied the arts of the ancient world
 - b. Italians wanted to return to Constantinople
 - c. people in Western Europe had almost forgotten the ancient works of Greek literature
 - d. some people had seen for a long time that it was coming
 4. **They** in '**they** were coming' refers to
 - a. changes
 - b. scholars
 - c. wise and far-seeing men
 - d. arts of the ancient world
 5. We might compare the Renaissance to
 - a. an electric light which is switched suddenly on and off
 - b. the sun which rises, grows brighter and slowly sets
 - c. a flash of lightning
 - d. a fire which never goes out

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

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

III. Grammar and Vocabulary

1. Derive nouns from the following words.

arduous - certain - eminent - human

2. Derive verbs from the following nouns.

activity - beauty - dignity – movement

Embroidery

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

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

I. Answer the following questions.

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

II. Complete the following sentences.

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

III. Grammar

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

1. These collections indicate the growth and decline of the craft.
(Use the verbs from the underlined words)
2. It is at the same time both a restful occupation and a stimulating one.
(Begin with **Not only**)

3. They need no comment. (Use **any** instead of no)
4. Only once did it apparently cease. (Begin with **It**)

IV. Derive verbs from the following words.

activity - beauty - dignity - industrial - movement

Food for All

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

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

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

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

colored green and the potatoes magenta and other fierce colors. The majority of the « guinea pigs » were so affected psychologically that they were ill after the completely innocuous meal.

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

Vocabulary

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

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

providing (adj.): supplying, giving

precisely (adv.): exactly

adequate (adj.): sufficient

ancestors (n.): forefathers

ultimately (adv.): in the end

starvation (n.): death from hunger

complex (adj.): made up of several elements

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

addicted to: given to, habituated to (usually to something bad)

graphic (adj.): clear

innocuous (adj.): harmless

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

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

True or False?

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

1. Hungry people are likely to wage war.
2. Lack of food results in loss of strength and ultimately in death.
3. Our ancestors were not aware of the importance of food.
4. Iron is necessary for healthy teeth.
5. There is a psychological need in eating food which is nicely cooked and elegantly served.
6. Most people enter prefer a monotonous diet to a varied one.

7. Carbohydrates are necessary for body-building.
8. The 'guinea pigs' in the hospital felt sick because the food was badly cooked.

Iron

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

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

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

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

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

Knowing how to smelt iron gave primitive man a far richer supply of metal than he had ever had before, and it was the hardest metal he had

ever known. Gradually he learned how to make it into weapons and tools. It is believed that the early making of iron began in some parts of the world some 3,000 years ago. The reason for this belief is that at that time Egyptian armies had many more iron weapons than could possibly have been made from the relatively rare meteoric iron.

Because it was so serviceable and its ores were so widely distributed, people began to use iron more and more. Civilization took a giant step from the bronze to the Iron Age which began about 1400 B.C., although the date varies some according to the particular country we are talking about. Iron *crowded* out bronze, just as in modern times steel, a form of iron, has largely replaced its “parent” – iron. Iron was found to be better than bronze for such things as armor, chariots, swords, tools, and many, many other things.

Vocabulary

meteor (n.): a shooting star

meteorite (n.): the remains of a meteor

survive (v.): to stay alive

implements (n.): tools

cemetery (n.): a number of tombs

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

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

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

True or False?

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

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

The Educational Process

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

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

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

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

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

The professional educator must have considerable faith in the educational process. He is intimately involved in the process. He must hope and believe that it will accomplish great things. His motive and his drive depend largely on a warm and enthusiastic *conviction* that education is an important route to human betterment. Teaching is often such a warm, emotional, enthusiast process. It calls for *devotion* and *commitment* to a given course of action. It is possible that a cold, analytic attitude of suspended judgment would prevent the teacher from stimulating students and would for poor *rapport*.

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

Vocabulary

anatomic fission: splitting of the atom

cardiac (adj.): of the heart

mediocre (adj.): average, undistinguished

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

amateurs (n.): non-professional

valid (adj.): established as correct

go astray (v.): to go wrong

misconceptions (adj.): full of false ideas

treacherous (adj.): unsafe

justify (v.): to support by evidence or reasoning

dispose of (v.): to dismiss or disprove

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

wishful thinking: a mere hope which has not come true

hazardous (adj.): risky

conviction (n.): firm belief

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

commitment (n.): unshaken belief

rapport (n.): response, sympathy

handicaps (n.): hindrances, obstacles

sober (adj.): cool and well-reasoned

precarious (adj.): unsafe, flimsy

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

True or False?

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

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

Section II
Grammar

Part A

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. Vegetables are an excellent source ----- vitamins.
 - a. has
 - b. of
 - c. off
 - d. that

2. ----- in history when remarkable progress was made within a relatively short span of time.
 - a. Periods
 - b. Throughout periods
 - c. There have been periods
 - d. Periods have been

3. Resin is a substance that ----- in water.
 - a. does not dissolve
 - b. do not dissolve
 - c. not dissolving
 - d. not dissolved

4. ----- hardness, daylilies can be cultivated particularly easily.
 - a. Their
 - b. Since their
 - c. It is their
 - d. Because of their

5. A biologist does not merely describe organisms, but tries to learn ----- act as they do.
 - a. what causes them to
 - b. causes them to what
 - c. what cause them to
 - d. what cause to them

6. Vaporization in connection with general ----- has a marked effect on long-term climate.
 - a. atmospheric conditions that
 - b. conditions are atmospheric
 - c. are atmospheric conditions
 - d. atmospheric conditions

7. ----- raw materials into useful products is called manufacturing.
 - a. Transform
 - b. Transforming
 - c. Being transformed
 - d. When transforming

8. Because its leaves remain green long after being picked, rosemary ----- associated with the idea of remembrance.
 - a. and becomes
 - b. became
 - c. becoming
 - d. to become

9. ----- that of iron construction, the technology for constructing buildings with reinforced concrete developed rather rapidly.
 - a. Dissimilar
 - b. Different
 - c. Not likely
 - d. Unlike

10. Hot objects emit ----- do cold objects.
 - a. rays more than infrared
 - b. rays are more infrared than
 - c. more than infrared rays
 - d. more infrared rays than

11. Although ----- rigid, bones exhibit a degree of elasticity that enables the skeleton to withstand considerable impact.
 - a. apparently
 - b. are apparently
 - c. apparently their
 - d. are they apparently

12. One of the oldest types of aesthetic theory is that of formism, -----.
- reference to the imitation theory is popular
 - the imitation theory is popularly referred to
 - is the reference to the popular imitation theory
 - popularly referred to as the imitation theory
13. Genes control all of the physical ----- we inherit.
- that traits
 - that are traits
 - traits that
 - traits are that
14. Indigo can be extracted from a plant, and then ----- to dye cloth blue.
- it
 - using
 - using it
 - it can be used
15. Researchers have begun studying what ----- is on human circadian rhythms.
- it is the effect of light
 - the light affects
 - in affecting the light
 - the effect of light
16. If calcium oxide remains exposed to air, ----- to calcium carbonate.
- turning
 - turns
 - it turns
 - the turn
17. Prior to the discovery of anesthetics in 1846, surgery was done ----- was still conscious.
- while the patient
 - the patient felt
 - during the patient's
 - while patiently
18. The use of shorthand died out in the Middle Ages because of ----- with witchcraft.

- a. the association was imagined
 - b. associate the imagination
 - c. imagine the association
 - d. the imagined association
19. For top speed and sudden acceleration, the accelerator pump feeds additional gasoline from the float chamber into ----- above the venturi tube.
- a. the air it flows
 - b. the airflow
 - c. the air is flowing
 - d. flows the air
20. ----- was ringing continuously for hours.
- a. Loudly
 - b. In the morning
 - c. The phone
 - d. The bells
21. Newspapers ----- every morning and every evening.
- a. delivery
 - b. are delivered
 - c. on time
 - d. regularly
22. The plane ----- landing in the airport in five minutes.
- a. it is
 - b. it really is
 - c. is descending
 - d. will be
23. To Milton, ----- was a big surprise.
- a. really
 - b. the party
 - c. funny
 - d. when
24. Mark Twain ----- the years after the Civil War the 'Gilded Age.'
- a. calls
 - b. calling
 - c. he called
 - d. called

25. Early ----- toes instead of hooves on their feet.
- horses
 - had horses
 - horses had
 - horses having
26. ----- grow close to the ground in the short Arctic summer.
- Above tundra plants
 - Tundra plants
 - Tundra plants are found
 - For tundra plants
27. In 1867, ----- Alaska from the Russians for \$ 7.2 million.
- purchased the United States
 - to purchase the United States
 - the United States purchase of
 - the United States purchased
28. The large carotid artery ----- to the main parts of the brain.
- carrying blood
 - blood is carried
 - carries blood
 - blood carries
29. ----- radio as the first practical system of wireless telegraphy.
- Marconi's development
 - The development of Marconi
 - Developing Marconi
 - Marconi developed
30. In 1975, the first successful space probe to ----- beginning to send information back to the Earth.
- Venus
 - Venus the
 - Venus was
 - Venus it was
31. The film ----- appearing at the local theatre is my favourite.
- now
 - is

- c. it
 - d. was
32. The first ----- appeared during the period of the dinosaurs' reign.
- a. flowers are plants
 - b. plants have flowers
 - c. plants flowers
 - d. flowering plants
33. The earliest medicines ----- from plants of various sorts.
- a. obtaining
 - b. they obtained
 - c. were obtained
 - d. obtained
34. Simple sails were made from canvas ----- over a frame.
- a. a stretch
 - b. stretched
 - c. was stretched
 - d. it was stretched
35. The first steamship to cross the Atlantic ----- Savannah, in 1819.
- a. was the
 - b. the
 - c. it was the
 - d. in it the
36. The Earth's plates meet each other at cracks in the Earth ----- faults.
- a. were called
 - b. calls
 - c. called
 - d. it was called
37. The first plant-like organisms probably ----- in the sea, perhaps three million years ago.
- a. life
 - b. living
 - c. lived
 - d. it was living

38. In male pattern baldness, ----- strongly influences the degree of hair loss.
- heredity
 - inherited
 - inherits
 - heredity has
39. The irregular coastline of ----- a succession of bays and inlets, with the hook of the Cape of Cod peninsula in the southeast.
- Massachusetts
 - Massachusetts is
 - Massachusetts it is
 - Massachusetts on
40. ----- arrived at the library, he started to work immediately.
- The student
 - When
 - He
 - After the student
41. A spacecraft is freed from friction ----- launched into space.
- it
 - it is
 - after is
 - after it is
42. ----- with their surroundings, or they hide in crevices for protection.
- Lobsters
 - Lobsters blend
 - Lobsters blending
 - Because lobsters blend
43. ----- a ball-and-socket joint, the elbow is a simple hinge joint.
- While the shoulder
 - While the shoulder is
 - The shoulder is
 - The shoulder
44. A car has several sections with moving parts, ----- of those parts is essential.
- good lubrication

- b. well lubricated
 - c. and good lubrication
 - d. and well lubricated
45. Bears cannot see well ----- small eyes.
- a. bears have
 - b. because having
 - c. because they have
 - d. because of bears
46. ----- mostly made of granite, it also contains some human-made materials.
- a. The Empire State Building
 - b. The Empire State Building is
 - c. Although the Empire State Building is
 - d. Although the Empire State Building is built
47. Pressure differences make the eardrum vibrate ----- the ear.
- a. enters the sound waves
 - b. as sound waves
 - c. sound waves enter
 - d. as sound waves enter
48. An optical microscope magnifies as much as 2,000 times, but an electron microscope ----- as much as a million times.
- a. magnifying
 - b. it magnifies
 - c. can magnify
 - d. magnify it
49. In popular terminology, any long snowstorm with ----- is called a blizzard.
- a. the amount of wind is large
 - b. a large amount of wind
 - c. it is very windy
 - d. very windy
50. Nuclear power can be produced by fusion, ----- produced by fission.
- a. it can also be
 - b. it can also
 - c. and it can also be

d. and it can also

51. -----, igneous rocks may be changed into gneisses.
- a. The temperature is high
 - b. If the temperature is high
 - c. High temperatures
 - d. If high temperature
52. The sound ----- from a vibrating object will be high or low depending on the number of vibrations.
- a. comes
 - b. it is coming
 - c. is coming
 - d. coming
53. The company was prepared for ----- happened with the economy.
- a. it
 - b. the problem
 - c. what
 - d. when
54. Today the true story of ----- at Little Bighorn remains a mystery.
- a. happened
 - b. it happened
 - c. what happened
 - d. what happening
55. For more than a decade, ----- that certain species are becoming scarce.
- a. the warnings of bird-watchers
 - b. warn the bird-watchers
 - c. bird-watchers have warned
 - d. a warning from bird-watchers
56. No single factor explains why ----- vary so greatly among individuals.
- a. aging affects
 - b. the effects of aging
 - c. aging has an effect
 - d. the aging effect
57. Lack of clarity about ----- the party in the coming year will be removed at

the party's convention.

- a. will lead
- b. lead
- c. they will lead
- d. who will lead

58. We do not ----- the bow drill was first developed for woodworking or fire making.

- a. whether it
- b. know whether it
- c. know whether
- d. sure whether

59. Tests on the colours of cars were conducted at the University of California to determine ----- the safest colours for cars.

- a. which
- b. which were
- c. if
- d. how were

60. The process of photosynthesis explains how ----- able to use the energy in sunlight to manufacture foods from the simple chemicals in air and water.

- a. green plants
- b. green plants are
- c. planting greens
- d. with green plants are

61. Air near the equator ----- a faster west-to-east motion than air farther from the equator.

- a. to have
- b. it has
- c. has
- d. having

62. About 4000 B.C., humans discovered that ----- obtained from special rocks called ores.

- a. metals could be
- b. the ability of metallic
- c. possibly metallic
- d. could metals be

63. ----- quickly after an animal dies.
- In the degradation of DNA
 - Degrading DNA
 - DNA degrades
 - For DNA to degrade
64. ----- aerodynamic design has contributed a major part in reducing resistance to motion.
- Improved
 - It improves
 - Improvement
 - They improve
65. -----, they pick up fragments of rocks which become frozen into the base of the ice.
- Glaciers move
 - Glaciers moving
 - They were glaciers
 - As glaciers move
66. The tape measure first evolved from ----- used by the Egyptians.
- the chains measure
 - the chains are measured
 - the chains are measuring
 - the measuring chains
67. The job ----- started yesterday was rather difficult.
- when
 - was
 - after
 - that he
68. ----- just dropped off a package for you is my brother.
- The man
 - The man who
 - Because the man
 - With the man
69. Modern humans, who first appeared about 600,000 years ago, ----- Homo sapiens.
- calling

- b. were called
 - c. they called
 - d. they were called
70. The first writing ----- evidence of is on Mesopotamian clay tablets.
- a. we
 - b. that we
 - c. has
 - d. that we have
71. ----- drought-resistance plants which store water in fleshy tissue.
- a. Succulents are
 - b. Succulents
 - c. They are succulents
 - d. Succulents which are
72. ----- that hunted other animals tended to have very narrow, sharp curved claws.
- a. For dinosaurs
 - b. Dinosaurs are known
 - c. Dinosaurs
 - d. Like dinosaurs
73. The first eyeglasses had convex lenses for the aged who ----- far-sighted.
- a. had become
 - b. they had become
 - c. had became
 - d. it became
74. Some scientists think ----- be a planet but a moon of Neptune.
- a. that Pluto does not seem
 - b. not Pluto
 - c. Pluto that might not
 - d. that Pluto might not
75. With ----- of sophisticated oil lamps, elaborate tools were made to cut the wicks.
- a. appeared
 - b. the appearance
 - c. the appearance was

d. the appearance of

76. You should have ----- the children on ahead of you.

- a. send
- b. sent
- c. sending
- d. will be sending

77. My car is working now, -----?

- a. does it
- b. doesn't it
- c. is it
- d. isn't it

78. ----, 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

79. 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

80. The poet felt that his work ----- misinterpreted.

- a. may will have
- b. could have
- c. shall be
- d. might have been

81. 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

82. ----- he was only an hour late; don't be so upset.
- After all
 - All after
 - Afterward
 - Always after
83. If you promise ----- angry with me, I'll tell you what I broke.
- get not
 - not get
 - not to get
 - not getting
84. William Shakespeare occupies a ----- place in English literature.
- least unique
 - most unique
 - very unique
 - unique
85. A stranger asked if she could ----- some money for bus fare to get home.
- borrow
 - get from
 - lend
 - loan
86. Does he object to ----- for him every night?
- for waiting
 - since you wait
 - that you wait
 - your waiting
87. We must leave the party at exactly 9:00 ----- we'll be late for work.
- else
 - for else
 - other
 - otherwise
88. Their parents and ----- went to the same theatre last week.
- I
 - me
 - mine

d. myself

89. Neither my brother ----- ever been to The Sudan.
a. nor I has
b. nor me have
c. or I have
d. or me has
90. 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
91. If the maid comes today, please have her ----- my shirts.
a. to washing
b. wash
c. washed
d. washing
92. The children listened ----- to the words of their grandfather.
a. respect
b. respectably
c. respectfully
d. respectively
93. I have always enjoyed ----- of his books.
a. the kind
b. these kind
c. this kind
d. this kinds
94. In order to proceed we must agree ----- a plan of action.
a. at
b. in
c. on
d. with
95. We had a ----- good time.
a. badly

- b. most
- c. real
- d. really

96. My next-door neighbor was born ----- Cairo ----- August 9, 1999 ----- 5:50 in the afternoon.

- a. at ----- on ----- in
- b. at ----- by ----- on
- c. at ----- in ----- on
- d. in ----- on ----- at

97. One of my best friends has been out of work ----- a year.

- a. by
- b. for
- c. in
- d. since

98. If he had known how to repair the toaster, he sure ----- her.

- a. had told
- b. will tell
- c. would have told
- d. would tell

99. Is the subway station only two blocks ----- here?

- a. away
- b. by
- c. from
- d. to

100. That idiom should read: I wouldn't touch it with a ----- pole.

- a. ten foot
- b. ten-foot
- c. ten feet
- d. ten-feet

101. Is it time for the game to begin -----? No, not -----?

- a. already ----- already
- b. already ----- yet
- c. yet ----- already
- d. yet ----- yet

102. The lawyer's assistant promised his boss that he ----- finish the work on time.
- a. can
 - b. shall
 - c. will
 - d. would
103. I have always enjoyed ----- English.
- a. study
 - b. studying
 - c. the study
 - d. to study
104. ----- is full tonight.
- a. A moon
 - b. Moon
 - c. Some moon
 - d. The moon
105. ----- practicing with the band this week?
- a. Has been Tom
 - b. Has tom been
 - c. Has Tom been
 - d. Has Tom
106. The committee decided to award the trophy to Aly and -----.
- a. I
 - b. me
 - c. myself
 - d. mine
107. The detective thought the guilty party to be ----- because I have the strongest motive.
- a. I
 - b. me
 - c. mine
 - d. myself
108. He has been working here ----- two years.
- a. ago
 - b. for

- c. from
 - d. since
109. He wouldn't have lost his money if he -----.
- a. had been
 - b. is
 - c. was
 - d. will be
110. I'm looking forward to ----- you.
- a. have met
 - b. meet
 - c. meeting
 - d. will meet
111. When you put up the shelf, remember that ----- nails are needed at each pressure point.
- a. a
 - b. one
 - c. any
 - d. several
112. They always give the available seats to ----- comes first.
- a. which
 - b. whoever
 - c. whom
 - d. whomever
113. ----- Qena Avenue merchants formed a group to decide on a special street sale.
- a. A
 - b. Any
 - c. It
 - d. The
114. 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

115. Maria is from Spain. She ----- Spanish.

- a. is speaking
- b. speak
- c. speaks
- d. spoke

116. I've visited him ----- a week.

- a. last
- b. for
- c. on
- d. since

117. Mary is married ----- Jack.

- a. for
- b. to
- c. too
- d. with

118. Did you meet ----- interesting at the party?

- a. anything
- b. nothing
- c. something
- d. someone

119. I go to ----- work every day.

- a. a
- b. an
- c. Zero article
- d. the

120. I hope ----- a new job soon.

- a. being found
- b. find
- c. found
- d. to find

121. Tea will be ready when you ----- home.

- a. get

- b. get to
 - c. got
 - d. will get
122. When ----- the conference?
- a. did the doctor attend
 - b. the doctor attended
 - c. the doctor will attend
 - d. the doctor's attendance
123. 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
124. 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
125. 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
126. The telephone ----- many times yesterday.
- a. rang
 - b. ring
 - c. rings
 - d. was ringing
127. I was ill ----- I went to work.
- a. although
 - b. but
 - c. in order to
 - d. so

128. They ----- at the taxi driver this morning.
- a. had shouted
 - b. shout
 - c. shouted
 - d. shouting
129. He learns his lessons by ----- very carefully.
- a. he listens
 - b. listens
 - c. listened
 - d. listening
130. 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
131. That book is one ----- we read.
- a. from nicer
 - b. nicest
 - c. of the nicest
 - d. the nicer

132. Aly is Egyptian. He ----- Egypt.
a. came from
b. comes
c. come from
d. comes from
133. What -----? I am an engineer.
a. do you
b. do you do
c. were you
d. did you do
134. I'm sorry. I ----- understand.
a. didn't
b. am not
c. don't
d. not
135. Yesterday, I put ----- my new shirt.
a. in
b. of
c. off
d. on
136. We have moved to this flat ----- I was ten.
a. for
b. four
c. since
d. and
137. It is 1: 50. It's ten ----- two.
a. after
b. past
c. to
d. too

138. The plane flew -----.
- a. high
 - b. highly
 - c. long
 - d. tall
139. ----- you like a cup of tea? Yes, please.
- a. could
 - b. do
 - c. may
 - d. would
140. Where ----- now?
- a. he lived
 - b. he lives
 - c. he is living
 - d. is he living
141. No, I don't want ----- juices.
- a. a
 - b. any
 - c. no
 - d. some
142. Where ----- yesterday? I was at home.
- a. had you
 - b. had you been
 - c. you were
 - d. were you
143. Why don't you go to the National Gallery? I ----- there yesterday.
- a. had gone
 - b. have gone
 - c. was going
 - d. went
144. You ----- work hard to pass the examination.
- a. can

- b. do
 - c. must
 - d. were
145. My English is very good. I speak English -----.
- a. bad
 - b. better
 - c. good
 - d. well
146. I ----- to Japan.
- a. have never
 - b. have never be
 - c. have never been
 - d. never been
147. Don't go out. It ----- rain.
- a. do
 - b. can
 - c. may
 - d. was
148. Maged ----- to his father when I saw him.
- a. talks
 - b. talked
 - c. was talking
 - d. will be talking
149. The man ----- came yesterday is very rich.
- a. he
 - b. has
 - c. who
 - d. whose
150. John is good at football, but Richard is -----.
- a. better
 - b. best
 - c. bitter
 - d. gooder

Part B

Vocabulary

In each sentence of this part, a word or phrase is underlined. Below each sentence are four other words or phrases. You are to choose the one word or phrase which would best keep the meaning of the original sentence if it were substituted for the underlined word.

1. We inferred from his remarks that he was happy about the project.
 - a. assumed
 - b. answered
 - c. heard
 - 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. plans
 - c. ideas
 - d. help

4. Three victories in three events! What a red-letter day this is!
 - a. colourful
 - b. forgettable
 - c. memorable
 - d. terrible

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. nice tale
 - c. clever remark
 - d. sarcastic comment
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. made me delighted
 - 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 order
 - b. joy
 - c. intensity
 - d. complete disorder
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.
- drawn out
 - exhausting
 - secretive
 - stiffly formal
29. Nancy thwarted her sister's every effort to sell the old house.
- assisted
 - blocked
 - hoped
 - reported
30. She was naturally apprehensive at the prospect of meeting her future mother-in-law.
- fearful
 - quiet
 - resigned
 - strong
31. They were loath to say so, but they didn't want Pip invited to the party.
- hateful
 - ready
 - unprepared
 - unwilling
32. After a trial lasting five weeks, the defendant was exonerated of all charges.
- convicted
 - freed
 - imprisoned
 - told
33. If you send me a memorandum, I'll surely remember to attend the meeting.
- calling card
 - cost analysis

- c. itinerary
 - d. short note
34. The team's morale was at its lowest point of the season.
- a. talent
 - b. skill
 - c. spirit
 - d. performance
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.
- a. innovation
 - b. proverb
 - c. pun
 - d. trite phrase
38. The tour guide who led us through the museum seemed experienced.
- a. like a new comer
 - b. old
 - c. thoroughly versed
 - d. young
39. The hotel he recommended proved to be too expensive.
- a. demanded proof

- b. looked
 - c. turned out to be
 - d. wasn't
40. My brother is almost six and a half feet tall.
- a. an acre
 - b. three yards
 - c. two meters
 - d. 120 centimeters
41. Santiago dozed off and couldn't be roused for hours.
- a. drove
 - b. napped
 - c. left
 - d. spaced out
42. He reciprocated by sending the general a silver tray.
- a. 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.
- angry
 - calm
 - gawking
 - large
46. He rescinded his offer to take pictures at the graduation party.
- fired up
 - reinforced
 - renewed
 - withdrew
47. My brother is ill. He feels
- sad
 - sorry
 - well
 - unwell
48. The film lasted three hours. That is how long it
- ended
 - finished
 - went
 - went on
49. My uncle's son stayed with us for a week
- son-in-law
 - cousin
 - nephew
 - niece
50. We sometimes visit the people that live next-door.
- our enemies
 - our friends
 - our neighbours
 - our relatives

51. You should have your first meal before you leave home.
- breakfast
 - dinner
 - lunch
 - supper
52. The old age of the equipment is a definite liability to the factory.
- aid
 - capacity
 - cost
 - disadvantage
53. Having lived in a ghetto most of her life, she despaired of ever living "the good life".
- high-rise apartment
 - public house
 - segregated slum
 - visitor's quarters
54. The President considered the vote on his tax bill to be crucial.
- extremely important
 - far off
 - hard fought
 - unimportant
55. The panorama from their porch encompassed a large part of the city.
- cooking utensil
 - small batch of land
 - TV screen
 - unbroken view over a large area
56. The candidate felt that his academic credentials were sufficient to win him the job.
- costly
 - educational
 - experience
 - important

57. He was fast asleep.
- deeply
 - quick
 - soon
 - sound
58. Fatima did not catch the eight clock train.
- dropped
 - lost
 - missed
 - passed
59. There was a rise in the price of petrol lately.
- at last
 - last
 - at least
 - recently
60. Peace in the area was as elusive as the wind.
- easy
 - evasive
 - hard
 - slow in coming
61. Young people who go to college often experience a strong nostalgia which can produce deep emotions.
- homesickness
 - independence
 - nosebleeds
 - sadness
62. The ultimatum handed to the opposition was simple: unconditional surrender.
- final statement of terms
 - last words before the dawn
 - opening statement
 - prime decision

63. The obituary of the teacher told of her years of dedication to history.
- article
 - death notice
 - eulogy
 - inscription
64. Initially, Huda found it difficult to cope with her new environment.
- contend and deal with
 - create
 - deny
 - play
65. What a shock to find that the entire story was a fabrication!
- build up
 - cloth
 - lie
 - product
66. In the fall the weather is cool in the morning, but warm by midday.
- chilly
 - fluffy
 - rusty
 - 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.
- blame
 - fame
 - game
 - shame
68. The customer was offended by the clerk's mean remarks.
- misty
 - musty
 - nasty
 - tasty

69. Mohammad Salah is an internationally famous football player.
- refined
 - renowned
 - rehearsed
 - reproached
70. Poor nutrition in the early stages of infancy can hold back adult growth.
- reject
 - resist
 - restore
 - retard
71. The Egyptian people detest injustice.
- abhor
 - confront
 - recognize
 - suffer
72. It is not a good business policy to buy sleazy materials.
- cheap
 - brand new
 - old
 - used
73. Our new neighbours greeted us with open arms.
- at a distance
 - cordially
 - sadly
 - sternly
74. The football match commenced an hour ago.
- began
 - continued
 - ended
 - transpired

75. There is no gainsaying the validity of his remarks.
- agreeing
 - denying
 - helping
 - hunting
76. People said that the personalities of the young married couple were incompatible.
- blissful
 - discordant
 - harmonious
 - loveable
77. The house, although not unusually small made us feel uncomfortable.
- dirty
 - immobile
 - impractical
 - uneasy
78. The disadvantage of winning is the notoriety one receives.
- drawback
 - inconvenience
 - pleasure
 - the thrill
79. The directions to the museum were not what most people would call uncomplicated.
- difficult
 - illegible
 - impractical
 - simple
80. The soldiers' disobedience made them subject to disciplinary action.
- dishonor
 - habit
 - insubordination
 - tardiness

81. We all, at times, wish we were invisible.
- inconspicuous
 - more powerful
 - nonviolent
 - wealthy
82. Inorganic items are catalogued by their Latin names.
- Animated
 - Chemical
 - Inanimate
 - Nonmusical
83. We saw he was displeased, but there was not enough time to do anything about it.
- annoyed
 - far away
 - undressed
 - unhappy
84. The probability of the strike ending before the tourist season is not high.
- idea
 - controversy
 - likelihood
 - result
85. Violators who are ignorant of the parking laws must still pay their fines.
- am tired of
 - known nothing of
 - respectful of
 - want to change
86. Twins usually wear the same kind of clothing.
- color
 - outfit
 - size
 - type

87. Instead of raising taxes, the administration looked for different sources of revenue.
- After
 - Before
 - In addition to
 - Rather than
88. The initial offer made to the star of the film was summarily rejected.
- nice
 - final
 - first
 - largest
89. Lend a hand here, will you?
- give me your arm
 - give up your hands
 - please help us
 - put your hands up
90. Your belligerent attitude is often the cause of your popularity.
- asinine
 - cowardly
 - courageous
 - hostile
91. Passenger ships and aircraft are often equipped with ship-to-shore or air-to-land radio telephones.
- highways
 - railroads
 - planes
 - sailboats
92. Germination of seeds begins with the absorption of water, the swelling of the whole seed, and the cracking of the seed coat.
- outer
 - entire

- c. wet
- d. stiff

93. In order to understand the concept of infinity, we must think in much broader terms than we are accustomed to.

- a. used to
- b. able to
- c. confronted with
- d. aware of

94. The home of Helen Keller was a crossroads where people gathered to discuss art, politics, and the state of the world.

- a. huge rural state
- b. quiet refuge
- c. central meeting place
- d. national monument

95. The American Medical Association has called for the sport of boxing to be banned.

- a. forbidden
- b. regulated
- c. studied
- d. reorganized

96. *The Little Foxes*, a drama by Lillian Hellman, was first produced in 1939.

- a. novel
- b. play
- c. musical
- d. dance

97. In the 20th century new drugs have markedly improved health throughout the world.

- a. recently
- b. consistently
- c. supposedly

d. noticeably

98. A seismograph is a device designed to measure vibrations of the ground.
- a. an instrument
 - b. a telescope
 - c. an element
 - d. a tape
99. Before the advent of synthetic fibers, people had to rely entirely on natural products for making fabrics.
- a. modern
 - b. flexible
 - c. colored
 - d. artificial
100. Among the men and women who reshaped the American working class during the early 1900's, there were many who were not members of labor unions.
- a. challenged the rights of
 - b. criticized the views of
 - c. interviewed the leaders of
 - d. changed the character of
101. Surveying is the science of calculating exact distances and directions between points on the Earth's surface.
- a. precise
 - b. local
 - c. obscure
 - d. great
102. Although its takeoff in April 1981 was beset with delays, the space shuttle Columbia returned triumphantly two days later from its mission in the Earth's orbit.
- a. staff
 - b. rescue

- c. funding
 - d. launching
103. In the first decades of the 20th century, the individual gene could not be seen, but could be worked fruitfully.
- a. blindly
 - b. completely
 - c. productively
 - d. carefully
104. The song “Yankee Doodle” was originally sung by British troops to ridicule the American colonists.
- a. give inspiration to
 - b. make fun of
 - c. entertain
 - d. discourage
105. Bone and ivory are light, strong, and accessible materials for Inuit artists.
- a. beautiful
 - b. economical
 - c. available
 - d. natural
106. Ants follow scent trails so precisely that they can locate their nests without hesitation.
- a. build
 - b. find
 - c. clean
 - d. fill
107. Jane Adams’ participation in the Progressive movement was far-reaching, embracing such causes as child-labour legislation and housing reforms.
- a. timely
 - b. voluntary
 - c. extensive

- d. admirable
108. The difference between the polar and the equatorial diameters of Mars has not been unequivocally determined.
- a. easily
 - b. definitely
 - c. conventionally
 - d. arithmetically
109. In early New England, bachelors were required to live with families.
- a. schoolteachers
 - b. college students
 - c. unmarried men
 - d. ministers
110. The western slopes of the mountains of the Sierra Nevada Range are deeply incised by numerous streams.
- a. fed
 - b. cut
 - c. flooded
 - d. distended
111. The significance of magazines among cotemporary media is sometimes grossly underestimated because of television's seeming dominance.
- a. greatly
 - b. easily
 - c. possibly
 - d. graphically
112. Because the sale of bonds is a convenient means of raising capital, corporations often issue bonds as well as stocks.
- a. as good as
 - b. as substitutes for
 - c. an addition to
 - d. instead of

113. Whether the giant panda belonged to the bear or raccoon families was a matter of zoological contention for years.
- controversy
 - confusion
 - enterprise
 - examination
114. “Academic freedom” is a term that refers primarily to the right to teach what one believes to be the truth.
- an argument
 - a clause
 - an expression
 - a privilege
115. The motion picture originated when a series of still photographs were spliced and viewed in rapid succession to create the illusion of movement and continuity.
- reduced
 - joined
 - revised
 - tinted
116. The outcome was that the Allies found themselves in a far stronger position.
- start
 - implication
 - result
 - derivative
117. When he finally emerged from the cave after thirty days, Tamer was startlingly pale.
- extraordinarily
 - frantically
 - deceptively
 - astonishingly

118. The minister reiterated his intention of resigning.
- repeated
 - stated
 - described
 - reported
119. For decades, Norman Rockwell epitomized the way mainstream America saw itself.
- envisioned
 - recorded
 - chronicled
 - embodied
120. Since an in-house search failed to reveal the culprit, an outside investigation was instigated.
- requested
 - initiated
 - carried out
 - discussed
121. When the parties returned, the chairman announced the findings of the arbitration tribunal.
- intentions
 - referees
 - decision
 - score
122. It was sound advice but the researchers paid little attention to it.
- good
 - sensitive
 - bad
 - disruptive
123. Walt Disney, the film-maker, also became famous as a great humanitarian.
- investigator into anthropological problems

- b. producer of human-interest stories
 - c. contributor to the betterment of society
 - d. example of the human race
124. The doctor referred to the resign rather than be accused publicly of infamous conduct.
- a. unknown
 - b. extraordinarily
 - c. mysterious
 - d. disgraceful
125. People will eventually have to adapt to smaller, more economic cars.
- a. possibly
 - b. sooner or later
 - c. quickly
 - d. slowly
126. Soaring rates of interest have recently made it difficult for young couples to buy their own homes.
- a. rapidly rising
 - b. very expensive
 - c. slowly rising
 - d. extremely painful
127. Many companies have commented on the government's gratuitously complex labeling requirements for all canned food.
- a. insistently
 - b. thankfully
 - c. freely
 - d. unnecessarily
128. Meteorologists are at odds over the workings of tornadoes.
- a. mystified
 - b. in disagreement
 - c. up in arms

- d. in disarray
129. The author lived for years near one of the many creeks flowing into that part of the River Nile.
- a. streams
 - b. ponds
 - c. lakes
 - d. swamps
130. Civil-rights marchers in the early fifties often had to contend with the wrath of local residents.
- a. generosity
 - b. opposition
 - c. dislike
 - d. anger
131. Charles Dickens was relatively weak as a teenager.
- a. amazingly
 - b. dangerously
 - c. comparatively
 - d. congenitally
132. The human ear admits only a very limited range of frequencies.
- a. confesses
 - b. gives off
 - c. forces in
 - d. lets in
133. Formerly of interest to scientists in relation to its salivary glands, the fruit fly has more recently been important in studies of natural rhythms.
- a. Originally
 - b. Previously
 - c. Subsequently
 - d. Primarily

134. Stock-market analysts monitor a great variety of financial indicators.
- come up with
 - look into
 - keep track of
 - take charge of
135. There were a number of limiting factors on the output of consumer durables in 1995-96.
- outflow
 - income
 - production
 - reduction
136. It was in 1665 that the concept of the earth's gravity dawned on Isaac Newton.
- interested
 - appeared to
 - caught the attention of
 - occurred to
137. A through grounding in math and physics is an essential prerequisite for taking this graduate course.
- A solid
 - A long
 - An unusual
 - A hard
138. The effects of the moon's periodicity on sea-creatures are accentuated by vast movements of their environments.
- presaged
 - distinguished
 - underscored
 - manifested
139. Vinyl has now largely replaced leather in the manufacture of handbags.

- a. belts
 - b. gloves
 - c. suitcases
 - d. purses
140. As a general rule, September is the worst month of the year for hurricanes in the Gulf.
- a. Normally
 - b. On rare occasions
 - c. Invariably
 - d. Sometimes
141. The demonstrators hurled imprecations at the officials.
- a. projectiles
 - b. insults
 - c. garbage
 - d. compliments
142. With costs threatening to get out of hand, a ceiling was placed on expenditures in all departments.
- a. minimum limit
 - b. cover
 - c. maximum limit
 - d. roof
143. Recently research has focused on a new approach.
- a. illuminated
 - b. discovered
 - c. looked for
 - d. concentrated on
144. The results of the test were quite unambiguous.
- a. doubtful
 - b. clear
 - c. surprising

- d. illegal
145. For all their protestations, they heeded the judge's ruling
- a. In spite of
 - b. On behalf of
 - c. Because of
 - d. Without
146. Though he embroidered his tales considerably, there was always a grain of truth in Mark Twain's stories.
- a. lengthened
 - b. embellished
 - c. repeated
 - d. emphasized
147. She was an unlikely candidate for the position.
- a. unpopular
 - b. risky
 - c. improbable
 - d. unqualified
148. Secrecy was a decisive factor in the success of the D-day landings
- a. major
 - b. minor
 - c. significant
 - d. determining
149. Often regarded by the public as outgoing and sociable, this performer is actually rather shy and retiring.
- a. in fact
 - b. presently
 - c. momentarily
 - d. nevertheless

150. Icy roads and poor visibility are familiar hazards in the Midwest.
- a. chances
 - b. dangers
 - c. conditions
 - d. occurrences

II. True or False?

If the words opposite each other in Columns A and B are similar in meanings

write T in the blank; if they are unrelated, write F.

A	B
1. prose	_____ rhyming words
2. genre	_____ family history
3. bibliography	_____ list of readings
4. denotation	_____ word's actual meaning
5. connotation	_____ word's opposite meaning
6. literal	_____ reading ability
7. figures of speech	_____ fanciful expressions
8. simile	_____ comparison without like or as
9. metaphor	_____ comparison with like or as
10. personification	_____ sociable
11. hyperbole	_____ factual information
12. alliteration	_____ series of words with the same first sound
13. plagiarism	_____ summarizing a play
14. satire	_____ concluding remarks
15. tone	_____ point of view
16. prewriting	_____ final written version
17. narration	_____ writing that tells a story
18. exposition	_____ writing emphasizing explanations
19. description	_____ writing emphasizing precise details
20. argumentation	_____ writing that attempts to persuade
21. social norms	_____ behaviour guides
22. mores	_____ moral guidelines
23. values	_____ ideals
24. culture	_____ advanced civilization
25. peer group	_____ those of the upper class
26. stereotype	_____ common image
27. demography	_____ study of land
28. acculturation	_____ acquiring language
29. urbanism	_____ relates to cities
30. agrarian	_____ rural
31. program	_____ set of instructions
32. character set	_____ letters, figures
33. data	_____ information processed or produced

- | | |
|-------------------|--|
| 34. data base | _____ keyboard |
| 35. language | _____ results |
| 36. binary code | _____ 0 and 1 |
| 37. peripherals | _____ additional equipment |
| 38. terminal | _____ end of program |
| 39. monitor | _____ screen |
| 40. CPU | _____ Controlled Program United |
| 41. hardware | _____ physical equipment |
| 42. software | _____ programs |
| 43. networking | _____ coding |
| 44. bug | _____ problem |
| 45. debug | _____ correcting problem |
| 46. execute | _____ stopping |
| 47. input | _____ memory |
| 48. output | _____ results |
| 49. graphics | _____ visual displays |
| 50. cursor | _____ pointer |
| 51. cassette | _____ stores computer information on
tape |
| 52. disk | _____ record-shape object used to store
computer data |
| 53. modem | _____ device enabling the transmission
of data over telephone wires |
| 54. bit | _____ wafer containing electronic circuit |
| 55. byte | _____ memory unit in the computer |
| 56. compatible | _____ exchangeable |
| 57. protocol | _____ rules to follow |
| 58. volatile | _____ data that is safely stored |
| 59. documentation | _____ collection of valid data |
| 60. chip | _____ smallest piece of information in a
computer |

Part C

Error identification

Each problem in Part C consists of a sentence in which four words or phrases are underlined. The four underlined parts of the sentence are marked a, b, c, d. You are to identify the one underlined word or phrase that should be corrected or rewritten.

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 taxes, the politician said: "Their 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 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. My 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

a b c d

100 years old.

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

a b c

keeping them.

d

16. Before Khalid visited his granddaughter's home, he sent her a gift in the

a b c d

mail.

17. When people are careful to keep their cars in good repair, one is rewarded

a b c

by good car performance.

d

18. You arent the only one who feels that way about him; a lot of people love
a b c d
him.

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

36. Mrs. Hager had rather spend the entire summer in the heat of Qena than
a b c
travel with her cousin to Hurghada.

d

37. He gently put the new camera on the desk which his sister had bought.

a b

c

d

38. He didn't say he will bring the books tomorrow, did he?

a

b

c

d

39. She speaks always English to her boss while she is in the office.

a

b

c

d

40. Just as Magda was leaving, we told her we needed eggs cheese and orange
a b c d
juice for our picnic.

41. When we were little and would visit her, my grandmother often gave
a b c
presents to my sister and myself.

d

42. Because he had not been able to hear well, Danny asked what the question
a b c
was?

d

43. The critics all said that she was neither attractive nor did she have any
talent.

a

b

c

d

44. Her uncle, along with her two cousins, demand that she stay in town one

a

b

c

more day.

d

45. We got up early, ate breakfast, and the house was cleaned—all before my
a b c d
aunt arrived.

46. Whom shall I say is calling?

a b c d

47. When you go to visit the Stevensons tomorrow, please bring them these
a b c d
cake recipes.

48. Yesterday the foreman spoke to both of us, Aly and I, about our work
a b c
record. He was impressed.

d

49. Ahmad's car is certainly faster than any in the race.

a b c d

50. In response to Adam's question as to which restaurant we were going to, I
a b c
replied, the nearest.

d

51. When only halfway through the exercise, the teacher changed his mind
a b
and collected all our papers.

c d

52. When Arthur broke the Joneses' dishes he felt badly.

a b c d

53. My brother-in-law has just recently bought a red new car to replace his old green one.
 a b c d
54. The best times to visit Egypt are in spring. Fall or in winter.
 a b c d
55. Dad, can I go to the movies with Tim this afternoon?
 a b c d
56. They rose their hands above their heads when the teacher asked them to raise their hands.
 a b c
 d
57. When he came in he immediately sat the package on the nearest table.
 a b c d
58. Its very pleasant staying at this hotel; it's clean comfortable and inexpensive.
 a b c
 d
59. Living as though he was rich, Orwell bought overly expensive clothes.
 a b c d
60. In 1957, Sputnik the first man-made satellite, was being launched from the Soviet Union.
 a b c d
61. We swam in the pool, then brang our cups to the table and drank more coffee.
 a b c d

62. I want that new car but which is too expensive for me at present.
a b c d
63. Is Egypt largest country in Africa in area and in population?
a b c d
64. He always drove more carefully as his wife when the weather was bad.
a b c d
65. As far as I'm concerned, Alex is clearly the more beautiful city in Egypt.
a b c d
66. Extreme patriots always believe that their country is better than any
a b c d
country.
67. While golfing, a rabbit ran across the course and knocked the ball into the
a b c d
hole.
68. After planning the move to Cairo for months, my brother-in-law realized it
a b c
was no longer what he wanted to do.
d
69. The teller over there she is the thin lady is the one to see to open a special
a b c d
checking account.
70. The man in the gray suit was identified as an old and trusted friend of the
a b c d
Prime Minister's.
71. Crying all the while, she took her cat to the pet hospital.
a b c d

72. Cordelia lay down after lunch complaining that something she had eaten
a b c
must have disagreed from her.
d
73. Having the most creative costume, the officials awarded my neighbour the
a b c
grand prize.
d
74. Of all the books he owned, king lear was his most treasured.
a b c d
75. Ms. Jane asked her assistant to quickly call her on an important matter.
a b c d
76. The Benson Company is now using their influence to persuade people to
a b c
buy larger refrigerators.
d
77. The four string on a violin are tuned.
a b c d
78. The research for the book *Roots* taking the author twelve years.
a b c d
79. The Sudan's economy is based main on agriculture.
a b c d
80. A dome is a semispherical structure on top of a build.
a b c d

97. Part of the electricity used in many countries today come from hydro-
electric sources.
a b c
d

98. The languages of the world presents a vast array of structural similarities
and differences.
a b c
d

99. The rise of multinationals have resulted in a great deal of legal ambiguity
because multinationals can operate in so many jurisdictions.
a b
c d

100. Some of the agricultural practices used today is responsible for fostering
desertification.
a b c d

Suggestions for Further Reading

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