

هذا pdf كتبه وفقاً لشرح محاضرة ... د. محمد عبد السلام جزاه الله خيراً

وأتمنا أن يستفيد الجميع ... وفقكم الله ... اختكم/خلود المالكي



**التكتيك الأول:** العنونة (HEADING) ( لها حالتين / غير مرتبة الإجابات )

### READING PASSAGE 3

You should spend about 20 minutes on Questions 27-38 which are based on Reading Passage 3 below.

## A Workaholic Economy

FOR THE first century or so of the industrial revolution, increased productivity led to decreases in working hours. Employees who had been putting in 12-hour days, six days a week, found their time on the job shrinking to 10 hours daily, then, finally, to eight hours, five days a week. Only a generation ago social planners worried about what people would do with all this new-found free time. In the US, at least, it seems they need not have bothered.

Although the output per hour of work has more than doubled since 1945, leisure seems reserved largely for the unemployed and underemployed. Those who work full-time spend as much time on the job as they did at the end of World War II. In fact, working hours have increased noticeably since 1970 — perhaps because real wages have stagnated since that year. Bookstores now abound with manuals describing how to manage time and cope with stress.

There are several reasons for lost leisure. Since 1979, companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel, says economist Juliet B. Schor of Harvard

increased production has been almost entirely decoupled from employment. Some firms are even downsizing as their profits climb. "All things being equal, we'd be better off spreading around the work," observes labour economist Ronald G. Ehrenberg of Cornell University.

Yet a host of factors pushes employers to hire fewer workers for more hours and, at the same time, compels workers to spend more time on the job. Most of those incentives involve what Ehrenberg calls the structure of compensation: quirks in the way salaries and benefits are organised that make it more profitable to ask 40 employees to labour an extra hour each than to hire one more worker to do the same 40-hour job.

Professional and managerial employees supply the most obvious lesson along these lines. Once people are on salary, their cost to a firm is the same whether they spend 35 hours a week in the office or 70. Diminishing returns may eventually set in as overworked employees lose efficiency or leave for more arable pastures. But in the short run, the employer's incentive is clear.

Even hourly employees receive benefits -

**ملاحظة :**

إذا أنت قطعة مثل الصورة لا يبدأ كل برقراف فيها بأحرف

A, B, C ..ETC اعرف أنه لا يوجد سؤال عن العنونة

أما إذا وجد اعرف انه يوجد سؤال عن العنونة ( HEADING )

**طريقة الحل:** اقرأ البارقراف على حده أولاً ثم ابحث عن العنوان

اكتفي بقراءة topic sentence من كل برقراف وإذا لم أجد فيه

الإجابة اقرأ Result

• كيف أعرف أنني خلصت من التوبيك سنتنز وبدات

ادخل في Explain ؟ يبدأ بشرح الأدلة والبراهين وإثباتات

عن طريق أدوات الربط مثل: because – if

• كيف اعرف أنها جملة Result ؟

عن طريق أدوات الربط مثل: hence - found

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**الحالة الثانية:** السؤال يأتي قبل القطعة

**ملاحظة:**

- قد يأتي عدد العناوين أقل من عدد البارقرافات
- لا يشترط وضع عناوين لكل البارقرافات
- السؤال which paragraph contains the following information?

**Attention**

في العنونة ممكن واضع الاختبار يأخذ قطعة كبيرة جدا ويقسمها كل برقراف لحاله .... مثال:

- البرقراف الأول (توبك سنتنز) .....  
 نستطيع إعطاءه عنوان .....  
 البرقراف الثاني (شرح فقط) .....  
 لا نعطيه عنوان .....  
 البرقراف الثالث (شرح +نتائج) .....  
 نستطيع إعطاءه عنوان .....

**الحالة الأولى:** السؤال يأتي بعد القطعة

**READING PASSAGE 3**

You should spend about 20 minutes on Questions 28-41 which are based on Reading Passage 3 below.

**TOURISM**

- A** Tourism, holidaymaking and travel are these days more significant social phenomena than most commentators have considered. On the face of it there could not be a more trivial subject for a book. And indeed since social scientists have had considerable difficulty explaining weightier topics such as work or politics it might be thought that they would have great difficulties in accounting for more trivial phenomena such as holidaymaking. However there are interesting parallels with the study of deviance. This involves the investigation of bizarre and idiosyncratic social practices which happen to be defined as deviant in some societies but not necessarily in others. The assumption is that the investigation of deviance can reveal interesting and significant aspects of normal societies. It could be said that a similar analysis can be applied to tourism.
- B** Tourism is a leisure activity which presupposes its opposite namely regulated and organised work. It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in modern societies. Indeed acting as a tourist is one of the defining characteristics of being modern. A popular concept of tourism is that organised within particular places and occurs for regularised periods of time. Tourist relationships arise from a movement of people to and their stay in various destinations. This necessarily involves some movement that is the journey and a period of stay in a new place or places. The journey and the stay are by definition outside the home.
- C** To service the burgeoning tourist industry, an array of professionals has developed who attempt to reproduce ever-new objects for the tourist to look at. These objects or places are located in a complex and changing hierarchy. This depends upon the interplay between, on the one hand, competition between interests involved in
- D** Tourists tend to visit features of landscape and townscape which separate them off from everyday experience. Such aspects are viewed because they are taken to be in some sense out of the ordinary. The viewing of these tourist sights often involves different forms of social patterning with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life. People linger over these sights in a way that they would not normally do in their home environment and the vision is objectified or captured through photographs, postcards, films and so on which enable the memory to be endlessly reproduced and recaptured.
- E** One of the earliest dissertations on the subject of tourism is Boerstin's analysis of the pseudo event (1964) where he argues that contemporary Americans cannot experience reality directly but thrive on "pseudo events isolated from the host environment and the local people the mass tourist travels in guided groups and finds pleasure in inauthentic contrived experiences which are staged for their benefit. Not to go away is like not possessing a car or a nice house. Travel is a marker of status in modern societies and is also thought to be necessary for good health. The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations.

Questions 28-32

Reading Passage 3 has 6 paragraphs (A-F). Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (i-ix) in boxes 28-32 on your answer sheet. Paragraph D has been done for you as an example.

NB There are more headings than paragraphs so you will not use all of them. You may use any heading more than once.

List of Headings	
i	The politics of tourism
ii	The cost of tourism
iii	Justifying the study of tourism
iv	Tourism contrasted with travel
v	The essence of modern tourism
vi	Tourism versus leisure
vii	The artificiality of modern tourism
viii	The role of modern tour guides
ix	Creating an alternative to the everyday experience

- 28 Paragraph A  
 29 Paragraph B  
 30 Paragraph C

Example	Answer
Paragraph D	ix
31 Paragraph E	
32 Paragraph F	

**ملاحظة:**

- يأتي عدد العناوين أكثر من البارقرافات
- لازم البارقرافات كلها أحط لها عناوين وتكون بالأحرف اللاتينية

السؤال Choose the correct heading

For paragraphs from the list of heading

blwo?

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### التكنيك الثاني:

1. التوصيل matching ( بالعادة القطعة ٢/١ مرتبة الإجابات قد يكون سؤال واحد غير مرتب - القطعة ٣ غير مرتبه وتحل بالفهم فيفضل فيها قراءة القطعة أولاً وفهمها ثم حلها )

\*طريقة الحل: أقرأ السؤال أولاً ثم حدد مفتاح الإجابة ثم أبدأ بقراءة القطعة ( خاص القطعة ٢/١ )

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.



## A Chronicle of Timekeeping

Our conception of time depends on the way we measure it

**A** According to archaeological evidence, at least 5,000 years ago, and long before the advent of the Roman Empire, the Babylonians began to measure time, introducing calendars to co-ordinate communal activities, to plan the shipment of goods and, in particular, to regulate planting and harvesting. They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.

**B** Before the invention of artificial light, the moon had greater social impact. And, for those living near the equator in particular, its waxing and waning was more conspicuous than the passing of the seasons. Hence, the calendars that were developed at the lower latitudes were influenced more by the lunar cycle than by the solar year. In more northern climes, however, where seasonal agriculture was practised, the solar year became more crucial. As the Roman Empire expanded northward, it organised its activity chart for the most part around the solar year.

**C** Centuries before the Roman Empire, the Egyptians had formulated a municipal calendar having 12 months of 30 days, with five days added to approximate the solar year. Each period of ten days was marked by the appearance of special groups of stars called decans. At the rise of the star Sirius just before sunrise, which occurred around the all-important annual flooding of the Nile, 12 decans could be seen spanning the heavens. The cosmic significance the Egyptians placed in the 12 decans led them to develop a system in which each interval of darkness (and later, each interval of daylight) was divided into a dozen equal parts. These periods became known as temporal hours because their duration varied according to the changing length of days and nights with the passing of the seasons. Summer hours were long, winter ones short; only at the spring and autumn equinoxes

18

Questions 5–8

Look at the following events (Questions 5–8) and the list of nationalities below.

Match each event with the correct nationality, A–F.

Write the correct letter, A–F, in boxes 5–8 on your answer sheet.

5 They devised a civil calendar in which the months were equal in length. **B**

6 They divided the day into two equal halves. **F**

7 They developed a new cabinet shape for a type of timekeeper.

8 They created a calendar to organise public events and work schedules.

List of Nationalities

- A Babylonians
- B Egyptians**
- C Greeks
- D English
- E Germans
- F French

20

هذا لفتت لرجاه السؤال الأول رابع لفتت له  
السؤال الثاني بعدد ولكن (سؤال واحد فقط لفتت له) ثم مرتب  
بمعنى (سؤالات بالترتيب السؤال واحد)

Prepared by M.A. UMWAYMA  
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٢. الإجابة عن سؤال ( Answer the question ) دائما يأتي بالترتيب

**ملاحظات:**

- ضروري يعطيك كلمة او كلمتين في السؤال تجدها في القطعة
- لا بد من التنبأ بطبيعة الإجابة هل هي رقم أو كلمة
- إذا بدأ السؤال بـ in addition , → (link word) اذا الإجابة في القطعة تكون قبلها
- السؤال الذي فيه كلمة term ابحث في القطعة عن كلمة بين قوسين أو علامات تنصيص أو بلون غامق مميز
- Term هنا تعني مصطلح في القطعة ( يكون مميز أو داكن أو بخط مختلف)

٣. اختيار الإجابة الصحيحة ( دائما يأتي بالترتيب )

**ملاحظات:**

- نفس تكنيك Answer the question
- ضروري يعطيك كلمة او كلمتين في السؤال تجدها في القطعة

٤. true / false / not given (الإجابات بالترتيب)

٥. Yes/ no / not given (الإجابات بالترتيب)

**Yes/ no / not given**

وجهة نظر الكاتب

**true / false / not given**

تكون مستنبطة من **حقائق** موجودة في القطعة ( بالعادة تلقاها في التوبيك سننتز أو في الشرح)

**T =** الجملة التي في السؤال توافق الموجود بالقطعة مثال: مكتوب في السؤال هذا الشخصين سمين في القطعة تلقاه يكتب لك هذا الرجل وزنه فوق ١٥٠ كيلوجرام ( إذا نفس معنى السؤال سمين ).

**F =** الجملة التي في السؤال لا توافق الموجود بالقطعة بمعنى جملة السؤال مذكورة بالقطعة ولكن بعكس المعنى مثال: مكتوب في السؤال after في القطعة مكتوب before

**NOT GIVEN =** جملة السؤال مذكورة بالقطعة ولكن فيه معلومة لم تذكر مثال: جملة السؤال بريطانيا تنفق أموالها على الفقراء أكثر من على التعليم (جملة مقارنة) بينما مكتوب بالقطعة بريطانيا تنفق أموالها على الفقراء وأيضا التعليم (بريطانيا لم تقولها بل قالت جملة مقارنة على الفقراء أكثر من التعليم)

لكن لو **F** يكون مكتوب بالقطعة بريطانيا (لا تنفق)



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- A** An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.
- B** Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.
- C** In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes.

**TRUE** if the statement agrees with the information  
**FALSE** if the statement contradicts the information  
**NOT GIVEN** if there is no information on this

- 20 The (FAA) was created as a result of the introduction of the jet engine. **F**
- 21 (A)(T)(r)(a)(f)(f)(i)(c)(C) Control started after the Grand Canyon crash in 1956. **F**
- 22 Beacons and flashing lights are still used by ATC today. **NOT GIVEN**
- 23 Some improvements were made in radio communication during World War 11 **T**
- 24 Class F airspace is airspace which is below 365m and not near airports.
- 25 All aircraft in Class E airspace must use IFR.
- 26 A pilot entering Class C airspace is flying over an average-sized city.

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## ٦. املء الفراغات ( دائماً يأتي بالترتيب )

### ملاحظات:

- له نوعين أساسيين من الأسئلة
- له ثلاثة أشكال الفراغات وسيتم شرح تكنيك حلها فقط في PASSAGE 1 /PASSAGE2 بينما PASSAGE 3 لم يشرحه الدكتور لأن الحل يكون بفهم القطعة ولا يوجد وقت للشرح

### النوع الثاني

### النوع الأول

Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes 1-8 on your answer sheet.

**NB** There are more words than spaces so you will not use them all. You may use any of the words more than once.

#### EARLY FIRE-LIGHTING METHODS

Primitive societies saw fire as a ... (Example) ... gift. Answer heavenly

They tried to ... (1) ... burning logs or charcoal ... (2) ... that they could create fire themselves. It is suspected that the first man-made flames were produced by ... (3) ...

The very first fire-lighting methods involved the creation of ... (4) ... by, for example, rapidly ... (5) ... a wooden stick in a round hole. The use of ... (6) ... or persistent chipping was also widespread in Europe and among other peoples such as the Chinese and ... (7) ... European practice of this method continued until the 1850s ... (8) ... the discovery of phosphorus some years earlier.

#### List of Words

Mexicans	random	rotating
despite	preserve	realising
sunlight	lacking	heavenly
percussion	chance	friction
unaware	without	make
heating	Eskimos	surprised
until	smoke	

توجد لسته من الكلمات

والاجوبة تبحث عنها في القطعة

وكلا النوعين تقريبا لهما نفس تكنيك الحل

#### The birth of modern plastics

In 1907, Leo Hendrick Baekeland, a Belgian scientist working in New York, discovered and patented a revolutionary new synthetic material. His invention, which he named 'Bakelite', was of enormous technological importance, and effectively launched the modern plastics industry.

The term 'plastic' comes from the Greek *plassein*, meaning 'to mould'. Some plastics are derived from natural sources, some are semi-synthetic (the result of chemical action on a natural substance), and some are entirely synthetic, that is, chemically engineered from the constituents of coal or oil. Some are 'thermoplastic', which means that, like candlewax, they melt when heated and can then be reshaped. Others are 'thermosetting', like eggs, they cannot revert to their original viscous state, and their shape is thus fixed for ever. Bakelite had the distinction of being the first totally synthetic thermosetting plastic.

The history of today's plastics begins with the discovery of a series of semi-synthetic thermoplastic materials in the mid-nineteenth century. The impetus behind the development of these early plastics was generated by a number of factors - immense technological progress in the domain of chemistry, coupled with wider cultural changes, and the pragmatic need to find acceptable substitutes for dwindling supplies of 'luxury' materials such as tortoiseshell and ivory.

Baekeland's interest in plastics began in 1885 when, as a young chemistry student in Belgium, he embarked on research into phenolic resins, the group of sticky substances produced when phenol (carbolic acid) combines with an aldehyde (a volatile fluid similar to alcohol). He soon abandoned the subject, however, only returning to it some years later. By 1905 he was a wealthy New Yorker, having recently made his fortune with the invention of a new photographic paper. While Baekeland had been busily amassing dollars, some advances had been made in the development of plastics. The years 1899 and 1900 had seen the patenting of the first semi-synthetic thermosetting material that could be manufactured on an industrial scale. In purely scientific terms, Baekeland's major contribution to the field is not so much the actual discovery of the material to which he gave his name, but rather the method by which a reaction between phenol and formaldehyde could be controlled, thus making possible its preparation on a commercial basis. On 13 July 1907, Baekeland took out his famous patent describing this preparation, the essential features of which are still in use today.

The original patent outlined a three-stage process, in which phenol and formaldehyde (from wood or coal) were initially

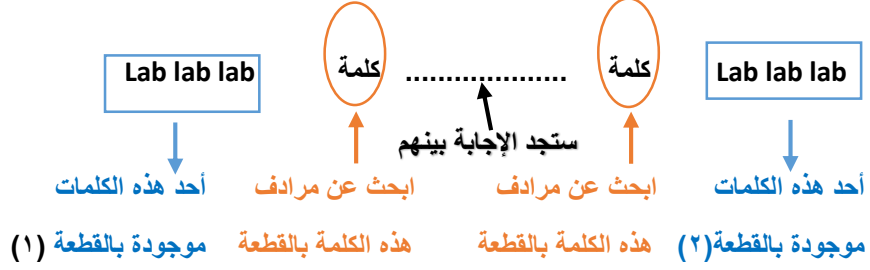
Some plastics behave in a similar way to 1 ..... in that they melt under heat and can be moulded into new forms. Bakelite was unique because it was the first material to be both entirely 2 ..... in origin, and thermosetting.

There were several reasons for the research into plastics in the nineteenth century, among them the great advances that had been made in the field of 3 ..... and the search for alternatives to natural resources like ivory.

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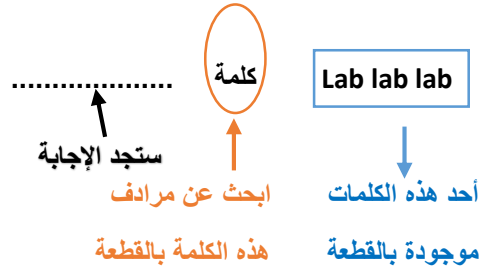
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### الشكل الأول: الفراغ في منتصف الجملة



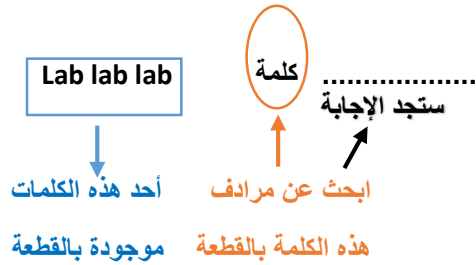
أولاً ابحث عن الكلمة الموجودة بالقطعة ( ١ ) ( ٢ ) إذا وجدتهم ابحث عن مرادف الكلمتين إذا وجدتهم ستجد الإجابة بينهم .... أما إذا لم تكن تعرف المرادف كلمة وحده ستجد الإجابة أما بعد المرادف الأول أو قبل المرادف الثاني

### الشكل الثاني : الفراغ في بداية الجملة



أولاً ابحث عن الكلمة الموجودة بالقطعة إذا وجدتها ابحث عن مرادف الكلمة إذا وجدته ستجد الإجابة قبلها مباشرة

### الشكل الثالث: الفراغ في نهاية الجملة



أولاً ابحث عن الكلمة الموجودة بالقطعة إذا وجدتها ابحث عن مرادف الكلمة إذا وجدته ستجد الإجابة بعدها مباشرة

### ملاحظة للأنواع الثلاثة :

- إذا وجدت الكلمة الموجودة بالقطعة ولكن لم أجد الكلمة أو مرادفها ابحث في براقراف اخر
- لا بد من التنبؤ بنوعية الكلمة في الفراغ ..

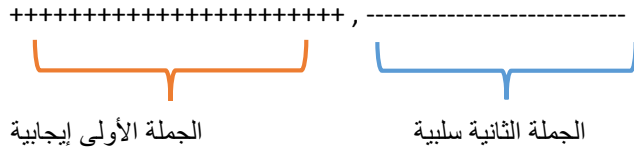
CAN .....	<----	VERB1
COLD CLEARLY (adv) .....	<----	VERB
ADJ.....	<----	NOUN
لو طلب السؤال كلمة اكتب الاسم	A /AN.....	<---- ADJ+NOUN
TO.....	<----	VERB1 OR VERB (ing)/// NOUN

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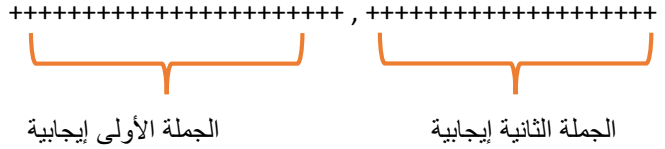
٧. الجدول ( TABLE )

مهم جداً تعرف LINKING WORD

But = However = In contrast = Yet = Nevertheless



In addition = Furthermore = Moreover = Also = And



Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–8 on your answer sheet.

**Early methods of producing flat glass**

Method	Advantages	Disadvantages
1 .....	<ul style="list-style-type: none"> <li>Glass remained 2 .....</li> </ul>	<ul style="list-style-type: none"> <li>Slow إيجابي</li> <li>3 .....</li> </ul>
Ribbon	<ul style="list-style-type: none"> <li>Could produce glass sheets of varying 4 .....</li> <li>Non-stop process</li> </ul>	<ul style="list-style-type: none"> <li>Glass was 5 .....</li> <li>20% of glass rubbed away</li> <li>Machines were expensive</li> </ul>

هنا يكون الرابط And وإخواتها إيجابي إيجابي

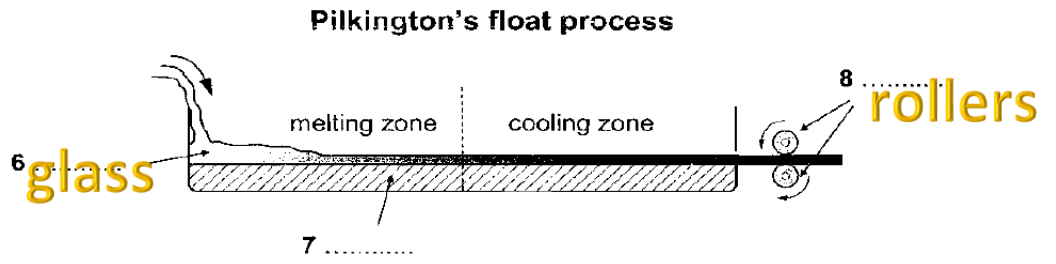
إذا الرابط الموجود بينهم في القطعة هو أحد However = In contrast = Yet = Nevertheless



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وأتمنا أن يستفيد الجميع ... وفقكم الله ... اختكم/خلود المالكي

٨. الرسمة ( process ) الإجابات بالترتيب

تجد الإجابات جميعها مباشرة في القطعة وبعضها تستطيع الإجابة عليها منطقياً بدون اللجوء للقطعة



تم الإجابة على ٨ - ٦ منطقياً وإجابة ٧ ستجدها في القطعة محصورة بين إجابة ٨-٦

هذا pdf كتبته وفقاً لشرح محاضرة ... د. محمد عبد السلام جزاه الله خيراً

وأتمنى أن يستفيد الجميع ... وفقكم الله ... اختكم/خلود المالكي

على آخر محاضرة بتوفيق الله عزوجل اكتشفت

الرابط يحتوي على جميع القطع التي يشرح عليها الدكتور دائماً  
مجرد اكتب اسم القطعة وتطلع كامله

<http://www.ielts-mentor.com>

أو اكتب اسم القطعة ويطلع لك في محرك البحث قوئل وبإجابتها  
والبعض منها يطلع لها شرح في اليوتيوب

( وأتمنى أن يستفيد الجميع )

وفقكم الله ...