

نسخة منقحة

سلسلة الاختبارات الجامعية...

شرح مبسط
باللغة العربية
تتمكن من سرعة
استرجاع المعلومة

English language sufficiencies.com

كفايات كم

اللغة الإنجليزية (step)

طلاب وطالبات

لكل من:

- الطلاب المتقدمون لأقسام اللغة الإنجليزية والطب.
- الطلاب المتقدمون لبرامج الدراسات العليا
- الطلاب الراغبين في الالتحاق ببعض الكليات العسكرية.
- الطلاب الساعون إلى الإعفاء من مقررات باللغة الإنجليزية في برامجهم الدراسية.
- الطلاب الراغبون في الالتحاق ببرامج اللغة الإنجليزية المتناسبة مع مستوى كفايتهم في اللغة الإنجليزية.

تأليف

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الطبعة الثانية
١٤٣٦ هـ - ٢٠١٥ م

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King Fahd National Library Cataloging-in-Publication Data

Al-Qahtani, Amal Aied

English language com sufficiencies. / Amal Aied Al-Qahtani

- 2 ..- Riyadh , 2014

136 p ; 21 x 29.5 cm

ISBN: 978-603-01-4717-5

1- English language - Study and teaching - Arab students

2- English language - Vocabulary

I- title

428.241 dc

1435/3190

L.D. no. 1435/3190

ISBN: 978-603-01-4717-5



حقوق الطبع محفوظة

الطبعة الثانية

١٤٣٦ هـ - ٢٠١٥ م

توزيع



الوطنية للتوزيع

هاتف: ٨٧١٤١٤

فاكس: ٨٧١٤٦٠

AL Watania Distribution

بسم الله الرحمن الرحيم

قال تعالى: ﴿قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ
الْعَلِيمُ الْعَظِيمُ﴾ (سورة البقرة- آية ٣٢)

صدق الله العظيم

إهداء

إلى «روح أبي» الطاهرة تحت الثرى تقبل الله دعواتي لك بأن يكرم نزلك ، ويغفر لك ، ويعوضك بشبابك جنات
النعيم مع الصديقين والشهداء .
إلى «أمي الغالية» ، ومن تعهدتني بالتربية وسدت مكان الأم والأب ، وأفتت عمرها وشبابها من أجلي وأخوتي ،
أمد الله في عمرها على طاعته ، وبلغها عني وعن أخوتي وأبنائنا ما ترجوه في الدنيا والآخرة وأجزل لها العطاء .
إلى «أخي وأخوتي وأبنائهم» ، زادهم الله في الطاعات والخيرات وسدد بالخير خطاهم .
إلى «زوجي العزيز» سندي في الملمات وعضدي في النائبات ، ومن يفيض الطرف عن انشغالي وأستمد من صبره
وحكمته طاقتي ، فقد تمثل فيه قول الرسول صلى الله عليه وسلم «خيركم خيركم لأهله ، وأنا خيركم لأهلي» ،
إلى «أبنائي وثمره فؤادي» عبد الملك ، عبد الله ، عبد العزيز وأخواتهم ، أقر الله عيني بصلاحهم ، وأطعمني
برهم ، وجعلهم للمتقين إماما .
إلى «كل المخلصين والمخلصات» ، ومن خصني بدعوة أو ذكر صالح ، وفقكم الله ورزقكم ما تأملون وأعظم .
إلى كل من «قرأ مؤلفاتي» للاستفادة والاستزادة ، زادكم الله من علمه ، وجعل علمنا وعملا خالصاً لوجهه
الكريم .

أمل عائض يحيى القحطاني

طلبي الوحيد لكل من يستفيد من هذا الكتاب أن يرفع كفه بالدعاء الصادق
لوالدي رحمه الله ، ولوالدتي أطال الله بقاءها .

احجز مقعدك من الآن

عزيزي المعلم عزيزتي المعلمة :

نقيم دورات تدريبية في اختبارات الكفايات للمعلمين والمعلمات ضمن فريق متخصص ومدربون معتمدون.
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تعريف بالاختبار

يُعنى هذا الاختبار بتحديد مستوى الكفاية في اللغة الإنجليزية لدى الطالب والطالبة؛ بطرق موضوعية.

مكونات الاختبار

يتكون الاختبار من ١٠٠ سؤال إلى جانب أسئلة تجريبية لا تدخل في حساب درجة الطالب، وتوزع الأسئلة على المكونات الآتية بالنسب المذكورة :-

- ٤٠٪ فهم المقروء
- ٣٠٪ التراكيب النحوية
- ٢٠٪ فهم المسموع (بإمكانك الرجوع لمواقع تعلم اللغة الانجليزية في الشبكة العنكبوتية للتمكن من فهم المسموع)
- ١٠٪ تحليل الكتابة

أهداف الاختبار

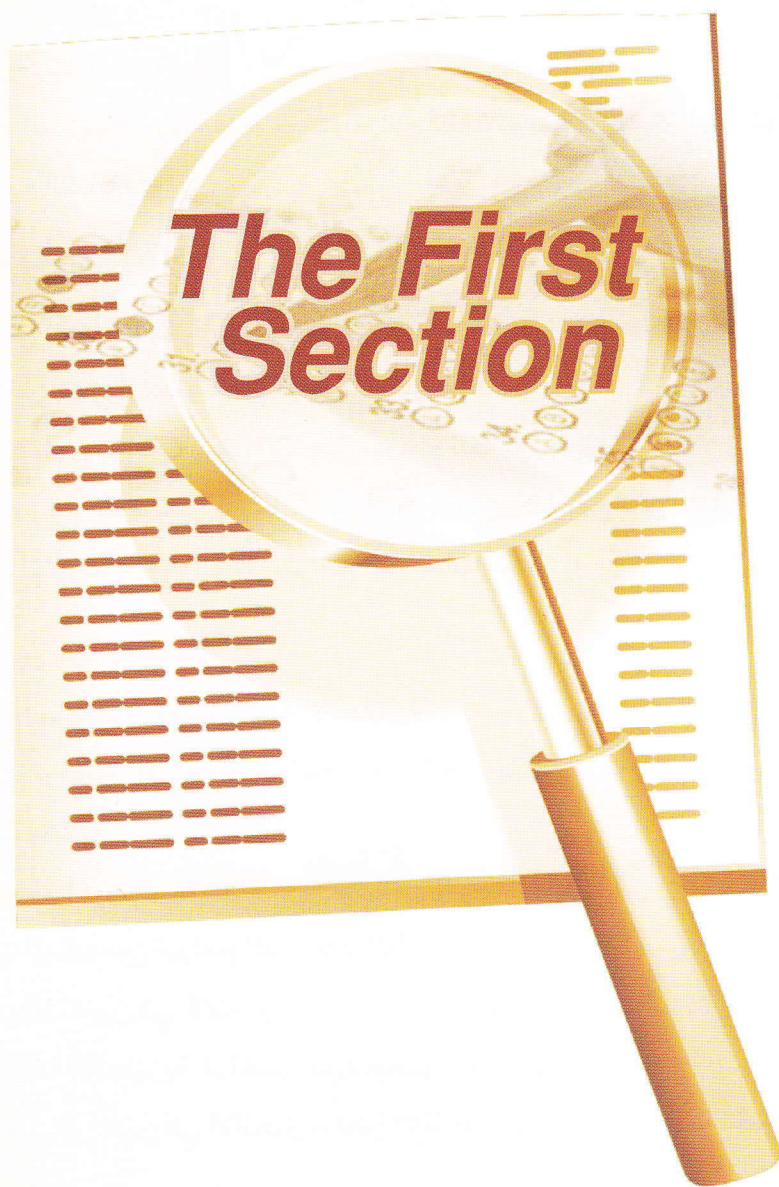
- القبول في أقسام اللغة الإنجليزية.
- الإعفاء من مقررات معينة في اللغة الإنجليزية .
- تحديد مستوى من يرغب في الالتحاق ببرامج للغة الإنجليزية.
- إعطاء عموم المتقدمين للاختبار شهادات مستوى كفايتهم في اللغة الإنجليزية؛ لاستعمالها في مجالات التدريس، أو الالتحاق ببرامج الدراسات العليا، أو مجال الأعمال، وغيرها من المجالات.

المستفيدون من الاختبار

١. الطلاب المتقدمون لأقسام اللغة الإنجليزية.
٢. الطلاب الراغبون الالتحاق ببرامج اللغة الإنجليزية في مستويات تتناسب مع مستوى كفايتهم في اللغة الإنجليزية.
٣. الطلاب الساعون إلى الإعفاء من مقررات باللغة الإنجليزية في برامجهم الدراسية .
٤. الطلاب المتقدمون لبرامج الدراسات العليا.
٥. الطلاب الراغبين في الالتحاق ببعض الكليات العسكرية.
٦. معلمي اللغة الإنجليزية الراغبين في الحصول على شهادة.
٧. الأشخاص الراغبين في الالتحاق ببعض الوظائف في القطاعات المختلفة.

الأسئلة

١. الأسئلة من نوع الاختيار من متعدد ، كل سؤال تتعبه أربعة اختيارات (a) ، (b) ، (c) ، (d)
يختار الطالب من بينها الإجابة الصحيحة.
٢. الزمن الكلي للاختبار الفعلي والتعليمات يبلغ حوالي ثلاث ساعات.



المحتويات

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عليكم قراءة الفهرس بعناية ليتيح لكم وضع تصور
كامل عما تريدون مراجعته، كما يُساعدكم على
سرعة العثور على العنصر المطلوب.

1

GRAMMAR POINTS

Short and long forms of am , is and are.

يتكون الفعل (V. to Be) من:

I → am

He – She – It → is

We – you – they → are

اختصار الفعل يكون بحذف الحرف الأول منه واستبداله بـ (apostrophe) كالآتي:

I am → I'm

He is → He's

They are → They're

Negative form of verb to Be .

النفي

نفي الفعل يكون بـ not / n't بعده

e. g . He is a rich man.

He isn't a rich man.

ماضي الفعل: Past of V. to Be

تتحول is/am إلى was في الماضي

تتحول are إلى were في الماضي

كلمات تدل على الماضي مثلاً

منذ ، ago

Once ، ذات مرة

Yesterday ، أمس

last + period ، فترة زمنية (الماضي)

one day ، يوماً ما

Making suggestions (عرض القيام بعمل ما)

with "let's / let me"

يأتي الفعل بعد let's ، let me في المصدر (أي في شكله المجرد بدون إضافات في آخره)

• تستخدم (have) كفعل رئيسي بمعنى (يملك)

e.g. Let's have a drink.

• تستخدم (let me) يأتي بعدها المصدر ثم (مفعول)

e.g. Let me tell you a little about myself.



Other suggestions: بطرق أخرى

1. Why don't we / you + المصدر
2. What about / How about + (verb - ing)

Relative Pronouns

الأسماء الموصولة

الأسماء الموصولة تربط جملتين وتحل محل اسم مكرر (where - which - who - that)

- 1) (Who / That) (تستخدم بدلا من فاعل عاقل)

e.g. I saw a fat man. He couldn't walk.

I saw a fat man who couldn't walk.

- 2) (Which / That) (تستخدم بدلا من فاعل غير عاقل)

e.g. I live in a house. It is surrounded by trees.

I live in a house which is surrounded by trees.

- 3) (where) (تستخدم بدلا من المكان)

e.g. I can't remember the name of the street where they live.

N.B. ملحوظة (which / who) بدلا من (that) تستخدم

ولكن إذا سبق الاسم الموصول حرف جر فأنت لا نستخدم that بدلا منه.

e.g. The man to whom you spoke is coming to ten

يمكن حذف ضمير الوصل الذي يحل محل الفاعل العاقل وإضافة " ing " للفعل الذي بعده.

e.g. That is the boy who is studying here is my brother.

That is the boy studying here is my brother.

The present simple tense

زمن المضارع البسيط

تتكون الجملة في زمن المضارع البسيط من

فعل في المصدر + فاعل

- إذا كان الفاعل مفرداً يضاف للفعل (es / s) .

e.g. He wears a suit. / She reaches early.

تتم إضافة (es) إذا كان الفعل منتهى بـ (o / sh / ch / x / s / ss)

- إذا كان الفاعل جمع لا يضاف (s)

e.g. Pupils come to school every day.



- المفرد (He / She / it) أو أي اسم مفرد.
- الجمع (I / they / you / we) أو أي اسم جمع.

الكلمات الدالة على زمن المضارع البسيط هي:-

sometimes – always – usually – often – every + period – never – rarely – seldom.

Negative: نفى المضارع البسيط بـ

a) doesn't (مع المفرد)

ويرد الفعل لمصدره (es / s وتحذف)

b) don't (مع الجمع)

e.g. He eats junk food. / He doesn't eat junk food.

They play football. / They don't play football

Interrogative: (الاستفهام في المضارع البسيط)

هناك نوعان من الأسئلة:-

(a) سؤال يبدأ بكلمة استفهام مثلاً

مفرد جمع

1) wh – word + (do / does) + فاعل + المصدر

e.g. He stays seven days in Abha.

Where does he stay seven days?

(b) سؤال يبدأ بـ (Does / Do) مثلاً

e.g. She draws a nice picture. / Does she draw a nice picture?

Yes, she does. No, she doesn't.

لا أو نعم بـ الإجابة وتكون

The passive form in the simple present: المبنى للمجهول في المضارع البسيط

يتكون المبنى للمجهول في المضارع البسيط من

فاعل + by + تصريف ثالث + is / are + مفعول

e.g. Mother cooks the food.

The food is cooked by mother.

من الممكن حذف (by) والفاعل بعدها.

لاحظ

The past simple tense

زمن الماضي البسيط

تتكون الجملة في زمن الماضي البسيط من

تكملة + (فعل ماضي) verb + فاعل

أهم أجزاء التكوين السابق للجملة هو (verb) الفعل ، حيث ينقسم الى قسمين:-
regular verb (منتظم) وهو الفعل الذي يضاف له ed / d

e.g. look → looked

like → liked

irregular verb (غير منتظم) وهو الفعل الذي لا يتبع هذه القاعدة
عند تحويله لماضي.

e.g. go → went buy → bought

sleep → slept take → took

هذه الأفعال الغير منتظمة تُحفظ على حسب تصريفاتها في نهايات الكتب المدرسية
المقررة.

Rules of adding (ed) :

قواعد اضافة " ed "

(a) إذا كان الفعل منتهى بحرف ساكن يسبقه حرف متحرك يضاعف الحرف الاخير قبل إضافة " ed "

e.g. stop → stopped

plan → planned

(b) إذا كان الفعل منتهى بـ " y " وقبله حرف ساكن تقلب ed إلى " ied "

e.g. dry → dried

study → studied

(c) إذا كان الفعل منتهى بـ " y " وقبلها حرف متحرك لا يتغير في الفعل شيء ويضاف له " ed "

e.g. play → played

stay → stayed

(d) إذا انتهى الفعل بـ " e " يضاف له فقط " d "

e.g. like → liked

النفى : Negative form

ينفى الماضي البسيط باستخدام didn't مع رد الفعل لمصدره

e.g. He caught the train yesterday.

He didn't catch the train yesterday.

e.g. They saw a lion last summer.

They didn't see a lion last summer.

الاستفهام : The interrogative form

يوجد فى هذا الزمن نوعين من الأسئلة:..

(a) سؤال يبدأ بـ (wh - word) وتكون صياغته كالتالى.

? تكملة + فعل فى المصدر + فاعل + did + كلمة استفهام

e.g. We met our grandfather in the bank yesterday.

Where did you meet your grandfather yesterday?

(d) سؤال يبدأ بـ " did " يجاب عنه بـ " yes " أو " No "

e.g. He slept late last night.

Did he sleep late last night?

Yes. he did.

No. he didn't.

الاجابة مع " No " فى كل الأزمنة تتضمن " not / n't "



The passive form in the past simple

المبنى للمجهول فى الماضي البسيط

يتكون المبنى للمجهول فى هذا الزمن من

فاعل + by + تصريف ثالث + was / were + مفعول

e.g. The government established many projects.

Many projects were established by the government.

استخدام was / were

تستخدم were / was كأفعال رئيسية في صيغة الماضي البسيط ، بمعنى لا يتبعها فعل آخر (خاصة مع الجمل الوصفية)

e.g. He was a student last year.

e.g. They were absent yesterday.

was مع المفرد (I , It , He , She)

were مع الجمع (They , You , We)

يستخدم مع زمن الماضي البسيط كلمات تميزه عن غيره من الأزمنة الأخرى مثلاً
Yesterday , last + period , ago one day , once.



The future simple tense

زمن المستقبل البسيط

يتكون زمن المستقبل البسيط من

المصدر (inf) + will + فاعل

المصدر (inf) + am / is / are + going to + فاعل

لاحظ تختصر will إلى 'll

1) will → won't

نفي المستقبل

2) am / is / are going to → not going to / n't

Interrogative form الاستفهام

هناك نوعان من الأسئلة :-

(a) سؤال يجاب عنه بـ " yes " أو " No " وهذا السؤال يتم فيه تقديم will فى بداية الجملة لتحويلها إلى استفهام.

e.g. : They will answer it. / will they answer it?

Yes. they will. / No. they won't

السؤال مع " going to " يتم تقديم Are - Is - Am

e.g. : They are going to fix it. / Are they going to fix it?

(b) سؤال يبدأ بكلمة استفهام مثلاً

1) Wh -word + will + sub. + Inf. ?

2) Wh -word + am / is / are + sub + going to + Inf. ?

e.g.: He will go to London. / Where will he go ?
She is going to study French. / What is she going to study?

The passive form in the future

المجهول في المستقبل

يتكون المجهول في المستقبل من

1. فاعل + by + تصريف ثالث + be + will + مفعول
2. فاعل + by + تصريف ثالث + be + going to + am / is / are + مفعول

e.g.: They will punish Ali for his mistakes.

Ali will be punished by them for his mistakes.

e.g.: They are going to carry out the new project.

The new project is going to be carried out by them.

Comparative and superlative form of adjectives:

صيغة المقارنة والتفضيل

تقسم الصفات عند المقارنة والتفضيل إلى قسمين:-

(a) صفات (قصيرة ، طويلة) .

Superlative adjective	Comparative adjective
عند التفضيل باستخدام الصفة القصيرة نتبع الآتي :- صفة (est) + be + طرف أول e.g. Reem is the tallest girl here.	للمقارنة باستخدام الصفة القصيرة نتبع الآتي :- طرف ثان + than + صفة (er) + be + طرف أول e.g. Reem is taller than Soha.
عند التفضيل باستخدام الصفة الطويلة نتبع الآتي :- صفة + the most + be + طرف أول صفة + the least + be + طرف أول e.g. Maths test was the most difficult one.	للمقارنة باستخدام الصفة الطويلة نتبع الآتي :- طرف ثان + than + صفة + more + be + طرف أول طرف ثان + than + صفة + less + be + طرف أول e.g. Gold is more expensive than Silver.

الصفة القصيرة تتكون من مقطع واحد والصفة الطويلة تتكون من أكثر من مقطع.



(b) الصفات (الشاذة): هي صفات شاذة لا تنطبق عليها قاعدة المقارنة أو التفضيل ولكنها تتحول إلى كلمة أخرى.

Adjective	Comparative adjective	Superlative adjective
Good	Better than	The best
Bad	Worse than	The worst
Far	Farther than	The farthest

Comparative adjectives with countable and uncountable nouns:

صفة المقارنة مع الأسماء المعدودة وغير المعدودة

المعدودة Countable	غير المعدودة uncountable
الطرف من أكثر الطرف الثاني + than + المعدود + more + الأول	الطرف من أكثر الطرف الثاني + than + غير المعدود + more + الأول
من أقل Fewer..... than	من أقل Less than
The most	The least

- e.g. Ali has more books than his brother. (countable)
e.g. They have more money than their friends. (uncountable)
e.g. I have fewer pens than my sister. (countable)
e.g. She cooks less rice than her aunt. (uncountable)

The conditional clause

(If clause)

" If " لها ثلاث حالات وعند توظيفها في الجملة لابد من توافق
" time clause " مع " main clause " كالتالي:-

- 1) If present simple ، المصدر + will + فاعل
e.g. If they study hard , they will succeed.
- 2) If past simple ، المصدر + would + فاعل
e.g. If he had a car, he would move around the city.
- 3) If past perfect ، تصريف ثالث + would have + فاعل
e.g. If they had worked hard , they would have taken money.

Verbs followed by (verb + ing)

هناك أفعال يأتي بعدها فعل آخر منتهى بـ (ing) مثلاً

enjoy - finish - imagine - look forward to - practice - start - continue - mind
e.g. Most women enjoy shopping.

How to make questions?

يوجد نوعين أساسيين من الأسئلة :-

(a) سؤال يبدأ بـ (wh - word) بكلمة استفهام + الفعل المساعد أو الفعل الناقص.

(b) سؤال يبدأ بفعل مساعد أو فعل ناقص.

النوع الأول (a) يكون على النحو التالي :

تكملة + فعل أساسي + الفاعل + فعل مساعد / فعل ناقص + كلمة استفهام

أنك لابد أن تتعرف على الافعال المساعدة وهي كالآتي .



V. to Be	
Present	Past
am	was
is	Was
are	were

V. to Do	
Present	Past
Do	did
Does	did

V. to Have	
Present	Past
Have	Had
Has	Had

الافعال الناقصة

Present	Past
will	would
can	could
shall	should
may	might

Meanings of	(wh – words)
what	(ما / ماذا) تسأل عن غير العاقل
when	(متى) تسأل عن الوقت
where	(أين) تسأل عن المكان
who	(من) تسأل عن الأشخاص
why	(لماذا) تسأل عن السبب
How many	(كم عدد) تسأل عن العدد
How much	كم للكمية
How often	كم عدد المرات

e.g. She will go to London.

Where will she go?

e.g. He reads Qur'an three times a week.

How often does he read Qur'an?

e.g. He was absent because he was ill.

Why was he absent?

e.g. He travelled abroad three days ago.

When did he travel abroad?

النوع الثاني (b) يكون على النحو التالي :

سؤال يبدأ بفعل مساعد أو بفعل ناقص ويستخدم الفعل المساعد على حسب زمن الجملة مثلاً.

هذا النوع من الأسئلة يجاب عليه بـ (yes) أو (No)



e.g. He is climbing over the wall.

Is He climbing over the wall?

Yes, he is.

No, he isn't

أدوات

e.g. He can speak English.

Can he speak English?

Yes, he can.

No, he can't

e.g. They bought a new house.

Did they buy a new house?

Yes, they did.

No, they didn't

e.g. He eats pizza.

Does he eat pizza?

Yes, he does.

No, he doesn't

The present continuous tense

المضارع المستمر

تتكون الجملة في هذا الزمن كالتالي

فاعل + (am / is / are) + verb + (ing)

e.g. We are writing now.

Negative: **النفى**

ينفى المضارع المستمر بـ (not / n't) بعد Be verb to

النوع

سؤال

(a) تستخدم الكلمات والأفعال الآتية مع المضارع المستمر.
now , at the moment , look , listen , in the present time , still(b) لا تستخدم الأفعال الآتية مع المضارع المستمر.
see , hear , smell , like , love , want , think.

(c) إذا كان الفعل منتهى بـ " e " عند إضافة " ing " تحذف

e.g. come → coming

(d) إذا كان الفعل منتهى بحرف ساكن قبله حرف متحرك قبل إضافة " ing " نضعف الحرف الأخير.

e.g. run → running



الاستفهام: The interrogative

يتم تكوين السؤال في المضارع المستمر بطريقتين :-

(a) سؤال يجاب عليه بـ " yes " أو " No " وهذا يتم بتقديم am / is / are على الفاعل.

e.g. He is drawing a giraffe.

Is he drawing a giraffe?

(b) سؤال يبدأ بـ (wh – word)

e.g. They are arriving at 7:00 p.m.

When are they arriving?

The past continuous tense

زمن الماضي المستمر

تتكون الجملة في هذا الزمن كالتالي

(verb – ing) + was / were + فاعل

e.g. They were playing.

The negative form

نفي الماضي المستمر

ينفي الماضي المستمر بـ " not / n't " بعد " were / was "

e.g. He was working in the garden yesterday.

He wasn't working in the garden yesterday.

الاستفهام The interrogative form

يوجد في هذا الزمن نوعين من الأسئلة :-

(a) سؤال يبدأ بـ " wh – word " وتكون صياغته كالتالي.

? تكلمة + (-ing فعل) + فاعل + was / were + كلمة استفهام

e.g. She was speaking German in the meeting.

What was she speaking in the meeting?

(b) سؤال يبدأ بـ " was / were " ويجاب عنه بـ " yes " أو " No "

e.g. She was watching a movie last night.

Was she watching a movie last night?

Yes, she was.

No, She wasn't

يستخدم هذا الزمن مع الروابط الآتية.

When , While , as , just as



ونتبع مع هذه الروابط القواعد الآتية.

As / while past cont. ماضى مستمر , past simple ماضى بسيط

When past simple ماضى بسيط , past cont. ماضى مستمر

e.g. when my friend called , I was cooking.

e.g. As she was cooking , the phone rang.

The present perfect tense

زمن المضارع التام

تتكون الجملة في هذا الزمن كالتالي

(التصريف الثالث) + have / has + p.p. فاعل

Has —→ (He , She , It)

Have —→ (I , We , You , They)

e.g. I have studied English since 1990.

النفى: Negative:

ينفى المضارع التام بـ (not / n't) بعد الفعل المساعد.

He has travelled.

He hasn't travelled.

تستخدم الكلمات الآتية مع المضارع التام.

yet, just, already, never, ever, recently, for, since, so far, still, lately.



The passive form of the present perfect

المبنى للمجهول فى المضارع التام

يتكون المبنى للمجهول كالتالي

فاعل + by + تصريف ثالث + have / has + been + مفعول

e.g. Our army has captured many of enemy soldiers.

Many of enemy soldiers have been captured.

The present perfect continuous tense

المضارع التام المستمر

تتكون الجملة في هذا الزمن كالتالي

فاعل + have / has + been + verb + (ing)

e.g. They have been living here since 1970.

e.g. I have been waiting for you all the morning.

Negative: النفي

ينفي المضارع التام المستمر بنفس طريقة نفي المضارع التام.

(a) يستخدم هذا الزمن مع الافعال التي يدل معناها على حدث مستمر مثلاً

live , wait , stay , work , read , sleep , stay .

(b) يستخدم هذا الزمن مع الافعال التي تدل على التكرار.

(c) الكلمات المستخدمة في هذا الزمن دائماً يسبقها كلمة " all "

e.g. All this morning , all this week , all day , all this year

(d) لا يستخدم هذا الزمن في المبنى للمجهول passive form ويستخدم بدلا منه المضارع التام.



استخدام (since , for) مع كلا الزمنين (المضارع التام ، المضارع التام المستمر)

1) For تدل على فترة زمنية ، وغالباً يأتي بعدها عدد

e.g. For six days. for ten years.

2) Since تستخدم مع نقطة زمنية محددة (تاريخ أو وقت محدد)

e.g. Since 1998 / Since his birthday / since his marriage.

ويستخدم هذا الزمن مع كلمات أخرى مثل : Now , all the time

The past perfect tense

الماضي التام

تتكون الجملة في هذا الزمن كالتالي

(التصريف الثالث للفعل) had + p.p. + فاعل

e.g. I had finished the exercise before you come.

Negative: **النفى**

ينفى الماضي التام بـ (not / n't) بعد had

e.g. He hadn't worked.

Interrogative form:

يتكون السؤال فى هذا الزمن مثل باقي الأزمنة حيث يوجد نوعين من الأسئلة:

a (سؤال يبدأ بكلمة استفهام ويكون ترتيبه كالتالي

تصريف ثالث + فاعل + had + (wh - word)

e.g. He had completed the project.

When had he completed the project?

b (سؤال يبدأ بـ (had) وهذا السؤال يجاب عنه بـ " Yes " أو " No "

e.g. He had completed the project.

Had he completed the project?

Yes, he had.

No, he hadn't.

The passive form of the past perfect

المبنى للمجهول في الماضي التام

يتكون المبنى للمجهول في زمن الماضي التام كالتالي

فاعل + by + p.p. + been + had + مفعول

e.g. The boys had eaten some cakes.

Some cakes had been eaten by the boys.

يستخدم زمن الماضي التام مع الكلمات الآتية.

After , as soon as , when , until , till , before , by the time.

قاعدتي استخدام (before , after) مع الماضي التام تكون كالتالي

ماضي بسيط (v-2) d - ed / irregular ، ماضي تام (had + p.p.) After

ماضي بسيط ، ماضي تام Before

لاحظ

قاعدتي استخدام (until , till) مع الماضي التام تكون كالتالي

ماضى تام مثبت till / until ماضى بسيط منفى

e.g. She didn't cook the food till (until) she had cleaned the kitchen.

لاحظ

استخدام Be used to / used to

Used to + المصدر (inf.) تدل على عادة كانت تحدث في الماضي

e.g. He used to smoke. لقد اعتاد أن يدخن في الماضي.

Be (am / is / are) used to + verb (ing). تدل على عادة كانت تحدث في الماضي

e.g. He is used to smoking. هو الآن يدخن.

تنفى " used to " بـ " didn't " مع ردها للمصدر.

e.g. He didn't use to sleep late.

تنفى " be used to " بـ " n't " بدون تغيير

e.g. He isn't used to sleeping late.



Rules of changing singular nouns into plural

قواعد تحويل الاسم المفرد لجمع

(a) عادة يحول الاسم المفرد إلى جمع بإضافة " s " أو " es "

- s	- es
(a) معظم الأسماء جمع بإضافة S e.g. book → books lip → lips	(a) نضيف (es) إلى الأسماء التي تنتهي بـ " s - ss - ch - sh - o - x " e.g. bus → buses fuss → fusses match → matches
(b) بعض الأسماء تنتهي بـ " o " ومع ذلك يضاف لها " S " لجمعها . e.g. memo → memos photo → photos kilo → kilos	(b) ies + حرف ساكن + y → حرف ساكن e.g. country → countries baby → babies
y + حرف وحرك → y + s e.g. toy → toys	(c) الأسماء الآتية تنتهي بـ " o " ويضاف لها " es " e.g. potato → potatoes tomato → tomatoes hero → heroes
	(d) إذا انتهى الاسم بـ " f " أو " fe " تحول إلى " ves " e.g. knife → knives loaf → loaves

(b) هناك كلمات تجمع جمعا شاذا ولا ينطبق عليها قاعدة من القواعد السابقة وهي كالتالي

Singular	Plural	Singular	Plural
Foot	Feet	Woman	Women
Goose	Geese	Tooth	Teeth
Ox	Oxen	Mouse	Mice
Penny	Pence	Louse	Lice
Child	Children	Fish	Fish
Sheep	Sheep	man	Men

The uses of (some) and (Any)

1) Some (بعض من):

تستخدم مع

a) الجملة المثبتة

b) " yes " أسئلة يجاب عنها بـ

2) Any (أي)

تستخدم مع

a) الجملة المنفية

b) " No " أسئلة يجاب عنها بـ

The uses of (too) and (very)

كلتا الكلمتين تعنيان " جدا " ولكن بينهما فرق وهو كالتالي

e.g. The exam was too difficult. I couldn't answer.

مع " too " لا يمكن القيام بالفعل، وغالبا يتبعها نفى.

e.g. The exam was too difficult. I couldn't answer.

لاحظ

مع " very " يمكن القيام بالفعل.

e.g. the exam was very difficult .I could answer.

لاحظ

Causative case

To have something done

تستخدم هذه الصيغة عندما يقوم شخص ما بعمل لك ، وتكوينه كالتالي.
الصيغة الأولى

فاعل + have + possessive pronoun + object + p.p.

تصريف ثالث + مفعول + ضمير ملكية + have + فاعل
الصيغة الثانية

فاعل + get + possessive pronoun + object + p.p.

e.g. The barber has cut my hair.

I have had my hair cut.

e.g. We will install the lights.

We will have the lights installed.

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Transitive and Intransitive verbs

الأفعال اللازمة والأفعال المتعدية

Transitive verb

هو الفعل الذي يسمى (متعدى) وهو الذى يتبعه مفعول.

e.g. He raises his hand. (TV)

Intransitive verb

هو الفعل الذى يسمى (لازم) وهو الذى لا يتبعه مفعول.

e.g. The Sun rises. (IV)

من الممكن استخدام (الفعل المتعدى TV) فى صيغة المبني للمجهول (passive)

e.g. His hand is raised. (✓)

ولكن لا يمكن استخدام (اللازم IV) فى صيغة المبني للمجهول (Passive)

e.g. The Sun is risen (X)



Possessive using (apostrophe)

تستخدم كلمة الاستفهام (whose) عند السؤال عن الملكية ويكون السؤال كالتالي
Whose + اسم الشيء + is it ?

عند الإجابة اسم الشيء + 's + اسم شخص / اسم شيء
It is + اسم الشيء + 's + اسم شخص / اسم شيء

e.g. Whose pen is it ?

It's Saad's pen.

وبالتالي تضاف ('s) للدلالة على أن ما قبلها يملك ما بعدها.
(a) تضاف (s') للاسم المفرد والاسم الجمع الذي لا ينتهي بـ " s "

e.g. The boy's book.

(b) تضاف (apostrophe) فقط للاسم الجمع الذي ينتهي بـ " s "

e.g. The girls' school.

Joining sentences with :

ربط جملتين باستخدام (and – but – or – too)

1) " and " تستخدم لربط جملتين متصلتين ببعضهما (بينهما معنى مشترك)

e.g. The boy opened the door and walked into the room.

2) " But " تستخدم لربط جملتين بينهما تناقض في المعنى

e.g. Ali is a clever boy but he can't get up early.

3) " or " تستخدم للتخيير

e.g. You can stay or go.

4) " too " تستخدم مع جملتين متصلتين ببعضهما في المعنى ولكنها تأتي في آخر الجملة

e.g. I played piano , Ahmed played piano too.

Definite and indefinite Articles

أدوات النكرة وأدوات المعرفة

1) The indefinite articles : a / an

(an) تستخدم قبل الاسم المفرد (المعدود) البادئ بحرف متحرك

e.g. She's an engineer.

(a) تستخدم قبل الاسم المفرد (المعدود) البادئ بحرف ساكن

e.g. Is your father a football fan. too?

2) The definite article " the "

تستخدم مع

- a) inventions. (the telescope)
- b) Oceans and seas. (the pacific)
- c) Hotels. (the Ritz)
- d) When there is only one thing. (The Sun , The Moon)

Question tags

كثيرا ما نقول جملة خبرية ونؤكددها بسؤال ، ويساوى فى اللغة العربية " أليس كذلك ؟ "

(a) إذا كانت الجملة مثبتة يكون السؤال منفي والعكس.

(b) إذا كان بالجملة فعل مساعد يستخدم فى السؤال ، وإذا لم يكن بها فعل مساعد نستخدم

does ، do ، did على حسب زمن الجملة.

(c) يتكون " السؤال المذيل " من فعل مساعد + فاعل ؟

Question tag : that expect the answer (yes)

e.g. Ahmed travelled yesterday , didn't he ?

Yes. he did.

إذا كانت الجملة مثبتة يكون السؤال بعدها منفي وتكون الإجابة بـ " yes "

e.g. They wash their car. don't they?

Yes. they do.

Question tag : that expect the answer (No)

e.g. Huda doesn't eat fish, does she?

No. she doesn't.

e.g. They aren't workers. are they ?

No. they aren't.

Gerund and infinitive

Other beginning of a sentence.

إذا بدأت الجملة بفعل ، فإنه إما أن ينتهى بـ " ing " أو يكون المصدر مسبوقا بـ " to "

e.g. Eating a lot of sweets is bad for you.

e.g. To eat a lot of sweets is bad for you.

The imperative form

صيغة الأمر

تبدأ الجملة في الإنجليزية بالفعل في المصدر عند الطلب والأمر.

e.g. Stop here.

e.g. Stop here 'please.

وعند النهي يسبق المصدر بـ "Don't"

e.g. Don't play with fire.

Indirect speech

الكلام غير المباشر

يسمى الكلام الغير مباشر في بعض الكتب "Reported speech" ولا فرق. أقسامه كالآتي:-

Statement

a- الجملة الخبرية

Command and Request

b- الأمر أو الطلب

Question

c- السؤال

a- الجملة الخبرية

لتحويلها من مباشر إلى غير مباشر نتبع الآتي

- نبدأ بـ "said 'told ' says 'tells ' على حسب زمن الجملة.
- تحذف الأقواس ويربط الجملة بـ that (يمكن حذف that)
- تغير الضمائر حسب المتكلم والمخاطب.
- إذا كان الزمن خارج الأقواس مضارع بسيط أو مستمر أو تام لا يتغير الزمن داخل الأقواس.
- إذا كان الزمن خارج الأقواس ماضى بسيط أو مستمر أو تام فإنه يتغير إلى الماضى من جنسه داخل الأقواس.

e.g. He says "I am very happy".

He says that he is very happy that day.

e.g. Ali said "I am preparing the lesson".

Ali said that he was preparing the lesson.

b- الأمر أو الطلب

تستخدم ask - asked - advice - order

نستخدم to للربط إذا كانت الجملة مثبتة ، واما إذا كانت الجملة منفية نستخدم not to ونغير باقي أجزاء الجملة الخيرية.

e.g. He said " copy these words. "

He asked us to copy these words.

e.g. He said to us , " Don't make any noise. "

He told us not to make any noise.

C- السؤال

عند التحويل نحول فعل القول إلى " asked " ويمكن استخدام " wanted to know "

• إذا كان السؤال يبدأ بفعل مساعد نستخدم " If " للربط وبعدها الفاعل.

e.g. He said to me " Have you brought my bag? "

He asked me if I had brought his bag.

• إذا كان السؤال يبدأ بكلمة استفهام فإننا نستخدمها كأداة ربط.

نقدم الفاعل على الفعل لأننا نحول السؤال إلى جملة ، ثم نتبع جميع القواعد في الجملة الخبرية ، ونحذف علامة الاستفهام ونضع " full stop "

e.g.: She said to him , " where have you been ? "

She asked him where he had been.

هناك كلمات تتغير عند التحويل من مباشر إلى غير مباشر وهي كالتالي:

كلام غير مباشر	كلام مباشر	كلام غير مباشر	كلام مباشر
there	here	Then	now
Those	these	That	this
That night	To night	The day before	Yesterday
The next day	Tomorrow	Before	Ago

Asking for and giving opinions:

نستخدم الأسلوب الآتي للسؤال عن الرأي والرد عليه.

? مفعول + فعل + فاعل (Don't you think)

Yes. I think.

? مفعول + فعل + فاعل (Do you think)

No. I don't think so.

e.g. Do you think it is serious?

No , I don't think so.

Linking words (The conjunction)

1) Although , even and though تستخدم هذه الروابط للتعبير عن التناقض
e.g. Although he trained every day, he couldn't improve his speed.

2) Because / as تستخدم كالتالي
because / as سبب
نتيجة
e.g. He couldn't go to school yesterday because / as was ill.

3) in order to / to / so as to معناها " لكي " ويتبعها جميعا المصدر
e.g. I go to a pharmacy to get medicine.

4) in the hope that , in order that , so that
تستخدم هذه الروابط بين جملتين بسيطتين بينهما علاقة غرض أو سبب ونتيجة
ويأتى بعدها (فاعل + فعل ناقص + مصدر)
e.g. He works hard so that he may / can get high marks.

Negative and affirmative sentences

الجملة المثبتة والمنفية

1) Both and

تستخدم لربط جملتين وتدل على درجة من التساوى

e.g. Ali is clever , Ahmed is clever too.

Both Ali and Ahmed are clever.

2) neither nor

تستخدم بمعنى لا ولا تعتبر نفى للجملة المثبتة والفعل يتبع الفاعل الثانى بمعنى اذا كان الفاعل مفرد يكون الفعل فى دلالة المفرد.

e.g. Neither Ali nor his friends are lazy.

3) either or

تستخدم للتعبير عن الاختيار بمعنى (إما أو) فى الاثبات

e.g. Either you must study hard or you will not get high marks.

4) It is to ... المصدر

نستخدم التعبير التالى فى الجملة الوصفية

e.g. It is good to find out about peoples' customs.

C- السبب

عند الت

• اذا

• اذا

تقدم الف

الاستفها

هناك كل

كلا

نستخدم

Had better

تستخدم في تقديم النصيحة (من الأفضل)
يأتي بعدها المصدر

e.g. You had better sleep early.

تختصر إلى ('d better) وهي مساوية ('d rather)
عند تكوين سؤال لها تقدم " had " فقط في بداية السؤال

e.g. Had he better sleep early?

About to

معناها (أوشك أن) ويتبعها المصدر

e.g. We were about to go when the phone rang.

Be + supposed to + inf. المصدر = should

(يفترض أن)

(a) في الماضي

فاعل + was / were + supposed to + inf.

e.g. She was supposed to arrive late.

(b) في المضارع والمستقبل

فاعل + am / is / are + supposed to + inf.

e.g. They are supposed to attend the lecture .

Would you mind + (Verb – ing)

e.g. Would you mind turning the light off?

هل تمانع : هي أسلوب للطلب المهذب.

Countable and uncountable nouns:

1. Uncountable nouns : الأسماء غير المعدودة

هي الأسماء التي ليس لها جمع، ومنها الآتي :

Accommodation, advice, behavior, bread, copper, (and all other metals, English, (and all other languages), Furniture , information, Knowledge, luggage, news, progress, research, rice, (and all other grains and cereals) salt , (and all other condiments e. g. pepper), travel, traffic, trouble, water, (and all other liquids) , weather, work.

2. Some nouns can be both count and non count, depending on context. Look at the examples.

a) Egg :

- Would you like a boiled egg for breakfast ? (Count)

b) Glass :

- Pass me a glass and I'll pour you a drink. (Count)

- What did people use for windows before they invented glass ? (un Count)

- c) Words for drinks e.g. Coffee, tea, beer. The countable nouns mean a glass of , a cup of, a bottle of, etc.
 d) Tim, space, room.

Relative clauses :

استخدام حروف الجر في عبارات الوصل :

يمكن استخدام حروف الجر قبل ضمائر الوصل أو في نهاية عبارة الوصل، اعتماداً على ما إذا كانت الجملة رسمية أو غير رسمية.

e.g. The person to whom I spoke told me the hotel was fully booked. (Formal)

e.g. Jane , who I bought my car from, has gone to the states. (informal).

Hypothetical meaning

Wish :

a) wish + ماضي بسيط

تستخدم لـ :

- التعبير عن أمنية لن تتحقق في الحاضر .

- التعبير عن آمنيات ربما تتحقق في المستقبل.

e.g. I wish Khalid still lived here.

لاحظ : إذا كان الفعل (verb. to . be) من الممكن استخدام .

I / she / he / it → was الماضي منه

We / you / they → were

أو تستخدم (were) مع كل الضمائر.

e.g. we all wish the exam wasn't / weren't tomorrow.

b) wish + would

could .

- التعبير عن آمنيات عامة للمستقبل

e.g. I wish I could come to your party, but I'll be a way that week end

c) wish + ماضي تام (had + p. p)

- التعبير عن الندم على أشياء في الماضي

e.g. I wish I had studied harder.

** I'd rather = would rather)

a) I'd rather+ past simple (ماضي بسيط)

e. g : I'd rather you didn't stay out too late tomorrow night.

b) I'd rather her + past perfect (ماضي تام)

- عندما نتحدث عما كنا نريد حدوثه في الماضي.

e.g: I'd rather she had gone out more warmly dressed.

Modal verbs

Form : modal verbs do not change in the third person . They are followed by the infinitive without to.

١- تستخدم للتعبير عن المقدرة (القدرة على القيام بعمل ما) :

- في المستقبل

1. Can

e.g : I can pick you up on Saturday morning.

2. Could

- في الماضي

e.g : Could Einstein speak English when he went to live in the USA?

٢- لطلب وإعطاء الإذن للقيام بعمل ما نستخدم :

1- Can

e.g. Can I borrow your Calculator for a few minutes?

2- Could

تستخدم عند عدم التأكد من الرد أو الإجابة

e.g: A : Could I ask you a few questions ?

B: Yes ,of course you can.

3-may

تستخدم لطلب وإعطاء الإذن في الموقف الرسمية :

e.g: May I leave early today ? I've got a dentist appointment.

٣- لتعبير عن الإمكانية :

1- Can

e.g: Anyone can learn to use a word processor:

2- Could

e.g: Uncle Tony Could be very funny sometimes.

obligation / necessity

٤- لتعبير عن الإلزام والضرورة .

1) Must

التعبير عن الإلزام في الحاضر المستقبل ، ويكون الإلزام صادر من فكر المتحدث :

e.g: I must remember to tell Omar a bout the meeting.

2) Have to / have got to :

تستخدم للتعبير عن الإلزام القوي في الحاضر والمستقبل ، ويكون الإلزام صادر عن مؤثر خارجي .

British English:

American English من British English في have got تستخدم

e.g: We have to wear uniforms at our school .

Lack of obligation

٥- عند عدم الإلزام

Needn't , don't need to and don't have to . نستخدم

e.g: you don't need to/ needn't come to the airport. I'll get a taxi.

Negation with modal verbs نفي الأفعال الناقصة

1. Can not = can't	1. might not = usually not contracted
2. Could not = couldn't	2. Ought not = usually not contracted.
3. Will not = won't	3. have to = doesn't have to/ don't have to
4. Would not = wouldn't	4. Shall not = never contracted
5. should not = shouldn't	5. may not = never contracted
6. must not = mustn't	6. had better = never contracted.

Adverbs of frequency

1. Adverbs of definite frequency :

الظروف الآتية هي أكثر ظروف التكرار المحدد استخداماً :

- once

- twice

-

-

- Five times

- Several times

a day / week / month / Year.

*every day / week/ month/ year/ morning

* هذه الظروف تأتي في نهاية الجملة :

e.g: My telephone rings several times a day :

2. Adverbs of indefinites frequency :

يمكن ترتيب هذه الظروف كالآتي :

1- always

2- almost always

3- generally / normally/ usually

4- frequently/ often

5- sometimes

6- Occasionally

7- Almost never/ hardly / rarely

8- Not Ever/ never

most often

least often

(main verb)

• تأتي هذه الظروف في الجمل والأسئلة على حسب موقع الفعل الرئيسي

1/ after **be** when it is the only verb in the sentence.

e.g: I am always glad to see you .

2/ after the first auxiliary verb when there is more than one verb.

e.g: I have often walked down this street before.

3/ before the main verb when there is only one verb.

e.g: we sometimes go to a restraunt for lunch on Sundays.

4/ in questions, after the subject.

e.g: Don't you usually go home by train / taxi?

5/ In negative sentences they come in the middle of the sentence as follows :

a) Not comes before always and usually

b) Not comes after sometimes and frequently .

Prepositions of time

English	Usage	Example
On	Days of the week	On Monday
In	- months / seasons - time of day - year	in August in the morning in 2006 in an hour
At	- for night - for weaken d	at night at the week end at half past nine
Since	from a certain Point of time past till now	Since 1980
to	telling the time	Ten to six (5.50)

Prepositions of place

English	Usage	Example
in	- room, building , towns , street , country. - book , paper etc. - car, taxi - picture , world	- in the kitchen. - in the book - in the picture.
at	- meaning next to, by an object - for table - for events. - Place where you are , to do something typical (watch a film, study, work)	- at the station - at the table .
on	- attached - for place with a river. - Being on a surface.	- on the table - on the left. - on Tv

** other important prepositions :

from , of , by , on , off, out of , about , from, onto, towards, into , through
across, above , over, below.

Types of punctuation :

1-full stop :

تستخدم في :

- نهاية الجملة التامة المعنى .
- نهاية مجموعة من الكلمات لا تكون جملة حوارية .
- في بعض الاختصارات .
- المواقع وعناوين البريد الإلكتروني .

Examples :

e.g: My name's Ali and I was 17 in July.

e.g: p.m.

e.g: www.oup.com

2- Comma (,)

تستخدم في :

- القوائم .
- الكلام المباشر .
- فصل العبارات . separate clauses
- مع بعض الكلمات مثل however

3- Semi colon (;) الفاصلة المنقوطة

تستخدم في :

- كوقفه أقوى من الفاصلة ، ولكنها لا تعبر عن النهاية مثل النقطة .
- بين عبارتين رئيسيتين ، بمعنى أن الجملة الثانية تفسر معنى الأولى أو مساوية لها .

e.g: The road runs through a beautiful wooded valley; the railway lines follows it.

4- Colon (:)

تستخدم في :

- بين جملتين (عبارتين رئيسيتين) وذلك إذا كانت الجملة الثانية تشرح أو توضح الجملة الأولى أو إذا كانت تتبعها .
- لعرض القوائم مثل : قوائم المبيعات .
- قبل الاقتباس وأحياناً قبل الكلام المباشر .

5_ Apostrophe (')

تستخدم في :

- الدلالة على الملكية .
- الدلالة على الحذف .

e. g: I'm short for I am .

I'm → short for (Iam)

6_ Hyphen (-)

تستخدم في :

- الكلمات المركبة .
- ربط البداية التي تسبق الكلمة بالكلمة التي بعدها .

e.g: good – looking

muddle – headed.

e.g : re- cover (= provide something with a ,new cover .

7_ Exclamation mark (!)

تستخدم في :

- التعبير عن التعجب .
- الكلام المباشر عند التعبير عن لهجة مرتفعة في الحديث .
- في أقواس بعد جملة لتبين سخرية الكاتب .

e.g: OW! That hurt !

e.g: she says she's stopped feeling in secure (!) since she met him .

8_ Question mark (?)

تستخدم في :

- الدلالة على نهاية السؤال .
- داخل أقواس (?) للدلالة على عدم اقتناع الكاتب بعبارة ما .

e. g: Have you seen the film yet ?

e. g: I'm about to get started on the new project, which is apparently quite straightforward ?

Choose the best correct answer to complete the following sentences:

- 1 **I know that he in the library at this moment.**
 (a) work (b) working (c) is working (d) worked
- 2 **Listen ! your mother don't interrupt her.**
 (a) talked (b) has talked (c) is talking (d) has talked
- 3 **I bought this car last month Now Itto me.**
 (a) belonged (b) is belonging (c) is belonged (d) belongs
- 4 **Ali never smokes a pipe he a cigar now.**
 (a) smoke (b) is smoking (c) smoked (d) smokes
- 5 **My father has working for the army forces for 15 years.**
 (a) to be (b) be (c) been (d) being
- 6 **He English since the year began.**
 (a) teaches (b) will teach
 (c) had been teaching (d) has been teaching
- 7 **All the players of the team already trained .**
 (a) has (b) have (c) will (d) are
- 8 **I've been studying English 4 years.**
 (a) while (b) since (c) for (d) ago
- 9 **saad couldn't give me the book ,?**
 (a) couldn't he (b) could he not (c) could he (d) will you
- 10 **Come and see me tomorrow ,?**
 (a) don't you (b) do you (c) will you (d) Is he

11

Khalid usually late at night.

- (a) stays (b) is staying (c) will stay (d) had stayed

12

while i was driving to Qassim , the engine

- (a) stops (b) stopped (c) had stopped (d) was stopping

13

Are a student ?

- (a) he (b) she (c) him (d) you

14

He was when the phone rang.

- (a) work (b) works (c) worked (d) working

15

..... English is very important because it is an international language.

- (a) learn (b) learns (c) learnt (d) learning

16

He to go regularly , but now he never goes.

- (a) uses (b) is used (c) used (d) was used

17

After hethe meal , he slept.

- (a) had eaten (b) would eat
(c) has eaten (d) was eating

18

I enjoy in the afternoon.

- (a) rest (b) to rest (c) resting (d) be resting

19

If you the dog a bone , he will bury it at once.

- (a) give (b) will give (c) gave (d) giving

20

I look forward to a doctor .

- (a) be become (b) become
(c) becoming (d) be came

21

He let meit again.

- (a) write (b) to write (c) writing (d) wrote

22

Did they anew car?

- (a) buy (b) buys (c) bought (d) buying

23

The plane leave at ten tomorrow .

- (a) am going to (b) is going to (c) are going to (d) was going

24

Gothic hand writing is beautiful than roman hand writing.

- (a) more (b) the most (c) the least (d) most

25

Much progress..... made since 1952.

- (a) is (b) was (c) has (d) has been

26

He in 1460.

- (a) is born (b) born (c) was born (d) bearing

27

she..... the house every day.

- (a) clean (b) cleans (c) cleaned (d) cleaning

28

Those are shoes.

- (a) men (b) man (c) men's (d) menses

29

I still have two work to do.

- (a) days, (b) day's (c) days (d) dayss

30

Mohanad is the student in the class.

- (a) good (b) better (c) bad (d) best

31

..... pen is this ? It is Ali's.

- (a) where (b) what (c) who (d) whose

32

I have money in my pocket.

- (a) any (b) some (c) a few (d) many

33

.....do you do that ? because I enjoy it.

- (a) How (b) why (c) when (d) what

34

..... time is it ? It's eight o'clock .

- (a) when (b) where (c) How (d) what

35

..... they are Turkish, they speak English.

- (a) Although (b) when
(c) As soon as (d) while

36

He is in Saudi Arabia he can do al – Hajj.

- (a) because (b) although (c) when (d) so that

37

In the past, cavemen in caves.

- (a) live (b) lives (c) lived (d) living

38

He always says that he never..... a lie.

- (a) tells (b) had told (c) had been told (d) tell

39

..... did he come nor did he bring his brother with him.

- (a) Neither (b) Either (c) Not only (d) Both

40

This coffee is strong that I can't drink.

- (a) such (b) so (c) too (d) to

41

If he had 5,000 riyals , he would have bought a new computer.

- (a) have (b) has (c) had (d) having

42

we want to know you will come.

- (a) what (b) if (c) when (d) who

43

Ahmed is runner in the team.

- (a) fast (b) faster (c) fastest (d) the fastest

44

He's bought Avery good – looking cat,.....?

- (a) doesn't he (b) wasn't he
(c) hasn't he (d) is he

- 45 you had better your work if you want to pass.
(a) to do (b) doing (c) have don't (d) do
- 46 would you mind me your book , please?
(a) lend (b) lends (c) lent (d) lending
- 47 I remember the time I fell and broke my leg .
(a) which (b) when (c) which (d) why
- 48 you can drink tea with without sugar.
(a) and (b) but (c) or (d) also
- 49 There are 45 in this room.
(a) man (b) men (c) child (d) woman
- 50 After I some biscuits , I had a drink.
(a) have had (b) had had (c) had (d) have
- 51 Is he move to a new apartment next year?
(a) go to (b) goes to (c) went (d) going to
- 52 The doctor told me the medicine carefully.
(a) take (b) for taking (c) to take (d) takes
- 53 The earth a star , is it ?
(a) do (b) be (c) is (d) isn't
- 54 Saleh likes bananas. Khalid likes bananas ,
(a) and (b) but (c) or (d) too
- 55 This computer is than the previous one.
(a) worst (b) worse (c) bad (d) good
- 56 Horses eat fish.
(a) does (b) doesn't (c) didn't (d) don't

57

Can you guess We will go to.

- (a) anything (b) any where (c) anybody (d) anyone

58

Can you open to ventilate the room?

- (a) something (b) somewhere
(c) some (d) sometimes

59

He written 5 reports already.

- (a) was (b) has (c) have (d) were

60

He has his car

- (a) repair (b) repairing (c) repaired (d) is repairing

61

You broke your wrist, didn't you? Yes, did.

- (a) You (b) he (c) me (d) I

62

Where they sleeping yesterday?

- (a) are (b) was (c) were (d) been

63

A horse is an animal carries people.

- (a) who (b) where (c) which (d) whose

64

Nada usually eats either meat chicken.

- (a) nor (b) or (c) and (d) but

65

The whole idea since he travelled abroad.

- (a) was neglected (b) has been neglected
(c) had been neglected (d) was neglecting

66

I told him about what had happened.

- (a) not to worry (b) not worrying
(c) not to have worried (d) not worried

67

Gamal is about to his work.

- (a) to drive (b) drives (c) drove (d) for driving

68

Let explain it to you.

- (a) I (b) my (c) me (d) mine

69

A doctor is a who examines patients.

- (a) person (b) thing (c) place (d) animal

70

The letter had written.

- (a) be (b) is (c) been (d) being

71

Antarctica is the to us.

- (a) far (b) farther (c) farthest (d) less far

72

They haven't got any money, they?

- (a) has (b) have (c) had (d) having

73

This tent is a tent.

- (a) two – man (b) two – men (c) two men (d) two man

74

She finished her home work.

- (a) do (b) does (c) did (d) doing

75

He is Saudi , isn't he?

- (a) Yes, he is (b) No, he isn't
(c) Yes, he does (d) No, he doesn't

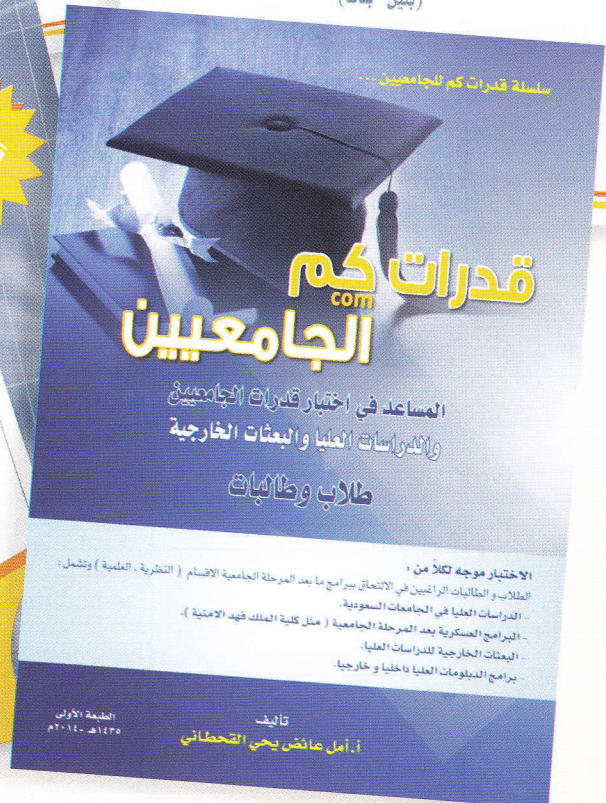
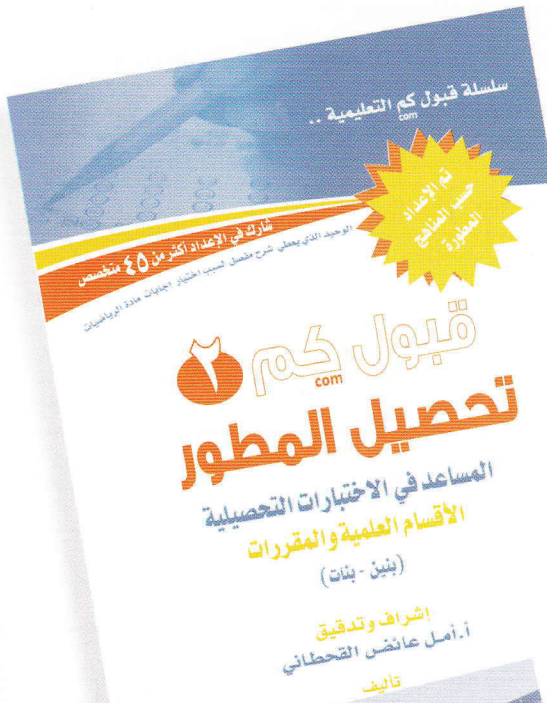
Key answers Grammar Points

- 1 a b ☒ d
- 2 a b ☒ d
- 3 a ☒ c d
- 4 a ☒ c d
- 5 a b ☒ d
- 6 a b c ☒
- 7 a ☒ c d
- 8 a b ☒ d
- 9 a b ☒ d
- 10 a b ☒ d
- 11 ☒ b c d
- 12 a ☒ c d
- 13 a b c ☒
- 14 a b c ☒
- 15 a b c ☒
- 16 a b ☒ d
- 17 ☒ b c d
- 18 a b ☒ d
- 19 ☒ b c d
- 20 a b ☒ d
- 21 ☒ b c d
- 22 ☒ b c d
- 23 a ☒ c d
- 24 ☒ b c d
- 25 a b c ☒

- 26 a b ☒ d
- 27 a ☒ c d
- 28 a ☒ c d
- 29 a ☒ c d
- 30 a b c ☒
- 31 a b c ☒
- 32 a ☒ c d
- 33 a ☒ c d
- 34 a b c ☒
- 35 ☒ b c d
- 36 a b c ☒
- 37 a b ☒ d
- 38 ☒ b c d
- 39 ☒ b c d
- 40 a b ☒ d
- 41 a b ☒ d
- 42 a ☒ c d
- 43 a b c ☒
- 44 a b ☒ d
- 45 a b c ☒
- 46 a b c ☒
- 47 a ☒ c d
- 48 a b ☒ d
- 49 a ☒ c d
- 50 a ☒ c d

- 51 a b c ☒
- 52 a b ☒ d
- 53 a b c ☒
- 54 a b c ☒
- 55 a ☒ c d
- 56 a b c ☒
- 57 a ☒ c d
- 58 ☒ b c d
- 59 a ☒ c d
- 60 a b ☒ d
- 61 a b c ☒
- 62 a b ☒ d
- 63 a b ☒ d
- 64 a ☒ c d
- 65 a ☒ c d
- 66 ☒ b c d
- 67 ☒ b c d
- 68 a b ☒ d
- 69 ☒ b c d
- 70 a b ☒ d
- 71 a b ☒ d
- 72 a ☒ c d
- 73 ☒ b c d
- 74 a b c ☒
- 75 ☒ b c d

حالياً في الأسواق



2

VOCABULARY SECTION



Word	meaning in Arabic	meaning in English
custom	عادة	is a thing which all people in a country do.
keen	مهتم بـ	very interested in something.
own	ملك لـ / خاصة بـ	belonging to someone or having.
various	متنوع / مختلف	Different
approximately	تقريباً / حوالى	around / nearly / about.
foreigner	أجنبى	a person from another country.
health	صحة	the state of being well.
healthy	صحي	strong , not often ill.
take place	يحدث	happen.
intend	ينوى / يقصد	To plan or have plan in your head.
biology	علم الأحياء	the science which studies living things.
chemistry	علم الكيمياء	the science which studies substances.
course	دورة تدريبية	is a group of lessons which go together.
credit	تقدير / درجات	marks which you get for finishing a course.
physics	علم الفيزياء	is the science which studies light, heat, sound and electricity.
danger	خطر	the possibility of harm or loss.
furniture	أثاث	things you use in home such as beds.
material	مادة خام	a substance such as plastic and leather.
appear	يظهر	to arrive so that people can see it.
gold	ذهب	a yellow material (metal)
silver	فضة	a white material (metal)
introduce	يقدم	to bring it into use for the first time.
set	مجموعة	a group of things which go together.
airline	خطوط جوية	A business that runs a regular service for carrying passengers and goods.
flight	رحلة جوية	a journey by plane.
queue	طابور	a line of people who are waiting for something.
try	يحاول	to do something if you can.
lamp	مصباح	Something makes light.
marble	رخام	a kind of stone which is used to build or decorate buildings.
replace	يستبدل	to put a new thing in place of an old one.

Word	meaning in Arabic	meaning in English
row	صف	a queue / a line.
appreciate	يقدر	to understand the value of something.
habit	عادة فردية	like a custom but is done by one person.
rarely	نادراً	almost never.
tourist	سائح	a person who goes touring or visiting.
apart	بعيد	separate / away from.
competition	منافسة	a game which tests what people can do.
remain	يبقى - يظل	Stay
operate	يشغل / يجرى عملية جراحية	to make something work.
prevent	يمنع	to stop a person doing something.
register	يسجل	be on a list.
result	نتيجة	what happens after you do something.
treat	يعالج	to try to cure by medical means.
design	تصميم / يصمم	to plan something usually on paper.
facilities	تسهيلات	the equipment, the place and all the things which make it possible to do something.
need	حاجة	a thing which you need or want.
recognize	يتعرف - يدرك	to find that you already know someone or something as you have seen them before.
agriculture	الزراعة	farming.
commerce	تجارة	the buying and selling of things between countries.
commercial	تجاري	the adj. of commerce.
production	انتاج	Making things.
industry	صناعة	production in factories.
prepare	يجهز - يعد	make someone or something ready.
deal with	يتعامل مع	try to find a solution.
experiment	تجربة	to try or to test something to see what happens.
extremely	للفاية	Very
in addition	ايضا / بالاضافة إلى	also.
operator	مشغل - عامل	a person who makes a machine work.
out in the open	في الخارج	out side
rank	رتبة عسكرية	a person's place in the police, civil defense , army, etc.
rescue	ينقذ	to make someone safe from danger.

Word	meaning in Arabic	meaning in English
spill	يسكب	to come out or fall out accidentally.
Trap	يحبس	to catch someone or something so that they can't get away.
active	نشيط	always ready to do things.
appliance	أجهزة منزلية	a machine found in the house.
death	الموت	the end of life.
develop	يطور - ينمى	to become bigger or more complete.
difficult	صعب	the opposite of easy
exercise	تدريبات رياضية	moving your body to keep healthy
Fit	صحي - مناسب - لائق	Healthy
hearing	السمع	the ability to hear
look like	يشبه - يبدو	to look almost the same as
precaution	حذر / وقاية	prevent accidents or diseases
shock	صدمة	something bad and unexpected
sight	الرؤية / النظر	the ability to see
simple	سهل	Easy
smoke	يدخن	to use cigarettes
sweet	حلوى	a small shaped thing made sugar or chocolate.
against	ضد	is a preposition, like at , in , etc.....
coast	شاطئ	the land at the edge of the sea.
continent	قارة	a large area of land.
ocean	محيط	a very large sea.
permanently	بشكل دائم	for a long time ; for all time.
successful	ناجح	an adjective for all someone that does well
success	النجاح	doing well.
cereals	حبوب	plants which we use for feed.
convenient	ملائم / مناسب	easy to use or easy to get.
energy	طاقة	the ability to do work.
extra	إضافي / زيادة	added; more than usual.
gain	يكتسب / يجنى	getting more.
store	يخزن / محل	to put it in a place and keep it there.
substance	مادة	a material.
unfortunately	لسوء الحظ	Unluckily

Word	meaning in Arabic	meaning in English
circular	دائري	in the shape of a circle
college	كلية	an institution for higher education.
entertainment	تسلية / متعة	something that enjoys people.
field	مجال / حقل / مزرعة	a piece of land used for growing food or keeping animals.
graduate	خريج	a person who completes a course of studies and receives a certificate.
high way	طريق سريع	a large road where cars can drive fast.
lane	ممر في طريق سريع / حارة	a part of a high way for one line of traffic.
latest	مؤخرا	from a very short time before.
machinery	الآلات / الماكينات	machines in general.
on tap	صنبور المياه	coming from the water tap.
provide	يمد / يزود / يوفر	give.
recently	مؤخرا / حديثا	a short time before the present time.
spacious	كبير	big.
Technology	تكنولوجيا	science used for making things in industry.
Through	خلال / من خلال	because of ; by way of.
cancer	سرطان	a disease caused by uncontrolled division of abnormal cells in part of the body.
cause	يسبب	to make something happen.
decrease	يقلل	to become smaller or less.
evidence	دليل	information that shows if something is true/proof.
increase	يزيد / يزداد	to become more or bigger.
large	كبير / واسع	big.
occur	يحدث / يقع	to happen or take place.
quantity	كمية	a number of things or an amount.
skin	جلد	the outside layer or covering of a person or animal.
present	هدية / حاضر	gift / not absent
deep	عميق	far down.
similar	مشابه	like, almost the same.
depth	العمق	the noun of deep.
extract	يستخرج	take out; pull out.
include	يتضمن	something as a part of a group or set.
likely	محتمل	probable.

Word	meaning in Arabic	meaning in English
liquid	سائل	substance not solid or gas such as water.
method	طريقة	A way of doing something.
process	عملية	a series of steps that make a change.
solid	صلب	hard substance.
Symbol	رمز	a picture that means more than something it shows.
toy	لعبة	a thing made for children to play with.
un wanted	غير مطلوب	not wanted.
express	سريع	going quickly, sent quickly.
limited	محدود	not very large.
reach	يصل إلى	got to , arrive at.
tele	بعيد	far.
unify	يوحد	to make or become united.
via	عبر / خلال	through , by
achieve	ينجز	do something successfully.
belief	اعتقاد	something that is believed / opinion.
compete	ينافس	try to beat others.
harvest	حصاد	the collecting crops.
one another	كل منهما الآخر / كل شخص	each other.
Performance	أداء	the way someone does his work.
record	تسجيل	to store so that it can be looked in the future.
represent	يمثل / ينوب عن	speak for, stand in the place of.
responsible for	مسئول عن	in charge of
selection	اختيار	Choice
select	يختار	Choose
silk	حرير	a thread which is made by silk worm.
fear	خوف / يخاف	be afraid of.
fine	جيد / حسن	feeling well.
force	قوة	strength.
free	حر	allowed to do something.
such	مثل	like something already mentioned.
such as	على سبيل المثال	for example.
wealthy	ثرى	rich.

Vocabulary Section

Word	meaning in Arabic	meaning in English
beef	لحم بقرى	the meat we get from a cow.
brass	نحاس اصفر	a yellow metal made by mixing copper and zinc.
drawer	درج	a box which moves and which is used for storing things.
entrance	مدخل	a place where you enter a building.
far east	الشرق الأقصى	The south east Asia
freeze	يجمد	to make something as cold as ice.
freezer	مجمد	a machine for freezing food.
lamb	الحمل الصغير (خروف)	a young sheep.
prefer	يفضل	to like someone or something better than another or others.
price	سعر / تكلفة	the cost
veal	لحم بقرى (عجل)	the meat which we get from a calf.
available	متاح	able to be used / found / bought
condition	حالة	the way something looks or works
expand	يتمدد	make or grow longer.
failure	فشل	the opposite of success.
fail	يفشل	The opposite of succeed.
generally	عموما	considering something as a whole.
ill	مريض	Sick
illness	مرض	Sickness
scarce	نادر / غير متوفر	Rare
translate	يترجم	put into another language.
believer	معتقد / مصدق	a person who believes.
Caribbean	بحر ومنطقة ساحلية	a sea and an area in the north Atlantic.
contact	اتصال	meeting , coming together.
forefather	جد / سلف	people in your family long ago.
great-grand parent	الجد والجدة الأوائل	your grandfather's or grandmother's parent.
majority	اغلبية	the greater number.
memorial	نصب تذكارى	a building to remind people of a person or an event.
president	رئيس جمهورية	the man who rules a republic.
outnumber	يفوقه عددا	be more than.
Turn to	يلجأ إلى	to go to comfort or help.

Word	meaning in Arabic	meaning in English
Actor	ممثل	a person who acts in a play.
bring up	يربى	take care of a child.
Career	مهنة	a person's working life.
character	شخصية / سمة شخصية	what makes one person different from another.
Gentleman	سيد / دمث الخلق	a man who acts well towards others.
Insurance	تأمين	an agreement to pay money in case of illness , death or accident.
kind	طيب / عطوف	helpful / interested in others.
kindness	الطيبة / العطف	the noun of kind.
lonely	وحدة	unhappy when alone or without friends.
part owner	شريك	a partner.
play	مسرحية / لعب	an activity for enjoyment only.
poem	قصيدة	a literary composition involving rhyme ,rhythm and imagery .
poet	شاعر	a person who writes poems.
poetry	شعر	poems in general.
stage	منصة المسرح	a part of a theatre on which actors stand.
theatre	مسرح	the building in which plays are performed.
childhood	طفولة	the time when you were a child.
prisoner	سجين	someone who kept in a place and can't leave.
allowance	حصة مالية	money that you are given regularly for a special reason.
author	مؤلف	a person who writes a book,
fortune	ثروة / حظ	wealth , luck.
manhood	رجولة	the fact of being a man not a boy.
novel	رواية	along written story.
sentenced	محكوم عليه كعقوبة	to give a legal punishment.
campus	حرم جامعى	the land which a school , college or university is located on.
consider	يفكر فى / يعتبر	think about something.
economics	اقتصاد	the study of how money and goods are produced and distributed.
strict	صارم / دقيق	firm / accurate
Humanities	العلوم الإنسانية	the study of subjects such as language but not science.
Intelligent	ذكى	smart , be quick to understand.

Vocabulary Section

Word	meaning in Arabic	meaning in English
pharmacology	علم العقاقير	the study of medicines
pity	شفقة	a feeling of being sorry for someone else.
social sciences	علوم المجتمع	the study of people in society.
Society	مجتمع	a group of people considered as a whole.
straight way	فورا	immediately.
Veterinary medicine	الطب البيطري	the study of animal medicine.
veterinary	طبيب بيطري	a doctor for animals
vet.	طبيب بيطري	a doctor for animals
Veterinary surgeon	طبيب جراح بيطري	a doctor for injured animals
surgeon	طبيب جراح	a doctor makes surgeries.
engineering	علم الهندسة	the study of building roads and bridges.
adventure	مغامرة	an exciting event of journey
Chief	قائد / رئيس	leader / ruler / the head of tribe.
desire	رغبة / يرغب	want something a lot.
entire	كلياً / بالكامل	whole / complete.
Fair	أشقر - عادل - فاتح اللون	light in colour / honest / a good copy.
Faith	ايمان	strong belief
fertile	خصب / مثمر	able to produce plants.
hostile	عدائي	very unfriendly / belonging to the enemy.
promise	وعد / يعد	say that you will certainly do something.
keep a promise	يحفظ الوعد	do what you promised to do.
tribe	قبيلة	a group of people who live together and ruled by one chief.
tribal	قبلي / منسوب إلى قبيلة	belonging to a tribe.
generosity	كرم	when you are happy to give.
form	شكل	Shape.
ride up	يمتطى	to sit on a horse back and control its movement.
framed	محاط بإطار	with a frame around.
illustrate	يفسر / يوضح	explain by using pictures,
In demand	مطلوب	wanted.
native speaker	متحدث أصلي اللغة	someone who has spoken a language since he was born.
slanted	منحدر / مائل	not vertical but at an angle.

Word	meaning in Arabic	meaning in English
version	اصدار / نسخة	a form of something which has been changed a little from the original.
basement	بدروم	a room or rooms in the house under the ground.
clock	ساعة	an instrument for measuring time.
drainage	مصرف مياه	a system of pipes for carrying away waste water.
escalator	درج متحرك	stairs which move so that you don't have to walk up with them.
Elderly	كهل	quite old.
fan	مشجع / مروحة	an instrument which used to blow air around the room. A supporter of a famous person.
foundation stone	حجر الأساس	a stone which is laid by an important person at the beginning of a building.
adapt	يتكيف	change something to match another purpose or environment.
benefit	فائدة / منفعة	an advantage or good thing
challenge	يتحدى	call someone to compete against you.
cooperation	تعاون	working together.
explorer	مستكشف / متصفح	a person who travels to find out places.
Human being	انسان	a person , a man , woman or child.
individually	على حدة / بشكل منفرد	Separately
memory	ذاكرة	an ability to remember things.
memorize	يتذكر	Learn
moisture	رطوبة	water in small quantities.
ration	حصّة / نسبة	the amount a person gets.
ultraviolet	اشعة فوق بنفسجية	rays can't be seen by the human eyes.
sub-zero	تحت الصفر	under zero.
voyage	رحلة بحرية	a trip by sea.
expedition	رحلة استكشافية	a trip for scientific purpose.
common	شائع / منتشر / عادي	belonging to several people - found in many places , usual
decline	يففل - يرفض - يضعف	weakness / refuse
decorate	يزين	make something more beautiful by adding things to it.
decoration	زينة	something used to decorate.
emphasize	يؤكد	make people notice something; stress
frame	اطار / هيكل	the edge of the metal or wood around a picture.
loud speaker	مكبر صوت	an electrical instrument which makes sounds louder.

Vocabulary Section

Word	meaning in Arabic	meaning in English
plaza	منطقة ترفيهية	an open area in a town or city.
sprinkler	رشاش	an instrument for spreading drops of water over a large area.
ventilate	يهوى	allow fresh air to enter a room
ventilator	تهوية	an opening in the wall which can be opened or closed to ventilate.
cemetery	مقبرة	a place where dead people are buried
criminal	مجرم	a person who breaks the law.
escape	يهرب	get away.
forgive	يسامح	say that you don't punish someone doing something wrong.
kidnap	يخطف	steal a person usually for money
persuade	يقنع	to make someone do what you want after discussion.
printer	طابعة	a person who makes books, a machine which prints things.
reward	يكافئ / مكافأة	something given to a person for service
safe	أمن / خزانة	a strong metal box with a door used for keeping money in. not in danger.
slave	عبد	a person who is owned by another person and works for him without money.
unusable	غير مستخدم	can't be used.
washable	قابل للغسيل	able to be washed without being damaged.
laughable	ساخر	something silly that you cannot treat in a serious way.
breakable	قابل للكسر	something can be broken easily.
acquire	يكتسب / يحصل على	get / gain
aircraft	مركبة تسير في الهواء	a machine which flies such as airplane , helicopter,.....
continually	بشكل متكرر	repeated many times.
fare	أجرة المواصلات	price of riding a vehicle / the money paid by travelers to travel.
fleet	اسطول	a group of planes, buses, cars or ships move together.
headquarters	المركز الرئيسي	the main office of an organization.
wide- bodied	عريض البنية	a person has a wide shoulder.
jet	نوع من المحركات	a kind of engine.
service	خدمة	something done for people by an organization.
put out	يخمد / يطفئ	to stop fire.
tour	يتجول / جولة سياحية	to travel around an area.
fire station	محطة الاطفاء	a building for fire fighters and their equipments.

Word	meaning in Arabic	meaning in English
chemical	مادة كيميائية	substance used in chemistry.
accidentally	بشكل عارض	happen without intending / by chance
minimum	الحد الأدنى	the least / the smallest.
sharp	حاد	has a very thin edge.
scald	احتراق بماء حار	to burn someone with hot liquid or boiled water.
beyond	فوق / وراء	more than a particular amount / behind.
border	حدود	the official line that separate two countries.
army	جيش	the part of a country's military who defense its land.
fresh	طازج	in good condition because or has been produced recently.
attract	يجذب	to make someone like something or feel interested in it.
attractive	جذاب	adj. pleasant to look at.
balanced	متوازن	contain equal elements.
diet	غذاء	the kind of food that you eat each day.
fuel	وقود	a substance can be burned to produce heat or power.
supply	يمد / يزود	provide.
contain	يحتوى على	Has or include.
District	منطقة / حي	an area of a city.
Advantage	ميزة / فائدة / منفعة	benefit.
Disadvantage	عيب	bad thing or dismerit.
Remedy	علاج / يعالج	a medicine that cure pain / to deal successfully with a problem.
Achieve	يحقق / ينجز	to succeed in doing something well.
beverages	مشروبات	Drinks
Selection	اختيار / انتقاء	Choice
international	دولى	connected with more than one country.
Voice	صوت	the sound you make when you speak.
Minaret	مأذنة	a tall tower of mosque.
fountain	نافورة	a structure that sent out water into the air.
century	قرن	100 years.
herd	قطيع / قبيلة	a group of animals or people of one kind.
insult	يهين	to say or do something that offends someone.
ancestor	سلف / جد	a member of your family who lived a long time ago.
victory	نصر	winning a battle or competition.

Vocabulary Section

Word	meaning in Arabic	meaning in English
drive / drove / driven	يقود	to control a car and make it move.
positive	ايجابي	constructive.
negative	سلبى	unconstructive
permission	اذن / سماح	to allow someone to do something.
total	المجموع الكلى / المحصلة	the final number o amount.
screen	شاشة	the flat glass part of a television.
compare	يقارن	to examine two or more things in order to find out how they are similar or different.
specialize	يتخصص	to limit most of your study, business,
power station	محطة الطاقة	a building where electricity is made.
viewer	مشاهد التلفزيون	someone who watches television.
compulsory	الزامى / اجبارى	to force someone to do something.
climate	مناخ	the typical weather conditions in an area.
ceiling	سقف	the inside surface of the top part of the room.
sloping	مائل / منحدر	higher at one end than at the other.
cave	كهف	a large natural hole in the side of a cliff.
spare	اضافى	extra / additional.
patient	مريض	a sick person.
lung	رئة	one of two organs in the body used to breathe.
pulse	نبض	regular beat in the heart.
cough	يكح / كحة	make air come out of the throat with a sudden short sound.
appointment	موعد	a meeting that has been arranged for a particular time and place.
department	قسم	one of the parts of large organization / section.
clinic	عيادة	doctor's office
specialist	متخصص	expert / someone who knows a lot about a particular subject.
vaccine	لقاح / تطعيم	liquid that prevents diseases.
surgeon	طبيب جراح	doctor cuts into patient's body during operations.
anesthetics	مخدر	substances that help patients sleep during operations.
Antiseptic	مطهر	a substance to kill bacteria.
ambassador	سفير	a person who represents his country in another one.
Truck	شاحنة	lorry
Excursion	نزهة / رحلة قصيرة	short trip / picnic

Choose the word closest in the meaning to the underlined word.

1

This teacher speaks to every student individually.

- (a) carefully (b) hard (c) separately (d) loudly

2

Our hospital acquired new machines last year.

- (a) helped (b) made (c) had (d) got

3

This lesson is hard to learn.

- (a) well (b) easy (c) difficult (d) good

4

Sick people don't feel good.

- (a) Happy (b) Rich (c) Poor (d) ill

5

There is a big demand for pens to write on the board.

- (a) writer (b) notice (c) help (d) need

6

She moved to this new flat with her family.

- (a) floor (b) building (c) cave (d) apartment

7

Eating too much candy is unhealthy.

- (a) fruit (b) sweet (c) meat (d) vegetables

8

The teacher asked the student to complete the exercises.

- (a) finish (b) write (c) read (d) copy

9

He was annoyed because he lost his sunglasses.

- (a) poor (b) smart (c) happy (d) angry

10

The sun is a star and sends out light.

- (a) receives (b) orbits (c) reflects (d) radiates

11

This supermarket has many different merchandises.

- (a) salesman (b) goods (c) customers (d) doors

12

The plane fortunately had an accident but had not been destroyed.

- (a) easily (b) carefully (c) sadly (d) luckily

13

My father had a very nice truck.

- (a) notebook (b) flat (c) library (d) lorry

14

The country has an enormous wealth.

- (a) a big (b) a small (c) not enough (d) a hidden

15

The time refers to nearly 12 o'clock.

- (a) close (b) reach (c) exactly (d) almost

16

This man gives needy people food every Friday.

- (a) sad (b) happy (c) poor (d) rich

17

I went to buy a dozen towels to put in the bathroom.

- (a) five (b) ten (c) twelve (d) twenty

18

He travelled to England with his companions last year.

- (a) brothers (b) neighbors (c) students (d) friends

19

Most Muslims memorize the Holly Qur'an.

- (a) learn (b) read (c) write (d) hold

20

Antarctica is far from Saudi Arabia.

- (a) near (b) remote (c) close (d) big

21

His house is full of appliances of many kinds.

- (a) seats (b) furniture (c) tools (d) machines

22

It is ordinary to be hot in summer season in Saudi Arabia.

- (a) normal (b) abnormal (c) well (d) quite

23

The drapes of the Kab'a are changed every year.

- (a) windows (b) doors (c) seats (d) curtains

24

If you please, give me four cans of soft drinks.

- (a) tins (b) classes (c) cups (d) cartoons

25

A judge must be a very fair person.

- (a) good (b) old (c) rich (d) honest

26

The speaker emphasizes the word in his speech.

- (a) reads (b) stresses (c) writes (d) underline

27

Human beings can't live under water.

- (a) Plants (b) Things (c) Animals (d) People

28

They intend to travel abroad to complete their studies.

- (a) fly (b) plan (c) drive (d) help

29

She selects a modern skirt.

- (a) buys (b) sells (c) mends (d) chooses

30

This boy never sleeps after noon.

- (a) rarely (b) usually (c) often (d) sometimes

31

There is a beautiful bazaar near our house.

- (a) school (b) market (c) playground (d) yard

32

He has various plane models .

- (a) new (b) old (c) similar (d) different

33

I have a light in my living room.

- (a) a lamp (b) a rug (c) a bed (d) a chair

34

When you buy clothes , you will find the cost on a label.

- (a) price (b) instruction (c) letter (d) word

35

This man is a very wealthy man.

- (a) young (b) old (c) rich (d) poor

36

He went to the doctor and wrote drugs to him to be better.

- (a) medicines (b) food (c) drinks (d) fruits

37

They think about buying a new house.

- (a) consider (b) prevent (c) continue (d) help

38

We feel pity for poor people.

- (a) happy (b) good (c) nice (d) sorry

39

If you have good grades, you will join a university.

- (a) marks (b) timetables (c) lessons (d) families

40

You have to put petrol in your car before moving.

- (a) seat (b) gas (c) wheel (d) cover

41

The answers for these questions are precise ones.

- (a) almost (b) every (c) exact (d) never

42

The Sultan of this country is a very fair man.

- (a) teacher (b) traveler (c) doctor (d) ruler

43

After your lecture at university , you must study hard.

- (a) show (b) school (c) lesson (d) learning

44

My alarm clock goes off at 5 o'clock every day.

- (a) rots (b) dislikes (c) shoots (d) rings

45

Pepsi and hamburger are junk food.

- (a) healthy (b) unhealthy (c) rich (d) good

46

We are living in a spacious house , as we have a room for everyone.

- (a) small (b) big (c) new (d) cheap

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47

They have limited money to buy a new farm.

(a) small

(b) more

(c) rich

(d) poor

48

There is room for more books in this bag.

(a) shelf

(b) seat

(c) space

(d) hole

49

The flight attendants were helpful and polite during the flight.

(a) workers

(b) hosts

(c) guests

(d) pilots

50

The prophet Mohammed (PBUH) was generous and trustful.

(a) sensitive

(b) wise

(c) kind

(d) nervous

Key answers Vocabulary Section

- 1 (a) (b) (c) (d)
- 2 (a) (b) (c) (d)
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- 49 (a) (b) (c) (d)
- 50 (a) (b) (c) (d)

3 COMPREHENSION PASSAGES

Read The following passage and choose the best answer:

The 1st passage:

The story of any science is a record of man's attempts to understand the mysteries of nature. The processes of nature today are not different from those of long ago ; the change lies only in man's comprehension in his application of these processes.

The sun and other heavenly bodies obeyed the same laws and performed the same movements in specific times as today. but only since man has understood these laws and movements he has been able to use them to find his way over the oceans by day and night. The force of gravity and the forces of electric energy have always existed. but only since man's understanding of these things he has been able to use the water power of the rivers to produce electricity for his own use.

Scientists are concerned with the composition of things and how nature makes them. Their experiments sometimes succeed and sometimes fail but their knowledge. in both cases. grows; they learn a like from failure and success. With the knowledge thus gained. they are able to make new discoveries or produce new inventions or. at least. modify the old ones in a new way.

In fact , the intimate relations of science to almost every phase of modern life is beyond dispute. There is scarcely an industrial process that doesn't owe its efficiency. if not its initiation. to science. Sauce pans of aluminum and knives of stain less steel are available only as a few of an ever - ending variety. Sub marine cables and motor-cars. artificial lighting . broad casting . televisions . radar . tools. engines and machines. all owe much of their present state perfection to science.

- 1 The best title for this passage is
 (a) industry (b) science (c) agriculture (d) hunting
- 2 The noun from (produce) is
 (a) producement (b) productivity
 (c) productive (d) production
- 3 Scientists are concerned with the of things and how nature makes them.
 (a) difference (b) relation (c) movement (d) clearness
- 4 According to the passage , scientists
 (a) always fail (b) never fail
 (c) sometimes fail and sometimes succeed (d) don't fail
- 5 The force of is one of the physics aspects.
 (a) gravity (b) translation (c) traffic rules (d) goods

Read The following passage and choose the best answer:

The 2nd passage:

People began to travel by plane in the 1920s, but the planes were very uncomfortable. In the 1930s, many improvements were made to aircraft. Most passengers' planes had two engines and flew at a speed of 274 km per hour and at a height of 9000 meters. However, they only carried about 1000 liters of fuel, so they couldn't travel very far. The flight from London to Cairo used to take 2 days. The planes could carry 20 passengers who used to sit side by side in the narrow body of the plane. They used to have meals during the flight, but there wasn't any entertainment.

Modern passengers planes, such as the Boeing 747, can carry 600 passengers in their wide bodies. These jumbo jets, as they are called, have four powerful engines and can fly at a speed of 880 km. per hour. They carry 178,000 liters of fuel in their wings so that they can travel 10,000 km. nonstop, and that is one third of the way round the world.

Travelling in a modern jumbo jet is very comfortable. Hot meals are served during the flight from six kitchens on board, and there are 12 toilets for the passengers. During the flight, there is a lot for the passengers to do. They can watch a number of different films on TV, listen to music or read books and magazines.

- 1 The best title for this passage is
 - (a) travelling
 - (b) planes in the past and present
 - (c) passengers' services
 - (d) industry
- 2 Planes in the past could carry passengers.
 - (a) 120
 - (b) 200
 - (c) 20
 - (d) 400
- 3 A modern jumbo jet has
 - (a) six kitchens
 - (b) two toilets
 - (c) 500 passengers
 - (d) eight kitchens
- 4 Modern passengers planes are comfortable.
 - (a) less
 - (b) more
 - (c) because
 - (d) if
- 5 The adverb from (speed) is
 - (a) speedy
 - (b) speedly
 - (c) speedily
 - (d) speed

Key answers

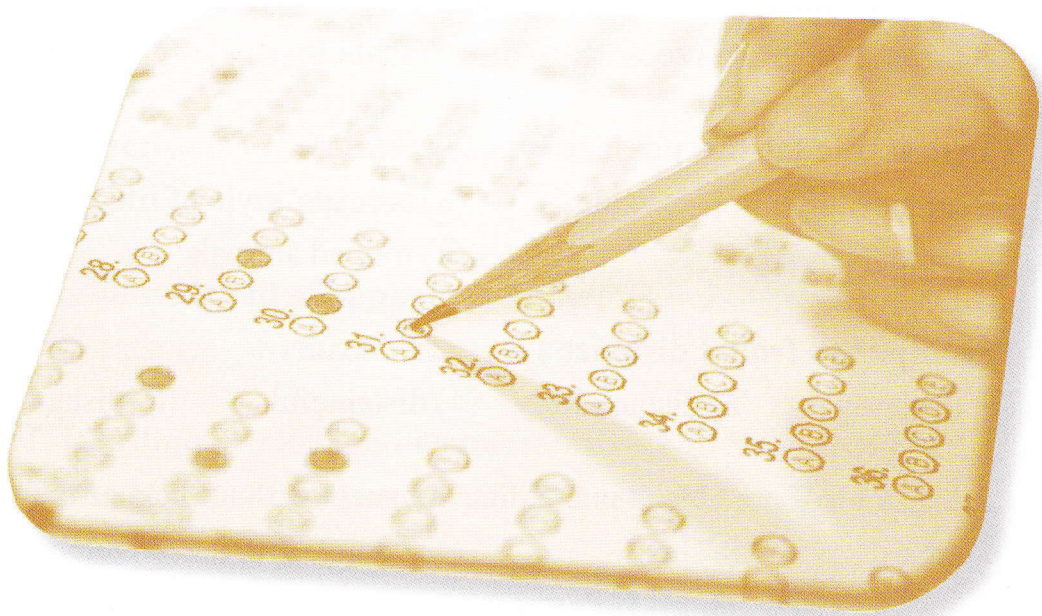
The 1st passage

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| 3 | a | <input checked="" type="radio"/> | c | d |
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| 5 | <input checked="" type="radio"/> | b | c | d |

The 2nd passage

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| 5 | a | b | <input checked="" type="radio"/> | d |

English Test



تعليمات مهمة أثناء أداء الاختبار

- ١- تذكر أن كل سؤال دقيقة واحدة فقط.
- ٢- تذكر أن السؤال الصعب و السؤال السهل لهما نفس الدرجة.
- ٣- تذكر أن يجب عليك تظليل الدائرة كاملة.

Model Test (1)

Read the following passage then answer the questions below:

Some animals seem able to solve problems. For example, dogs and cats often find their way home long distances. To do this they have to use their intelligence. They have to remember and think. But many birds find their way over long distances, too. They travel thousands of kilometers every year when they move from cool to warmer countries. We do not know how they do this but we know that they do not use their intelligence. They do not remember places ' directions and then make decisions'. Young birds are able to make these journeys without help as they can fly. Many animals , however, can be taught to solve problems, especially when they are given rewards such as pigeons. Animals in circuses have been trained to do all sorts of tricks to amuse an audience.

68

1 **Animals in have been trained to amuse an audience.**
(a) farms (b) zoos (c) schools (d) circuses

2 **The best title for this passage is**
(a) animals' life (b) animals' style of life
(c) animals in zoo (d) trained animals

3 **The adjective from (distance) is**
(a) distantly (b) distantfully (c) distantful (d) distant

4 **..... birds are able to make these journeys without help as they can fly.**
(a) smart (b) big (c) young (d) intelligent

5 **Some animals seem able to problems.**
(a) make (b) have (c) solve (d) create

Choose the word closest in the meaning to the underlined word:

6 **My father had a very nice truck.**
(a) notebook (b) flat (c) library (d) lorry

7 **The country has an enormous wealth.**
(a) a big (b) a small (c) not enough (d) a hidden

8

The time refers to nearly 12o'clock.

- (a) close (b) reach (c) exactly (d) almost

9

This man gives needy people food every Friday.

- (a) sad (b) happy (c) poor (d) rich

10

This boy never sleeps after noon.

- (a) rarely (b) usually (c) often (d) sometimes

11

He was annoyed because he lost his sunglasses.

- (a) poor (b) smart (c) happy (d) angry

12

Most Muslims memorize the Holy Qur'an.

- (a) learn (b) read (c) write (d) hold

13

Antarctica is far from Saudi Arabia.

- (a) near (b) remote (c) close (d) big

14

His house is full of appliances of many kinds.

- (a) seats (b) furniture (c) tools (d) machines

15

It is ordinary to be hot in summer season in Saudi Arabia.

- (a) normal (b) abnormal (c) well (d) quite

Choose the best correct answer to complete the following sentences:

16

Would you mind me your book, please?

- (a) lend (b) lends (c) lent (d) lending

17

Gothic handwriting is beautiful than Roman handwriting.

- (a) more (b) the most (c) the least (d) the most

18

Boys enjoy football.

- (a) play (b) plays (c) played (d) playing

19

In the past , cavemen in caves.

- (a) live (b) lives (c) lived (d) living

20

She the house every day.

- (a) clean (b) cleans (c) cleaned (d) cleaning

21

If I you, I would drink more water.

- (a) am (b) is (c) was (d) were

22

While he was repairing his car, his friend

- (a) come (b) comes (c) came (d) coming

23

Mohanad is the student in the class.

- (a) good (b) better (c) bad (d) best

24

My grandfather used to to the radio after at 5o'clock.

- (a) listen (b) listens (c) listened (d) listening

25

..... pen is this? It is Ali's.

- (a) Where (b) What (c) Who (d) Whose

Key answers test (1)

- 1 (a) (b) (c) (d) ☒
- 2 (a) (b) (c) (d) ☒
- 3 (a) (b) (c) (d) ☒
- 4 (a) (b) (c) (d) ☒
- 5 (a) (b) (c) (d) ☒
- 6 (a) (b) (c) (d) ☒
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- 15 (a) (b) (c) (d) ☒
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- 17 (a) (b) (c) (d) ☒

- 18 (a) (b) (c) (d) ☒
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- 21 (a) (b) (c) (d) ☒
- 22 (a) (b) (c) (d) ☒
- 23 (a) (b) (c) (d) ☒
- 24 (a) (b) (c) (d) ☒
- 25 (a) (b) (c) (d) ☒

Model Test (2)

Read the following passage then answer the questions below:

It is true that men have invented a lot of useful things. They invented machines, rockets and guns. Scientists and archeologists now agree that woman discovered one very important thing. It has changed history. They discovered agriculture. Before the discovery of agriculture, men were hunters. They went out every day. Sometimes they killed animals, sometimes animals killed them. Life was difficult and dangerous. Woman had to go out every day, too. They collected roots, fruit and grass. One day, more than 10,000 years ago, a woman dropped some grass seeds. She dropped them near her home. They grew and the first wheat was born. The idea grew. woman planted roots and fruit trees. They could stay at home and look after the children. Archeologists think that woman kept the first domestic animals. Their husbands did not have to go hunting for meat. They built villages and cities. Civilization began. Men began civilization after the great discovery of woman.

- 1 **Before the discovery of agriculture, men were**
 (a) farmers (b) teachers (c) hunters (d) fishermen
- 2 **The best title for this passage is**
 (a) women roles in society (b) hunters
 (c) agriculture (d) inventions
- 3 **The noun from (important) is**
 (a) importance (b) importantly (c) import (d) importment
- 4 **Women planted and fruit trees.**
 (a) vegetables (b) roots (c) flowers (d) beans
- 5 **The adjective from (Civilization) is**
 (a) civilize (b) civilized (c) civility (d) civilian

Choose the word closest in the meaning to the underlined word:

- 6 **They think about buying a new house.**
 (a) consider (b) prevent (c) continue (d) help
- 7 **We feel pity for poor people.**
 (a) happy (b) good (c) nice (d) sorry

8

If you have good grades , you will join a university.

- (a) marks (b) timetables (c) lessons (d) families

9

You have to put petrol in your car before moving.

- (a) seat (b) gas (c) wheel (d) cover

10

The answers for these questions are precise ones.

- (a) almost (b) every (c) exact (d) never

11

The Sultan of this country is a very fair man.

- (a) teacher (b) traveler (c) doctor (d) ruler

12

After your lecture at university , you must study hard.

- (a) show (b) school (c) lesson (d) learning

13

My alarm clock goes off at 5 o'clock every day.

- (a) rots (b) dislikes (c) shoots (d) rings

14

Pepsi and hamburger are junk food.

- (a) healthy (b) unhealthy (c) rich (d) good

15

We are living in a spacious house , as we have a room for everyone.

- (a) small (b) big (c) new (d) cheap

Choose the best correct answer to complete the following sentences:

16

A horse is an animal carries people.

- (a) who (b) where (c) which (d) whose

17

The teacher asked me the doors had been closed.

- (a) if (b) at (c) for (d) to

18

The earth orbits sun every year.

- (a) a (b) the (c) an (d) nill

19

Nada usually eats either meat chicken.

- (a) nor (b) or (c) and (d) but

20

They haven't got any money, they?

- (a) has (b) have (c) had (d) having

21

The letter had written by Nawal.

- (a) be (b) is (c) been (d) being

22

Antarctica is the to us.

- (a) far (b) farther (c) farthest (d) less far

23

She asked me if my friends all Saudis.

- (a) be (b) is (c) being (d) were

24

This car is

- (a) Alis (b) Ali (c) Ali's (d) Alis'

25

This tent is a tent.

- (a) two - man (b) two - men (c) two men (d) two man

Key answers test (2)

- 1 (a) (b) (c) (d)
2 (a) (b) (c) (d)
3 (a) (b) (c) (d)
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Model test (3)

Read the following passage then answer the questions below:

Most civilized societies today are exposed to complex social phenomena such as drug and drink addiction ,child abuse neglect of the aged and all the social ills resulting from the disintegration of family ties, values and traditions. The complexities of modern life are such that material values triumphed over spiritual values.

Among these ills is the phenomenon of suicide and depression due to loneliness or psychological or emotional break downs ; old age, sickness or family problems that lead people to despair. In most communities, people offer another supporting, forming non-government societies to help those attacked by such phenomena to face and overcome their problems, offering guidance and treatment that will enable them to return to a normal life.

74

1

The best title for this passage is.....

- (a) our society
- (b) befriending
- (c) kindness
- (d) danger

2

One of the following is a complex social phenomena.....

- (a) agriculture
- (b) industry
- (c) drink addiction
- (d) driving

3

Almost all the social ills resulting from theof family ties.

- (a) disintegration
- (b) integration
- (c) complement
- (d) relation

4

The adjective from "sickness" is.....

- (a) sickly
- (b) sick
- (c) sickle
- (d) sicken

5

The phenomenon of suicide due to.....

- (a) harmness
- (b) sickness
- (c) loneliness
- (d) guidance

Choose the best answer to complete the following sentences:

6

It's a very nice room. It is.....Room in the hotel.

- (a) the most nice
- (b) nicer
- (c) the nicest
- (d) more nice

7

If I knew his number, Iphone him.

- (a) will (b) would (c) are (d) has

8

He works for industrial company,.....?

- (a) He does (b) do he (c) doesn't he (d) do they

9

Ali is interested instories.

- (a) read (b) reads (c) will read (d) reading

10

While,his mother came.

- (a) the child is screaming (b) the child was screaming
(c) the child screamed (d) the child will scream

11

When.....he go everyday?

- (a) done (b) do (c) does (d) will

12

I have learned English.....1419.

- (a) since (b) for (c) just (d) last

13

I have been..... My grandpa all the Friday.

- (a) visited (b) visiting (c) visits (d) visit

14

He studies hardhe can pass the exam.

- (a) so (b) if (c) so that (d) because

15

Ali.....drink juice in the morning.

- (a) uses to (b) is used to (c) use (d) used to

16

Have you seen.....in the hall?

- (a) some children (b) anybody (c) a few (d) no

17

Let's.....,It is a nice day.

- (a) went outside (b) goes outside (c) go outside (d) to go

18

A person.....gave me a present, is my uncle.

- (a) what (b) who (c) where (d) when

19

.....the poor, is a good manner.

- (a) Helped (b) Helps (c) Helping (d) Help

20

How.....sugar do you need?

- (a) many (b) more (c) tall (d) much

Choose the word closest in the meaning to the under lined word:

21

I turned on a lamp because the curtains were closed.

- (a) close (b) light (c) hill (d) pillow

22

The game was so exciting that the children jumped out of their chairs.

- (a) hard (b) filling (c) interesting (d) help full

23

My tooth got decayed, so the dentist decided to extract it .

- (a) took (b) took off (c) took out (d) took care

24

I was in along queue to get an application form.

- (a) number (b) column (c) line (d) set

25

I think I recognize that man. I have seen him on TV.

- (a) share (b) remember (c) insist (d) deal

26

How can you deliver it to your brother if you live apart from him?

- (a) near (b) between (c) away from (d) so

27

How can we prevent this disease from spreading?

- (a) make (b) see (c) stop (d) call

28

It seems likely that she'll pass her exams.

- (a) usually (b) expected (c) harmful (d) loudly

29

The news only reached me yesterday.

- (a) get to (b) got to (c) come with (d) away from

30

I'm extremely sorry to hear that.

- (a) very (b) also (c) although (d) slowly

31

In some houses, gardens are visible from the living rooms.

- (a) seen (b) touch (c) sign (d) board

32

The police has found an evidence for killing the minister.

- (a) timetable (b) proof (c) sign (d) board

33

Salt is a useful substance.

- (a) suicidal (b) bad (c) material (d) tool

34

It was a big fire, but fortunately we stopped it.

- (a) likely (b) very (c) luckily (d) well

35

The doctor who treated me was clever.

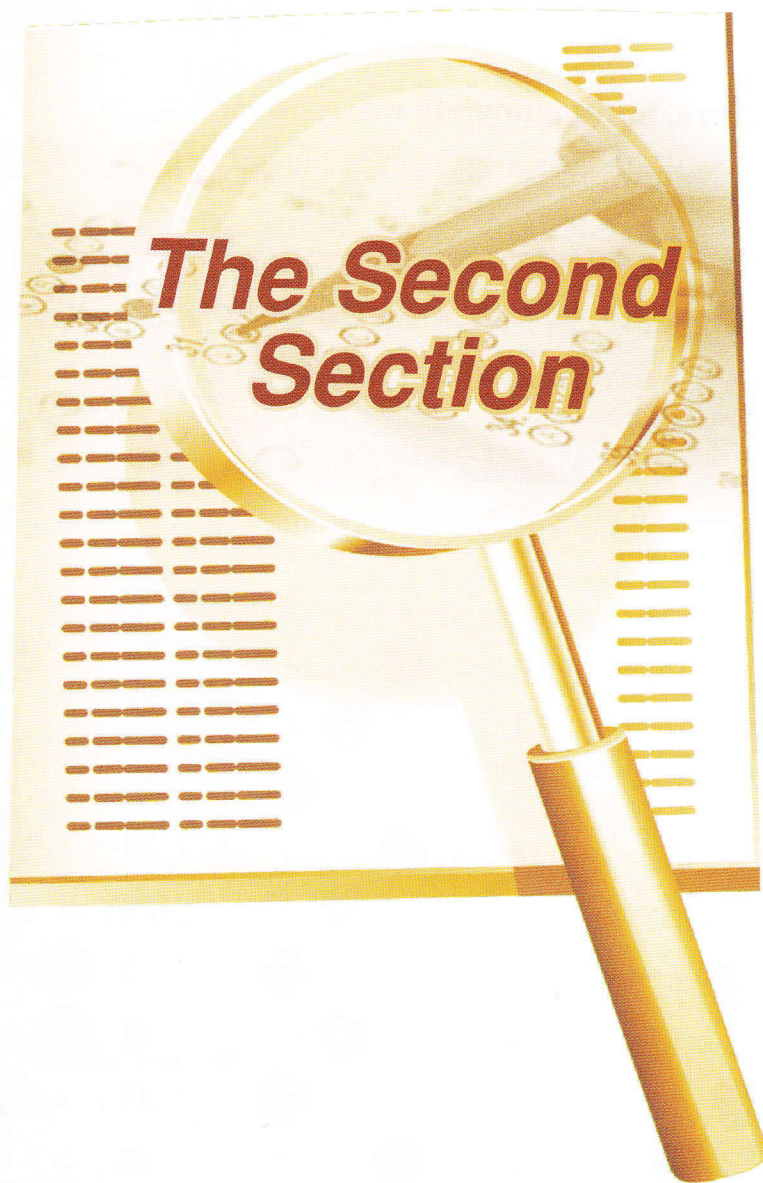
- (a) cured (b) helped (c) serious (d) bad

Key answers test (3)

- 1 (a) ☒ (b) ☐ (c) ☐ (d) ☐
- 2 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 3 ☒ (b) ☐ (c) ☐ (d) ☐
- 4 (a) ☒ (b) ☐ (c) ☐ (d) ☐
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- 9 (a) ☐ (b) ☐ (c) ☐ (d) ☒
- 10 (a) ☐ (b) ☒ (c) ☐ (d) ☐
- 11 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 12 ☒ (b) ☐ (c) ☐ (d) ☐

- 13 (a) ☒ (b) ☐ (c) ☐ (d) ☐
- 14 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 15 (a) ☐ (b) ☐ (c) ☐ (d) ☒
- 16 (a) ☐ (b) ☒ (c) ☐ (d) ☐
- 17 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 18 (a) ☐ (b) ☐ (c) ☐ (d) ☒
- 19 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 20 (a) ☐ (b) ☐ (c) ☐ (d) ☒
- 21 (a) ☐ (b) ☒ (c) ☐ (d) ☐
- 22 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 23 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 24 (a) ☐ (b) ☐ (c) ☒ (d) ☐

- 25 (a) ☒ (b) ☐ (c) ☐ (d) ☐
- 26 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 27 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 28 (a) ☐ (b) ☒ (c) ☐ (d) ☐
- 29 (a) ☐ (b) ☒ (c) ☐ (d) ☐
- 30 ☒ (b) ☐ (c) ☐ (d) ☐
- 31 ☒ (b) ☐ (c) ☐ (d) ☐
- 32 (a) ☐ (b) ☒ (c) ☐ (d) ☐
- 33 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 34 (a) ☐ (b) ☐ (c) ☒ (d) ☐
- 35 ☒ (b) ☐ (c) ☐ (d) ☐



المحتويات

الموضوع

عليكم قراءة الفهرس بعناية ليتيح لكم وضع تصور
كامل عما تريدون مراجعته، كما يُساعدكم على
سرعة العثور على العنصر المطلوب .

Part One : Professional Competency

A: Language acquisition and learning

- Basic theories of first language acquisition
- Behavioristic theory
- Cognitive –Code learning theory.
- Social Constructivism

B. The factors that influence the acquisition of a second language

- Internal factors
- External factors

C : Different language teaching methods:

- The Grammar –translation method
- The Audio-Lingual Method
- The Communicative Approach
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General Questions & Answers

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1 PROFESSIONAL COMPETENCY

A. Language acquisition and learning

Behavioristic Theory

Behaviorism is more concerned with behavior than with thinking, feeling, or knowing. It focuses on the objective and observable components of behavior. All of The Behavioristic theories share some version of stimulus-response mechanisms for learning. Behaviorism originated with the work of John B. Watson, an American psychologist. Watson held the view that psychology should only concern itself with the study of behavior, and he was not concerned with the mind or with human consciousness. He considered it paramount that men could be studied objectively, like rats and apes. Watson's work was based on the experiments of Ivan Pavlov, and classical conditioning. Nowadays, behaviorism is associated with the name of B.F. Skinner, who made his reputation by testing Watson's theories in the laboratory. Skinner ultimately rejected Watson's almost exclusive emphasis on reflexes and conditioning. Skinner believed that people respond to their environment, but they also operate on the environment to produce certain consequences. Thus they participate in a feedback loop as an important part of a larger system.

Skinner developed the theory of "operant conditioning," the idea that we behave the way we do because this kind of behavior has had certain consequences in the past.

Presuppositions of behaviorism:

1. **Behaviorism is naturalistic.** This means that the material world is the ultimate reality, and everything can be explained in terms of natural laws. Man has no soul and no mind, only a brain that responds to external stimuli.
2. **A central tenet of behaviorism is that thoughts, feelings, intentions, and mental processes, do not determine what we do.** Behaviorism views behavior as the product of conditioning. Humans are biological machines and do not consciously act; rather they react to stimuli.
3. **Consistently, behaviorism teaches that we are not responsible for our actions.** If we are mere machines, without minds or souls, reacting to stimuli and operating on our environment to attain certain ends, then anything we do is inevitable.
4. **Behaviorism is manipulative.** It seeks not merely to understand human behavior, but to predict and control it. From his theories, Skinner developed the idea of "shaping." By controlling rewards and punishments, you can shape the behavior of another person.

Behavioral approaches to teaching generally involve the following:

1. Breaking down the skills and information to be learned into small units.
2. Checking student's work regularly and providing feedback as well as encouragement (reinforcement).
3. Teaching "out of context." Behaviorists generally believe that students can be taught best when the focus is directly on the content to be taught. Behavioral instruction often takes the material out of the context in which it will be used.
4. Direct or "teacher centered" instruction. Lectures, tutorials, drills, demonstrations, and other forms of teacher controlled teaching tend to dominate behavioral classrooms.

General Implications of Behavioral Theories

Behavioral teaching and learning tends to focus on skills that will be used later. You learn facts about American history, for example, because it is assumed that knowing those facts will make you a better citizen when you are an adult. You learn basic mathematics computational skills because you may need them when you get a job. Behavioral learning does not, however, generally ask you to actually put the skills or knowledge you learn into use in a “real” or “authentic” situation. That will come later when you graduate and get a job.

The behavioral emphasis on breaking down complex tasks, such as learning to read, into sub skills that are taught separately is very common in American schools today. In the elementary school classroom, for example, students may spend many lessons on phonics skills such as consonant clusters, vowel digraphs, and diphthongs. Other literacy skills such as appropriate uses of the comma may also be taught in separate lessons, often by whole class lectures followed by individual drill activities

Weakness of Behaviorism

- Many critics argue that behaviorism is a one-dimensional approach to understanding human behavior and that behavioral theories do not account for free will and internal influences such as moods, thoughts and feelings.

Behaviorism does not account for other types of learning, especially learning that occurs without the use of [reinforcement](#) and [punishment](#).

- People and animals are able to adapt their behavior when new information is introduced, even if a previous behavior pattern has been established through reinforcement

Strengths of Behaviorism

- Behaviorism is based upon observable behaviors, so it is easier to quantify and collect data and information when conducting research.

Effective therapeutic techniques such as intensive behavioral intervention, [behavior analysis](#), token economies and discrete trial training are all rooted in behaviorism. These approaches are often very useful in changing maladaptive or harmful behaviors in both children and adults.

Theorists associated with Behaviourism:

J.B Watson, E. L Thorndike ,and B.F Skinner

Cognitive Constructivism

Dissatisfaction with behaviorism’s strict focus on observable behavior led educational psychologists such as [Jean Piaget](#) and [William Perry](#) to demand an approach to learning theory that paid more attention to what went on ‘**inside the learner’s head.**’ They developed **a cognitive approach** that *focused on mental processes rather than observable behavior*. Common to most cognitivist approaches is the idea that knowledge comprises symbolic mental representations, such as propositions and images, together with a

mechanism that operates on those representations. Knowledge is seen as something that is actively constructed by learners based on their existing cognitive structures. Therefore, it is relative to their stage of cognitive development; understanding the learner's existing intellectual framework is central to understanding the learning process.

Knowledge

Behaviorists maintain that knowledge is a passively absorbed behavioral repertoire. Cognitive constructivists reject that claim, arguing instead that knowledge is actively constructed by learners and that any account of knowledge makes essential references to cognitive structures. Knowledge comprises active systems of intentional mental representations derived from past learning experiences. Each learner interprets experiences and information in the light of their extant knowledge, their stage of cognitive development, their cultural background, their personal history, and so forth. Learners use these factors to organize their experience and to select and transform new information. Knowledge is therefore actively constructed by the learner rather than passively absorbed; it is essentially dependent on the standpoint from which the learner approaches it.

Learning

Because knowledge is actively constructed, learning is presented as a process of active discovery. The role of the instructor is not to drill knowledge into students through consistent repetition, or to goad them into learning through carefully employed rewards and punishments. Rather, the role of the teacher is to *facilitate discovery* by providing the necessary resources and by guiding learners as they attempt to assimilate new knowledge to old and to modify the old to accommodate the new. Teachers must thus take into account the knowledge that the learner currently possesses when deciding how to construct the curriculum and to present, sequence, and structure new material.

Motivation

Unlike behaviorist learning theory, where learners are thought to be motivated by extrinsic factors such as rewards and punishment, cognitive learning theory sees motivation as largely intrinsic. Because it involves significant restructuring of existing cognitive structures, successful learning requires a major personal investment on the part of the learner (Perry, 1999, 54). Learners must face up to the limitations of their existing knowledge and accept the need to modify or abandon existing beliefs. Without some kind of internal drive on the part of the learner to do so, external rewards and punishments such as grades are unlikely to be sufficient.

Instruction

Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information. Thus, while cognitivists allow for the use of "skill and drill" exercises in the memorization of facts, formulae, and lists, they place greater importance on strategies that help students to actively assimilate and accommodate new material. For instance, asking students to explain new material in their own words can assist them in assimilating it by forcing them to re-express the new ideas in their existing vocabulary. Likewise, providing students with sets of questions to structure their reading makes it easier for them to relate it to previous material by highlighting certain

parts and to accommodate the new material by providing a clear organizational structure. Because learning is largely self-motivated in the cognitivist framework, cognitivists such as A. L. Brown and J. D. Ferrara have also suggested methods which require students to monitor their own learning. For instance, the use of ungraded tests and study questions enables students to monitor their own understanding of the material. Other methods that have been suggested include the use of learning journals by students to monitor progress and highlight any recurring difficulties, and to analyze study habits

Summary of Learning Theories

Although there are many different approaches to learning, there are three basic types of learning theory: **behaviorist**, **cognitive constructivist**, and **social constructivist**.

	Behaviorism	Cognitive Constructivism	Social Constructivism
Knowledge	Repertoire of behavioral responses to environmental stimuli.	Knowledge systems of cognitive structures are actively constructed by learners based on existing structures.	Knowledge is socially constructed.
Learning	Passive absorption of predefined body of knowledge by learner. Promoted by repetition and positive reinforcement.	Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners.	Integration of students into knowledge community. Collaborative assimilation and accommodation of new information.
Motivation	Extrinsic, reward and punishment (positive and negative reinforcers).	Intrinsic. Learners set their own goals and motivate themselves to learn.	Intrinsic and extrinsic. Learning goals and motives are determined both by learners and extrinsic rewards provided by the knowledge community.
Instruction	Correct behavioral responses are transmitted by the teacher and absorbed by the students.	The teacher facilitates learning by providing an environment that promotes discovery and assimilation/accommodation.	Collaborative learning is facilitated and guided by the teacher. Group work.

B. The factors that influence the acquisition of a second language

What is Second Language Acquisition ?

Second language acquisition is concerned with the study of the way in which an individual becomes able to use one or more language different from his first language. This process can take place in a natural setting or through formal classroom instruction, and, although the degree of proficiency that can be attained is a controversial topic, it can start at childhood or during the adult age (Krashen, 1982).

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as **internal and external**.

Internal factors

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

- **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.
- **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.
- **Motivation:** Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend are likely to make greater efforts and thus greater progress.
- **Experiences:** Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in ٢ different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.
- **Cognition:** In general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.
- **Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

- **Native language proficiency**

The student's level of proficiency in the native language—including not only oral language and literacy, but also metalinguistic development, training in formal and academic features of language use, and knowledge of rhetorical patterns and variations in genre and style—affects acquisition of a second language. The more academically sophisticated the student's native language knowledge and abilities, the easier it will be for that student to learn a second language. This helps explain why foreign exchange students tend to be successful in American high school classes: They already have high school level proficiency in their native language.

External factors

External factors are those that characterize the particular language learning situation.

- **Curriculum:** For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.
- **Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress.
The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.
- **Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- **Motivation:** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.
- **Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

C. Language Teaching Methodologies

Listed below are brief summaries of some of the more popular second language teaching methods of the last half century. For a more detailed analysis of the different methods.

The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

Grammar-translation

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

Audio-lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form.

The structural approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

Suggestopedia

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

Immersion

This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English.

Immigrant students who attend local schools find themselves in an immersion situation; for example refugee children from Bosnia attending German schools, or Puerto Ricans in American schools.

Task-based language learning

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

(This is the predominant method in middle school ESL teaching at Frankfurt International School. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc).

The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

The Lexical Syllabus

This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

Use this table to make a brief summary of some of language teaching methods:

	Grammar-Translation	Direct Method	Audio-Lingual Method	Silent Way	Suggestopedia
1. Goals	Read literature in L2. Develop mind. Learn grammar, vocabulary, and culture.	Communication. Think in L2. Direct association in L2 without translation.	Communication. Automaticity by learning new habits.	Self-expression of Ss; independence from T.	Everyday Comm. Tap Ss mental powers by desuggesting barriers to learning.
2. Role of the teacher/student	Traditional. T is the authority. Ss learn from the T.	T-centered. T directs.	T-centered. T provides model of L2 for imitation.	T as facilitator, resource, provides what Ss need.	S must trust and respect T as authority. Ss adopt childlike roles once they feel secure.
3. Teaching/Learning Process?	Translation. Deductive study of grammar. Memorize vocabulary.	Associate L2 and meaning directly in real context. Use L2 only. Inductive grammar. Syllabus based on topics/situations.	New grammar and vocabulary through dialogues. Drills. Inductive grammar. Learning is habit formation.	Ss guided to discover the structure of L2. Initial focus on accurate pronunciation.	Relaxing atmosphere, music, activate whole brain + peripheral learning. Reception then activation phase.
4. Nature of student/teacher interaction	T to S.	Both initiate interaction. Some S/S interaction.	T-directed. S/S in drills.	T active, but mostly silent. S/S interaction encouraged.	T/S and S/S interaction from beginning.
5. How are students' feelings dealt with?	N.A.	N.A.	N.A.	Positive feelings encouraged, also S/S cooperation.	Focus on confidence and sense of security via suggestions.
6. View of language/culture?	Literary language over spoken language.	Spoken language over written.	Language as system of patterns/units. Simple to complex.	Language expresses the spirit of a culture.	Communication as a 2-phase process: language + extra-linguistic factors.

Professional Competency

7. What language skills are emphasized?	Vocabulary/grammar. Reading/writing.	Vocabulary over grammar. Focus on communication.	Structure important. Listen-speak-read-write.	Pronunciation & intonation. Structure. Oral before written.	Vocabulary. Explicit but minimal grammar. Language use over linguistic form.
8. Role of the native language?	L1 in classroom. Two-way translation.	Not used.	L1 habits interfere with L2. Avoid L1.	Used to form sounds in L2 and for feedback. Otherwise not used.	L1 used in translation of dialogues. As course proceeds, L1 reduced.
9. How does evaluation occur?	Written translations. Apply grammar rules.	Use of language (interview).	Discrete point testing for accuracy.	Continuous observation. Ss develop their own criteria.	In-class performance.
10. Treatment of errors?	T supplies correct answer.	Self-correction.	Avoid errors by over-learning.	Self-correction; peer correction.	No overt correction. Modelled correctly.
11. Associated with whom?	Moses	Francois Gouin, Charles Berlitz	Charles Fries	Caleb Gattegno	Georgi Lozanov

	Community Language Learning	Total Physical Response	Natural Approach	Communicative Language Teaching
1. Goals	Communication. Promote nondefensive learning.	Communication. Learning L1= learning L2.	Communicative competence. Facilitate acquisition by providing comprehensible input (i+1).	Communication in social context. Appropriacy. Functional competence.
2. Role of the teacher/student?	Counselor/client. As S assumes more responsibility, becomes independent of T.	Director. T provides model of L2 for imitation. Later role reversal.	T as facilitator. Primary responsibility is with S.	Facilitator. Manager of learning activities. Promotes communication among Ss.

3. Teaching/ Learning Process	Security, aggression, attention, reflection, retention, discrimination. Ss initiate speech in L1, T supplies L2.	Comprehension before production. Modelling by T followed by performance.	Comprehension before production. Developing model approximates L2 (L1, . . . L2). Gradual emergence of speech. Task oriented.	Ss learn to communicate by negotiating meaning in real context. Activities include information gap, choice, feedback.
4. Nature of student/ teacher interaction?	Changes over time. Importance placed on cooperative relationship between T/S and S/S.	T speaks, Ss respond nonverbally. Later, Ss verbalize.	S-centered. Both initiate interaction. S/S interaction in pair and small group activities.	T arranges tasks for communication. S/S interaction.
5. How are students' feelings dealt with?	S viewed as whole person, no separation of intellect and feelings. T «understands» Ss.	Ss have fun in a nonstressful situation.	Affective factors over cognitive factors. Optimal learner has low affective filter.	Ss are motivated to learn thru usefulness of language functions.
6. View of language/ culture?	Language for developing critical thinking. Culture integrated with language.	Spoken over written.	Language as a tool for communication. Language function over linguistic form.	Language in social context, for communication.
7. What skills are emphasized?	Ss determine syllabus by what they want to say.	Grammar and vocabulary (initially via imperatives). Comprehension precedes production.	Vocabulary over grammar. Function over form. Comprehension—early production—speech emergence.	Function over form. Discourse and sociolinguistic competence + all 4 skills.
8. Role of L1?	Used in the beginning, less in later stages.	Not used.	L1 can be used in preproduction (comprehension) activities.	Generally not used.
9. How does evaluation occur?	Integrative tests. Self-evaluation.	By observation.	Communicative effectiveness. Fluency over accuracy. Task oriented.	Communicative tests. Fluency and accuracy.
10. Treatment of errors?	Nonthreatening. Correction by modelling.	Unobtrusive correction.	No error correction unless errors interfere with communication.	No error correction unless errors interfere with communication.
11. Associated with whom?	Charles Curran	James Asher	Tracy Terrell, Stephen Krashen	Various.

D. Contrastive and Error Analyses

What is the differences between contrastive analysis and error analysis?

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Historically it has been used to establish language genealogies.

The goals of Contrastive Analysis can be stated as follows: to make foreign language teaching more effective, to find out the differences between the first language and the target *language* based on the assumptions that: (1) foreign language learning is based on the mother tongue, (2) similarities facilitate learning (positive transfer), (3) differences cause problems (negative transfer/Interference), (3) via contrastive analysis, problems can be predicted and considered in the curriculum. However, not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other hand, many errors that do turn up are not predicted by contrastive analysis. Larsen, states “predictions arising from were subjected to empirical tests. Some errors it did predict failed to materialize, i.e. it over predicted.” This prediction failure leads to the criticism to the Contrastive Analysis hypothesis.

The criticism is that Contrastive Analysis hypothesis could not be sustained by empirical evidence. It was soon pointed out that many errors predicted by Contrastive Analysis were inexplicably not observed in learners’ language. Even more confusingly, some uniform errors were made by learners irrespective of their L1. It thus became clear that Contrastive Analysis could not predict learning difficulties.

b. Error analysis assumes that errors indicate learning difficulties and that the frequency of a particular error is evidence of the difficulty learners have in learning the particular form.

The main difference between these two is that the former tries to **predict** the errors one may make in L2 but the latter **identifies** the errors from L2 production.

Study these items well”

- **Transfer, Interference and code-switching’**

The terms ‘transfer’ and ‘interference’ are not synonymous: Transfer usually refers to the influence of L1 on L2 in both positive and negative way, whereas interference is usually used in negative sense, so it corresponds to negative transfer.

code-switching’ The term ‘code-switching’ refers to “an active, creative process of incorporating material from both of a bilingual’s languages into communicative acts. Rapid switches from one language into the other are very characteristic for code-switching.

- **Positive and Negative Transfer**

When talking about language transfer in the behaviourist interpretation of the term, we usually differentiate between two types of transfer: ‘**positive transfer**’ and ‘**negative transfer**’.

Positive transfer occurs where a language item in L1 is also present in L2, so acquisition of this item makes little or no difficulty for the learner. An example could be the use of plural markers ‘-s’ and ‘-es’ in English and Spanish.

Negative transfer comes when there is no concordance between L1 and L2 and thus, acquisition of the new L2 structure would be more difficult and errors reflecting the L1 structure would be produced.

• **Borrowing**

Linguistic borrowing is a sociolinguistic phenomenon and a form of language interference which appears among bilingual speakers.

Most commonly borrowed items are “lexical items that express either cultural concepts that are new to the borrowing group, or notions that are particularly important in a given contact situation”. For example, after discovering the American continent, English and other old European languages borrowed words from the native American languages, such as *maize*, *tomato*, *igloo*, etc.

‘**Integrated borrowing**’ refers to a word which was borrowed into a language and speakers of that language learn this word from each other without understanding its original meaning in the language of origin. On the other hand, ‘*creative borrowing*’ is characterized by speakers using a word from another language to express a concept closely related to the culture of that language.

• **Fossilization**

Fossilization is defined in as “relatively permanent incorporation of incorrect linguistic forms into a person’s second language competence”. That means that the L2 learner continues committing certain errors, no matter how much input he or she receives, and his or her interlanguage doesn’t develop anymore - it has fossilized.

E. Main Types of English language tests

Formative assessment:

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative assessment:

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value. **Examples of summative assessments include:**

- a midterm exam , final exams
- a final project,
- a paper

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Aptitude Test Definition

Aptitude test: A test which is designed to measure a student's learning potential by evaluating abstract concepts such as logical reasoning and problem-solving.

Examples: Scholastic Assessment Test (SAT), Preliminary SAT/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The definition of **aptitude** is an innate, learned or acquired ability. It is part of the psychometric tests at the assessment centre (the other part being personality tests, personal abilities, attitude and more). Aptitude tests are mainly made to assess **intelligence and knowledge**. Aptitude tests most commonly consist of numerical reasoning, verbal reasoning, abstract reasoning, speed, accuracy abilities, and more.

Purpose of Aptitude Tests

The purpose of the aptitude test is to test your work related perceptions, judgment and reasoning.

The aptitude test will consist of various parts. These parts include an Abstract Reasoning Test, Verbal Reasoning Test, Numerical Reasoning Test, Spatial Reasoning Test and Mechanical Reasoning Test.

Definition of Diagnostic Testing

Diagnostic testing is individually administered tests designed to identify weaknesses in the learning processes. Usually these are administered by trained professionals and are usually prescribed for elementary, sometimes middle school, students.

It enables the teacher to know the strong and weak points of a student.

Achievement Tests

Achievement tests measure how much students have already learned. These tests help learners measure their current knowledge and skills.

Achievement test: A test, typically standardized, which is designed to measure subject and grade-level specific knowledge. Achievement tests are frequently used as a way to determine at what level a student is performing in subjects such as math and reading.

Examples: Metropolitan Achievement Test, Weschler Individual Achievement Test, Stanford Achievement Test, National Assessment of Educational Progress, TerraNova

An achievement test is an exam designed to assess how much knowledge a person has in a certain area or set of areas. Schools use these tests with some regularity to both place students

into appropriate grade levels and skill groupings and to assess teacher efficiency. Achievement tests may also be used by private schools and elite institutions as admissions benchmarks, and sometimes appear in the workplace, too — particularly when it comes to determining whether certain employees have what it takes to assume greater responsibilities or to transition to different leadership areas.

Basic Premise

The main goal of any achievement test is to ascertain what sort of information the test-taker *already knows*. This makes it somewhat different from aptitude or abilities tests, both of which are designed to gauge how much potential a person has for later learning. Looking only at achievement can give administrators a good idea of where the test taker is at the present moment when it comes to knowledge of a specific topic or subject area. Most tests are designed to be straightforward for this reason, and they tend to present material in a clear and unambiguous way.

Proficiency test

A proficiency test measures a learner's level of language. It can be compared with an achievement test, which evaluates a learner's understanding of specific material, a diagnostic test, which identify areas to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam. Proficiency tests are uncommon within the classroom but very frequent as the end aim (and motivation) of language learning.

A proficiency Test also measures an individual's abilities and skills in a domain or subject to know how well he/she has learned, understood and internalized the related concepts and principles. Such a test in language e.g. may assess a student's skills in reading, writing, listening, speaking or vocabulary. Similarly a test in Science may focus on assessing students' abilities to apply concepts and principles to analyze a given situation, solve a given problem and conduct practical work efficiently. A test in Mathematics may similarly assess problem solving abilities and skills of mathematical thinking, mathematical reasoning and procedural techniques followed by students. Thus, the proposed *Proficiency Test* will mainly focus on assessing students' abilities and skills to apply knowledge and understanding of any subject to new and unfamiliar everyday life situations.

The *core* testing element of such a test will include observing, comparing, classifying, solving, translating, interpreting, analyzing, synthesizing, creating, composing, deducing, justifying and judging/evaluating.

Example

IELTS and TOEFL are examples of proficiency tests.

In the classroom

Proficiency tests often have a significant backwash effect on the classroom, as learners' focus narrows to preparing the test items. One way to make practice for exams more meaningful is by asking learners to prepare their own practice questions for the group.

Multiple Choice Questions: Teaching Methods**Choose the Best Answer:**

- 1 **In brainstorming teaching method what is most important?**
 - (a) Practical thinking
 - (b) Creative thinking
 - (c) Critical thinking
 - (d) All of the above
- 2 **Advantage of buzz session is to.....**
 - (a) To discover new ideas
 - (b) To give everyone a chance to speak
 - (c) To know each other
 - (d) a and b
- 3 **Colloquy is a modified version of**
 - (a) Discussion group
 - (b) Group meeting
 - (c) Committee
 - (d) Panel
- 4 **Colloquy involves.....**
 - (a) Audience and speaker
 - (b) Speaker and resource experts
 - (c) Coordinator and speaker
 - (d) Audience and resource experts
- 5 **Which teaching method engages the audience the most?**
 - (a) Colloquy
 - (b) Buzz session
 - (c) Skit
 - (d) Discussion group
- 6 **The teacher in the class should keep the pitch of his voice.....**
 - (a) high enough
 - (b) moderate
 - (c) low
 - (d) sometime low and sometime high
- 7 **If the students are not able to follow ,you should**
 - (a) give them prompt
 - (b) make the matter easy
 - (c) illustrate with examples
 - (d) all the above
- 8 **If some students fail in the examination it is the fault of.....**
 - (a) the teacher
 - (b) the principal
 - (c) pupils themselves
 - (d) text books
- 9 **Micro teaching is useful to students of**
 - (a) primary classes only
 - (b) junior classes only
 - (c) higher classes and primary classes both
 - (d) all adults

10 The first important step in teaching is

- (a) planning before hand
- (b) organizing material to be taught
- (c) knowing the background of students
- (d) none of the above

11 Effective teaching means

- (a) sympathy, cooperation , affection and encouragement given to students
- (b) corporal punishment given to students at the time of moral offences
- (c) individualized instruction and open classroom discussion
- (d) both a and c

12 A teacher will become an effective communicator if

- (a) he uses instructional aids
- (b) he helps students get meaning out of what he teaches
- (c) he asks questions between teachings
- (d) he helps students get correct answers to the questions on the topic

13 A good teacher is one who is capable of

- (a) finishing the course in time
- (b) inducing the students to learn
- (c) giving a good result
- (d) Helping students in preparing good notes.

14 Which of the following combination of subjects would help a teacher to develop good pedagogical methods?

- (a) Sociology and Philosophy
- (b) Philosophy and Psychology
- (c) Psychology and Sociology
- (d) None of these .

15 To gain popularity among students, teacher should

- (a) personally helps them in their studies
- (b) frequently organize tours
- (c) dictates notes while teaching
- (d) maintains good social relations.

16 A student tries to solve a problem without any help from a teacher. The teacher should

- (a) advise him/her to take help from his/her colleagues
- (b) pays no attention to him/her
- (c) scolds him/her for foolishness
- (d) appraises his/her individual effort.

17 Which of the following is/are true about Modern Annual Examination System?

- (a) It encourages attaining knowledge by cramming
- (b) It does not encourage the habit of regular study
- (c) It does not encourage students to attend their classes regularly
- (d) All of the above

18 Which one of the following is an indicative of the quality of teaching?

- (a) Period of maintaining peace in the classroom.
- (b) Standard of questions raised by students in the classroom.
- (c) Standard of answers replied by students in the classroom.
- (d) Pass percentage of the students.

19 The main purpose of teaching is:

- (a) Development of thinking power
- (b) Development of reasoning power
- (c) Both a and b
- (d) Giving information only

20 A teacher needs to study philosophy of education because of.....

- (a) Understanding theory inherited in philosophy
- (b) Being acquainted with abstract knowledge
- (c) Setting aims and objectives of curriculum
- (d) Getting ideas to control teaching behaviour

21 'Values are inherent in every human being' is reflected in.....

- (a) Realism
- (b) Pragmatism
- (c) Naturalism
- (d) Idealism

22 Development of human values which are universal in nature means.....

- (a) Indoctrination
- (b) Adoption
- (c) Imitation
- (d) Manifestation

23 Listening to the lecture delivered by the lecturer in the classroom is.....

- (a) Informative audition
- (b) Assessed audition
- (c) Added audition
- (d) None of the above

24 In a classroom, ideal situation is that in which:.....

1. The lecturer delivers his lecture with full confidence as he prepares himself for the lecture before coming in the classroom.
2. Students come in the classroom with full. Preparedness and discuss with each other on the subject in the presence of the lecturer.

3. Lecturer and the students discuss on the subject.
4. While delivering the lecture, the lecturer uses audio-visual means.

- (a) 1 and 3 (b) 3 and 4
(c) Only 2 (d) Only. 4

25 In order to understand his students, a teacher should be well versed in which of the following?

- (a) Child psychology
(b) Inclination towards understanding the children
(c) Opinion of the students towards the subject matter
(d) All of the above

26 The practical process of imparting education is:.....

- (a) very credible, authentic and regular
(b) not credible
(c) Credible but or regular
(d) None of the above

27 Which method of teaching encourages the maximum use of knowledge?

- (a) Problem Solution Method (b) Laboratory Method
(c) Self-Study Method (d) Team-Study Method

28 Books and documents are the main Sources:.....

- (a) for data of Historical Research.
(b) for data of Participation Research.
(c) for data of Medical Research.
(d) data for Research going on Laboratory.

29 In which of the following important features is a open book exam 1ethod?

- (a) Students remain serious.
(b) If increases attendance in the class-room.
(c) It reduces the worry of students related to examination.
(d) It compels student for thinking.

30 Effective teacher is:

- (a) who has control over the class.
(b) who can deliver more information in limited period.
(c) who inspires students how to learn.
(d) Amends carefully the assignment.

31 First, the teacher presents the present perfect. Next, the students try using it in structured exercises. Finally, the students try to have a conversation together using the present perfect

- (a) PPP
- (b) TTT
- (c) SSS
- (d) All the above

32 Students learn English by translating to and from their native language. They memorize irregular verb forms by writing them down over and over. Speaking skills are not a main focus .

- (a) The Communicative Approach
- (b) The Audio Lingual Method
- (c) The Grammar Translation Method
- (d) None of the above

33 Students listen to a dialogue between a taxi driver and passenger. They fill in gaps and then practise a dialogue with a partner. Tomorrow they will go outside and practise asking for directions.

- (a) The silent way
- (b) The Communicative Approach
- (c) Immersion
- (d) All the above

34 The teacher only uses English, but the students can use English or their first language. The teacher does not correct mistakes when his students speak English. Students can start speaking English when they are ready.

- (a) The Natural Approach
- (b) Task- based Learning
- (c) The Lexical Syllabus
- (d) All the above

35 The students learn patterns of language by repeating model sentences that the teacher provides. They memorize set phrases and receive positive reinforcement from their teacher when they perform drills correctly.

- (a) The Total Physical response
- (b) The Communicative Approach
- (c) The Audio Lingual Method
- (d) All the above

36 ESL students at the school take all subjects in English. They take part in class and school activities with native English students their own age.

- (a) Community Language Learning .
- (b) Task- based Learning
- (c) Immersion
- (d) All the above

37 First, students learn how to say words properly. Next, they learn to read and write. They use colour charts and rods to help with the pronunciation of sounds. Teacher talking time is minimal.

- (a) Community Language Learning (b) The silent way
(c) The colour method (d) All the above

38 The teacher says commands and acts them out. The students try to perform the action. The teacher repeats by saying the command without acting it out. The students respond. The roles are then reversed.

- (a) The direct Approach (b) Total Physical response
(c) The Natural Approach (d) All the above

39 First the teacher finds a way for the students to engage with a subject emotionally. Then students focus on studying the construction of the target language. Then learners activate what they learned through engaging activities .

- (a) ESA (b) The Natural Approach
(c) The Audio Lingual Method (d) All the above

40 The teacher introduces grammatical structures and rules by showing a video. The students practise the grammar in context. The teacher gives lots of meaningful examples to demonstrate the grammar.

- (a) The Inductive Approach (b) The Deductive Approach
(c) The Reductive Approach (d) All the above

41 The over-learning of patterns through choral repetition and drilling is the key to learning a target language.

- (a) Grammar-Translation (b) Direct Method (Berlitz)
(c) Audio-lingual Method (d) None of the above

42 The target language is exclusively used to maintain a cultural island in the classroom. Grammar is inductively taught. Learning is habit formation.

- (a) Grammar-Translation (b) Direct Method (Berlitz)
(c) Communicative Language Teaching (d) Audio-Lingual Method

Key answers

- 1 a ☒ b ☐ c ☐ d
2 a ☐ b ☐ c ☒ d
3 a ☐ b ☐ c ☒ d
4 a ☐ b ☐ c ☒ d
5 a ☐ b ☒ c ☐ d
6 ☒ a ☐ b ☐ c ☐ d
7 a ☐ b ☒ c ☐ d
8 a ☐ b ☒ c ☐ d
9 a ☐ b ☒ c ☐ d
10 a ☐ b ☒ c ☐ d
11 a ☐ b ☐ c ☒ d
12 a ☐ b ☒ c ☐ d
13 a ☐ b ☒ c ☐ d
14 a ☐ b ☒ c ☐ d
15 ☒ a ☐ b ☐ c ☐ d
16 a ☐ b ☐ c ☒ d
17 a ☐ b ☐ c ☒ d
18 a ☐ b ☐ c ☒ d
19 a ☐ b ☒ c ☐ d
20 ☒ a ☐ b ☐ c ☐ d
21 a ☐ b ☐ c ☒ d

- 22 a ☐ b ☐ c ☒ d
23 ☒ a ☐ b ☐ c ☐ d
24 ☒ a ☐ b ☐ c ☐ d
25 a ☐ b ☐ c ☒ d
26 ☒ a ☐ b ☐ c ☐ d
27 a ☐ b ☒ c ☐ d
28 ☒ a ☐ b ☐ c ☐ d
29 a ☐ b ☐ c ☒ d
30 a ☐ b ☒ c ☐ d
31 ☒ a ☐ b ☐ c ☐ d
32 a ☐ b ☒ c ☐ d
33 a ☐ b ☒ c ☐ d
34 ☒ a ☐ b ☐ c ☐ d
35 a ☐ b ☒ c ☐ d
36 a ☐ b ☒ c ☐ d
37 a ☐ b ☒ c ☐ d
38 a ☐ b ☒ c ☐ d
39 ☒ a ☐ b ☐ c ☐ d
40 ☒ a ☐ b ☐ c ☐ d
41 a ☐ b ☒ c ☐ d
42 a ☐ b ☐ c ☒ d

2 GRAMMAR & COMPOSITIONAL ANALYSIS

- 1 There are some potatoes , but only
(a) a little (b) little (c) a few (d) few
- 2 Therecars parked in the street .
(a) are lots (b) are much (c) are a lot of (d) is much
- 3 Have you gotin your town ?
(a) much unemployment (b) much unemployed
(c) a lot of unemployment (d) the unemployment
- 4 Onlyhis story .
(a) a little people believes (b) a few people believe
(c) a little people believe (d) a few people believes
- 5 Howdo you have tonight ?
(a) much homeworks (b) much homework
(c) many homeworks (d) many homework
- 6 Thererice and there aren't any eggs .
(a) isn't many (b) aren't many (c) aren't much (d) isn't much
- 7 There was last summer .
(a) much snow (b) some snow but not much
(c) many snow (d) a little but not many
- 8 Ianywhere very interesting for my holiday.
(a) went (b) didn't go (c) am going (d) didn't do
- 9 My aunt Fatima isartist .
(a) the (b) ---- (c) an (d) a
- 10 She lives in a beautiful old cottage bysea.
(a) a (b) an (c) the (d) ----
- 11 She paints small pictures of wild flowers and birds .
(a) the (b) a (c) an (d) ----
- 12 Once a year , she travels by train to London.
(a) a (b) an (c) the (d) ----

- 13 What are the people in the office?
 (a) more (b) was (c) friendlier (d) like
- 14 They are very nice , they seem than the people in my old job.
 (a) tastier (b) funniest (c) funnier (d) friendlier
- 15 The job is much Interesting .
 (a) like (b) worst (c) more (d) than
- 16 That was thejob I've ever had .I hated it very much .
 (a) worst (b) funniest (c) nicest (d) best
- 17 Paul and I both had veal , but mine was cooked in herbs and it wasthan Paul's.
 (a) tastier (b) bad (c) funnier (d) worst
- 18 Have you read John Harrison'sbook , Going Round the World ?
 (a) as (b) funnier (c) latest (d) most
- 19 We here after my daughter was born .
 (a) has moved (b) moved (c) have moved (d) move
- 20 Wein London in 1999.
 (a) are living (b) has lived (c) lived (d) have lived
- 21 I a teacher since I left university.
 (a) were (b) was (c) have been (d) am
- 22 We have studied English three years .
 (a) for (b) since (c) by (d) as
- 23 I to Russia , but I'd like to .
 (a) never went (b) never were (c) have never went (d) have never been
- 24 Iup at 7.00 this morning .
 (a) get (b) got (c) am getting (d) have got
- 25 She Marketing at college . Then she worked for several firms .
 (a) studied (b) is studied (c) were studied (d) has studied
- 26 Since she graduated from the college sheher job several times .
 (a) has changed (b) changed (c) is changing (d) changes
- 27 She didn't like Up early.
 (a) get (b) got (c) getting (d) gets
- 28 Last year shesix months there.
 (a) spend (b) spends (c) spending (d) spent

29

..... There ?

- (a) Is he still live (b) Does he still live
(c) Live he still (d) He is still living

30

I 'd likehim and you for dinner .

- (a) to invite (b) invites (c) invite (d) inviting

31

When you catch a plane , you check before you board the plane .

- (a) should (b) don't have to (c) shouldn't (d) have to

32

If you go by plane , yu have too much hand luggage .

- (a) have to (b) don't have to (c) should (d) shouldn't

33

A pilottrain for many years .

- (a) have to (b) has to (c) should (d) shouldn't

34

I didn't agree with Ali but I didn't darewith him in front of everyone.

- (a) argue (b) to argue (c) arguing (d) argued

35

All the staff have to welcome the tourists

- (a) in the hotel (b) at the hotel (c) to the hotel (d) for the hotel

36

Tom trapped his finger inby mistake.

- (a) a car's door (b) the car's door (c) the cars' door (d) the car door

37

Could you look for some more chairs , please ? If more people arrive later ,weenough.

- (a) wouldn't have (b) will have (c) won't have (d) would have

38

In any war , it's alwayswho suffer the most.

- (a) innocents (b) the innocent (c) an innocent (d) innocent

39

A: The concert last night was amazing .B : let's have a coffee and you can tell me

- (a) all about it (b) all of it (c) any of it (d) any for it

40

Please completethese forms.

- (a) every of (b) all the (c) each of (d) whole of

41

Before the party , you should put that lovely vase on a high shelfit.

- (a) if someone breaks (b) in case Ali will break
(c) if someone broke (d) in case someone breaks

42

After spending all day in the sun with no sunglasseshurt.

- (a) the eyes of Clare (b) Clare's eyes (c) the Clare's eyes (d) Clares' eyes

43

Andrew has A business that sells advertising on The internet.

- (a) come up with (b) came to (c) joined in (d) set up

- 44 July 4, 1776 is the day _____ all the Americans should remember.
 (a) why (b) when (c) in which (d) that
- 45 The news _____ the president has died is untrue.
 (a) which (b) what (c) that (d) when
- 46 We were very much surprised at the way _____ he treated the old lady.
 (a) by which (b) in which (c) that (d) which
- 47 We must give him a warning _____ he likes it or not.
 (a) whatever (b) whether (c) if (d) that
- 48 Do you know the girl _____.
 (a) whom he often talk to (b) to that he often talks
 (c) he often talks to (d) to who he often talks
- 49 He is a foreigner, _____ I know from his accent
 (a) which (b) that (c) and (d) why
- 50 That was the century _____ the world was devastated by wars.
 (a) through which (b) by which (c) during which (d) from which
- 51 She asked to be sent to _____.
 (a) where she needed (b) where was she needed
 (c) where she was most needed (d) where she most needed
- 52 _____ there is a will, there is a way.
 (a) where (b) when (c) while (d) that
- 53 Anyone can borrow books from the library _____ he has a library card.
 (a) as long as (b) even though (c) since (d) unless
- 54 The thing _____ I like to do is just _____ you want me to do.
 (a) what ----- what (b) what ----- that (c) that ----- what (d) that ----- that
- 55 Some children like to eat food rich in fat and sugar. _____ they have weight problems and bad teeth.
 (a) That's why (b) That's the reason
 (c) That's how (d) That's what
- 56 The supermarket has so little parking space, _____ is really a problem.
 (a) as (b) which (c) it (d) what
- 57 About fifty percent of the students in our class _____ from poor families.
 (a) is (b) are (c) was (d) were
- 58 One-third of the population here _____ increased its income in the past three years.
 (a) has (b) has been (c) have (d) have been

- 59 Bread and butter _____ their daily food.
 (a) are (b) is (c) were (d) have
- 60 Great quantities of fish _____ in this river in the past few years.
 (a) is caught (b) has been caught
 (c) are caught (d) have been caught
- 61 What he says and what he does _____.
 (a) do not agree (b) didn't agree (c) aren't agree (d) does not agree
- 62 He as well as his brothers _____ font of sports
 (a) are (b) is (c) has (d) have
- 63 Five times six _____ thirty.
 (a) are (b) have (c) is (d) equal
- 64 Please go back and make sure that all the lights _____ off.
 (a) will be (b) are (c) had been (d) would be
- 65 Don't you remember that we _____ to the theater tonight?
 (a) would go (b) go (c) are going (d) will be gone
- 66 Could you tell me something about the accident _____ this morning?
 (a) that happened (b) that was happened
 (c) which was happened (d) which had happened
- 67 Nick _____ to be quite honest and hard-working.
 (a) says (b) said (c) is said (d) has said
- 68 I believe I _____ a letter from her soon.
 (a) receive (b) will receive (c) have received (d) had received
- 69 Since I _____ you last, I _____ very lucky in everything.
 (a) saw ----- am (b) saw ----- have been
 (c) see ----- have been (d) would see ----- was
- 70 It _____ every day so far this week.
 (a) rains (b) will rain
 (c) has been raining (d) rained
- 71 What _____ you _____ when the fire broke out?
 (a) have ----- done (b) are ----- doing
 (c) were ----- doing (d) did ----- do
- 72 Your mother _____ when you finish your homework.
 (a) has arrived (b) had arrived
 (c) arrived (d) will have arrived

- 73 She said she would send me a present, but she _____.
 (a) did (b) hadn't send (c) never did (d) never sends
- 74 A: Your father has come to school. B: --- I _____ he _____.
 (a) don't think --- is coming (b) don't think --- will come
 (c) didn't think --- was coming (d) didn't think --- will come
- 75 I really didn't know whether he _____ anything about it.
 (a) had told (b) had said (c) has spoken (d) has talked
- 76 Everything _____ by the time you get there.
 (a) will have been ready (b) had been ready
 (c) was ready (d) has been ready
- 77 There _____ the bell.
 (a) is going (b) to go (c) goes (d) has gone
- 78 How many people does the doctor know _____ of the disease?
 (a) are dying (b) has died (c) dying (d) dies
- 79 The police _____ the criminal three days ago.
 (a) has arrested (b) have arrested
 (c) arrested (d) had been arrested
- 80 I waited until he _____ speaking before I made the suggestion.
 (a) has finished (b) had finished
 (c) would finish (d) would have finished
- 81 It _____ a long time before I see you again.
 (a) has been (b) will be (c) is being (d) is
- 82 Can you help me? I _____ this TV set last Sunday, and now it _____.
 (a) have bought --- hasn't worked (b) bought --- won't work
 (c) had bought --- didn't work (d) bought --- doesn't work
- 83 The flower show, which _____ until 5 p.m. every day, has been a complete success.
 (a) is open (b) opens (c) opening (d) is opened
- 84 He told me he _____ there the next day.
 (a) will go (b) would go (c) had gone (d) has gone
- 85 Yesterday we were playing basketball when I fell on my knee. It _____ ever since then.
 (a) had hurt (b) had been hurt (c) has hurt (d) has been hurt
- 86 He knew I collected stamps and coins and asked me whether my collection _____.
 (a) was growing (b) was grown
 (c) grew (d) had been grown

- 87 Sir, I'll have your luggage brought in while you _____ out this form.
 (a) are filling (b) have been filling (c) have filled (d) will fill
- 88 After the interview, she realized that she had no useful skills that _____ the interviewer
 (a) was interesting (b) interested
 (c) interested in (d) would be interested
- 89 I _____ for New York tomorrow
 (a) left (b) leaves
 (c) will have been leaving (d) am leaving
- 90 We have _____ the city for a week. Now it's time for us _____.
 (a) been in --- to leave (b) come to --- to leave
 (c) come to --- leaving (d) been in --- leaving
- 91 I wonder if he _____. If he _____, please let me know as soon as possible.
 (a) comes --- will arrive (b) will come --- arrives
 (c) comes --- arrives (d) will come --- will arrive
- 92 Until he was married, he _____ any new clothes
 (a) has not had (b) doesn't have (c) has not (d) did not have
- 93 By the end of the 18th century, the city's population _____ about two million.
 (a) was (b) were (c) had been (d) has been
- 94 A: Excuse me. Where could I find Mrs. White? B: She _____ in his office at the moment.
 (a) should work (b) could work
 (c) should be working (d) must have worked
- 95 When the film _____, a crowd of people stopped to watch it so that traffic came to a stop.
 (a) shot (b) was shot (c) was shooting (d) was being shot
- 96 I don't think you _____ John.
 (a) to have met (b) have met (c) having met (d) had met
- 97 No one likes _____ in public
 (a) laughing at (b) to laugh at (c) being laughed at (d) being laughed
- 98 If you leave your flat unlocked, you risk
 (a) to be burgled (b) be burgled (c) being burgled (d) burgle
- 99 Leedark hair and brown eyes. He looks like his father.
 (a) have got (b) has got
 (c) is having (d) had

- 100 started a new job last week, has quit.
 (a) Alan ,that (b) Alan (c) Alan, who (d) Alan who
- 101 Passengerstalk to the driver while he is driving .
 (a) must not (b) do not have to (c) could not (d) should not
- 102 The final match of football leaguetomorrow . Shall we go ?
 (a) will be (b) will have been (c) will have (d) is
- 103 We`re going to open another shop next springwe can borrow the money.
 (a) unless (b) as though (c) providing (d) but
- 104 There were many protests when the price of petrol went up last year.
 (a) by 15 % (b) to 15 % (c) with 15 % (d) in 15 %
- 105 I wish I so much television . I should do something else in my free time .
 (a) don`t watch (b) wouldn`t watch (c) don`t watch (d) didn`t watch
- 106 I asked Ali if the music.
 (a) he enjoy (b) he had enjoyed (c) had he enjoyed (d) he enjoys
- 107 many times, he still couldn't remember it.
 (a) Having told (b) Tell (c) Telling (d) Having been told
- 108 Much to prevent the air from being polluted.
 (a) has been done (b) have been done (c) is doing (d) has done
- 109 A: Have you moved into your new house yet? B: Not yet. The rooms
 (a) is being painted (b) are being painted (c) are painted (d) is painted
- 110 I'd like to have this suit
 (a) clean (b) cleaned (c) cleans (d) cleaning
- 111 The murderer was brought in, with his hands _____ behind his back
 (a) to be tied (b) tying (c) be tied (d) tied
- 112 I bought you a new car, would you be very happy ?
 (a) when (b) If (c) As (d) Will
- 113 If you got that job , would you have been able to move to a new house ?
 (a) has (b) have (c) had (d) will have
- 114 I would want very much to move to a new house if I That job.
 (a) had (b) having (c) have (d) will have

115 I will try very hard to come and have dinner at your house if I able to.
 (a) was (b) am (c) were (d) had been

116 If I you , I should work very hard so that I could earn more money .
 (a) am (b) were (c) was (d) had been

117 you able to lend me some money if I promise you that you will get it
 (a) Are (b) Was (c) Were (d) Had been

118 If you really want to be helpful, then you to tell me the truth.
 (a) will have (b) had (c) was (d) have

119 If Ivery hard , I would have been able to stop smoking.
 (a) have tried (b) had tried (c) would have tried (d) tried

120 Which of these is a passive sentence ?there.
 (a) He`s been (b) He`s been taken
 (c) He`s been going (d) He`ll have been

121 Which of these is a preposition?
 (a) thorough (b) trough (c) through (d) throng

122 What exercise do you like doingof all ?
 (a) next (b) better (c) after (d) best

123 I`ve _____ seen that video. I watched it last night.
 (a) always (b) never (c) usually (d) already

124 Ali was thirsty after exercising, so he _____ a glass of water.
 (a) drinks (b) is drinking (c) drank (d) was drinking

125 It _____ to rain while Tariq and I _____ to school.
 (a) begin / was driving (b) began / were driving
 (c) began / drove (d) begin / drive

126 Ahmed : Are you going to watch the new film tonight?

Soha : I know I should study, but I _____ watch it.

(a) would (b) won't (c) may (d) can't

127 Are the boys sleeping now? No, they _____ playing with their toys.

(a) not be (b) are (c) be (d) aren't

128 Fahd : Would you like some coffee?

Hamad : _____; I don't like coffee.

(a) Yes, thank you (b) No, thank you
 (c) Maybe, if you don't mind (d) Of course

129 Soud always sleeps _____ 6 o'clock at night.

- (a) in (b) on (c) at (d) for

130 Her name is Nadia. Nadia is twenty one years old.

The best way to combine these two sentences is:

- (a) She is name Nadia and Nadia is twenty one years old.
(b) Her name is Nadia and she is twenty one years old.
(c) She is Nadia and twenty one years old.
(d) Her name Nadia and her is twenty one years old.

131 Which one of the underlined words or phrases in the following is INCORRECT?

When I saw the woman with an umbrella, it reminded me that I need to buying one. We don't have much rain in my city, but Paris gets a lot of rain.

- (a) saw (b) buying (c) don't have (d) a lot of

Key answers

- 1 a b ☒ d
- 2 a b ☒ d
- 3 ☒ b c d
- 4 a ☒ c d
- 5 a ☒ c d
- 6 a b c ☒ d
- 7 a ☒ c d
- 8 a ☒ c d
- 9 a b ☒ d
- 10 a b ☒ d
- 11 a b c ☒ d
- 12 a b c ☒ d
- 13 a b c ☒ d
- 14 a b c ☒ d
- 15 a b ☒ d
- 16 ☒ b c d
- 17 ☒ b c d
- 18 a b ☒ d
- 19 a ☒ c d
- 20 a b ☒ d
- 21 a b ☒ d
- 22 ☒ b c d
- 23 a b c ☒ d
- 24 a ☒ c d
- 25 ☒ b c d

- 26 ☒ b c d
- 27 a b ☒ d
- 28 a b c ☒ d
- 29 a ☒ c d
- 30 ☒ b c d
- 31 a b c ☒ d
- 32 a b c ☒ d
- 33 a ☒ c d
- 34 a ☒ c d
- 35 a b ☒ d
- 36 a b c ☒ d
- 37 a b ☒ d
- 38 a ☒ c d
- 39 ☒ b c d
- 40 a b ☒ d
- 41 a b c ☒ d
- 42 a ☒ c d
- 43 a b c ☒ d
- 44 a b c ☒ d
- 45 a b ☒ d
- 46 a ☒ c d
- 47 a ☒ c d
- 48 a b ☒ d
- 49 ☒ b c d
- 50 a b ☒ d

- 51 a b ☒ d
- 52 ☒ b c d
- 53 ☒ b c d
- 54 a b ☒ d
- 55 ☒ b c d
- 56 a ☒ c d
- 57 a ☒ c d
- 58 ☒ b c d
- 59 a ☒ c d
- 60 a b c ☒ d
- 61 ☒ b c d
- 62 a ☒ c d
- 63 a b ☒ d
- 64 a ☒ c d
- 65 a b ☒ d
- 66 ☒ b c d
- 67 a b ☒ d
- 68 a ☒ c d
- 69 a ☒ c d
- 70 a b ☒ d
- 71 a b ☒ d
- 72 a b c ☒ d
- 73 a b ☒ d
- 74 a b c ☒ d
- 75 a ☒ c d

76 ☒ a ☐ b ☐ c ☐ d
 77 ☐ a ☐ b ☒ c ☐ d
 78 ☒ a ☐ b ☐ c ☐ d
 79 ☐ a ☐ b ☒ c ☐ d
 80 ☐ a ☒ b ☐ c ☐ d
 81 ☐ a ☒ b ☐ c ☐ d
 82 ☐ a ☐ b ☐ c ☒ d
 83 ☒ a ☐ b ☐ c ☐ d
 84 ☐ a ☒ b ☐ c ☐ d
 85 ☐ a ☐ b ☒ c ☐ d
 86 ☐ a ☒ b ☐ c ☐ d
 87 ☒ a ☐ b ☐ c ☐ d
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 91 ☐ a ☒ b ☐ c ☐ d
 92 ☐ a ☐ b ☐ c ☒ d
 93 ☐ a ☐ b ☒ c ☐ d
 94 ☐ a ☐ b ☒ c ☐ d
 95 ☐ a ☐ b ☐ c ☒ d
 96 ☐ a ☒ b ☐ c ☐ d
 97 ☐ a ☐ b ☒ c ☐ d
 98 ☐ a ☐ b ☒ c ☐ d
 99 ☐ a ☒ b ☐ c ☐ d
 100 ☐ a ☐ b ☒ c ☐ d

101 ☒ a ☐ b ☐ c ☐ d
 102 ☐ a ☐ b ☐ c ☒ d
 103 ☐ a ☐ b ☒ c ☐ d
 104 ☒ a ☐ b ☐ c ☐ d
 105 ☐ a ☐ b ☐ c ☒ d
 106 ☐ a ☒ b ☐ c ☐ d
 107 ☐ a ☐ b ☐ c ☒ d
 108 ☒ a ☐ b ☐ c ☐ d
 109 ☐ a ☒ b ☐ c ☐ d
 110 ☐ a ☒ b ☐ c ☐ d
 111 ☐ a ☐ b ☐ c ☒ d
 112 ☐ a ☒ b ☐ c ☐ d
 113 ☐ a ☐ b ☒ c ☐ d
 114 ☒ a ☐ b ☐ c ☐ d
 115 ☐ a ☒ b ☐ c ☐ d
 116 ☐ a ☒ b ☐ c ☐ d
 117 ☒ a ☐ b ☐ c ☐ d
 118 ☐ a ☐ b ☐ c ☒ d
 119 ☐ a ☒ b ☐ c ☐ d
 120 ☐ a ☒ b ☐ c ☐ d
 121 ☐ a ☐ b ☒ c ☐ d
 122 ☐ a ☐ b ☐ c ☒ d
 123 ☐ a ☐ b ☐ c ☒ d
 124 ☐ a ☐ b ☒ c ☐ d
 125 ☐ a ☒ b ☐ c ☐ d

126 ☐ a ☐ b ☒ c ☐ d
 127 ☐ a ☒ b ☐ c ☐ d
 128 ☐ a ☒ b ☐ c ☐ d
 129 ☐ a ☐ b ☒ c ☐ d
 130 ☐ a ☒ b ☐ c ☐ d
 131 ☐ a ☐ b ☒ c ☐ d

3 VOCABULARY

A. Complete these sentences with the most appropriate word or expression:

- 1 The two machines considerably. One has an electric motor, the other runs on oil.
(a) differ (b) differentiate (c) differential (d) difference
- 2 The in weather between the north and the south of the country is very noticeable.
(a) comparison (b) contrast (c) compare (d) difference
- 3 Many people cannot between lemon juice and lime juice.
(a) differ (b) differentiate (c) contrast (d) difference
- 4 Children must be taught to between right and wrong.
(a) differ (b) contrast (c) distinguish (d) look like
- 5 There is a between being interested in politics and joining a political party.
(a) distinguish (b) distinctive (c) distinction (d) choices
- 6 Can you tell the between a good boss and a bad one?
(a) difference (b) differentiate (c) contrast (d) differ
- 7 The management must not between male and female applicants.
(a) differ (b) contrast (c) discriminate (d) difference
- 8 Asia covers a huge area. Europe is very small.
(a) By way of contrast (b) By ways of comparing
(c) By similar means (d) difference
- 9 The new model of car is very to the old one.
(a) same (b) similar (c) common (d) simile
- 10 Her political opinions are to mine.
(a) same (b) exactly (c) identical (d) like
- 11 Some political parties have such similar manifestos that they are difficult to
(a) tell apart (b) say apart (c) speak apart (d) difference

- 12 My friends and I enjoy doing many of the same things. In that respect, we have a lot
 (a) in similar (b) in particular (c) in common (d) inside
- 13 There seems to be a large between the number of people employed in service industries, and those employed in the primary sector.
 (a) discriminate (b) discretion (c) discrepancy (d) difference
- 14 British and Australian people share the same language, but in other respects they are as different as
 (a) cats and dogs (b) chalk and cheese
 (c) salt and pepper (d) water and milk
- 15 Britain's economy is largely based on its industry, a few hundred years ago it was an agrarian country.
 (a) wherefore (b) whereas (c) whereby (d) difference
- 16 The rate of has been fluctuating wildly this week.
 (a) money (b) bills (c) coins (d) exchange
- 17 The bus arrives late during bad weather.
 (a) every week (b) later (c) yesterday (d) always
- 18 Do you where the nearest grocery store is?
 (a) know (b) no (c) Now (d) not
- 19 Jerry Seinfeld, the popular American comedian, has his audiences.....
 (a) putting too many irons in the fire
 (b) keeping their noses out of someone's business
 (c) rolling in the aisles
 (d) going to bat for someone
- 20 The chairperson will members to the subcommittee.
 (a) appoint (b) disappoint
 (c) appointment (d) disappointed
- 21 The critics had to admit that the ballet was superb.
 (a) procrastinate (b) performance
 (c) pathology (d) psychosomatic
- 22 Peter says he can'tour invitation to dinner tonight.
 (a) angel (b) across (c) accept (d) almost
- 23 We were..... friends in that strange but magical country.
 (a) upon (b) among
 (c) toward (d) in addition to

24

The hurricane causeddamage to the city.

(a) extend

(b) extended

(c) extensive

(d) extension

25

Many cultures have special ceremonies to celebrate a person'sof passage into adulthood.

(a) right

(b) rite

(c) writ

(d) write

Key answers

- 1 ☒ a ☐ b ☐ c ☐ d
- 2 ☐ a ☒ b ☐ c ☐ d
- 3 ☐ a ☒ b ☐ c ☐ d
- 4 ☐ a ☐ b ☒ c ☐ d
- 5 ☐ a ☐ b ☒ c ☐ d
- 6 ☒ a ☐ b ☐ c ☐ d
- 7 ☐ a ☐ b ☒ c ☐ d
- 8 ☒ a ☐ b ☐ c ☐ d
- 9 ☐ a ☒ b ☐ c ☐ d
- 10 ☐ a ☐ b ☒ c ☐ d
- 11 ☒ a ☐ b ☐ c ☐ d
- 12 ☐ a ☐ b ☒ c ☐ d
- 13 ☐ a ☐ b ☒ c ☐ d

- 14 ☒ a ☐ b ☐ c ☐ d
- 15 ☐ a ☒ b ☐ c ☐ d
- 16 ☐ a ☐ b ☐ c ☒ d
- 17 ☐ a ☐ b ☐ c ☒ d
- 18 ☒ a ☐ b ☐ c ☐ d
- 19 ☐ a ☐ b ☒ c ☐ d
- 20 ☒ a ☐ b ☐ c ☐ d
- 21 ☐ a ☒ b ☐ c ☐ d
- 22 ☐ a ☐ b ☒ c ☐ d
- 23 ☐ a ☒ b ☐ c ☐ d
- 24 ☐ a ☐ b ☒ c ☐ d
- 25 ☐ a ☒ b ☐ c ☐ d

Choose the Correct Word :

- 1 **Do you think they are coming tomorrow?**
 (a) I think it (b) I think (c) I think so (d) I don't think
- 2 **She has dancing lessons**
 (a) in Tuesday (b) on Tuesdays (c) The Tuesday (d) The Tuesdays
- 3 **She came to visit us.....**
 (a) The last month (b) last month
 (c) on last month (d) at last month
- 4 **..... do you play tennis? Once a week.**
 (a) When (b) How long (c) How often (d) How much
- 5 **You are a very lazy girl.**
 (a) So I am (b) I'm also (c) And so am I (d) I am so
- 6 **I would be very..... if you gave me the job.**
 (a) pleasing (b) thanking (c) pleasant (d) grateful
- 7 **As soon as I sat at the table, I started toto the woman sitting opposite.**
 (a) talk (b) tell (c) say (d) converse
- 8 **The weather was so good that we had our classes in theair .**
 (a) full (b) outside (c) open (d) out
- 9 **Why don't youthe table for dinner?**
 (a) put (b) place (c) lie (d) lay
- 10 **He met mechance in the restaurant.**
 (a) in (b) for (c) at (d) by
- 11 **How do you get to school? car.**
 (a) in (b) by (c) for (d) into
- 12 **..... told you this? My father did.**
 (a) Who (b) which (c) where (d) whose
- 13 **..... are you talking about? The weather.**
 (a) Which (b) what (c) who (d) where
- 14 **In many ways, he lookshis father**
 (a) for (b) from (c) of (d) after
- 15 **..... nice shoes!**
 (a) What a (b) how (c) what (d) how a

16

..... tomorrow morning.

- (a) I call you (b) I'd call you (c) I'll call you (d) I called you

17

Whatto the theatre tonight?

- (a) about go (b) about going (c) about to go (d) about

18

He's very goodplaying cards.

- (a) in (b) about (c) at (d) for

19

She had a very busy morning. She went shopping and shewent to the hairdresser's

- (a) too (b) next (c) nearly last (d) also

20

Will you come to school tomorrow? I hope.....

- (a) that (b) not (c) yes (d) it

Key answers

- | | | | | |
|----|---|---|---|---|
| 1 | a | b | ● | d |
| 2 | a | ● | c | d |
| 3 | a | ● | c | d |
| 4 | a | b | ● | d |
| 5 | a | b | ● | d |
| 6 | a | b | c | ● |
| 7 | ● | b | c | d |
| 8 | a | b | ● | d |
| 9 | a | b | c | ● |
| 10 | a | b | c | ● |

- | | | | | |
|----|---|---|---|---|
| 11 | a | ● | c | d |
| 12 | ● | b | c | d |
| 13 | a | ● | c | d |
| 14 | a | b | c | ● |
| 15 | a | b | ● | d |
| 16 | a | b | ● | d |
| 17 | a | ● | c | d |
| 18 | a | b | ● | d |
| 19 | a | b | c | ● |
| 20 | a | ● | c | d |

Choose the correct word :

- 1 Many of the questions raised pertaining to cultural issues are new.
 (a) matters (b) insurance (c) trouble (d) publication
- 2 To help meet this need, we have compiled an annotated bibliography of models for evaluating open learning approaches and associated technologies.
 (a) associating (b) related (c) advanced (d) new
- 3 He had an edge on the competition.
 (a) border (b) a slight advantage
 (c) a slight margin (d) success
- 4 The applicants of the Proposal Competition are invited to provide the Frontier Science Research City Project with visions for creating a st century-style city.
 (a) performance (b) plan (c) business (d) communication
- 5 The dollar fell against the Euro for the fourth time in five days and dropped against the yen on concern a recovery in the US economy is faltering.
 (a) evidence (b) interest (c) worry (d) relief
- 6 I wonder if that factor is going to have an impact on XYZ Corp.
 (a) element (b) person (c) event (d) action
- 7 Specifically, we are disappointed with the new emphasis on so-called high stakes testing as an instrument to assess and rank schools.
 (a) a device (b) a test (c) a system (d) a method
- 8 It is almost impossible to get it done today.
 (a) implicit (b) trivial (c) insignificant (d) totally unlikely
- 9 The closest the world has come to a nuclear war was the Cuban Missile Crisis in October .
 (a) mission (b) atomic bomb
 (c) election (d) a rocket-propelled vehicle
- 10 The Complete and Utter Idiot's Guide to Ordering Pizza
 (a) new (b) absolute (c) practical (d) short
- 11 Would you prefer to rotate meeting locations or have a consistent meeting place?
 (a) alternate (b) set up (c) rent (d) inspect
- 12 The students will perform activities to learn how estimation and measurement is important in the construction industry.
 (a) surveying (b) dimension
 (c) development (d) budget

- 13 He has a unique talent to inspire and compel each person to recognize his or her own personal uniqueness and value.
 (a) force (b) cheer (c) command (d) lead
- 14 Survey shows that the silence majority agree with me and not you.
 (a) minority (b) major (c) senior (d) bulk
- 15 The lowering of the threat level is not a signal to the government, law enforcement or citizens that the danger of a terrorist attack has passed.
 (a) throat (b) thread (c) territory (d) terror
- 16 That person can help you decide whether you do need to lose weight and, if so, the best way to achieve and maintain a weight that is healthy for you.
 (a) reduce (b) increase (c) alter (d) hold
- 17 This is a short report on our trip to Colorado.
 (a) strip (b) journey (c) mission (d) research
- 18 The estimates above could therefore represent an under-estimate of the total consumer detriment in the economy.
 (a) population (b) confidence (c) damage (d) behavior
- 19 Oops, I meant to say shouldn't deny love.
 (a) refuse (b) addict to (c) hurt (d) confuse
- 20 Nobody asked me to prove it.
 (a) show evidence of (b) test (c) demonstrate (d) investigate
- 21 Scripture does not forbid anything which God has given us for our use.
 (a) support (b) encourage (c) describe (d) prevent
- 22 The destination is over the hill.
 (a) hip (b) natural elevation (c) mountain (d) pond
- 23 We're seeking to strengthen intellectual property protection.
 (a) increase (b) fortify (c) improve (d) change
- 24 In this sample chapter, you'll learn how to compose a message and send it.
 (a) write (b) compile (c) complain (d) conduct
- 25 He was at the scene of the crime.
 (a) scenario (b) picture (c) site (d) guide
- 26 The risk of loss or damage is transferred to the buyer.
 (a) replaced (b) minimized (c) shifted (d) diminished
- 27 Great Lakes signal a major shift in seasonal changes.
 (a) translation (b) shaft (c) switch (d) example

- 28 The holes should be a little larger than the coin or washer.
 (a) penny (b) metal (c) pipe (d) corn
- 29 So, your focus is not inward on your own processes, but outward on supply chain processes.
 (a) based (b) dependent (c) inside (d) inbound
- 30 Ours is a field increasingly driven by both rapidly evolving solutions to existing problems and by new interpretations of the nature of the problems we face.
 (a) results (b) mixture (c) lotion (d) problem
- 31 How did she keep it secret for nine years?
 (a) secretary (b) mystery (c) hidden (d) information
- 32 The new program will integrate social and employment services with treatment for drug addicted persons and their families.
 (a) assistance (b) treat (c) care (d) discussion
- 33 Customers qualify for a Standard license if no Small Business Server software is currently licensed.
 (a) copy (b) permission (c) freedom (d) software
- 34 Each Christmas our family enjoys decorating the tree with our homemade ornaments.
 (a) made by yourself (b) trendy (c) sophisticated (d) made by hand
- 35 Wall Street bankers met behind closed doors (under the auspices of the New York Federal Reserve Bank) to put the finishing touches on the renegotiation of Korea's short-term debt.
 (a) roof (b) protection (c) power (d) guidance
- 36 We provide vacation and leisure travel for the employees of these top companies as well.
 (a) relaxation (b) freedom (c) fancy (d) discount
- 37 There are many things on the Net that are put there by one person or group that has a certain opinion.
 (a) credibility (b) idea (c) view (d) origination
- 38 Since his election to the Legislature in , Sen. Kermit Brashear of Omaha has made a name for himself as a man who carefully considers what he believes in and then forcefully argues his point.
 (a) body of lawmakers (b) lecturer
 (c) congress (d) army
- 39 No wonder many companies are finding the difficulty to sustain the growth.
 (a) expand (b) subdue (c) maintain (d) reverse

- 40 They're supposed to be preparing us for the meeting.
 (a) scheduled (b) believed (c) forced (d) replaced
- 41 Particular attention is paid to the repertoire and quality of the performance presented on the audition.
 (a) originality (b) a collection of works
 (c) uniqueness (d) depth
- 42 Retail petrol price decreased in April.
 (a) gas (b) oil (c) computer (d) grain
- 43 Governor Bush and first lady proclaim September Family Day in Florida.
 (a) claim (b) recognize (c) realize (d) declare formally
- 44 The Warden told him that I was his roommate before he died.
 (a) official in charge of army (b) official in charge of a company
 (c) official in charge of a prison (d) official in charge of a county
- 45 I like cauliflower.
 (a) flower (b) vegetable (c) fish (d) cat
- 46 Here it is paired with metallic twill, the latest trend in twill.
 (a) ornament (b) art work (c) shoe (d) cloth
- 47 These structural changes have also led to a palpable change in attitude towards foreign investment.
 (a) significant (b) dramatical
 (c) tangible (d) drastical
- 48 This paper is lighted in a way to accentuate the motley color distribution.
 (a) visible (b) fuzzy (c) mixed (d) new
- 49 Plan to photograph stars along a swath running perpendicular to the Milky Way.
 (a) strip (b) vertical line
 (c) area (d) star
- 50 A new project is funded to investigate Estrogen's effects on the female body.
 (a) Yoga (b) vegetable
 (c) hormone (d) vitamin

Key answers

- 1 ☒ a ☐ b ☐ c ☐ d
2 ☐ a ☒ b ☐ c ☐ d
3 ☐ a ☐ b ☐ c ☒ d
4 ☐ a ☒ b ☐ c ☐ d
5 ☐ a ☐ b ☒ c ☐ d
6 ☒ a ☐ b ☐ c ☐ d
7 ☐ a ☐ b ☐ c ☒ d
8 ☐ a ☐ b ☐ c ☒ d
9 ☐ a ☐ b ☐ c ☒ d
10 ☐ a ☒ b ☐ c ☐ d
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25 ☐ a ☐ b ☒ c ☐ d

- 26 ☐ a ☐ b ☒ c ☐ d
27 ☐ a ☐ b ☒ c ☐ d
28 ☒ a ☐ b ☐ c ☐ d
29 ☐ a ☐ b ☐ c ☒ d
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41 ☐ a ☒ b ☐ c ☐ d
42 ☒ a ☐ b ☐ c ☐ d
43 ☐ a ☐ b ☐ c ☒ d
44 ☐ a ☐ b ☒ c ☐ d
45 ☐ a ☒ b ☐ c ☐ d
46 ☐ a ☐ b ☐ c ☒ d
47 ☐ a ☐ b ☒ c ☐ d
48 ☐ a ☐ b ☒ c ☐ d
49 ☒ a ☐ b ☐ c ☐ d
50 ☐ a ☐ b ☒ c ☐ d

4 READING COMPREHENSION

Passage 1: Escaping the Endless Adolescence

As fifteen-year-old Perry shuffled into my office, with his parents trailing tentatively behind, he glanced at me with a strained neutral expression that I'd found usually masked either great anger or great distress; in Perry's case it was both. Although anorexia is a disorder most often associated with girls, Perry was the third in a line of anorexic boys I had recently seen. When he came to see me, Perry's weight had dropped to within ten pounds of the threshold requiring forced hospitalization, yet he denied there was any problem.

"He just won't eat," his mother began. Then, turning to Perry as if to show me the routine they'd been enacting, she asked with tears in her eyes, "Perry, why can't you at least have a simple dinner with us?" Perry refused to eat with his family, always claiming he wasn't hungry at the time and that he preferred to eat later in his room. Except that that rarely happened. New menus, gentle encouragement, veiled threats, nagging, and outright bribes had all been tried, to no avail. Why would an otherwise healthy fifteen-year-old boy be starving himself? The question hung urgently in the air as we all talked.

Let's be clear from the outset: Perry was a smart, good kid: shy, unassuming, and generally unlikely to cause trouble. He was getting straight A's in a challenging and competitive public school honors curriculum that spring. And he later told me that he hadn't gotten a B on his report card since fourth grade. In some ways he was every parent's dream child.

But beneath his academic success, Perry faced a world of troubles, and while he took awhile to get to know, eventually the problems came pouring out. The problems weren't what I'd expected, though. Perry wasn't abused, he didn't do drugs, and his family wasn't driven by conflict. Rather, at first glance, his problems would seem more like typical adolescent complaints. And they were, in a way. But it was only as I got to understand him that I realized the adolescent problems Perry experienced weren't just occasional irritations, as they'd been for me and my cohort as teens, but rather, had grown to the point where they cast a large shadow over much of his day-to-day world. I'd later come to realize that Perry wasn't alone in that regard.

One big problem was that while Perry was a strong achiever, he was not at all a happy one. "I hate waking up in the morning because there's all this stuff I have to do," he said. "I just keep making lists of things to do and checking them off each day. Not just schoolwork, but extracurricular activities, so I can get into a good college."

Once he got started, Perry's discontent spilled out in a frustrated monologue.

"There's so much to do, and I have to really work to get myself motivated because I feel like none of it really matters... but it's really important I do it anyway. At the end of it all, I stay up late, I get all my homework done, and I study really hard for all my tests, and what do I get to show for it all? A single sheet of paper with five or six letters on it. It's just stupid!"

Perry was gifted enough to jump through the academic hoops that had been set for him, but it felt like little more than hoop-jumping, and this ate at him. But that wasn't his only problem.

Perry was well-loved by his parents, as are most of the young people we see. But in their efforts to nurture and support him, his parents inadvertently increased his mental strain. Over time, they had taken on all his household chores, in order to leave him more time for schoolwork and activities. "That's his top priority," they said almost in unison when I asked about this. Although removing the chores from Perry's plate gave him a bit more time, it ultimately left him feeling even more useless and tense. He never really did anything for anyone except suck up their time and money, and he knew it. And if he thought about backing off on his schoolwork...well, look how much his parents were pouring into making it go well. Sandwiched between fury and guilt, Perry had literally begun to wither

Reading Comprehension Questions

- 1 **This passage is narrated from the point of view of**
 - (a) a college professor studying the effects of bulimia on young males
 - (b) a young male named Perry, struggling with the effects of anorexia.
 - (c) a concerned therapist who works with struggling young adults
 - (d) a doctor who treats eating, compulsive and sleeping disorders
- 2 **According to the passage, Perry's two biggest problems were**
 - (a) being an unhappy achiever and his parents' increase of his mental strain
 - (b) his poor attitude toward school and his consumption of everyone's time and money
 - (c) his fury and guilt
 - (d) drug abuse and conflict within the family
- 3 **The primary purpose of the passage is to**
 - (a) describe one young man's struggle with anorexia and in doing so, provide possible reasons a young person may resort to an eating disorder.
 - (b) advocate for young males who are struggling with an eating disorder and the decisions they've made that have brought them to that struggle.
 - (c) compare one young person's fight against his parents and the eating disorder that is ruining his life to the life of a typical teenager.
 - (d) relate an emotional reaction to the shock of an eating disorder, such as that of Perry's, a typical young adult.
- 4 **The author uses which of the following in the sentence starting on line 18: "But beneath his academic success, Perry faced a world of troubles, and while he took awhile to get to know, eventually the problems came pouring out?"**
 - (a) Personification
 - (b) Simile
 - (c) Anecdote
 - (d) Metaphor
- 5 **In the first sentence of the last paragraph, the word "inadvertently" most nearly means**
 - (a) steadily
 - (b) monumentally
 - (c) incrementally
 - (d) mistakenly

Passage 2 "A Spring Rain"

The spring morning smelled of freshly turned earth. The leftover drops from last night's shower ran in rivulets down the drain where she could hear the water surging beneath her city.

She couldn't cry anymore.

Her throat burned like tears, but the water that fell so easily from the clouds could not fall from her hallow eyes. Her cheek still ached from his back-handed blow, and she lay the reddened swell against the coolness of the windowpane. At least her injury came from his open hand and not his fist or a belt like last Labor Day when Patty from down the road found her sprawled on the tile, beaten bloody. She'd explained it away, of course. A robbery gone awry.

A door creaking open and shutting softly raised the hair on the back of her neck. Heavy, wing-tipped footsteps echoed down the hall and he appeared in the doorway of the kitchen holding two dozen long-stemmed red roses. Symbols of true love.

Twelve more than last time.

Her stomach heaved and churned. She heard drainage water pour into the sewer upon his approach, and the ceiling lights began to move and dance and spin around her.

Go away, she said inwardly.

"Babe. Will you talk to me, please?"

His request resonated loudly in the room, like pots and pans on her eardrums.

No. But she would. She always did

His face made her dizzy - his hangdog look. He wasn't sorry. She pressed her fingers against her eyes and ached for gin. Anything.

"Are you okay?" He moved to steady her when she began to sway on her feet. The inaccuracy of his concern and unwanted touch snapped her back to reality. With a valiant effort, she yanked her arm from his grasp and turned away. She heard his sharp intake of breath. Felt the tension seething behind her.

Fear tingled up over her hairline and she apologized. She murmured something about being tired, glancing up the stairs toward her bedroom. She heard his ragged breath behind her - the barely controlled rage.

His apology was hoarse - forced. "Baby. I am sorry. You have to believe me. This will never happen again."

She stared at her feet.

"I know I get a little out of control. I need to change things. I know that. Will you look at me?"

She stayed silent.

He slammed his fist into the wall near her head.

Flinching, she gave in. Turned to face him. He took her face in his hands. Her gaze stayed on the kitchen tile.

"Why do you bait me when you know..." he ended the sentence with compressed lips. "You know I'm leaving. I've got that work thing - if I could skip it I would - but when I get back, I'll fix it."

His face swam in front of her eyes. "Okay," she whispered and backed away from him. "I'm going to bed, okay?"

"All right."

She headed toward the stairs, and slipped up their curved staircase where peace awaited.

"Babe?"

She turned.

"Put the roses in some water or they'll die."

He flew out to Chicago that night, straight from work. He was glad this business trip would give him time to think about his marriage. He knew he made mistakes and needed to change. She did too, he thought, then silenced himself. Obviously her mistakes were smaller than his. The sun dipped low in the sky as he stared out his window over Michigan Avenue. The last ray of sun colored the horizon the softest pink. He vowed right then to make serious changes. Promised to never lay a hand on her again. He would join AA. Quit drinking for good. Love her like he did in the beginning.

Flight 242 from Chicago brought him back home to a rainy spring evening. Excited with his new mind-set, he slung his briefcase over his head and hurried through the downpour to his silver Mercedes – a gift he had bought himself to go with the new title. He slid wet onto the leather of the driver's seat and was revving the engine when his cell phone buzzed in his breast pocket.

It was Patty from down the road.

They'd found her facedown in a bathtub full of rose petals. The police weren't talking, but the housekeeper said she'd had an empty bottle of Valium in her hand. A terrible waste. An inexplicable tragedy, Patty had sobbed bleatingly into his ear.

She'd said it wasn't his fault over the phone. Patty. But what did she know?

His eyes held the truth as he stared numbly at the wiper blades slicking the water evenly away from the blur of his windshield. He gripped the steering wheel – wet from the rain – hung his head, and cried.

Choose the correct answer :

1 As it is used in the passage the word *bait* most nearly means:

- (a) coerce
- (b) hassle
- (c) intimidate
- (d) provoke

2 Which of the following is NOT a likely inference based on the information in the passage?

- (a) Patty from down the road is the wife's best friend.
- (b) The husband seems to be truly sorry for what he's done at the end.
- (c) The wife sees no way out of the relationship but suicide.
- (d) The husband values his job more than his wife.

3 The author most likely includes the information in lines 10 – 14 in order to:

- (a) compare what happened to the wife recently to the abuse that happened in her childhood.
- (b) explain that the husband had a pattern of abuse and probably wouldn't stop any time soon.
- (c) demonstrate the wife's weakness.
- (d) intensify the scene by describing the wife's injuries in full detail.

4 All of the events follow the wife's looking out the window EXCEPT:

- (a) Her husband takes a flight to Chicago.
- (b) Her husband walks into the house.
- (c) Her husband runs through the rain.
- (d) Her husband purchases roses.

5 The passage provides information that answers which of the following questions?

- I. Does the husband hold a powerful position at work?
- II. What kind of personality traits does the wife display?
- III. Does the wife's relationships with others in the neighborhood affect her married life?

- (a) I only
- (b) I and II only
- (c) I and III only
- (d) II and III only

Passage 3 : The school

Well, we had all these children out planting trees, see, because we figured that ... that was part of their education, to see how, you know, the root systems ... and also the sense of responsibility, taking care of things, being individually responsible. You know what I mean. And the trees all died. They were orange trees. I don't know why they died, they just died. Something wrong with the soil possibly or maybe the stuff we got from the nursery wasn't the best. We complained about it. So we've got thirty kids there, each kid had his or her own little tree to plant and we've got these thirty dead trees. All these kids looking at these little brown sticks, it was depressing.

It wouldn't have been so bad except that just a couple of weeks before the thing with the trees, the snakes all died. But I think that the snakes – well, the reason that the snakes kicked off was that ... you remember, the boiler was shut off for four days because of the strike, and that was explicable. It was something you could explain to the kids because of the strike. I mean, none of their parents would let them cross the picket line and they knew there was a strike going on and what it meant. So when things got started up again and we found the snakes they weren't too disturbed.

With the herb gardens it was probably a case of overwatering, and at least now they know not to overwater. The children were very conscientious with the herb gardens and some of them probably ... you know, slipped them a little extra water when we weren't looking. Or maybe ... well, I don't like to think about sabotage, although it did occur to us. I mean, it was something that crossed our minds. We were thinking that way probably because before that the gerbils had died, and the white mice had died, and the salamanders ... well, now they know not to carry them around in plastic bags.

Of course we expected the tropical fish to die, that was no surprise. Those numbers, you look at them crooked and they're belly-up on the surface. But the lesson plan called for a tropical fish input at that point, there was nothing we could do, it happens every year, you just have to hurry past it.

We weren't even supposed to have a puppy.

We weren't even supposed to have one, it was just a puppy the Murdoch girl found under a Gristede's truck one day and she was afraid the truck would run over it when the driver had finished making his delivery, so she stuck it in her knapsack and brought it to the school with her. So we had this puppy. As soon as I saw the puppy I thought, Oh Lord, I bet it will live for about two weeks and then... And that's what it did. It wasn't supposed to be in the classroom at all, there's some kind of regulation about it, but you can't tell them they can't have a puppy when the puppy is already there, right in front of them, running around on the floor and yap yap yapping. They named it Edgar – that is, they named it after me. They had a lot of fun running after it and yelling, "Here, Edgar! Nice Edgar!" Then they'd laugh like crazy. They enjoyed the ambiguity. I enjoyed it myself. I don't mind being kidded. They made a little house for it in the supply closet and all that. I don't know what it died of. Distemper, I guess. It probably hadn't had any shots. I got it out of there before the kids got to school. I checked the supply closet each morning, routinely, because I knew what was going to happen. I gave it to the custodian.

And then there was this Korean orphan that the class adopted through the Help the Children program, all the kids brought in a quarter a month, that was the idea. It was an unfortunate thing, the kid's name was Kim and maybe we adopted him too late or something. The cause of death was not stated in the letter we got, they suggested we adopt another child instead and sent us some interesting case histories, but we didn't have the heart. The class took it pretty hard, they began (I think, nobody ever said anything to me directly) to feel that maybe there was something wrong with the school. But I don't think there's anything wrong with the school, particularly, I've seen better and I've seen worse. It was just a run of bad luck. We had an extraordinary number of parents passing away, for instance. There were I think two heart attacks and two suicides, one drowning, and four killed together in a car accident. One stroke. And we had the usual heavy mortality rate among the grandparents, or maybe it was heavier this year, it seemed so. And finally the tragedy.

The tragedy occurred when Matthew Wein and Tony Mavrogordo were playing over where they're excavating for the new federal office building. There were all these big wooden beams stacked, you know, at the edge of the excavation. There's a court case coming out of that, the parents are claiming that the beams were poorly stacked. I don't know what's true and what's not.

It's been a strange year.

Reading Comprehension Questions



The passage gives the clearest explanation for which of the following questions?

- (a) Why have there been so many deaths at the school?
- (b) Why did the plants in the herb gardens die?
- (c) Why did Edgar believe the orange trees had died?
- (d) How did Matthew Wein and Tony Mavrogordo die?

- 2 According to the passage, the salamanders died because of:**
- (a) distemper
 - (b) lack of food
 - (c) suffocation
 - (d) being eaten by snakes
- 3 The author uses the last half of paragraph seven, starting with “The class took it pretty hard...” primarily in order to:**
- (a) illustrate that bad luck, as Edgar suspected, was the cause of all the deaths.
 - (b) intensify the absurdity of a story filled with so many deaths.
 - (c) explain the number of deaths of the parents.
 - (d) compare the rate of parental deaths to that of the grandparents’ deaths.
- 4 It can be reasonably inferred from the passage that Edgar is:**
- (a) a kind teacher, perplexed about the deaths.
 - (b) the person most at fault for the deaths.
 - (c) a concerned teacher hunting for the cause of the deaths.
 - (d) a person the kids respect in every way.
- 5 Which of the following most accurately expresses the overall tone of the passage?**
- (a) tragic
 - (b) hilarious
 - (c) satirical
 - (d) bitter

Passage 4: Overeating

Years of research had educated me about how sugar, fat, and salt change the brain. I understood some of the parallels between hyperpalatable foods and drugs of abuse, and about the links among sensory stimulation, cues, and memory. I’d met enough people like Claudia and Maria to understand how even the thought of food could cause them to lose control.

But I wasn’t fully prepared for the discoveries I made about irresistibility and whoosh, the Monster Thickburger and Baked! Cheetos Flamin’ Hot, about indulgence and purple cows. Without necessarily understanding the underlying science, the food industry has discovered what sells.

I was sitting at Chili’s Grill & Bar in Chicago’s O’Hare Airport waiting for a late-night flight. At a nearby table a couple in their early forties was deep into a meal. The woman was overweight, with about 180 pounds on her five-foot-four-inch frame. The Southwestern Egg-rolls she had ordered were listed as a starter course, but the enormous platter in front of her had been heaped with food. The dish was described on the menu as “smoked chicken, black beans, corn, jalapeño Jack cheese, red peppers, and spinach wrapped inside a crispy flour tortilla,” and

it was served with a creamy avocado-ranch dipping sauce. Despite its name, the dish looked more like a burrito than an egg roll, an only-in-America fusion approach.

I watched as the woman attacked her food with vigor and speed. She held the egg roll in one hand, dunked it into the sauce, and brought it to her mouth while using the fork in her other hand to scoop up more sauce. Occasionally she reached over and speared some of her companion's french fries. The woman ate steadily, working her way around the plate with scant pause for conversation or rest. When she finally paused, only a little lettuce was left.

Had she known someone was watching her, I'm sure she would have eaten differently. Had she been asked to describe what she had just eaten, she probably would have substantially underestimated her consumption. And she would probably have been surprised to learn what the ingredients in her meal really were.

The woman might have been interested in how my industry source, who had called sugar, fat, and salt the three points of the compass, described her entree. Deep-frying the tortilla drives down its water content from 40 percent to about 5 percent and replaces the rest with fat. "The tortilla is really going to absorb a lot of fat," he said. "It looks like an egg roll is supposed to look, which is crispy and brown on the outside."

The food consultant read through other ingredients on the label, keeping up a running commentary as he did. "Cooked white meat chicken, binder added, smoke flavor. People like smoky flavor — it's the caveman in them."

"There's green stuff in there," he said, noting the spinach. "That makes me feel like I'm eating something healthy."

"Shredded Monterey Jack cheese.... The increase in per-capita consumption of cheese is off the chart."

The hot peppers, he said, "add a little spice, but not too much to kill everything else off." He believed the chicken had been chopped and formed much like a meat loaf, with binders added, which makes those calories easy to swallow. Ingredients that hold moisture, including autolyzed yeast extract, sodium phosphate, and soy protein concentrate, further soften the food. I noticed that salt appeared eight times on the label and that sweeteners were there five times, in the form of corn-syrup solids, molasses, honey, brown sugar, and sugar.

"This is highly processed?" I asked.

"Absolutely, yes. All of this has been processed such that you can wolf it down fast... chopped up and made ultralatable.... Very appealing looking, very high pleasure in the food, very high caloric density. Rules out all that stuff you have to chew."

By eliminating the need to chew, modern food processing techniques allow us to eat faster. "When you're eating these things, you've had 500, 600, 800, 900 calories before you know it," said the consultant. "Literally before you know it." Refined food simply melts in the mouth.

Reading Comprehension Questions

1 It can be inferred from the author's description of the woman eating in paragraph four that

- (a) The woman prefers to eat at Chili's vs. other restaurants.
- (b) The woman truly enjoys the foods that she chooses to eat.
- (c) The woman's efficiency at cleaning her plate adds to her dining experience.
- (d) The author is disgusted by the woman's consumption.

2 According to the passage, the main reason people overeat is

- (a) because salt and sweeteners, like corn-syrup solids and brown sugar, are added to the food.
- (b) because we don't have to chew our food very much
- (c) because people like smoky flavor
- (d) because sugar, fat and salt change the brain

3 The following are all ingredients in the egg rolls, EXCEPT

- (a) salt
- (b) binders
- (c) honey
- (d) dark meat chicken

4 Which of the following statements best describes the main idea of the passage?

- (a) If you eat too much food too quickly, you'll gain weight and become unhealthy.
- (b) Because refined food is irresistible and easy to eat, it masks how unhealthy it is, leaving people unaware of the poor food choices they're making.
- (c) Chili's is one of the restaurants in the U.S. serving unhealthy food to consumers today.
- (d) Food consultants and authors are making Americans aware of their unhealthy eating habits, thus, creating healthier generations for years to come..

5 In the first sentence of paragraph four, the word "vigor" most nearly means

- (a) pleasure
- (b) flamboyance
- (c) lethargy
- (d) energy

Key answers

Answers of passage1

- | | | | | |
|---|----------------------------------|---|----------------------------------|----------------------------------|
| 1 | a | b | <input checked="" type="radio"/> | d |
| 2 | <input checked="" type="radio"/> | b | c | d |
| 3 | <input checked="" type="radio"/> | b | c | d |
| 4 | a | b | c | <input checked="" type="radio"/> |
| 5 | a | b | c | <input checked="" type="radio"/> |

Answers of passage2

- | | | | | |
|---|----------------------------------|----------------------------------|---|----------------------------------|
| 1 | a | b | c | <input checked="" type="radio"/> |
| 2 | <input checked="" type="radio"/> | b | c | d |
| 3 | a | <input checked="" type="radio"/> | c | d |
| 4 | a | b | c | <input checked="" type="radio"/> |
| 5 | a | <input checked="" type="radio"/> | c | d |

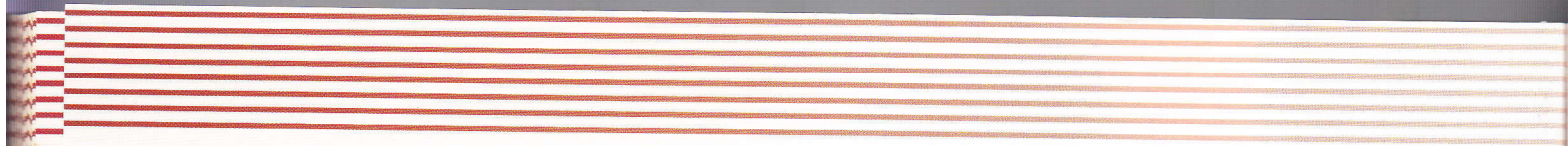
Answers of passage3

- | | | | | |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 1 | a | b | c | <input checked="" type="radio"/> |
| 2 | a | b | <input checked="" type="radio"/> | d |
| 3 | a | <input checked="" type="radio"/> | c | d |
| 4 | <input checked="" type="radio"/> | b | c | d |
| 5 | a | b | <input checked="" type="radio"/> | d |

Answers of passage4

- | | | | | |
|---|---|----------------------------------|---|----------------------------------|
| 1 | a | b | c | <input checked="" type="radio"/> |
| 2 | a | <input checked="" type="radio"/> | c | d |
| 3 | a | b | c | <input checked="" type="radio"/> |
| 4 | a | <input checked="" type="radio"/> | c | d |
| 5 | a | b | c | <input checked="" type="radio"/> |





[The following text is extremely faint and illegible due to the quality of the scan. It appears to be a list or index of items, possibly names of people or places, arranged in columns.]

أهم إصداراتي:



للحصول على مزيد من النسخ
اتصل على الموزع الوحيد بالمملكة
الشركة الوطنية للتوزيع
هاتف ٠١١ ٤٨٧١٤١٤
فاكس ٠١١ ٤٨٧١٤٦٠

تمتاز هذه السلسلة بالآتي:

- ١- ليست كغيرها من المؤلفات تكتفي بعرض عدد من الاختبارات التجريبية ، بل قدمت شرح شامل للمادة العلمية وأسئلة وافيه مصحوبة بحلول نموذجية ، وانتهت باختبارات تجريبية متعددة منها مايعتمد على التحليل والتركيب وومنها مايعتمد على المسموع والمقروء .
- ٢- تعرض أهم المهارات بأسلوب علمي مبسط وشامل؛ ليفي باحتياجات جميع المعنيين باختبارات اللغة.
- ٣- تقدم مجموعة من الاختبارات مطابقة لاختبارات (كفايات اللغة الانجليزية) ومصحوبة بحلول نموذجية لتدريب المعنيين باختبارات اللغة على الاختبار بكل موصفاته.



سعر النسخة ٣٥ ريالاً

L.D. no. 1435/3190
ISBN: 978-603-01-4717-5