

New **MY FRIEND**

Revision on Units

Final Revision & Exams



First Term

Ministry of Education
ELT Counsellor's Office

Specification For Third YearPreparatory Examination
For Governmental, Distinguished and Private Language Schools

A. Language functions(5 marks)

1. Supply the missing parts in the following dialogue:

Pupils are asked to complete a dialogue with FIVE (5) missing parts. Two stimuli and Two responses. (1 mark each)

B. Vocabulary & Structure(10 marks)

2. Underline the correct word(s) in brackets.

(1 mark each)

Ten (10) sentences with FOUR (4) options each are provided.

5 vocabulary items and 5 structure ones

3. Rewrite the following sentences using the word(s) in brackets:

(5 marks)

FIVE (5) sentences dealing with the grammar and vocabulary items are provided (3 vocabulary and 2 grammar). Students are asked to rewrite the sentences, using the word(s) in brackets, without changing their meaning. (1 mark each)

C. Reading Comprehension(9 marks)

4. Read the following passage and answer the questions below:

An unseen text of about 150-200 words is provided. Students are asked to answer Three (3) open-ended questions (2 marks each) and Three (3) MCQs with four (4) options each(One mark each).

These questions should test the following reading comprehension skills:

* Extracting information. * Skimming of the main idea.

* Understanding reference.

D. Writing(4 marks)

5. Write a paragraph of SIX sentences on.....

Write a paragraph of TEN (10) sentences on ONE only of the following topics:

Two topics are provided. Students are asked to write a paragraph of Ten (10) sentences on one of the topics given.(**Two marks for grammar and vocabulary, Three marks for coherence and cohesion and two marks for punctuation and spelling**).

E. Literature(3 marks)

6. The Novel: (10 marks)

A. Comment on TWO only of the following Quotations (3 marks)

THREE quotations are given. Students are asked to comment on TWO only.

(2 marks each)

B. Answer THREE only of the following questions: (3 marks)

FOUR questions are given. Students are asked to answer THREE questions only dealing with character analysis, events, characters, symbolism, ... etc.

7. Poetry

Answer the following questions:

Students are asked to answer Two (2) questions on the poem(s) studied the term. These questions may be about paraphrasing, rhyme scheme or figures of speech.(2 marks each)

Unit 1

Unit (1) - Grammar Summary

Modal verbs + passive infinitive

Formation: modal verb + be + past participle

Steps **must be taken** immediately.

Forests **might be cleared** to land for farming.

Can the planet **be saved**?

The fate of our planet **should not be left** to chance.

We use the passive: نستخدم المجهول عندما:

- when we do not know who does the action. عندما لا نعرف الفاعل
- when we do not care who does the action. عندما لا نهتم بالفاعل
- when we know who does the action but we do not want to say. عندما نعرف الفاعل ولكن لا نريد ان نذكره

Donations **ought to be made** at once.

We also use the passive when the person or thing that does the action is important or significant. نستخدم المبني للمجهول عندما يكون الشخص او الشيء مهم لنا.

The land **could be bought by a powerful oil company.**

Question tags

We use Question tags in conversation when: نستخدم السؤال المزيل عندما:

we expect the listener to agree with a statement. نتوقع من المستمع ان يوافق على الكلام
we are unsure if the listener will agree with a statement.

نكون غير متأكدين اذا كان يتفق معنا المستمع

1. When the sentence is negative, the question tag is affirmative.

The shops **aren't** open, **are** they?

2. When the sentence is affirmative, the question tag is negative.

The lady **is selling** honey, **isn't** she?

3. We use the auxiliary verbs in question tags: is, are, do, does, have, has/had, was, were, did, will, would.

They **went** to Spain, **didn't** they?

4. We use modal verbs in question tags: must, should, ought, may, might, can, could.

She **ought to** practice, **oughtn't** she?

5. With everybody/ everyone, somebody/ someone, anybody/ anyone and nobody/ no one the verb is singular but the question tag is plural.

Everyone **likes** ice cream, **don't they**?

Nobody **is** laughing, **are they**?

6. Notice this exception: I'm right, aren't I?

A. Language functions

1. Supply the missing parts in the following dialogue:

Rasha: Hi, Maha. You look tired. Where were you?

Maha : I was at the

Rasha: What

Maha : I was doing special exercise there.

Rasha: Oh, that's great. How often do you go for training?

Maha :

Rasha: Do many people watch handball matches nowadays?

Maha :

Rasha: I remember having the last world championship in Egypt before.

Maha : Yes, and our national team came

B. Vocabulary & Structure

2. Choose the correct words in brackets.

1. The condition of being depopulated is called (population - depopulation - facilitation - injection).
2. Building these new factories will help the (moral- economic- facial- discussional) growth of the town.
3. Our planet is affected by(drinking - deforestation - station - sailing) more than the carbon emissions from every plane, car or train on the planet combined.
4. It's obvious that the advertisements are a form of(nervous - salty - persuasive - facial) writing.
5. The teacher should (do - make - connect - call) sure that all the pupils understand the lesson.
6. She ought to practise, (ought- oughtn't-shouldn't-haven't) she?
7. It (is-isn't-hasn't-wasn't) a beautiful day, isn't it?
8. Steps must (been - being - be-has been) taken immediately.
9. The fate of our planet should not be (leave - left - leaves - leaving) to chance.
10. Why might trees be (cut - cutting - cuts-is cut) down?

2. Choose the correct words in brackets.

1. It's a fact that forests absorb (juice - carbon - oxygen - fuel) and help to control the global climate.
2. Can you write your (currant - current - wooden - oily) address on this form?
3. (Depopulation - Population - Station - Information) is the number of the people living in a place.
4. You can make notes while you read to help you (absorb - populate - obey- deforest) the new information.

5. It's known that carbon (Co2) emissions are creating the (bluehouse - blackhouse - greenhouse - yellowhouse) gas effect.
6. What area of forests(are destroyed-is destroyed- is destroying-are destroying) each year?
7. Can our planet be (save - saves - saving - saved)?
8. What must (happen - happened - happens - happening) immediately?
9. They should (are seen - being seen - has seen - be seen) as a vital weapon.
10. Donations ought (be made - to made - to be made - to being made) at once.

3. Rewrite the following sentences using the words in brackets:

1. People ought to make donations to the poor. (Donations...)
2. Ahmed might sell his house. (Ahmed's house)
3. The teacher continued explaining the lesson. (go on)
4. Ramy stopped eating meat after his operation. (give up)
5. They attended a lavish celebration in New York last month. (jamboree)

3. Rewrite the following sentences using the words in brackets:

1. Asmaa visited her friend Noha yesterday, didn't she? (did she)
2. Mum would like this film, wouldn't she? (would she)
3. I'm late for the meeting, aren't I? (I'm not...)
4. The process of destroying a forest is one of the biggest issues in their agenda. (Deforestation...)
5. When did your brother stop emailing Jack? (give up)

C. Reading comprehension

4. Read the following passage and then answer the questions:

Pierre Renoir was a famous French artist. His paintings are very popular today because they show colourful, happy scenes, often in bright sunlight. He liked to show the good things in life because he thought there were enough bad things already.

He was born in central France in 1841. His father was a tailor and his mother was a dressmaker. The family was poor. They moved to Paris when Pierre was three. As he grew older he showed a talent for drawing.

Unit 1

He started work at the age of thirteen, learning how to decorate plates, cups, dishes and bowls. Later he studied at the Paris art school and became an artist. Renoir liked to paint outdoor scenes of everyday life. The pictures on this page show children on the beach and a young woman at the seaside.

A hundred years ago, French children did not swim in the sea. They didn't have special clothes for the beach and they usually wore hats and gloves, even in the summer.

Renoir loved family life. He often painted pictures of families. Some of his paintings are of his own children. One of his sons, Jean, was also very artistic. He became a world-famous film director.

Pierre Renoir continues working to the end of his life, even when he became ill. He was seventy-eight when he died in 1919. You can see his pictures in museums and arts galleries all over the world. Art collectors pay a lot of money for a painting by Renoir. In 2003, his picture of a woman sitting in her garden was sold for 23 million.

A. Answer the following questions:

1. When was Pierre Renoir born?

.....
2. When did Pierre Renoir start working?

.....
3. What does Renoir's father do?

B. Choose the correct answer.

4. Pierre Renoir was a famous (**Egyptian - French - American - German**).

5. In 2003, Renoir's picture of a woman sitting in her garden was sold for twenty-three (**million - hundred - thousand - billion**).

6. Renoir's mother was a (**dressmaker - vet - teacher - doctor**).

D. Writing

5. Write a paragraph of ten sentences on only one of the following topics:

1. A good student

2. A good teacher

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Test on Unit(1)**A. Language functions****1. Supply the missing parts in the following dialogue:**

Roudy:

Zaki : I spent my last summer holiday in Alexandria.

Roudy:

Zaki : I went there by car.

Roudy: How long did you stay there?

Zaki :

Roudy:

Zaki : Yes, I enjoyed a lot.

Roudy: What places did you visit there?

Zaki :

B. Vocabulary & Structures**2. Choose the correct words in brackets.**

1. I haven't met Nagy for (**age - ages-age's-ages'**).
2. The next festival will happen in the school (**sinks - leather - grounds - soils**).
3. I always (**shelter - populate - depend - emit**) on my father to sort out my computer problems.
4. The process of destroying a forest is called (**sensation - afforestation - deforestation - information**).
5. A lynx is a (**species - deforestation - session - donation**) of the cat family.
6. An oil company might (**buy - buys - buying - bought**) the land.
7. Everyone (**like - likes - liking - doesn't like**) ice cream, don't they?
8. Notice this exception (**I'm - I'm not - I don't - I have**) right, aren't I?
9. Mum wouldn't like this film, (**wouldn't she - would she - won't she - will she**)?
10. Someone was knocking on the door, (**was he - weren't they - were they - wasn't he**)?

3. Rewrite the following sentences using the words in brackets:

1. He won't tell anyone, will he? **(won't he)**
.....
2. The land might be bought by an oil company. **(An oil company...)**
.....
3. You don't like pop music, do you? **(don't you)**
.....
4. This government should encourage the process of creating a new forest. **(afforestation)**
.....
5. The mineralized remains of animals which the scientists found under the ground proved that the ancient Egyptians lived there. **(fossils)**
.....

C. Reading comprehension

4. Read the following passage and then answer the questions:

A climber fell from a path on Black Crag yesterday. The man, Marty Harris was climbing the mountain with his friend, Jake Flint. There was a blizzard and they could not see the path. Mr Harris fell 100 metres down the mountain. he broke his leg and could not climb back to the path.

Mr Flint had a radio and he called his team at their camp. They telephoned the Mountain Rescue Team and told them that the two climbers could not come down from the mountain.

They said that one of them had a broken leg. Because of the bad weather, the Mountain Rescue Helicopter could not take off. After an hour the snow stopped and they started looking for the two mountaineers.

The helicopter pilot found the climbers easily because they were wearing red jackets. But the helicopter could not land on the steep side of the mountain. one of the rescuers went down to Mr Harris on a rope and lifted him up into the helicopter. Then he pulled up Mr Flint. The helicopter took the two men to hospital. Jake Flint thanked the Mountain Rescue Team and said he was very happy to be alive.

A. Answer the following questions:

1. Why couldn't Mr Harris climb back to the path?
2. Who did Mr Flint call?
3. Why couldn't they see the path?

B. Choose the correct answer.

4. The helicopter pilot found the climbers easily because (they had broken legs - they were playing - they were wearing red jackets - they were on the path).
5. (Harris - Jake Flint - The Pilot - Black Crag) thanked the mountain Rescue Team and said he was very happy to be alive.
6. The helicopter took the two men to (prison - hospital - home - mountain).

D. Writing

5. Write a paragraph of ten sentences on only one of the following topics:

1. Travelling abroad
2. The place you live in.

E. Literature

6. Poetry (Composed Upon Westminster Bridge)

Answer the following questions:

The city now doth, like a garment, wear

1. Complete this part of the poem.
2. Decide the rhyme scheme of this part.