Samples1 Of Exams: (Taken from the internet "Najah.com") By Lauren R. Stanley

displaying their products quietly - sometimes, almost desperately. Because as a Peace Corps volunteer I had more money than most folks, I made a point of never bargaining too hard for my food. I knew I was paying a bit more than the going rate of the local folks, but frankly, I was expected to do so, because I had a job while many other villagers did not. When their children are included in these figures, 63.7 percent of the world live on almost nothing. My forays to the market usually consisted in wandering among the women, who chatted with me and laughed at my sometimes deficient Swahili, all the while trying to gauge which woman was the most in need. Trust me; there was no need to gauge the quality of the offerings. During one particularly long and hard-hitting drought, every onion and every tomato looked exactly the same: scraggly. Memories of the marketplace came flooding back to me recently when I read an article which described the desperate situation in some African countries where women similar to my friends in Kenya struggled to feed their families on 75 cents a day. Reading the story reminded me of why I spent so much time wandering the market in my village. I knew I was

When I lived in the bush of Kenya back in the mid-1980s, I shopped at the open-air market nearly

every day. Always, the market consisted of women, sitting either in a little booth or on the ground,

expected to spread my money around, so I compared the situations of the women, not the food they had to offer. Memories of **those days** also came flooding back when I attended a recent lecture at the International Monetary Fund (IMF), given by Cardinal Oscar Andres Rodriguez. He came to Washington to discuss "Social Progress in Latin America and the Caribbean from an Ethical Perspective." What he wanted to get across to the IMF, and to any officials from any developed country, was the moral imperative for the haves of the world to help the have-nots of the world. Ethics, the cardinal said, were the key for figuring out what we who have money should do for those in need. Not economics. Not politics. Ethics - the discipline of dealing with what is good and bad, or right and wrong, or with moral duty and obligation.

Because he was at the IMF, in his lecture **he** concentrated on the debt developing countries carry which inhibits their ability to care for their own people. The only way to solve the problems of the developing world, Rodriguez said repeatedly, was for the outstanding debt to be forgiven, so that that money could be re-invested in the poor countries. Rodriguez represents the voice of hope in a world of despair, where less than a dollar a day keeps families alive. And despite the difficulty of the situation,

despite the resistance of the IMF and World Bank and developed countries and banks, Rodriguez continues to make his plea. "Anytime we grow in solidarity," he said, "we grow in humanity." And he is right. We DO have a responsibility to help those in need. We CAN forgive their debts, and help them build and rebuild their countries.

Reading Comprehension Questions

| | A/ Tick the right option. |
|---|--|
| b- What they need is our moral commitment. c- Cheated by the villagers. B/ Complete the following paragraph with information from the text. When doing the shopping at the village market, Lauren willingly paid | 1- The title that best fits the text is: |
| c- Cheated by the villagers. B/ Complete the following paragraph with information from the text. When doing the shopping at the village market, Lauren willingly paid | a- Preventing droughts is our key mission. |
| B/ Complete the following paragraph with information from the text. When doing the shopping at the village market, Lauren willingly paid | b- What they need is our moral commitment. |
| When doing the shopping at the village market, Lauren willingly paid | c- Cheated by the villagers. |
| than the other villagers because he had a job while they didn't. He walked around the market and | B/ Complete the following paragraph with information from the text. |
| and | When doing the shopping at the village market, Lauren willingly paid |
| which one was the most in need so that he would buy from her without caring much about the quality of | than the other villagers because he had a job while they didn't. He walked around the market |
| of | and the situation of the women who were selling food there, trying to understand |
| C/ Answer the following questions: 1) According to Rodriguez why can't poor countries care for their people? 2) In his point of view, what is the best way to help poor countries? 3) Who countered Rodriguez's suggestion? E/ Find words having nearly the same meaning as: 1. thin and growing in a way that is not even(§1) = | which one was the most in need so that he would buy from her without caring much about the quality |
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| 3) Who countered Rodriguez's suggestion? E/ Find words having nearly the same meaning as: 1. thin and growing in a way that is not even(§1) = | |
| ### All Supply the right tense / form of the bracketed words. Some of the borrowed from the university library. The (library) | |
| 1. thin and growing in a way that is not even(§1) = | 3) Who countered Rodriguez's suggestion? |
| 2. urgent emotional request (§4) = | |
| G/ In your opinion, what is the best way to help poor countries? Give a justified answer. LANGUAGE A/ Supply the right tense / form of the bracketed words. I've just got hold of my copy of Lady of the Lake, written by Sir Walter Scott, which I borrowed from the university library. The (library) | |
| LANGUAGE A/ Supply the right tense / form of the bracketed words. I've just got hold of my copy of Lady of the Lake, written by Sir Walter Scott, which I borrowed from the university library. The (library) told me that | |
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| borrowed from the university library. The (library) told me that | A/ Supply the right tense / form of the bracketed words. |
| | I've just got hold of my copy of Lady of the Lake, written by Sir Walter Scott, which I |
| the copy (store) in the library's cellar for almost 50 years. | borrowed from the university library. The (library) told me that |
| | the copy (store) in the library's cellar for almost 50 years. |

The copy (**publish**)...... in 1838. It's (**remarkable**)..... well preserved and has leather binding, but (**hard**)..... anyone ever read it. A few lines on the first page scribbled

| in ink inform that it was a donation to the library by a professor of English who |
|--|
| (lecture) at our university from 1852 to 1869. And what is best, he left notes and |
| comments on the margins in the text (${\it regard}$) pronunciation, rhythms, references to |
| other works, etc. I can't wait to get started, I feel like reading with two minds now. |
| B/ Fill in the blanks with 7 words from the box below. |
| whole / matches / broadcast/ suits /however/ virtual /advances/ plenty / chat rooms |
| Distance learning has been around for quite a while. The Open University has long |
| made great use of off-peak British TV to lessons, and many |
| people have taken correspondence courses by post. More recently, technological |
| such as CD-ROM and DVD delivery, online courses, LMS |
| (Learning Management Systems) and e-mail communication have brought a |
| new ease of access, interactivity and just general handiness to |
| the world of distance learning. Most distance learning courses are still 'asynchronous', which |
| is a fancy way of saying learners and teachers don't have to come together at the same time, |
| and the student can study when itcommunicate in real-time, or with |
| classrooms where the teacher can talk to students situated all around the world |
| over their broadband connections. |
| III-WRITING 1 |
| Develop the following notes into full sentences. Mind your punctuation and capitalization. |
| |
| 1. A group / students/ Massachusetts Technology Institute plans to build/ hyper efficient, super safe car/ called VDS Vision. |
| super safe car/ called VDS Vision. |
| super safe car/ called VDS Vision. 2. It/ be produced / 95 percent less energy/ toxic materials / an average existing vehicle. |
| super safe car/ called VDS Vision. |
| super safe car/ called VDS Vision. 2. It/ be produced / 95 percent less energy/ toxic materials / an average existing vehicle. 3. student designers want/ have / fully functional prototype by the end / summer 2008 |
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