



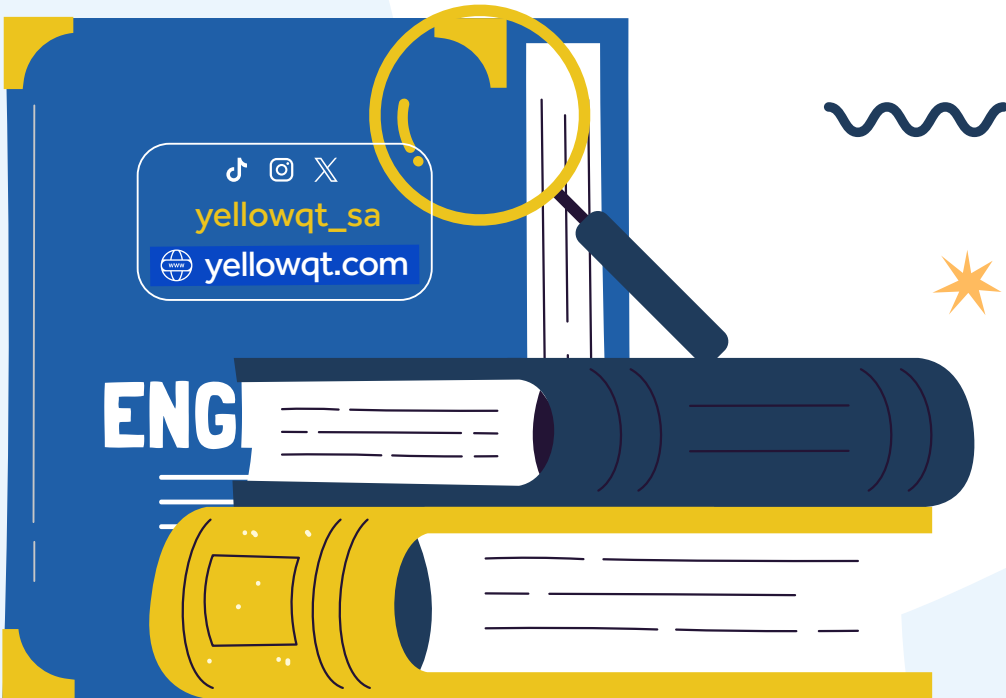
تجميعات

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# المقدمة

## نبذة عن الكتاب

الحمد لله رب العالمين والصلاة والسلام على نبينا محمد وعلى آله وصحبه أجمعين، وبعد:  
نقدم لكم في منصة يلو التعليمية كتاب التجميع التكميلي لقسم القراءة في اختبار الستيب، حيث تمت الاستعانة في هذا العمل بفريق من الخبراء والمعلمين والمدققين والمصممين وذي الاختصاص للجمع بين الشمولية والاختصار وبين الأريحية والجمالية، لنكون المصدر الأول للدرجة العالية في اختبار الستيب.  
هذا الكتاب هو تجميع لأسئلة القراءة والتي وردت في اختبار الستيب مسبقاً، وهذا الكتاب هو للاستزادة بعد الانتهاء من ملف التجميع الأساسي ويتكون هذا الكتاب من ٣١٢ قطعة حيث تحتوي كل قطعة على عدة أسئلة وتختبر الطالب في مهارات القراءة الأساسية.

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## طريقة المذاكرة

- 1- قراءة وفهم معلومات الدرس بدقة (ننصح بمشاهدة شروحات الدروس لأهميتها).
- 2- تسجيل ملاحظاتك خلال المذاكرة للعودة إليها لاحقاً (الملاحظة قد يكون ربط أو مثال أو شرح... إلخ).
- 3- التدريب على كتاب التجميعات بعد الانتهاء من متابعة ومذاكرة الدروس.
- 4- التدريب على الاختبارات الموجودة في الموقع والاختبارات المحاكية.



قروب ستيب لطرح الأسئلة  
والاستفسارات والنقاش  
وغيره.  
(أضغط أو امسح الباركود)



قناة ستيب للإعلان عن أهم  
الأخبار والمستجدات والفعاليات  
وغيرها.  
(أضغط أو امسح الباركود)

# STEP

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96.Saint Lucia Island جزيرة سانت لوسيا

- (1) The eastern Caribbean island of Saint Lucia is part of a chain of volcanic islands known as the Lesser Antilles. Saint Lucia is famous for its geothermal activity, where heat from beneath the earth's surface creates natural hot pools and springs that attract tourists seeking to relax in a natural environment.
- (2) Although Saint Lucia is a small island “approximately 43 kilometers long and a maximum of 23 kilometers wide, covering about 616 square kilometers in total” its landscape is very diverse. The island features volcanic beaches, coral diving sites, luxury holiday resorts, traditional fishing villages, and around 76 square kilometers of rich rainforest.
- (3) Saint Lucia is well known for its pair of steep, pointed mountains called the Pitons, located on the west coast. The west coast, where the capital city Castries is located, is bounded by the Caribbean Sea and is renowned for its excellent diving opportunities. In contrast, the east coast of the island faces the Atlantic Ocean.
- (4) The total population of Saint Lucia is approximately 178,000 people, which is relatively small. Over the centuries, the island has attracted settlers from many parts of the world, resulting in a rich and diverse culture. A wide range of religions, music, languages, and cuisines can be found on the island.
- (5) Originally, most inhabitants were Amerindians, Caribs, and European settlers, mainly from France. During the nineteenth century, further waves of migrants from Europe, the Middle East, and even Japanese people settled in the Caribbean, contributing to the island’s multicultural society.

|                  |                                                                                       |                               |   |                                  |
|------------------|---------------------------------------------------------------------------------------|-------------------------------|---|----------------------------------|
| 01               | What is one important idea related to St. Lucia's landscape that the writer mentions? |                               |   |                                  |
| تجميعات STEP يلو | A                                                                                     | It has luxury resorts.        | B | It has Japanese settlers.        |
|                  | C                                                                                     | It has a variety of cultures. | D | It has many natural attractions. |

|                  |                                                                                        |                                       |   |                                        |
|------------------|----------------------------------------------------------------------------------------|---------------------------------------|---|----------------------------------------|
| 02               | What is one important idea related to St. Lucia's population that the writer mentions? |                                       |   |                                        |
| تجميعات STEP يلو | A                                                                                      | The population is mostly Amerindians. | B | Its settlers are from the Middle East. |
|                  | C                                                                                      | It has a small number of people.      | D | It is a small island.                  |

|                  |                                                                            |                     |   |                        |
|------------------|----------------------------------------------------------------------------|---------------------|---|------------------------|
| 03               | What does the writer want to show by the example of hot pools and springs? |                     |   |                        |
| تجميعات STEP يلو | A                                                                          | geothermal activity | B | resort attractions     |
|                  | C                                                                          | a mixed landscape   | D | reasons settlers came. |

|                  |                                        |                     |   |                       |
|------------------|----------------------------------------|---------------------|---|-----------------------|
| 04               | What is the main topic of the passage? |                     |   |                       |
| تجميعات STEP يلو | A                                      | St. Lucia's tourism | B | St. Lucia's history   |
|                  | C                                      | St. Lucia's culture | D | St. Lucia's geography |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | C  | A  | D  |

97.Simple Distillation - التقطير البسيط

- (1) Simple distillation is a procedure by which two liquids with different boiling points can be isolated. It can be used effectively to **isolate** liquids that have at least a fifty-degree difference in their boiling points. To obtain the solvent from a solution, distillation can be used.
- (2) Water can be obtained from salt water using this method. The solution is heated in the flask until it boils. The steam rises into the Liebig condenser, where it condenses back into water. The salt remains in the flask. In hot, arid countries such as Saudi Arabia, this technique is used on a much larger scale to produce potable water. This process is **carried** out in a desalination plant.

|                  |                                                               |          |   |          |
|------------------|---------------------------------------------------------------|----------|---|----------|
| 01               | The word “Isolate” in Paragraph (1) is closest in meaning to: |          |   |          |
| تجميعات STEP يلو | A                                                             | Contain  | B | Separate |
|                  | C                                                             | Maintain | D | Combine  |

|                  |                                                                   |            |   |           |
|------------------|-------------------------------------------------------------------|------------|---|-----------|
| 02               | The word “carried” out in Paragraph (2) is closest in meaning to: |            |   |           |
| تجميعات STEP يلو | A                                                                 | Considered | B | Performed |
|                  | C                                                                 | Attempted  | D | Proposed  |

|    |    |
|----|----|
| 01 | 02 |
| B  | B  |

## تطور الإنترنت في السعودية 98. Internet Development in Saudi Arabia

(1) While the Internet became a key global communication tool, Saudi Arabia was relatively late in making it publicly available. This delay was largely due to government concerns about its impact on the country's conservative culture. Initially, only academic institutions had Internet access.

(2) According to Al-Tawil (2001), KFUPM was the first to connect to the Internet in 1993 using a satellite station, though the connection only supported email. Later, KACST began using a 64-kbps line from KSHRC and worked to connect more universities. KSU and KAU were among the early institutions connected.

(3) In 1997, the Council of Ministers issued Decree No. 163, giving KACST official responsibility for organizing and operating Internet services in Saudi Arabia. In 1998, KACST announced qualification criteria for ISPs and began working with the national telecommunications infrastructure.

(4) KACST also created the Internet Service Unit (ISU) to make the service publicly available while protecting cultural and religious values. It filters content, manages international connections, supervises the Internet gateway, and blocks unwanted websites.

(5) KACST raised public awareness, set regulations for Internet use, and managed the national domain name system.

(6) Initially, STC was the only ISP. In 2005, Mobily entered the market, followed by Zain in 2008, which introduced 4G LTE services. Also in 2008, STC began rolling out 3G services.

(7) Public Internet access began in 1999. User numbers grew rapidly—from 100,000 in 1999 to 1 million by 2001 and to 16.5 million by 2013, representing over half the population. Forecasts predicted nearly 90% usage by 2020, and close to 100% by 2030.

(8) Today, all Saudi universities and colleges offer free Internet. Faculty use it for teaching resources and communication. Students benefit from immediate access to materials and independent learning. Hospitals, banks, and corporations also increasingly offer online services.

| 01                     | How many Internet users were there in Saudi Arabia in 1999 and 2013? |                          |   |                            |
|------------------------|----------------------------------------------------------------------|--------------------------|---|----------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                    | 1 million and 20 million | B | 1 million and 16.5 million |
|                        | C                                                                    | 100,000 and 1 million    | D | 100,000 and 16.5 million   |

| 02                     | When did Mobily and Zain start providing mobile Internet services? |               |   |               |
|------------------------|--------------------------------------------------------------------|---------------|---|---------------|
| تجميعات<br>STEP<br>يلو | A                                                                  | 1993 and 1999 | B | 1998 and 2005 |
|                        | C                                                                  | 1998 and 2008 | D | 2005 and 2008 |

| 03                     | According to the passage, which institution was the first to use a satellite station for Internet? |       |   |       |
|------------------------|----------------------------------------------------------------------------------------------------|-------|---|-------|
| تجميعات<br>STEP<br>يلو | A                                                                                                  | KFUPM | B | KSHRC |
|                        | C                                                                                                  | KACST | D | STC   |

| 01 | 02 | 03 |
|----|----|----|
| D  | D  | A  |

## فهم سلوك الأطفال السيء 99. Understanding Children's Misbehavior

(1) Most parents do not enjoy watching their children **misbehave**. Bad behavior by children often results in bad behavior by parents. The first idea that has to go is that poor parenting is what makes children misbehave or behave badly. The cause of the child's behavior may lie in psychological problems; it may even lie in the biology of the child. Whatever the reason, the important issue is how parents respond when children act out.

(2) Aggressive behavior starts early in children's lives. A study looked at children 6 to 24 months of age. Mothers reported how often their children acted out or displayed poor behavior. They cited kicking, hitting, pulling hair, biting, and even hurting animals. The most common actions were hitting or smacking another person. The least common action was hurting animals. Hitting someone peaked at 18 months, when eight of 10 kids were hitting and smacking other people. Kicking, pushing, and throwing things peaked at 20 months. The "terrible twos" started before the age of two.

(3) Pediatricians can assure parents that these behaviors are normal in small children. The big job is to guide parents on how to deal with their children when they behave this way. From the start, parents should set limits. They need to respond in ways that may help redirect or distract a child. This would help a child go from misbehaving to a more positive behavior. Pediatricians believe these approaches work. It seems certain that positive responses such as these are better than anger or punishment.

(4) The frequency, intensity, and length of the bad behavior are also important. There are some questions that parents must also consider. Does the child have any issues that he or she is dealing with? Does the child have friends? Some children may show signs of depression when they have had a negative experience. The answers to these questions may explain why the child is acting out.

(5) Parents often use their instincts in dealing with their children without considering what is causing the misbehavior. They may respond with anger or threats and punishment. A better way is to plan in order to avoid potential conflicts. For example, if getting ready for school is a problem, parents can come up with ways to make it easier. This would help them to avoid potential problems before they start.

|                        |                                                                               |          |   |           |
|------------------------|-------------------------------------------------------------------------------|----------|---|-----------|
| 01                     | What word other than “misbehave” does the writer use for aggressive behavior? |          |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                             | act out  | B | avoid     |
|                        | C                                                                             | distract | D | deal with |

|                        |                                   |                                                               |   |                                                                        |
|------------------------|-----------------------------------|---------------------------------------------------------------|---|------------------------------------------------------------------------|
| 02                     | Which of the following is a fact? |                                                               |   |                                                                        |
| تجميعات<br>STEP<br>يلو | A                                 | Poor parenting is the cause of children’s misbehavior.        | B | Aggressive behavior is normal in young children.                       |
|                        | C                                 | Parents often deal with their children’s bad behavior poorly. | D | Hunting animals is the most common aggressive behavior among children. |

|                        |                                                                                          |                                                                                              |  |  |
|------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--|--|
| 03                     | How is the writer’s view about children’s bad behavior different from the parents’ view? |                                                                                              |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                                        | The writer believes that parents should plan to avoid bad behavior.                          |  |  |
|                        | B                                                                                        | The writer believes that parents should use their instincts to deal with bad behavior.       |  |  |
|                        | C                                                                                        | The writer believes that parents should respond to bad behavior with threats and punishment. |  |  |
|                        | D                                                                                        | The writer believes that parents should ignore bad behavior                                  |  |  |

|                        |                                                          |                                                                        |  |  |
|------------------------|----------------------------------------------------------|------------------------------------------------------------------------|--|--|
| 04                     | What can we understand about parents from Paragraph (3)? |                                                                        |  |  |
| تجميعات<br>STEP<br>يلو | A                                                        | Parents understand that children’s bad behavior is normal.             |  |  |
|                        | B                                                        | Parents avoid being angry with or yelling at children.                 |  |  |
|                        | C                                                        | Parents reward bad behavior.                                           |  |  |
|                        | D                                                        | Parents fail to deal with their children’s bad behavior appropriately. |  |  |

|                        |                                                        |                                                                 |  |  |
|------------------------|--------------------------------------------------------|-----------------------------------------------------------------|--|--|
| 05                     | What can we understand about parents in Paragraph (5)? |                                                                 |  |  |
| تجميعات<br>STEP<br>يلو | A                                                      | Parents fail to prevent children’s bad behavior.                |  |  |
|                        | B                                                      | Parents blame their children’s friends for bad behavior.        |  |  |
|                        | C                                                      | Parents consider the causes of children’s bad behavior.         |  |  |
|                        | D                                                      | Parents think schools should deal with children’s bad behavior. |  |  |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| A  | B  | A  | D  | A  |

100. تطور الكيمياء The Evolution of Chemistry

The branch of science now called chemistry was, in medieval times, called alchemy. Alchemists believed that any substance could be transformed into any other substance, and many of them tried unsuccessfully to turn ordinary metals into gold. With the advances of the Scientific Revolution, the experiments of alchemists were abandoned. However, some of their practices—especially the manipulation of metals and acids—set the stage for modern chemistry.

|                        |                                                              |           |   |           |
|------------------------|--------------------------------------------------------------|-----------|---|-----------|
| 01                     | The word “abandoned” in the Passage is closest in meaning to |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                                            | begun     | B | stopped   |
|                        | C                                                            | increased | D | continued |

|    |
|----|
| 01 |
| B  |

101. علم التشريح البشري: فهم Human Anatomy: Understanding the Body's Structures  
هياكل الجسم

Passage A: The Structure of the Human Body (Anatomy)

(1) Human Anatomy is the scientific study of the body's structures. It is important to understand how the structures or organs are supposed to work properly. Some structures are very small and can only be observed with a microscope, while larger structures can be seen and handled directly. The word "anatomy" comes from a Greek root meaning "to cut apart." Early studies of anatomy began by observing the wounds of soldiers and other injuries on the body's surface. Later, physicians were allowed to dissect, or cut open, the bodies of the dead to increase their knowledge.

(2) Dissection involves cutting apart body structures to observe their physical features and how they relate to each other. Dissection is still commonly used in medical schools and anatomy courses. In addition to dissection, microscopes are essential tools in anatomy for studying very small structures.

(3) Anatomy is divided into gross anatomy, the study of larger body parts visible without magnification, and microscopic anatomy, which studies structures seen only with a microscope. Both dissection and microscopy are fundamental to the study of anatomy.

Passage B: The Function of the Human Body (Physiology)

(4) Physiology is the scientific study of how the body functions — how different parts work together to support life. It includes laboratory experiments, microscopic examination, and the use of scientific tools and models to understand processes like breathing, digestion, and circulation. Unlike anatomy, which focuses on structure, physiology explains function. For example, physiology describes how the heart pumps blood.

(5) Physiology has a long history, but became a formal science about 200 years ago. One of its founders, Claude Bernard from France, developed important concepts such as homeostasis. Physiology relies heavily on laboratory experiments and microscopes to understand the functions of body parts.

(6) Together, anatomy and physiology are important for understanding how the body works and for treating diseases. Both subjects are taught in medical schools and health science programs, providing foundational knowledge for healthcare professionals.

|                  |                                                                                      |                                                                              |
|------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 01               | Which of the following best summarizes anatomy and physiology from Passages A and B? |                                                                              |
| تجميعات STEP يلو | A                                                                                    | Anatomy involves cutting open bodies, while physiology uses lab experiments. |
|                  | B                                                                                    | Anatomy is helpful for soldiers, while physiology is helpful for everyone.   |
|                  | C                                                                                    | They both involve the study of neurophysiology.                              |
|                  | D                                                                                    | They both rely on cutting open bodies.                                       |

|                  |                                                                                           |                                                                                              |
|------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 02               | What can be understood from the Passage about the early period of anatomy and physiology? |                                                                                              |
| تجميعات STEP يلو | A                                                                                         | Anatomy and physiology both began 200 years ago.                                             |
|                  | B                                                                                         | Physiology began in France, while anatomy began in Greece.                                   |
|                  | C                                                                                         | Physiology began about 200 years ago, while anatomy began with observing wounded soldiers.   |
|                  | D                                                                                         | Anatomy was developed by Andreas Vesalius, while Physiology was developed by Claude Bernard. |

|                  |                                                                                |                                                  |
|------------------|--------------------------------------------------------------------------------|--------------------------------------------------|
| 03               | According to Passages, it is important to know about anatomy and physiology... |                                                  |
| تجميعات STEP يلو | A                                                                              | to be able to treat the disease                  |
|                  | B                                                                              | to be able to see cancer and find a cure         |
|                  | C                                                                              | To know how organs work and to treat disease.    |
|                  | D                                                                              | to become a physiologist and a successful doctor |

|                  |                                                                         |                                                      |
|------------------|-------------------------------------------------------------------------|------------------------------------------------------|
| 04               | What do Passages A and B say about the study of anatomy and physiology? |                                                      |
| تجميعات STEP يلو | A                                                                       | Both mean to 'cut apart'.                            |
|                  | B                                                                       | Both involve the use of microscopes.                 |
|                  | C                                                                       | Both are about the body's structures.                |
|                  | D                                                                       | Both are taught at medical schools and high schools. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | C  | C  | B  |

## 102. الطيور العملاقة في الماضي Giant Birds of the Past

(1) Giant birds of the past have names that speak for themselves. The Elephant bird, a native of Madagascar and the largest known giant bird, stood at over nine feet tall and weighed in at 1,000 pounds or more, until it went extinct about 1,000 years ago. Australia's Mhirung, nicknamed "Thunderbird," which disappeared nearly 50,000 years ago, is thought to have been nearly seven feet tall and weighed between 500 and 1,000 pounds. But until now, no one had ever found evidence of these towering avians in Europe.

(2) Today, researchers describe the first fossil of a giant bird found in Crimea. Dated at around 1.8 million years old, the specimen makes experts question previous assumptions that giant birds were not part of the region's fauna during that period.

(3) A team of paleontologists dug up the fossil -an unusually large femur bone- in Taurida Cave, located on the Crimean Peninsula in the northern Black Sea. The cave was only discovered last June when the construction of a new highway revealed its entrance.

(4) Based on the femur's dimensions, the team calculated that the bird would have weighed around 992 pounds, as much as an adult polar bear, making it the third-largest bird ever recorded. Daniel Field, a scientist at the University of Cambridge, says, "It raises exciting questions about the factors that gave rise to these giant birds, and the factors that drove them to extinction."

|                        |                                                                             |                                         |   |                                              |
|------------------------|-----------------------------------------------------------------------------|-----------------------------------------|---|----------------------------------------------|
| 01                     | What two phrases does the writer use to say that the birds were very large? |                                         |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                                           | giant bird and towering avian           | B | The elephant bird is a native of Madagascar. |
|                        | C                                                                           | large femur bone and the region's fauna | D | seven feet tall and nicknamed "Thunderbird." |

|                        |                                                       |                                                |   |                                            |
|------------------------|-------------------------------------------------------|------------------------------------------------|---|--------------------------------------------|
| 02                     | Which of the following does the writer say is a fact? |                                                |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                     | The Thunderbird lived in Australia and Europe. | B | The femur is the largest bone in the body. |
|                        | C                                                     | The Elephant bird was over nine feet tall.     | D | Researchers found a polar bear fossil.     |

|                        |                                                                                          |                                              |   |                                                  |
|------------------------|------------------------------------------------------------------------------------------|----------------------------------------------|---|--------------------------------------------------|
| 03                     | How are researchers' views since the new discovery different from the views held before? |                                              |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                                                                        | They now know what the birds ate.            | B | They now know what the birds looked like.        |
|                        | C                                                                                        | They now know when the birds became extinct. | D | They now know a new place where the birds lived. |

|                        |                                                                           |                                                      |   |                                                  |
|------------------------|---------------------------------------------------------------------------|------------------------------------------------------|---|--------------------------------------------------|
| 04                     | What can we understand about the giant bird of Crimea from Paragraph (3)? |                                                      |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                                                         | Researchers found it at the bottom of the Black Sea. | B | Highway workers found it at a construction site. |
|                        | C                                                                         | Researchers did not find all the bones.              | D | We can see it in the Crimea Museum.              |

|                        |                                                               |                        |   |                                    |
|------------------------|---------------------------------------------------------------|------------------------|---|------------------------------------|
| 05                     | What can be understood about Daniel Field from Paragraph (4)? |                        |   |                                    |
| تجميعات<br>STEP<br>يلو | A                                                             | He studies fossils.    | B | He found the fossil.               |
|                        | C                                                             | He weighed the fossil. | D | He studies at Cambridge University |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| A  | C  | D  | C  | A  |

## 103. Arrest Procedures in the US نظام الاعتقال في الولايات المتحدة

(1) In the US legal system, arrests are made after enough evidence is collected to establish probable cause. Arrests are made with or without a warrant, but there must always be **probable** cause to arrest. A criminal defendant is usually searched at the time of the arrest. At the police station, the defendant is **booked**. The booking process involves fingerprinting and photographing the defendant. Background information on the defendant, such as name, address, phone number, and so forth, is also collected.

(2) The defendant is searched again before he or she is placed in a jail cell. If the defendant's offense is minor, he or she may be allowed to post bail and appear before the judge at a later date. When the offense is not minor, the defendant is held until the initial appearance; the judge sets the bail amount at this time.

|         |                                                              |          |   |             |
|---------|--------------------------------------------------------------|----------|---|-------------|
| 01      | The word “booked” in Paragraph (1) is closest in meaning to: |          |   |             |
| تجميعات |                                                              |          |   |             |
| STEP    | A                                                            | harmed   | B | registered  |
| يلو     | C                                                            | released | D | transferred |

|         |                                                                |            |   |             |
|---------|----------------------------------------------------------------|------------|---|-------------|
| 02      | The word “probable” in Paragraph (1) is closest in meaning to: |            |   |             |
| تجميعات |                                                                |            |   |             |
| STEP    | A                                                              | enormous   | B | suspicious  |
| يلو     | C                                                              | reasonable | D | complicated |

|    |    |
|----|----|
| 01 | 02 |
| B  | C  |

## 104. Avalanches: Nature's Snow Slides الانهيارات الثلجية: انزلاقات الثلج الطبيعية

Avalanches are mass movements of snow and ice; they move very fast, and average speeds are 40–60 km/h, but speeds of up to 200 km/h have been recorded in Japan. Loose avalanches, made of fresh snow, usually occur soon after a large fall of snow. By contrast, slab avalanches occur at a later date, when the snow has developed some cohesion and **unites** together more. **Slab** avalanches are usually much larger than loose avalanches and cause much more destruction. They are often started by a sudden rise in temperature, which causes melting. This lubricates the slab and makes it **unstable**. Many of the avalanches occur in spring when the snowpack is large, and temperatures are rising. There is also a relationship between the number of avalanches and altitude. For example, in the Swiss Alps, most occur between 2000 meters and 2500 meters, and there is diminished occurrence both higher up and lower down.

|         |                                                          |       |   |           |
|---------|----------------------------------------------------------|-------|---|-----------|
| 01      | The word “slab” in the Passage is closest in meaning to: |       |   |           |
| تجميعات |                                                          |       |   |           |
| STEP    | A                                                        | chunk | B | altitude  |
| يلو     | C                                                        | speed | D | reduction |

|         |                                                              |       |   |        |
|---------|--------------------------------------------------------------|-------|---|--------|
| 03      | The word “unstable” in the Passage is closest in meaning to: |       |   |        |
| تجميعات |                                                              |       |   |        |
| STEP    | A                                                            | firm  | B | safe   |
| يلو     | C                                                            | loose | D | larger |

|         |                                                            |          |   |          |
|---------|------------------------------------------------------------|----------|---|----------|
| 02      | The word “unites” in the Passage is closest in meaning to: |          |   |          |
| تجميعات |                                                            |          |   |          |
| STEP    | A                                                          | relates  | B | appears  |
| يلو     | C                                                          | collapse | D | combines |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | D  | C  |

## 105. Pathogenic Bacteria البكتيريا المسببة للأمراض

(1) Disease-causing agents are called pathogens. However, pathogens can come from any taxonomic group. Bacteria and viruses are among the most common. All currently known prokaryotic pathogens are bacteria. This is why the discussion here is restricted to pathogenic bacteria, and it excludes archaea. However, in the future, scientists may well discover that some archaea are associated with disease.

(2) The French chemist Louis Pasteur was the first person to show convincingly that bacteria cause disease. Pasteur helped to establish what has become known as the germ theory of disease when he showed that bacteria were responsible for a number of human and animal diseases.

(3) Bacteria **produce** disease in one of two general ways. Bacteria cause disease by destroying living cells or by releasing chemicals that upset homeostasis. Some bacteria destroy living cells and tissues of the infected organism directly, while some cause tissue damage when they provoke a response from the immune system. Other bacteria release toxins (poisons) that interfere with the normal activity of the host.

(4) One example of a pathogen that damages host tissue is the bacterium that causes tuberculosis. This pathogen is inhaled into the lungs, where its **growth** triggers an immune **response** that can destroy large areas of tissue. The bacterium also may travel through blood vessels to other sites in the body, causing similar damage.

(5) Bacteria that produce toxins include the species that causes diphtheria, and the species responsible for a deadly form of food poisoning known as botulism. Diphtheria has largely been eliminated in developed countries by vaccination, but outbreaks of botulism still claim many lives.

|                        |                                                                |                                          |   |                                           |
|------------------------|----------------------------------------------------------------|------------------------------------------|---|-------------------------------------------|
| 01                     | What happened because of Louis Pasteur's research on bacteria? |                                          |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                                              | People learned how diseases can start.   | B | People learned how to stop all diseases.  |
|                        | C                                                              | People learned that diseases are common. | D | People learned that diseases can be made. |

|                        |                                                       |                            |   |                            |
|------------------------|-------------------------------------------------------|----------------------------|---|----------------------------|
| 02                     | What do toxins made by one species of bacteria cause? |                            |   |                            |
| تجميعات<br>STEP<br>يلو | A                                                     | a new kind of lung disease | B | a disease found in animals |
|                        | C                                                     | An ancient type of virus   | D | an illness that can kill   |

|                        |                                              |                                        |   |                                               |
|------------------------|----------------------------------------------|----------------------------------------|---|-----------------------------------------------|
| 03                     | What is one negative effect of tuberculosis? |                                        |   |                                               |
| تجميعات<br>STEP<br>يلو | A                                            | It can cause deadly diseases.          | B | It causes damage to body tissue.              |
|                        | C                                            | It destroys blood vessels in the body. | D | It releases toxins that cause food poisoning. |

|                        |                                                               |         |   |         |
|------------------------|---------------------------------------------------------------|---------|---|---------|
| 04                     | The word "produce" in Paragraph (3) is closest in meaning to: |         |   |         |
| تجميعات<br>STEP<br>يلو | A                                                             | create  | B | destroy |
|                        | C                                                             | prevent | D | respect |

|                        |                                                              |             |   |             |
|------------------------|--------------------------------------------------------------|-------------|---|-------------|
| 05                     | The word "growth" in Paragraph (4) is closest in meaning to: |             |   |             |
| تجميعات<br>STEP<br>يلو | A                                                            | death       | B | decrease    |
|                        | C                                                            | description | D | development |

|                        |                                                                |        |   |        |
|------------------------|----------------------------------------------------------------|--------|---|--------|
| 06                     | The word "response" in Paragraph (4) is closest in meaning to: |        |   |        |
| تجميعات<br>STEP<br>يلو | A                                                              | memory | B | reply  |
|                        | C                                                              | delay  | D | method |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| A  | D  | B  | A  | D  | B  |

106. اضطراب ثنائي القطب: فهم Bipolar Disorder: Understanding the Mood Swings تقلبات المزاج

Passage A: Bipolar Disorder Overview

- (1) Bipolar disorder is a mental illness that causes unusual changes in mood, energy, activity levels, concentration, and the ability to carry out everyday tasks.
- (2) Mood changes go from periods of excessively "up", happy, "angry" or energized behavior, known as mania, to very "down", sad, indifferent, or hopeless periods, known as depression. Depression is the most common feature of the illness.
- (3) Sometimes people experience symptoms of mania and depression at the same time. These periods are called episodes with mixed features. People experiencing an episode with mixed features may feel very sad, empty, or hopeless, while at the same time feeling extremely energized.
- (4) A person may have bipolar disorder even if their symptoms are less extreme. For example, some people with bipolar disorder experience hypomania, a milder form of mania. During a hypomania period, a person may feel very good, successfully finish tasks, and keep up with everyday life. The person may not feel that anything is wrong, but family and friends may recognize the changes in mood or activity levels as possible bipolar disorder. Without proper treatment, people with hypomania can develop severe mania or depression.
- (5) Bipolar disorder is typically identified when patients are teenagers or young adults. Occasionally, bipolar symptoms can appear in children. Bipolar disorder can also appear in women when they first become pregnant. Victims of the illnesses require treatment for their whole lives. Therapy and medication can help people manage symptoms and improve their quality of life.

Passage B: Approaches to Managing Mental Illness

- (1) Mental health conditions like bipolar disorder, depression, and anxiety affect millions of people worldwide and can significantly interfere with daily functioning, relationships, and overall quality of life. These conditions vary in severity and symptoms, making diagnosis and treatment complex. Many individuals face stigma, which may prevent them from seeking help early or adhering to treatment plans. Raising awareness about mental health is crucial to improving understanding and support within communities.
- (2) Treatment for mental illnesses often involves a combination of medication, therapy, and lifestyle changes tailored to each individual's needs. Medications such as mood stabilizers, antidepressants, and antipsychotics can help balance brain chemicals, stabilize mood swings, reduce symptoms, and prevent relapse. It is important for patients to work closely with healthcare providers to monitor side effects and adjust treatment for optimal results.

(3) Psychotherapy, including approaches like cognitive-behavioral therapy (CBT), dialectical behavior therapy (DBT), and interpersonal therapy, helps patients better understand their condition, identify negative thought patterns, and develop effective coping skills. Therapy sessions provide a safe space for patients to express emotions, improve emotional regulation, and work through challenges related to their mental health. Family therapy can also be beneficial by improving communication and support within the patient's social circle.

(4) Early diagnosis and continuous management of mental illnesses are critical for successful treatment outcomes. When symptoms are identified promptly, patients can begin interventions that reduce the severity and duration of episodes. It is important to note that in bipolar disorder, some patients can experience symptoms of depression and mania at the same time, known as episodes with mixed features. Understanding this overlap helps in providing more effective care.

(5) Although some mental illnesses are chronic and may require lifelong treatment, with proper care, individuals can lead productive, fulfilling lives. Many people with mental health conditions pursue careers, build strong relationships, and contribute actively to their communities. Advances in research continue to improve treatment options, offering hope for a better quality of life and symptom management in the future.

| 01                     | What can we understand from Passages A and B about hypomania? |                                                       |   |                                                             |
|------------------------|---------------------------------------------------------------|-------------------------------------------------------|---|-------------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                             | It may lead to depression.                            | B | Symptoms occur most often in children.                      |
|                        | C                                                             | People experiencing it may still complete their work. | D | Family and friends may be the only ones to notice symptoms. |

| 02                     | Which of the following are symptoms of bipolar disorder according to Passages A and B? |                                        |   |                         |
|------------------------|----------------------------------------------------------------------------------------|----------------------------------------|---|-------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                                      | mania and episodes with mixed features | B | mania and mood episodes |
|                        | C                                                                                      | mania and delusions                    | D | mania and depression    |

| 03                     | What do Passages A and B say about bipolar disorder? |                                                                  |   |                                                       |
|------------------------|------------------------------------------------------|------------------------------------------------------------------|---|-------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                    | It can make people feel sad and full of energy at the same time. | B | Treatment includes prescription drugs and counseling. |
|                        | C                                                    | It is the most frequent cause of mania.                          | D | Symptoms are usually mild.                            |

| 04                     | What can we understand from Passages A and B about depression? |                                                                                 |  |  |
|------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                                                              | It only ever occurs on its own, never alongside other moods.                    |  |  |
|                        | B                                                              | The depression of bipolar disorder is a generally mild form.                    |  |  |
|                        | C                                                              | People can experience it at the same time they experience mania.                |  |  |
|                        | D                                                              | It is a symptom of various illnesses, but it is also a major illness by itself. |  |  |

| 01 | 02 | 03 | 04 |
|----|----|----|----|
| A  | D  | A  | C  |

## 107. قيمة العلامة التجارية والولاء Brand Value and Loyalty

(1) A brand creates value for business and determines what its products and services are worth. It communicates what the business is about and may encompass much more than its products, often including the business's values. Creating a brand identity is important for both large and small businesses in that it creates a unique identity that communicates to the marketplace. A brand is the image the customer has of the product or company. It conveys the nature of the user, personality, core values, culture, product benefits, and product attributes. Attributes include price, safety, quality, and **performance**. Benefits are what the customer gets from the product, which may include functional benefits along with image benefits. A strong brand will have a strong emotional appeal and capture the top of the pyramid.

(2) Customers have varying levels of perception of the brand. Brand awareness is when customers know what the brand is. When this awareness is present, the company has captured customer mind share. Brand preference is when the customer chooses the brand if it is available, but may choose another brand if it is not. Brand loyalty is when the customer will only choose that brand. Brand loyalty connotes capture of heart share. This all culminates in increasing market share. Brand loyalty translates into brand equity, or a value assigned to the brand. Businessweek estimates that the Top 2009 brand, Coca-Cola, is worth \$68 billion.

|                        |                                                                                   |                                    |   |                                     |
|------------------------|-----------------------------------------------------------------------------------|------------------------------------|---|-------------------------------------|
| 01                     | Which of the following statements about "performance" does Paragraph (1) support? |                                    |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                 | It's one of the product benefits.  | B | It's what the business is about.    |
|                        | C                                                                                 | It's about the user's personality. | D | It's one of the product attributes. |

|                        |                                                                                    |                                      |   |                                         |
|------------------------|------------------------------------------------------------------------------------|--------------------------------------|---|-----------------------------------------|
| 02                     | Which of the following statements about a strong brand does Paragraph (1) support? |                                      |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                                                                  | It must be safe.                     | B | It must attract everyone.               |
|                        | C                                                                                  | It must be successful in the market. | D | It must create an emotional connection. |

|                        |                                                                             |                                                |   |                                                     |
|------------------------|-----------------------------------------------------------------------------|------------------------------------------------|---|-----------------------------------------------------|
| 03                     | Which of the following statements about "brand" does Paragraph (2) support? |                                                |   |                                                     |
| تجميعات<br>STEP<br>يلو | A                                                                           | All customers have brand loyalty.              | B | Brand preference means brand quality.               |
|                        | C                                                                           | Brand loyalty helps increase the market share. | D | Customers all understand the brand in the same way. |

|                        |                                                      |                                                                               |  |  |
|------------------------|------------------------------------------------------|-------------------------------------------------------------------------------|--|--|
| 04                     | Which sentence gives the main idea of Paragraph (2)? |                                                                               |  |  |
| تجميعات<br>STEP<br>يلو | A                                                    | Customers have varying levels of perception of the brand.                     |  |  |
|                        | B                                                    | Brand awareness is when customers know what the brand is.                     |  |  |
|                        | C                                                    | This all culminates in increasing market share.                               |  |  |
|                        | D                                                    | Brand loyalty translates into brand equity, or a value assigned to the brand. |  |  |

|                        |                                       |                                                                                               |  |  |
|------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------|--|--|
| 05                     | What is the main idea in the Passage? |                                                                                               |  |  |
| تجميعات<br>STEP<br>يلو | A                                     | A brand is all about communications.                                                          |  |  |
|                        | B                                     | A brand must only focus on image benefits.                                                    |  |  |
|                        | C                                     | A brand can only be successful if the customer chooses it over other brands.                  |  |  |
|                        | D                                     | A brand is important because it makes the customer know the importance of a certain business. |  |  |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | D  | C  | A  | D  |

## 108. الهجرة الاقتصادية والتجارة في الاتحاد الأوروبي Economic Migration and Trade in the EU

(1) The United Kingdom (UK) joined the European Economic Community in 1973, which later became the European Union (EU) in 1992 when EU nations agreed on four economic freedoms - the free movement of workers, goods, services, and capital.

(2) In 1992, people in the UK started to take advantage of this freedom of movement. Now there are about two million British citizens living in Spain. Another one million people live in other countries in Europe. They **migrated** there to work in banks and other service industries.

(3) In 2004, Eastern European nations, such as Poland, were given membership to the EU. Poland was poor due to the failure of the communist government, which collapsed in the late 1980s. With EU membership came opportunity. Young Poles were able to find better-paid work in the UK, so in 2004, thousands of well-trained and educated Polish workers moved there to find work as doctors, engineers, mechanics, and nurses. Many returned to Poland later in the decade when workers' pay in Poland **surged** due to better economic conditions.

(4) People in the UK also benefited from the free movement of goods and services. Supermarkets all over Britain brought in products from all over Europe. They started to sell a much wider variety of products. Food from France, Italy, Denmark, and Ireland was found in most supermarkets. In terms of the service sector, banks benefited the most from trade with EU nations because of the free movement of capital and services.

|                        |                                                                |       |   |          |
|------------------------|----------------------------------------------------------------|-------|---|----------|
| 01                     | The word "migrated" in Paragraph (2) is closest in meaning to: |       |   |          |
| تجميعات<br>STEP<br>يلو | A                                                              | left  | B | studied  |
|                        | C                                                              | moved | D | returned |

|                        |                                                              |           |   |          |
|------------------------|--------------------------------------------------------------|-----------|---|----------|
| 02                     | The word "surged" in Paragraph (3) is closest in meaning to: |           |   |          |
| تجميعات<br>STEP<br>يلو | A                                                            | increased | B | finished |
|                        | C                                                            | dropped   | D | started  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | A  | C  | A  |

|                        |                                                                   |                                              |   |                                      |
|------------------------|-------------------------------------------------------------------|----------------------------------------------|---|--------------------------------------|
| 03                     | What led to thousands of Polish workers moving to the UK in 2004? |                                              |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                                                 | They were escaping the communist government. | B | They were well-trained and educated. |
|                        | C                                                                 | The salaries in the UK were high.            | D | There was NO work in Poland.         |

|                        |                                                              |                                           |   |                                      |
|------------------------|--------------------------------------------------------------|-------------------------------------------|---|--------------------------------------|
| 04                     | What was one important effect of the free movement of goods? |                                           |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                                            | People had more choices in supermarkets.  | B | The NHS employed many Polish nurses. |
|                        | C                                                            | Banks could trade in different countries. | D | British people could live in Spain.  |

## 109. Strawberry Production in California: A Double-Edged Sword إنتاج الفراولة في كاليفورنيا: سيف ذو حدين

(1) Agricultural abundance is a pillar of the California dream. In 2016, the state produced more than \$45 billion worth of meat, milk, and crops. Long before nutritionists agreed that fresh fruits and vegetables should be the center of American diets, California farmers had planted much of their land with these products, and today they produce half of the nation's fruits, vegetables, and nuts.

(2) But although fruits and vegetables are vaunted as healthy foods, their impact as crops is quite different. On many California produce farms, wages are low, working conditions are poor, and farmers use enormous quantities of pesticides and precious water. This is the central contradiction of California agriculture.

(3) California's strawberry industry is the state's sixth most important commodity in terms of the value of crops sold. Strawberries are attractive, reasonably nutritious, and occasionally tasty fruits, and can be grown and eaten within California nearly year-round. But the industry's growth has relied on heavy use of toxic chemicals, and now growers face heightened restrictions on some of their most favored chemicals: soil fumigants.

(4) Unfortunately, less toxic or non-chemical strategies that would allow strawberries to be grown for a mass market, maintaining affordable prices, are elusive and likely to remain so.

(5) Although strawberry production once was scattered throughout the state, by the 1960s, it had concentrated in coastal zones to take advantage of sandy soils and mild temperatures. Thereafter, the industry saw tremendous growth in productivity. In Monterey and Santa Cruz counties alone, acreage more than tripled, and production increased tenfold from 1960 to 2014. Much of this growth was enabled by advances in plant breeding and the use of plastic tarps to absorb heat, allowing growers to increase the length of strawberry seasons.

(6) But the main driver of growth has been the use of pre-plant chemical fumigants. Growers hire pest control companies to fumigate soils before planting strawberries in order to kill soil-borne pests, most importantly, plant pathogens such as *Verticillium dahliae* and *Macrophomina phaseolina*. Without such treatment, these pathogens cause strawberry plants to wilt and die.

(7) Now, however, the industry's fumigant of choice, methyl bromide, can no longer be used in strawberry fruit production. In 1991, methyl bromide was banned under the Montreal Protocol on Substances that Deplete the Ozone Layer. One potential replacement, methyl iodide, was approved for use in late 2010, but it was withdrawn from the market in 2012 following an activist campaign and lawsuit that accused California regulators of performing an inadequate review of potential health risks to workers and the general public. Among other things, the chemical is a known neurotoxin and carcinogen.

(8) Other fumigants are still allowed, but their use is increasingly restricted by buffer zones and township quotas. Consequently, growers are contending with heightened levels of plant disease, some from pathogens that had never before been evident in California strawberry fields.

(9) Can California find a less toxic way to raise 90 percent of the nation's fresh strawberries? Although the strawberry industry is investing significant resources into non-chemical alternatives to manage soil-borne disease, the obstacles are formidable. The entire production system, including reliance on fumigants, is embedded in the cost of land.

(10) Fumigation has allowed growers to plant on the same blocks of land year after year and not worry about soil disease. With fumigation available to control pathogens, growers have been able to maintain high yields.

(11) Together, these innovations have allowed growers to keep prime strawberry land in production every year, yielding exceptional amounts of fruit. High land prices reflect these expectations and make it unprofitable to grow strawberries using less intensive methods. The Pacific Ocean's natural summer air-conditioning is attractive to suburbanites as well as strawberries, so coastal development is putting additional pressure on the cost of strawberry land while at the same time increasing public pressure to control the use of fumigants.

(12) Informed and concerned consumers, ingrained with California's deep culture of environmentalism, have turned to organic strawberries, which they see as a more sustainable option. As conventional growers took note of this vibrant market, organic strawberry production rose fivefold between 2000 and 2012, reaching about 3,300 acres planted in 2017, which represents 12 percent of all strawberry acreage.

(13) But although organic growers use non-chemical soil fumigation methods or rotate strawberries with crops that have a mild disease-suppressing effect, such as broccoli, few of them fundamentally alter the production system in other ways.

(14) A small but dedicated set of growers has learned how to raise strawberries for the long haul without fumigants. However, even if they use starter plants produced on fumigated soil, since no nurseries produce organic plants, crucially, for these growers, strawberries are a minor crop in what are otherwise highly diversified systems. Most of these producers are located outside of prime strawberry-growing regions, where land is cheaper. Their approach, therefore, is not nearly replicable for growers producing for the mass market.

(15) These exceptions tell us as much about the limits of California strawberry production as does mainstream production. Consumers who want organic strawberries must be willing to live with compromises and pay premium prices. For others, the dream of affordable year-round strawberries grown without toxic chemicals is already an impossible one.

|                        |                                                      |                                                  |   |                                         |
|------------------------|------------------------------------------------------|--------------------------------------------------|---|-----------------------------------------|
| 01                     | What are two plant pathogens that harm strawberries? |                                                  |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                                    | Verticillium dahliae and Macrophomina phaseolina | B | methyl bromide and methyl iodide        |
|                        | C                                                    | methyl iodide and macrophomina phaseolina        | D | Verticillium dahliae and methyl bromide |

|                        |                                                                         |               |   |               |
|------------------------|-------------------------------------------------------------------------|---------------|---|---------------|
| 02                     | Between which years did organic strawberry production rise by fivefold? |               |   |               |
| تجميعات<br>STEP<br>يلو | A                                                                       | 1960 and 2014 | B | 2005 and 2015 |
|                        | C                                                                       | 2010 and 2012 | D | 2000 and 2012 |

|    |    |
|----|----|
| 01 | 02 |
| A  | D  |

110. دور المحفزات The Role of Catalysts

Catalysts are very important in controlling the rate of reactions. A catalyst is a chemical that increases the speed or rate of a chemical reaction without undergoing permanent chemical change. Many industrial and biological processes need catalysts for efficiency; the reactions are too slow without them. Catalysts are fascinating chemicals. The reaction between hydrogen and nitrogen gas to form ammonia does not occur at a significant rate, even at high pressures and high temperatures. If some finely divided iron is added to the vessel, however, the rate of the reaction increases dramatically, and the reaction becomes productive. Iron is not a reactant and does not chemically change in the reaction. The iron functions as a catalyst.

|                        |                                                 |             |   |              |
|------------------------|-------------------------------------------------|-------------|---|--------------|
| 01                     | The word “undergoing” is closest in meaning to: |             |   |              |
| تجميعات<br>STEP<br>يلو | A                                               | adding      | B | preventing   |
|                        | C                                               | controlling | D | experiencing |

|    |
|----|
| 01 |
| D  |

111. تاريخ المياه القديمة على المريخ Mars' Ancient Water History

(1) Today, Mars has only a thin atmosphere, and its surface is very dry, with the possible exceptions of some localized and temporary water seeps. However, ancient, eroded valley networks that were discovered by orbiting spacecraft in the early days of exploration prove that water flowed across the surface in the remote past.

(2) The nature of the oldest valleys, which have many tributaries, shows that the water was most likely supplied by rainfall. This means the surface was very likely habitable for life back then.

(3) When clay minerals were detected from orbit and subsequently confirmed by surface rovers, it was taken as further evidence that Mars once had a wet surface environment hospitable to life. This is because when most rocky minerals decay under humid conditions, they rot to form various kinds of clay.

(4) Clay minerals cannot form unless there is water available; it is an essential ingredient in their microscopic crystalline structure. Clays are found virtually nowhere on the red planet except in Mars’s most ancient terrains, dating back to a period about 3.7–4.1 billion years ago, called the Noachian.

(5) On Earth, clay forms by mineral grains that are chemically attacked by water. Most scientists believe that a similar process took place on Mars during its wet, Noachian period. However, some researchers have suggested that most of the detected clay was not formed in this way at all. They argued instead that it formed prior to that, while warm water was circulating through the bedrock in response to nearby volcanic and intrusive activity.

|                        |                                                                                           |                     |   |                |
|------------------------|-------------------------------------------------------------------------------------------|---------------------|---|----------------|
| 01                     | What is one important idea about today's Mars that the writer mentions in Paragraphs 1–2? |                     |   |                |
| تجميعات<br>STEP<br>يلو | A                                                                                         | orbiting spacecraft | B | rocky minerals |
|                        | C                                                                                         | rainfall            | D | valleys        |

|                        |                                                                                   |                                          |   |                                           |
|------------------------|-----------------------------------------------------------------------------------|------------------------------------------|---|-------------------------------------------|
| 02                     | What evidence does the writer mention to show that it probably used to have rain? |                                          |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                                                                 | There are clays on Mars' surface.        | B | The surface used to be suitable for life. |
|                        | C                                                                                 | There are valleys with many tributaries. | D | Volcanic activity typically causes rain.  |

|                        |                                                                                       |          |   |           |
|------------------------|---------------------------------------------------------------------------------------|----------|---|-----------|
| 03                     | What is one important idea related to clay that the writer mentions in Paragraph (4)? |          |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                                     | water    | B | structure |
|                        | C                                                                                     | terrains | D | time      |

|                        |                                             |                                                                      |   |                                                                           |
|------------------------|---------------------------------------------|----------------------------------------------------------------------|---|---------------------------------------------------------------------------|
| 04                     | Why does the writer mention surface rovers? |                                                                      |   |                                                                           |
| تجميعات<br>STEP<br>يلو | A                                           | They've helped show that water turns rocky minerals into clay.       | B | They've helped show that clays on Mars are different from those on Earth. |
|                        | C                                           | They've helped show that Mars used to have good conditions for life. | D | They've helped show that Mars is at least 4 billion years old.            |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | C  | A  | C  |

## 112. إدارة المخزون Stock Management Strategies

(1) There are three types of stock that a business can hold: stocks of raw materials (inputs brought from suppliers waiting to be used in the production process), work in progress (incomplete products still in the process of being made), and stocks of finished products (finished goods of acceptable quality waiting to be sold to customers).

(2) The aim of stock control is to minimize the cost of holding these stocks whilst ensuring that there are enough materials for production to continue and be able to meet customer demand. Obtaining the correct balance is not easy, and the stock control department will work closely with the purchasing and marketing departments.

(3) The marketing department should be able to provide sales forecasts for the coming weeks or months (this can be difficult if demand is seasonal or prone to unexpected fluctuation), and so allow stock control managers to judge the type, quantity, and timing of stocks needed.

(4) It is the purchasing department's responsibility to order the correct quantity and quality of these inputs, at a competitive price and from a reliable supplier who will deliver on time.

(5) As it is difficult to ensure that a business has exactly the correct amount of stock at any one time, the majority of firms will hold buffer stock. This is the "safe" amount of stock that needs to be held to cover unforeseen circumstances.

|                        |                                    |             |   |              |
|------------------------|------------------------------------|-------------|---|--------------|
| 01                     | What is the writer's main purpose? |             |   |              |
| تجميعات<br>STEP<br>يلو | A                                  | to explain  | B | to describe  |
|                        | C                                  | to convince | D | to entertain |

|                        |                                                      |                                                                             |  |  |
|------------------------|------------------------------------------------------|-----------------------------------------------------------------------------|--|--|
| 02                     | What is one important idea that the writer mentions? |                                                                             |  |  |
| تجميعات<br>STEP<br>يلو | A                                                    | The stock control department often holds buffer stocks.                     |  |  |
|                        | B                                                    | Managers of the stock control departments need to be well-trained.          |  |  |
|                        | C                                                    | The stock control department works closely with the marketing department.   |  |  |
|                        | D                                                    | The stock control department aims to achieve the correct balance of stocks. |  |  |

|    |    |
|----|----|
| 01 | 02 |
| A  | D  |

## 113. Compensating Differentials الفروقات التعويضية

(1) Jobs that are dangerous or unpleasant must pay more than jobs requiring similar skills but without the bad attributes. Thus, oil field workers in Alaska's North Slope, well above the Arctic Circle, earn a premium over workers in similar jobs in Houston, Texas. The premium - or differential pay - must be such that the marginal worker is indifferent between the two choices - the extra pay compensates the worker for the adverse working conditions. This is why it is known in economics jargon as a compensating differential.

(2) The high salaries earned by professional basketball players are not a compensating differential. These salaries are not created by a need to induce tall people to choose basketball over alternative jobs like painting ceilings, but instead are payments that reflect the rarity of the skills and abilities involved. Compensating differentials are determined by alternatives, not by direct scarcity. Professional basketball players are well-paid for the same reason that Picasso's paintings are expensive: there aren't very many of them relative to demand.

(3) A compensating differential is a feature of other choices as well as career choices. For example, many people would like to live in California, for its weather and scenic beauty. Given the desirability of California over, say, Lincoln, Nebraska, or Rochester, New York, there must be a compensating differential for living in Rochester, and two significant ones are air quality and housing prices. Air quality worsens as populations rise, thus tending to create a compensating differential. In addition, the increase in housing prices also tends to compensate - housing is inexpensive in Rochester, at least compared to California.

|                        |                                                   |                                          |   |                                            |
|------------------------|---------------------------------------------------|------------------------------------------|---|--------------------------------------------|
| 01                     | What does Paragraph (1) say about Houston, Texas? |                                          |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                 | It is colder in winter than in Alaska.   | B | It has many more jobs than Alaska.         |
|                        | C                                                 | It has much higher salaries than Alaska. | D | It is easier to work there than in Alaska. |

|                        |                                                                |                                                   |   |                                               |
|------------------------|----------------------------------------------------------------|---------------------------------------------------|---|-----------------------------------------------|
| 02                     | What does Paragraph (1) say about oil field workers in Alaska? |                                                   |   |                                               |
| تجميعات<br>STEP<br>يلو | A                                                              | They have different choices from Houston workers. | B | They have more holidays than Houston workers. |
|                        | C                                                              | They have better salaries than Houston workers.   | D | They have more skills than Houston workers.   |

|                        |                                                                              |                                    |   |                               |
|------------------------|------------------------------------------------------------------------------|------------------------------------|---|-------------------------------|
| 03                     | What does Paragraph (2) say about why basketball players have high salaries? |                                    |   |                               |
| تجميعات<br>STEP<br>يلو | A                                                                            | There are a few excellent players. | B | Few people choose basketball. |
|                        | C                                                                            | It is a difficult job.             | D | They are tall                 |

|                        |                                               |                              |   |                             |
|------------------------|-----------------------------------------------|------------------------------|---|-----------------------------|
| 04                     | What does Paragraph (3) say about California? |                              |   |                             |
| تجميعات<br>STEP<br>يلو | A                                             | It has good air quality.     | B | It has high house prices.   |
|                        | C                                             | It has a lot of oil workers. | D | It has many well-paid jobs. |

|                        |                                              |                                                    |   |                                                       |
|------------------------|----------------------------------------------|----------------------------------------------------|---|-------------------------------------------------------|
| 05                     | What does Paragraph (3) say about Rochester? |                                                    |   |                                                       |
| تجميعات<br>STEP<br>يلو | A                                            | Homes are more expensive there than in California. | B | There is less air pollution there than in California. |
|                        | C                                            | The weather is colder there than in California.    | D | The homes are better there than in California.        |

|                        |                                                      |                                                                                        |  |  |
|------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|--|--|
| 06                     | Which sentence gives the main idea of Paragraph (3)? |                                                                                        |  |  |
| تجميعات<br>STEP<br>يلو | A                                                    | In addition, the increase in housing prices also tends to compensate.                  |  |  |
|                        | B                                                    | Many people would like to live in California for its weather and scenic beauty.        |  |  |
|                        | C                                                    | A compensating differential is a feature of other choices, including career choices.   |  |  |
|                        | D                                                    | Air quality worsens as populations grow, thereby creating a compensating differential. |  |  |

|                        |                                       |                                                                          |  |  |
|------------------------|---------------------------------------|--------------------------------------------------------------------------|--|--|
| 07                     | What is the main idea of the Passage? |                                                                          |  |  |
| تجميعات<br>STEP<br>يلو | A                                     | People have many different choices in their lives.                       |  |  |
|                        | B                                     | Compensating differentials have an effect on people's life choices.      |  |  |
|                        | C                                     | Unpleasant and difficult jobs often have higher salaries than easy jobs. |  |  |
|                        | D                                     | Compensating differentials mean some people work in difficult places.    |  |  |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| D  | C  | A  | B  | B  | C  | B  |

## 114. The Impact of CFCs on Ozone Layer تأثير مركبات الكلوروفلوروكربون على طبقة الأوزون

(1) A chemical formula, in combination with the molar masses of its main elements, indicates the relative quantities of each element in a compound, which is extremely useful information. For example, about 30 years ago, scientists began to suspect that synthetic compounds known as chlorofluorocarbons (or CFCs) were destroying the ozone layer in Earth's upper atmosphere.

(2) Upper atmospheric ozone is important because it **shields** life on Earth from the sun's harmful ultraviolet light. CFCs are chemically inert compounds that were used primarily as refrigerants and industrial solvents. Over time, however, CFCs began to **accumulate** in the atmosphere. In the upper atmosphere, sunlight breaks **bonds** within CFCs, resulting in the release of chlorine atoms. The chlorine atoms then react with ozone, converting it into O<sub>2</sub>. Therefore, the harmful part of CFCs is the chlorine atoms that they carry.

|                  |                                                               |          |   |          |
|------------------|---------------------------------------------------------------|----------|---|----------|
| 01               | The word "shields" in Paragraph (2) is closest in meaning to: |          |   |          |
| تجميعات STEP يلو | A                                                             | cleans   | B | carries  |
|                  | C                                                             | protects | D | improves |

|                  |                                                             |         |   |             |
|------------------|-------------------------------------------------------------|---------|---|-------------|
| 03               | The word "bonds" in Paragraph (2) is closest in meaning to: |         |   |             |
| تجميعات STEP يلو | A                                                           | options | B | steps       |
|                  | C                                                           | rules   | D | connections |

|                  |                                                                  |         |   |           |
|------------------|------------------------------------------------------------------|---------|---|-----------|
| 02               | The word "accumulate" in Paragraph (2) is closest in meaning to: |         |   |           |
| تجميعات STEP يلو | A                                                                | collect | B | change    |
|                  | C                                                                | arrive  | D | disappear |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | A  | D  |

## 115. The Evolution of Personal Computers تطور الحواسيب الشخصية

1975

(1) The first commercially available microcomputer, the Altair 8800, was the first computer to be called a "personal computer." It has 64KB of memory and an open 100-line bus structure. Selling for about \$400, the Altair 8800 comes in a kit to be assembled by the user. Two young college students, Paul Allen and Bill Gates, unveil the BASIC language interpreter for the Altair computer.

1976

(2) Steve Jobs and Steve Wozniak built the Apple I computer. It is less powerful than the Altair, but it is also less expensive and less complicated.

1977

(3) The Apple II computer is unveiled. It comes already assembled in a case, with a built-in keyboard. Users must plug in their own TVs for monitors. Fully assembled microcomputers hit the general market, with Radio Shack, Commodore, and Apple all selling models.

1978

(4) Intel releases the 8086 microprocessor, a 16-bit chip that sets a new standard for power, capacity, and speed in microprocessors.

1979

(5) Intel introduces the 8088 microprocessor featuring 16-bit internal architecture and an 8-bit external bus. Motorola introduced the 68000 chip used in early Macintosh computers. Micropro International introduces WordStar, the first commercially successful word processing program for IBM-compatible microcomputers.

1980

(6) IBM chooses Microsoft to provide the operating system for its upcoming PC. Microsoft purchases a program developed by Seattle Computer Products called Q-DOS and modifies it to run on IBM hardware.

1981

(7) IBM introduces the IBM-PC, with a 4.77 MHz Intel 8088 CPU, 16KB of memory, a keyboard, and a monitor for a price tag of \$2,495. Xerox unveils the Xerox Star computer. Its high price dooms it to commercial failure, but its features inspire a whole new direction in computer design. It's a little box on wheels (the first mouse) that can execute commands on the screen.

1982

(8) AutoCAD, a program for designing 2-D and 3-D objects, was released. AutoCAD will go on to revolutionize the architecture and engineering industries. Work begins on the development of TCP/IP. The term "internet" was used for the first time to describe the worldwide network of computers.

1983

(9) Apple introduces the Lisa, the first commercial computer with a purely graphical operating system and a mouse. The industry is excited, but Lisa's \$10,000 price tag discourages buyers.

1984

(10) Adobe Systems releases its PostScript system, allowing printers to produce crisp print in a number of typefaces as well as elaborate graphical images. Apple introduces the friendly Macintosh microcomputer, and Satellite Software International introduces the WordPerfect word processing program.

1985

(11) Aldus releases PageMaker for the Macintosh, the first desktop publishing software for microcomputers. Microsoft announces the Windows 1.0 operating environment, featuring the first graphical user interface for PCs.

1986

(12) IBM delivers the PC Convertible, IBM's first laptop computer and the first PC-based computer with a 3.5-inch floppy disk drive. Microsoft sells its first public stock for \$21 per share, raising \$61 million in the initial public offering.

1987

(13) The Macintosh II computer, aimed at the desktop publishing market, was introduced by Apple. It features an SVGA monitor.

1988

(14) Apple Computer files the single biggest lawsuit in the computer industry against Microsoft and Hewlett-Packard, claiming copyright infringement of its operating system. A virus called the "Internet Worm" is released on the Internet, disabling about ten percent of all Internet host computers.

1989

(15) Tim Berners-Lee develops software around the hypertext concept, enabling users to click on a word or phrase in a document and jump either to another location within the document, to another file, or to another location entirely. This software provides the foundation for the development of the World Wide Web and becomes the basis for the first web browsers.

|         |                                                  |             |   |       |
|---------|--------------------------------------------------|-------------|---|-------|
| 01      | What is the name of the first personal computer? |             |   |       |
| تجميعات | A                                                | Altair 8800 | B | BASIC |
| STEP    | C                                                | Apple I     | D | Dell  |
| يلو     |                                                  |             |   |       |

|         |                                                |      |   |      |
|---------|------------------------------------------------|------|---|------|
| 03      | In which year was the Macintosh II introduced? |      |   |      |
| تجميعات | A                                              | 1977 | B | 1978 |
| STEP    | C                                              | 1980 | D | 1987 |
| يلو     |                                                |      |   |      |

|         |                                            |           |   |                 |
|---------|--------------------------------------------|-----------|---|-----------------|
| 02      | Which company purchased the Q-DOS program? |           |   |                 |
| تجميعات | A                                          | Apple     | B | IBM             |
| STEP    | C                                          | Microsoft | D | Hewlett Packard |
| يلو     |                                            |           |   |                 |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | C  | D  |

## 116. Inflation Control Measures - تدابير السيطرة على التضخم

### Passage A:

(1) Inflation occurs when an economy grows due to increased spending. When this happens, prices rise, and the currency within the economy is worth less than it was before; the currency essentially won't buy as much as it would before.

(2) There are many methods used to control inflation; some work well while others may have damaging effects. For example, controlling inflation through wage and price controls can cause a recession and job losses.

#### Contractionary Monetary Policy

(3) One popular method of controlling inflation is through a contractionary monetary policy. The goal of a contractionary policy is to reduce the money supply in the economy by decreasing bond prices and increasing interest rates. This helps reduce spending because when there is less money to go around, those who have money want to keep it and save it, instead of spending it.

## Reserve Requirements

(4) The second tool is to increase reserve requirements on the amount of money banks are legally required to keep on hand to cover withdrawals. The more money banks are required to hold back, the less they have to lend to consumers.

## Fiscal Policy

(5) The government can also increase taxes (such as income tax and VAT) and cut spending. This improves the budget situation and helps to reduce demand in the economy.

(6) Both these policies reduce inflation by reducing the growth of aggregate demand. If economic growth is rapid, reducing the growth of AD can reduce inflationary pressures without causing a recession.

(7) If a country had high inflation and negative growth, then reducing aggregate demand would be more unpalatable, as reducing inflation would lead to lower output and higher unemployment. They could still reduce inflation, but it would be much more damaging to the economy.

## Passage B:

(1) For any economy, inflation is a complex phenomenon. While moderate inflation is usually good for an economy, if it goes beyond a certain point, then it can cause a disastrous situation for the economy. The government takes different measures to control inflation of different types, as explained below.

## Demand-Pull Inflation Control

(2) In order to control the demand-pull inflation, the government undertakes some monetary measures and incorporates certain changes to the fiscal policy.

## Monetary Measures

(3) One of the commonly used measures to control inflation is controlling the money supply in the economy. If the Government decreases the supply of money, then the demand will fall, leading to a fall in prices. Therefore, the Government may decide to withdraw certain

Paper notes and/or coins from circulation. This decreases the money supply.

(4) It is important to note that a major portion of the money supply lies with banks in the form of deposits or bank credit. Therefore, by reducing the bank's rate of lending (amount of money offered as credit), the government can considerably reduce the supply of money in the economy.

## Fiscal Policy Measures to Control Inflation

(5) Apart from the monetary measures, the government also uses fiscal measures to control inflation. A country's fiscal policy has two essential components - government revenue and expenditure.

(6) Typically, when the aggregate demand exceeds the aggregate supply, an inflationary gap arises. The Government can take these fiscal measures to control inflation:

1. Take steps to decrease the overall government expenditure and transfer payments.
2. Increase the rate of taxes, causing individuals to decrease their total expenditure, leading to a decrease in demand and a drop in the money supply in the economy.

| 01                     | What do Passages A and B say about the consequences of inflation? |                                                                                             |
|------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                 | It becomes more expensive to buy goods.                                                     |
|                        | B                                                                 | Money is worth less, and it can be bad for the economy.                                     |
|                        | C                                                                 | It makes people wealthier, but causes problems with the economy.                            |
|                        | D                                                                 | Currency is worth less, but there are positive effects for the economy with high inflation. |

| 02                     | What can we understand from Passages A and B about controlling inflation through money supply? |                                                                                         |
|------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                                              | It can be done by banks lending less money to members of the public.                    |
|                        | B                                                                                              | It can be controlled because people want to keep their money and save it.               |
|                        | C                                                                                              | It can be done by increasing the amount banks lend and decreasing bond prices.          |
|                        | D                                                                                              | It can be done through increasing interest rates and reducing the money in circulation. |

| 03                     | What can we understand from Passages A and B about tax? |                                                                     |
|------------------------|---------------------------------------------------------|---------------------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                       | It is used to make people spend less.                               |
|                        | B                                                       | It has little effect on controlling inflation.                      |
|                        | C                                                       | VAT is one of the main types of tax used to control inflation.      |
|                        | D                                                       | Tax reduces demand in the economy and therefore controls inflation. |

| 04                     | What do Passages A and B say about aggregate demand? |                                                                |
|------------------------|------------------------------------------------------|----------------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                    | Low aggregate demand can lead to unemployment.                 |
|                        | B                                                    | Aggregate demand can sometimes cause negative growth.          |
|                        | C                                                    | Keeping a balance in aggregate demand helps control inflation. |
|                        | D                                                    | Aggregate demand must exceed aggregate supply.                 |

| 01 | 02 | 03 | 04 |
|----|----|----|----|
| B  | D  | D  | C  |

## 117. فهم الكوكيز Understanding Cookies

(1) A cookie is a packet of information sent by a web server to a web browser. Cookies are generated each time the user visits the website. A message is frequently displayed saying 'cookies are required to access this site (or some equivalent message). Every time a user visits the website, cookies collect some key information about the user. They are able to carry out user tracking and also maintain user preferences (for example, when a user buys an electronic device on a music website, the cookies will remember the user's previous buying habits, and a message like this often follows: "Customers who bought items in your Recent History also bought....").

(2) Cookies aren't programs but are simply pieces of data. They can't perform any operations. They only allow the detection of web pages viewed by a user on a particular website and store user preferences, as described above.

(3) The information gathered by cookies forms an anonymous user profile and doesn't contain personal information (such as credit card numbers or passwords). Because of the information they do collect, however, they are subject to privacy and security concerns. Cookies do not present a threat in themselves.

| 01                     | What is the writer's main purpose? |             |   |                 |
|------------------------|------------------------------------|-------------|---|-----------------|
| تجميعات<br>STEP<br>يلو | A                                  | to complain | B | the information |
|                        | C                                  | to confirm  | D | to explain      |

| 02                     | What is one important idea that the writer mentions? |                                                   |   |                                             |
|------------------------|------------------------------------------------------|---------------------------------------------------|---|---------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                    | Cookies are small programs that run on their own. | B | Messages are displayed on computer screens. |
|                        | C                                                    | Servers store information about web users.        | D | Cookies are different from programs.        |

| 03                     | What is one important idea that the writer mentions? |                                            |   |                                                     |
|------------------------|------------------------------------------------------|--------------------------------------------|---|-----------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                    | Internet privacy is an important issue.    | B | Cookies do not contain personal information.        |
|                        | C                                                    | Music websites are among the most popular. | D | Web servers store information in central databases. |

| 01 | 02 | 03 |
|----|----|----|
| D  | D  | B  |

## 118. حقوق الطبع والنشر وآثارها Copyright and Its Implications

(1) Our written, recorded, and broadcast world is surrounded by warnings about copyright. If you look in the opening pages of most books, you will find a warning like this: "All rights reserved. No part of this book may be used or reproduced by any means, graphic, electronic, or mechanical, including photocopying, recording, taping, or by any information storage retrieval system without the written permission of the publisher except in the case of brief quotations embodied in critical articles and reviews."

(2) Even more familiar is the FBI warning at the start of most DVDs viewed by Americans today: "All rights reserved. These DVDs are authorized for sale or rent only in the country where they were originally sold (i.e., only in the U.S. or only in Canada, respectively). Unauthorized reproduction, distribution, or exhibition violates federal laws with severe penalties and violates Pictures Home Entertainment's standard terms of trade."

(3) These statements inform the viewer that they must respect "all rights", may not use or reproduce the contents, or endure "severe penalties." Just what are the "All rights" that are "reserved"? Can you reserve just any rights? Do you have any rights?

(4) Copyright is a right given to authors and inventors in the Constitution. It is "the exclusive right to their respective writings and discoveries" (Article 1, Section 8, Constitutional Convention, 1790). The "exclusive right" means that the author, and the author alone, has the right to publish and distribute his work. The same clause includes inventors and their inventions. Many authors will authorize a publisher to print and distribute their work. To do this, they must transfer their rights to reproduce and distribute to the publisher, normally for a limited period of time. Likewise, an inventor patents her work, then sells patent rights to industries ready to use it.

(5) Since 1790, in different acts of Congress, music, photography, movies, computer software, graphic arts, and boat hull designs have all been granted copyright protection. Both legislation and court cases have led to the development of several “doctrines”, or common practices, about copyright.

(6) A “fixed medium” is anything that can be returned to at a later time, which will display the same information or illustration as before. Paper, computer storage, stone or clay, paints, and a computerized piano keyboard’s recording system are all considered fixed mediums. No registration or special symbols are needed to gain copyright; it is present as soon as the somewhat original work is created.

(7) The copyright owner has six basic rights: to make copies, to distribute those copies; to make derivative works; to perform or display the work in public; and to perform the work by means of a “digital audio transmission.” Any of these rights can be licensed to another person or a company, such as a publisher.

(8) Making copies refers to making any type of copy: a photocopy, a photograph, a hand-drawn copy that is indistinguishable or close to it, and computer copies of any sort. These actions count as infringement even if it can be shown that no one has viewed the work.

| 01                     | What is a copyright? |                                                                                 |  |
|------------------------|----------------------|---------------------------------------------------------------------------------|--|
| تجميعات<br>STEP<br>يلو | A                    | The right given to authors and inventors for their writings and discoveries.    |  |
|                        | B                    | The permission to sell or rent only in the country where it was originally sold |  |
|                        | C                    | the transfer of rights to a publisher or an industry                            |  |
|                        | D                    | the ability to accurately copy something                                        |  |

| 02                     | What do most Americans see at the start of DVDs? |                |   |                   |
|------------------------|--------------------------------------------------|----------------|---|-------------------|
| تجميعات<br>STEP<br>يلو | A                                                | an FBI warning | B | an ID number      |
|                        | C                                                | a fixed medium | D | a mark of quality |

| 03                     | How many basic rights does a copyright owner have? |   |   |   |
|------------------------|----------------------------------------------------|---|---|---|
| تجميعات<br>STEP<br>يلو | A                                                  | 4 | B | 6 |
|                        | C                                                  | 8 | D | 2 |

| 01 | 02 | 03 |
|----|----|----|
| A  | A  | B  |

## 119. تحليل التكلفة والفائدة Cost-Benefit Analysis

(1) Cost-benefit analysis weighs the gains and losses to different individuals and suggests carrying out changes that provide greater benefits than harm. For example, a property tax used to build a local park creates a benefit to those who use the park, but harms those who own property (although, by increasing property values, even non-users obtain some benefits). Since some of the taxpayers won't use the park, it won't be the case that everyone benefits on balance. Cost-benefit analysis weighs the costs against the benefits. In the case of the park, the costs are readily monetized (turned into dollars) because the costs to the taxpayers are just the amount of the tax.

(2) In contrast, the benefits are much more challenging to estimate. Conceptually, the benefits are the amount the park users would be willing to pay to use the park if the park charged admission. However, if the park doesn't charge admission, we would have to estimate willingness-to-pay. In principle, the park provides greater benefits than costs if the benefits to the users exceed the losses to the taxpayers.

(3) The first step in the process is to compile a comprehensive list of all the costs and benefits associated with the project or decision. Costs should include direct and indirect costs, intangible costs, opportunity costs, and the cost of potential risks. Benefits should include all direct and indirect revenues and intangible benefits, such as increased production from improved employee safety and morale, or increased sales from customer goodwill.

| 01                     | What is the main idea in the Passage? |                                                                |   |                                                                    |
|------------------------|---------------------------------------|----------------------------------------------------------------|---|--------------------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                     | Employee production increases when they get more benefits.     | B | Some taxpayers may benefit less from certain public services.      |
|                        | C                                     | Indirect and intangible costs are always important to consider | D | Cost-benefit analysis helps to reduce costs and increase benefits. |

| 03                     | What does Paragraph (1) say about local parks? |                                                                  |   |                                                                   |
|------------------------|------------------------------------------------|------------------------------------------------------------------|---|-------------------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                              | Local parks lower property values                                | B | People pay less in taxes when local parks are built.              |
|                        | C                                              | People prefer that local parks be built in larger neighborhoods. | D | Local parks are useful for the people who take advantage of them. |

|    |                                                                                                                                                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 02 | Which sentence gives the main idea of Paragraph (1)?                                                                                                  |
| A  | Cost-benefit analysis weighs the gains and losses to different individuals and suggests carrying out changes that provide greater benefits than harm. |
| B  | For example, a property tax used to build a local park creates a benefit to those who use the park, but harms those who own property.                 |
| C  | Since some of the taxpayers won't use the park, it won't be the case that everyone benefits on balance.                                               |
| D  | In the case of the park, the costs are readily monetized (turned into dollars) because the costs to the taxpayers are just the amount of the tax.     |

|    |                                                                                     |
|----|-------------------------------------------------------------------------------------|
| 04 | Which of the following statements about property values does Paragraph (1) support? |
| A  | Property values go up when a local park is built.                                   |
| B  | Property values are used to find out property taxes.                                |
| C  | Property values increase and decrease at different times.                           |
| D  | Property values are equal to the gains and losses people have                       |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | A  | D  | A  |

## 120. Cultural Perspectives on Social Behavior من منظور ثقافي

(1) Humans are social creatures. People have always grouped together into communities in order to survive. Living together, people form common habits and behaviors—from specific methods of child-rearing to preferred techniques for **obtaining** food. In modern-day Paris, many people shop daily at outdoor markets to pick up what they need for their evening meal, buying cheese, meat, and vegetables from different specialty stalls. In the United States, the majority of people shop once a week at supermarkets, filling large carts to the brim. How would a Parisian perceive U.S. shopping behaviors that Americans take for granted?

(2) Almost every human behavior, from shopping to marriage to expressions of feelings, is learned. In the United States, people tend to view marriage as a choice between two people, based on mutual feelings of love. In other nations and in other times, marriages have been arranged through an intricate process of interviews and **negotiations** between entire families.

(3) To someone raised in New York City, the marriage customs of a family from Nigeria may seem strange, or even wrong. Conversely, someone from a traditional Kolkata family might be perplexed with the idea of romantic love as the foundation for lifelong commitment. In other words, the way in which people view marriage depends largely on what they have been taught.

(4) Behavior based on learned customs is not a bad thing. Being familiar with unwritten rules helps people feel secure and "normal." Most people want to live their daily lives confident that their behaviors will not be challenged or disrupted. But even an action as seemingly simple as commuting to work evidences a great deal of cultural propriety.

|    |                                                                      |
|----|----------------------------------------------------------------------|
| 01 | What has the greatest effect on people's ideas about marriage today? |
| A  | their ideas about romantic love                                      |
| B  | what they have seen in popular films                                 |
| C  | The marriage customs of people in New York                           |
| D  | what they have learned from their own community                      |

|    |                                                                    |
|----|--------------------------------------------------------------------|
| 02 | What is the main reason people have always lived in social groups? |
| A  | friendship                                                         |
| B  | marriage                                                           |
| C  | customs                                                            |
| D  | survival                                                           |

|    |                                                                 |
|----|-----------------------------------------------------------------|
| 03 | The word "obtaining" in Paragraph (1) is closest in meaning to: |
| A  | getting                                                         |
| B  | ordering                                                        |
| C  | preparing                                                       |
| D  | producing                                                       |

|    |                                                                    |
|----|--------------------------------------------------------------------|
| 04 | The word "negotiations" in Paragraph (2) is closest in meaning to: |
| A  | differences                                                        |
| B  | discussions                                                        |
| C  | emergencies                                                        |
| D  | relationships                                                      |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | D  | A  | B  |

## 121. تعريف المشكلة في تصميم الهندسة Problem Definition in Engineering Design

Basic engineering design includes defining the problem as a first step. In the problem definition step, the needs of potential customers are investigated. **Potential** competitors are identified, and their market positions are characterized. Constraints imposed by government regulations or technological limitations are identified, and constraints on the design effort, such as available personnel, time, and money, are established. The problem definition process yields a clear understanding of the design project's scope and the resources available to solve it. This understanding is often expressed in a problem statement. This understanding is also expressed in the form of **criteria** and constraints.

|         |                                                                    |         |   |          |
|---------|--------------------------------------------------------------------|---------|---|----------|
| 01      | The word "potential" in the Passage is closest in meaning to: .... |         |   |          |
| تجميعات | A                                                                  | new     | B | private  |
| STEP    | C                                                                  | regular | D | possible |
| يلو     |                                                                    |         |   |          |

|         |                                                                  |           |   |           |
|---------|------------------------------------------------------------------|-----------|---|-----------|
| 02      | The word "criteria" in the Passage is closest in meaning to:.... |           |   |           |
| تجميعات | A                                                                | Standards | B | resources |
| STEP    | C                                                                | goals     | D | benefits  |
| يلو     |                                                                  |           |   |           |

|    |    |
|----|----|
| 01 | 02 |
| D  | A  |

## 122. قانون الطلب Law of Demand

(1) Demand refers to both the willingness and the ability of customers to pay a given price to buy a product or service. The amount of a product or service demanded at each price level is called the quantity demanded.

(2) In general, the quantity demanded falls as price rises, while the quantity demanded rises at lower prices. Therefore, there is an inverse relationship between the price of a product or service and the demand. This rule is known as the law of demand.

(3) **Income** refers to the money that individuals or households receive, typically from wages, salaries, or other sources such as investments. Income affects demand because when people have higher incomes, they usually have a greater ability to purchase goods and services. Conversely, when income falls, demand for many products may decline.

|         |                                                              |          |   |         |
|---------|--------------------------------------------------------------|----------|---|---------|
| 01      | The word "income" in Paragraph (3) is closest in meaning to: |          |   |         |
| تجميعات | A                                                            | interest | B | values  |
| STEP    | C                                                            | wages    | D | receipt |
| يلو     |                                                              |          |   |         |

|         |                                                             |                                   |   |                                         |
|---------|-------------------------------------------------------------|-----------------------------------|---|-----------------------------------------|
| 03      | What happens when the price of a product or good decreases? |                                   |   |                                         |
| تجميعات | A                                                           | Demand for it increases.          | B | Demand for it decreases.                |
| STEP    | C                                                           | Demand for it makes prices lower. | D | Demand for some luxury goods increases. |
| يلو     |                                                             |                                   |   |                                         |

|         |                                                             |                                   |   |                                         |
|---------|-------------------------------------------------------------|-----------------------------------|---|-----------------------------------------|
| 02      | What happens when the price of a good or product increases? |                                   |   |                                         |
| تجميعات | A                                                           | Demand for it increases.          | B | Demand for it decreases.                |
| STEP    | C                                                           | Demand for it makes prices lower. | D | Demand for some luxury goods increases. |
| يلو     |                                                             |                                   |   |                                         |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | B  | A  |

## 123. أسلوب القيادة الديمقراطية Democratic Leadership

### Passage A:

Democratic leadership (sometimes called participative leadership) entails operating a business according to decisions agreed upon by the majority. Decisions may be agreed upon formally through a voting system, but are more likely the result of informal discussions. Typically, democratic leadership encourages some of the following:

- The leader delegates a great deal and encourages decentralization.
- The leader and subordinates discuss issues, and employee participation is actively encouraged.
- The leader acts upon advice and explains the reasons for decisions.
- Subordinates have greater control over their own working lives.

**Passage B:**

The successful operation of this style requires excellent communication skills on the part of the leader and the ability to generate effective two-way communications. A considerable amount of management time may be spent on communication in one form or another. This approach helps to develop the skills of subordinates and generally results in a more satisfied workforce.

|                        |                                                                       |                                                        |  |
|------------------------|-----------------------------------------------------------------------|--------------------------------------------------------|--|
| 01                     | <b>What can we understand from Passages A and B about leadership?</b> |                                                        |  |
| تجميعات<br>STEP<br>يلو | A                                                                     | It results in a satisfied workforce.                   |  |
|                        | B                                                                     | It requires a person to influence others to work.      |  |
|                        | C                                                                     | It becomes more difficult as an organization grows.    |  |
|                        | D                                                                     | It requires employees to be dependent on their leader. |  |

|                        |                                                                                                            |          |   |          |
|------------------------|------------------------------------------------------------------------------------------------------------|----------|---|----------|
| 02                     | <b>According to Passages A and B, what type of communication can take place in both leadership styles?</b> |          |   |          |
| تجميعات<br>STEP<br>يلو | A                                                                                                          | downward | B | limited  |
|                        | C                                                                                                          | two-way  | D | informal |

|                        |                                                                              |                                           |  |
|------------------------|------------------------------------------------------------------------------|-------------------------------------------|--|
| 03                     | <b>What can we understand from Passages A and B about leadership styles?</b> |                                           |  |
| تجميعات<br>STEP<br>يلو | A                                                                            | They only include downward communication. |  |
|                        | B                                                                            | They influence how decisions are made.    |  |
|                        | C                                                                            | The leader delegates a great deal.        |  |
|                        | D                                                                            | Workers depend on their leaders.          |  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | C  | B  |

## 124. استخدام القواميس وتعلم اللغة الإنجليزية Dictionary Use and English Learning

Luis conducted research for his "Field Methods" course. He asked students how they used dictionaries and compared their success in learning English. His conclusions were:

1. Students who rarely used dictionaries: They spoke English well but wrote poorly due to many spelling mistakes.
2. Students who looked up every unfamiliar word: They read very slowly and did not have time to read much.
3. Students who used small bilingual (two-language) dictionaries: They had the worst problems because these dictionaries provided only one or two translations, causing confusion since English words often have multiple meanings.

|                                                                                                             |                                          |                            |   |                                |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------|---|--------------------------------|
| 01                                                                                                          | What is the best title for this Passage? |                            |   |                                |
| <br>تجميعات<br>STEP<br>يلو | A                                        | Field Methods Course       | B | Effective Dictionary Use       |
|                                                                                                             | C                                        | Students Spelling Problems | D | Using Dictionaries for Writing |

|                        |                                          |                                |   |                                      |
|------------------------|------------------------------------------|--------------------------------|---|--------------------------------------|
| 02                     | <b>Students who learned English best</b> |                                |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                        | Used NO dictionary             | B | Used a dictionary less often         |
|                        | C                                        | Looked up every word carefully | D | Used small two-language dictionaries |

|                        |                                             |          |   |              |
|------------------------|---------------------------------------------|----------|---|--------------|
| 03                     | The word “they” in Paragraph (3) refers to: |          |   |              |
| تجميعات<br>STEP<br>يلو | A                                           | Words    | B | Students     |
|                        | C                                           | Meanings | D | Dictionaries |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | B  | B  |

## 125. Earthquakes: Causes and Locations الزلازل: الأسباب والمواقع

- (1) An earthquake is a sudden ground movement caused by the release of energy stored in rocks, according to the elastic rebound theory. Earthquakes happen when so much stress is transmitted by seismic waves. Each year, there are more than 150,000 earthquakes strong enough to be felt by people and 900,000 recorded by seismometers.
- (2) Nearly 95% of all earthquakes take place along one of the three types of tectonic plate boundaries, but earthquakes do occur along all three types of plate boundaries.
- (3) About 80% of all earthquakes strike around the Pacific Ocean basin because it is lined with convergent and transform boundaries. Called the Ring of Fire, this is also the location of most volcanoes around the planet. About 15% take place in the Mediterranean-Asiatic Belt, where convergence is causing the Indian Plate to run into the Eurasian Plate, creating the largest mountain ranges in the world. The remaining 5% are scattered around other plate boundaries or are intraplate earthquakes.

| 01                     | What is the writer's main purpose? |              |   |             |
|------------------------|------------------------------------|--------------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                                  | to entertain | B | to argue    |
|                        | C                                  | to explain   | D | to convince |

| 02                     | What is one important idea that the writer mentions? |                                                    |  |  |
|------------------------|------------------------------------------------------|----------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                                                    | that earthquakes happen in all oceans.             |  |  |
|                        | B                                                    | The energy in the Earth causes earthquakes.        |  |  |
|                        | C                                                    | The land earthquakes are called the Rings of Fire. |  |  |
|                        | D                                                    | that earthquakes are the worst natural disasters   |  |  |

| 01 | 02 |
|----|----|
| C  | B  |

## 126. Economics: Understanding Wealth and Decision-Making الاقتصاد: فهم الثروة

- (1) Economics is the study of how wealth is created and distributed. By wealth, we mean anything of value, including the products produced and sold by businesses. "How wealth is distributed" simply means who gets what. Experts often use economics to explain the choices we make and how these choices change as we cope with the demands of everyday life. In simple terms, individuals, businesses, governments, and society must make decisions that reflect what is important to each group at a particular time. For example, suppose you want to take a weekend trip to some exotic vacation spot, and you also want to begin an investment program. Because of your financial resources, though, you cannot do both, so you must decide what is most important. Business firms, governments, and, to some extent, society face the same types of decisions. Each group must deal with scarcity when making important decisions. In this case, scarcity means a lack of resources, money, time, natural resources, and so on, that are needed to satisfy a want or need.
- (2) Today, experts often study economic problems from two different perspectives: microeconomics and macroeconomics. Microeconomics is the study of the decisions made by individuals and businesses. Microeconomics, for example, examines how the prices of homes affect the number of homes individuals will buy. On the other hand, macroeconomics is the study of the national economy and the global economy. Macroeconomics examines the economic effects of national income, unemployment, inflation, taxes, government spending, interest rates, and similar factors on a nation and society.

| 01                     | What is the writer's main purpose in the Passage? |                                |   |                                                    |
|------------------------|---------------------------------------------------|--------------------------------|---|----------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                 | To study government spending.  | B | To explain how wealth is created and distributed.  |
|                        | C                                                 | To describe economic problems. | D | To inform about microeconomics and macroeconomics. |

| 03                     | What is one important idea that the writer mentions about scarcity? |                            |   |                                   |
|------------------------|---------------------------------------------------------------------|----------------------------|---|-----------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                   | lack of resources          | B | How wealth is distributed         |
|                        | C                                                                   | a result of microeconomics | D | a choice we make in business only |

| 02                     | What is one important idea that the writer mentions about macroeconomics? |                                                   |   |                                                          |
|------------------------|---------------------------------------------------------------------------|---------------------------------------------------|---|----------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                         | It examines the effect of home prices.            | B | It studies the national and global economy.              |
|                        | C                                                                         | It teaches us how to start an investment program. | D | It studies decisions made by individuals and businesses. |

| 01 | 02 | 03 |
|----|----|----|
| B  | B  | A  |

127. الذرات والمركبات - Atoms and Compounds

(1) All substances are made from **minuscule** particles (or parts) called atoms. An element is a substance made up of one type of atom only. An atom is the smallest part of an element that can exist. Atoms of each element are represented by their own chemical symbol. For example, the symbol O represents an atom of oxygen, and H represents an atom of hydrogen.

(2) A compound is a substance that contains two or more elements that are combined with a chemical bond. The elements in a compound are present in fixed **proportions**. For example, carbon dioxide always has 12 g of carbon for every 32 g of oxygen.

(3) A chemical formula can be used to represent a compound. The formula shows the symbols for each element in the compound and the number of atoms of each element in a unit of the compound. For example, water is always made up of two elements, hydrogen and oxygen. Its formula is H<sub>2</sub>O. This shows that it has two atoms of hydrogen for every one atom of oxygen.

|                  |                                                                   |         |   |         |
|------------------|-------------------------------------------------------------------|---------|---|---------|
| 01               | The word “proportions” in Paragraph (2) is closest in meaning to: |         |   |         |
| تجميعات STEP يلو | A                                                                 | places  | B | lengths |
|                  | C                                                                 | amounts | D | colours |

|                  |                                                                 |      |   |       |
|------------------|-----------------------------------------------------------------|------|---|-------|
| 02               | The word “minuscule” in Paragraph (1) is closest in meaning to: |      |   |       |
| تجميعات STEP يلو | A                                                               | hot  | B | tiny  |
|                  | C                                                               | fast | D | heavy |

|    |    |
|----|----|
| 01 | 02 |
| C  | B  |

128. القنوات المائية الرومانية العبقريّة - The Ingenious Roman Aqueducts

(1) Rome is known for many things: its military conquests, its civic architecture, temples, roads, emperors, and sculpture. Yet none of these would have been possible without the most vital resource of all: water. Now, as then, water is life, and without effective distribution, there would have been no great Roman civilization. Even until relatively modern times, Roman techniques to collect, store, and channel water over huge distances remain unsurpassed.

(2) Such technology was not, of course, invented from scratch by the Romans, and many earlier Mediterranean peoples had poured resources and expertise into managing water. On the island of Crete, the Minoans developed sophisticated rain-harvesting and filtering systems as early as the middle of the third millennium B.C. Cretan water management techniques were later adopted across the Greek-speaking world, and examples abound of tunnels, drainage systems, and cisterns, sometimes of considerable size.

(3) Yet, although the water management tradition Rome inherited was rich and extensive, no previous system came close to the sophistication and reach of the Roman aqueduct. Striding across the landscape from Spain to Syria, these awe-inspiring structures not only carried life and livelihood but also proclaimed the greatness of Rome.

(4) Aqueducts were costly public works, and not all Roman cities required them. Some cities, such as Pompeii, had their water needs met by wells or public and private cisterns dug beneath houses. Some cisterns could reach a colossal size, such as the Basilica Cistern (Yerebatan Sarnici) in Constantinople (now Istanbul, Turkey) and the Piscina Mirabilis in Miseno, Italy. The better built to provide drinking water to populations such as Rome’s—thought to have reached one million in the first century AD—needed an entire system of aqueducts, not only for drinking water but also for supplying ornamental public fountains and baths.

(5) Rome was supplied by aqueducts totaling 315 miles in length. Of that, 269 miles ran underground and 46 total miles above ground; however, only about 36 miles consisted of arched structures, just under 12 percent in all.

(6) Rome had as many as 11 aqueduct systems, the most ancient of which was the mile-long Aqua Appia, first operational in 312 B.C. It was named for its sponsor, the censor Appius Claudius Caecus, better known for another great pioneering structure of ancient Rome: the Appian Way, one of the first major Roman roads.

(7) Three more aqueducts were built in the third and second centuries B.C.: Aqua Anio Vetus, Aqua Marcia, and Aqua Tepula. Aided by his son-in-law Marcus Vipsanius Agrippa, Emperor Augustus was particularly active in improving the capital’s water supply, repairing old systems, and building new ones. The Augustan-era Aqua Virgo—named, according to legend, for the young girl who directed thirsty soldiers to the springs that fed it—has been used uninterrupted ever since its construction. During his reign, Caligula began building two aqueducts that were finished by Emperor Claudius, the Aqua Claudia and Aqua Anio Novus. Trajan built the Aqua Traiana, which is 37 miles long, in A.D. 109.

(8) The last of Rome’s aqueducts was the Aqua Alexandrina, nearly 14 miles long, built by Alexander Severus in A.D. 226. Some have calculated that, once completed, Rome’s aqueducts delivered roughly 1.5 million cubic yards of water per day—about 200 gallons per person. Its water network supplied 11 grand-scale baths, as well as the 900 or so public baths, and almost 1,400 monumental fountains and private swimming pools. A crucial later stage in the conveying of water was, of course, its disposal. Rome’s Cloaca Maxima sewer, which flowed into the Tiber River, became the model for urban sanitation.

|         |                                                             |         |   |           |
|---------|-------------------------------------------------------------|---------|---|-----------|
| 01      | Who developed rain harvesting in the third millennium B.C.? |         |   |           |
| تجميعات |                                                             |         |   |           |
| STEP    | A                                                           | Minoans | B | Romans    |
| يلو     | C                                                           | Greeks  | D | Egyptians |

|         |                                          |           |   |           |
|---------|------------------------------------------|-----------|---|-----------|
| 02      | How long were Rome’s aqueducts in total? |           |   |           |
| تجميعات |                                          |           |   |           |
| STEP    | A                                        | 269 miles | B | 46 miles  |
| يلو     | C                                        | 315 miles | D | 112 miles |

|         |                                         |          |   |          |
|---------|-----------------------------------------|----------|---|----------|
| 03      | When did Trajan build the Aqua Traiana? |          |   |          |
| تجميعات |                                         |          |   |          |
| STEP    | A                                       | A.D. 109 | B | A.D. 226 |
| يلو     | C                                       | 312 B.C. | D | 37 B.C.  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | C  | A  |

### 129. موجات الحرارة في أوروبا Heat Waves in Europe

(1) Another deadly heat wave has arrived in Europe this week. Record temperatures went over 37.8 degrees Celsius (100 degrees Fahrenheit) in parts of France, Germany, Poland, and Spain, with hotter days to come. The same thing happened in 2018 when record-breaking heat was responsible for 700 deaths in Sweden and more than 250 in Denmark, countries that had never needed air conditioning before this new era of extreme climate change events.

(2) Europe’s five hottest summers in the past 500 years have all occurred in the last 15 years, not including this summer. All have been deadly. The 2003 heat wave was the worst, having led to the deaths of over 70,000 people; in 2010, 56,000 people died in Russia alone.

(3) These extreme heat events are all connected to a slower jet stream that locks weather systems into place. Studies have linked the slowdown in the jet stream—the band of high-altitude winds that sweep around the globe from west to east—to last summer’s unprecedented droughts, heat waves, wildfires, and flooding events across the entire Northern Hemisphere. This is also likely to be behind India’s weak monsoon rains and the widespread flooding in certain areas of the U.S. this year.

(4) The loss of sea ice in the Arctic is increasing temperatures in the northern regions of our planet, and that is disrupting the natural jet stream patterns. Jet stream winds are driven by the temperature difference between the icy air of the Arctic and the hot air from the tropics. A rapidly warming Arctic—this past winter it saw its lowest ever ice cover—reduces that temperature difference and slows the jet stream.

(5) Like a slow-moving river, a slower jet stream forms deep curves and turns, which can slow down during the summer, sometimes for weeks. Weather patterns are also delayed with them, whether they are heat waves or expected rains.

(6) Temperatures in Europe are nowhere near as hot as India’s current month-long heat wave, where temperatures on the Asian subcontinent reached 51°C (123°F). Most Europeans, particularly in the north, are unused to anything over 29°C (85°F). Air conditioning also remains rare in Europe. It is found in less than five percent of homes in France, for example, and less than two percent of German homes. As a result, the struggles of temperatures reaching 40°C in June will seriously test the abilities of Europeans to deal with the hotter years ahead.

(7) The number of heat wave days in European cities is nearly double that of the surrounding suburban and rural landscape because of the urban heat island effect. Concrete and asphalt absorb heat during the day and release it at night, which keeps urban areas hotter. Without major cuts in carbon emissions, which are released into the air when we burn fossil fuels, scientists argue that the number of heat wave days in cities is likely to increase 10 times by the end of this century.

(8) European governments and citizens are debating what to do about the increasing heat. Some would argue that people should just buy air conditioners to keep their homes cool. However, air conditioning increases energy use, which will in turn increase carbon emissions across European countries. Both governments and citizens are wary of increasing carbon emissions because it would lock them in a cycle that would increase the negative effects of climate change. Now these European countries face a dilemma. Although the majority of citizens in Europe want more government action to reduce carbon emissions, as the temperatures continue to increase, the demand for air conditioning units will also continue to rise.

(9) Europe learned valuable lessons from the 2003 heat wave, which killed more than 70,000 people across the continent. Governments have taken several actions to ensure that death tolls would be more limited during this heat wave. For example, Paris, which experienced many deaths in 2003, is much better prepared this time around. Government officials have emergency services in place, and there has been a strong campaign to raise awareness of the dangers of the heat wave around the city. Some schools in France have also closed since most of them do not have air conditioners. The local governments have also set up cooling areas and temporary water fountains in busy city areas.

(10) Paris has relatively little green space and has been working for years on how to “green up” and introduce more plants in order to counter the heat held by stone and concrete. Paris officials also plan to keep 13 large parks open all night during the anticipated heat wave because the temperature there would be one or two degrees lower than in the rest of the city. There are also plans to keep public swimming pools open later to encourage people to swim at night in order to cool down from the heat. In Paris, older cars have also been banned from use in the city to reduce the city’s air pollution, which increases during a heat wave.

|                        |                                                      |                                             |   |                                            |
|------------------------|------------------------------------------------------|---------------------------------------------|---|--------------------------------------------|
| 01                     | What two things are needed to have jet stream winds? |                                             |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                    | Monsoon rains and icy arctic air            | B | Hot air from the tropics and the summer    |
|                        | C                                                    | Icy arctic air and hot air from the tropics | D | Monsoon rains and hot air from the tropics |

|                        |                                                               |                                                                          |  |  |
|------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------|--|--|
| 02                     | What two things could increase heat waves in European cities? |                                                                          |  |  |
| تجميعات<br>STEP<br>يلو | A                                                             | Wildfires and pollution                                                  |  |  |
|                        | B                                                             | Drought and low usage of air conditioning                                |  |  |
|                        | C                                                             | Widespread flooding and carbon emissions                                 |  |  |
|                        | D                                                             | The urban heat island effect and the increased usage of air conditioning |  |  |

|                        |                                                    |                                                                                |  |  |
|------------------------|----------------------------------------------------|--------------------------------------------------------------------------------|--|--|
| 03                     | What are two ways Paris is fighting the heat wave? |                                                                                |  |  |
| تجميعات<br>STEP<br>يلو | A                                                  | Banning older cars in the city and using more air conditioning                 |  |  |
|                        | B                                                  | Reducing carbon emissions and using plants to make more green space            |  |  |
|                        | C                                                  | Keeping public swimming pools open later and reducing carbon emissions         |  |  |
|                        | D                                                  | Using plants to make more green space and keeping public parks open all night. |  |  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | D  | D  |

### 130. أنواع الأدلة Types of Evidence

(1) Evidence is either direct or circumstantial. Direct evidence proves a point. The testimony of an eyewitness is direct evidence. Consider the following statement: “I stole Susan’s purse.” This would appear to be a criminal confession. This statement is direct evidence. In a civil action, a statement admitting **liability** by a defendant is direct evidence. For example: “I am so sorry that I hit your car. I knocked over my coffee and looked down just for a minute. Is everyone okay?”

(2) Circumstantial evidence is more common. This form of evidence is indirect. Circumstantial evidence provides the trier of fact with information from which inferences can be made.

|                        |                                                                 |           |   |       |
|------------------------|-----------------------------------------------------------------|-----------|---|-------|
| 01                     | The word “liability” in Paragraph (1) is closest in meaning to: |           |   |       |
| تجميعات<br>STEP<br>يلو | A                                                               | knowledge | B | crime |
|                        | C                                                               | fault     | D | fact  |

|    |
|----|
| 01 |
| C  |

### 131. Leverage in Investments الرفع المالي في الاستثمارات

(1) From the mid-1990s, financial institutions were putting more and more money into new kinds of very risky investments. Some of these investments are very difficult to understand, but the particular investments are a less important factor than the technique called leverage that was (and is) used to make those investments.

(2) So, what is leverage? In essence, it just refers to the practice of borrowing money to make an investment. To see how it works and to see both how attractive it can seem and how extremely risky it is, let's compare leverage with an old-fashioned investment. Say you have \$20,000 to invest in property. You buy land worth \$20,000. Over a period of time, its market value increases by 10%. You make \$2,000. In the old days, you might have been happy with that. \$2,000 is nice, but more would be better, wouldn't it? So why not leverage?

(3) If you have \$20,000, you should be able to persuade a financial institution to lend you a lot more. Let's say you are loaned 19 times your original amount, making the total sum \$400,000. Wow! So, you invest \$400,000 in property. The value increases by 10%. You sell the property and count your profits and find that you have made \$40,000. Instead of the 10% profit you would have made with the old-fashioned technique, you have made 200%! Of course, you have to pay interest on the money you borrowed, and that might cut your profits in half, but 100% profit (\$20,000) is still way, way better than 10% (\$2,000).

|                        |                                                              |                                                 |   |                                                |
|------------------------|--------------------------------------------------------------|-------------------------------------------------|---|------------------------------------------------|
| 01                     | What does Paragraph (2) say about old-fashioned investments? |                                                 |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                                            | They are an older leverage technique.           | B | They include a minimum investment of \$20,000. |
|                        | C                                                            | They used to increase by 200% before the 1990s. | D | They receive lower returns than leveraged.     |

|                        |                                                             |                                                           |   |                                                                     |
|------------------------|-------------------------------------------------------------|-----------------------------------------------------------|---|---------------------------------------------------------------------|
| 02                     | How did leverage solve the issue of low investment returns? |                                                           |   |                                                                     |
| تجميعات<br>STEP<br>يلو | A                                                           | It increased the value of investments by \$40,000.        | B | It allowed people to borrow more money to invest.                   |
|                        | C                                                           | It helped people to find the best locations to invest in. | D | It promised loans up to 19 times the amount a person had to invest. |

|                        |                                                                |              |   |            |
|------------------------|----------------------------------------------------------------|--------------|---|------------|
| 03                     | Which word can we use to replace the word so in Paragraph (3)? |              |   |            |
| تجميعات<br>STEP<br>يلو | A                                                              | Particularly | B | Though     |
|                        | C                                                              | Although     | D | Afterwards |

|                        |                                                            |                                                              |   |                                                               |
|------------------------|------------------------------------------------------------|--------------------------------------------------------------|---|---------------------------------------------------------------|
| 04                     | What does the writer think about old-fashioned investment? |                                                              |   |                                                               |
| تجميعات<br>STEP<br>يلو | A                                                          | He thinks it was only popular in the 1990s.                  | B | He thinks it can only be used to invest in property.          |
|                        | C                                                          | He thinks it is good, but financial institutions dislike it. | D | He thinks it is good, but leverage gives you a better return. |

|                        |                                                            |                                                                                                                                                         |  |  |
|------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 05                     | Why does the writer use the word instead in Paragraph (3)? |                                                                                                                                                         |  |  |
| تجميعات<br>STEP<br>يلو | A                                                          | to give more information about old-fashioned investments                                                                                                |  |  |
|                        | B                                                          | to show that investments made using leverage can gain greater profits                                                                                   |  |  |
|                        | C                                                          | to give an example of how using leverage was a bad investment technique                                                                                 |  |  |
|                        | D                                                          | to show that you had to make old-fashioned investments before you could use leverage, promising loans up to 19 times the amount a person had to invest. |  |  |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | B  | D  | D  | B  |

### 132. Forensic Science: The Intersection of Science and Law علم الأدلة الجنائية: تقاطع العلم والقانون

Forensic science is the application of science to answer questions related to the law. Biologists, as well as chemists and biochemists, can be forensic scientists. Forensic scientists provide scientific **evidence** for use in courts, and their job involves **examining** trace material associated with crimes. Interest in forensic science has increased in the last few years, possibly because of popular television shows that feature forensic scientists on the job. Also, the development of molecular techniques and the establishment of DNA databases have updated the types of work that forensic scientists can do. Their job activities are primarily related to crimes against people, such as murder and assault. Their work involves analyzing samples such as hair, blood, and other body fluids, and also processing DNA found in many different environments and materials.

|                  |                                                              |        |   |             |
|------------------|--------------------------------------------------------------|--------|---|-------------|
| 01               | The word “evidence” in the Passage is closest in meaning to: |        |   |             |
| تجميعات STEP يلو | A                                                            | people | B | methods     |
|                  | C                                                            | facts  | D | experiments |

|                  |                                                               |          |   |            |
|------------------|---------------------------------------------------------------|----------|---|------------|
| 02               | The word “examining” in the Passage is closest in meaning to: |          |   |            |
| تجميعات STEP يلو | A                                                             | creating | B | destroying |
|                  | C                                                             | proving  | D | testing    |

|    |    |
|----|----|
| 01 | 02 |
| C  | D  |

133. Nutrient Fortification تعزيز العناصر الغذائية

- (1) A nutrient is a substance that provides the nourishment essential for growth and the maintenance of life. Examples of nutrients are carbohydrates, proteins, minerals, and vitamins. Manufacturers often add nutrients to improve their products. Foods that have supplementary nutrients are called fortified foods.
- (2) One reason to add nutrients is to restore what is lost during the production process. These lost nutrients are returned at the end of the process. For example, B group vitamins are usually added back into white flour because they are lost during the milling of the wheat.
- (3) A second reason is to improve the quality of **staple** foods and help give the health of a population a boost. Foods such as rice, orange juice, eggs, and breakfast cereals, which are consumed by large numbers of people, are fortified to help people meet their nutritional requirements.
- (4) Manufacturers also add nutrients to foods for **promotional** reasons. Some food products may have nutrients added to them to make them more appealing to consumers. For example, some bread products have omega-3 added, because this is what customers want to buy, even though most people get enough omega-3 through other foods.

|                  |                                                              |        |   |       |
|------------------|--------------------------------------------------------------|--------|---|-------|
| 01               | The word “staple” in Paragraph (3) is closest in meaning to: |        |   |       |
| تجميعات STEP يلو | A                                                            | common | B | cheap |
|                  | C                                                            | fast   | D | rare  |

|                  |                                                                   |             |   |           |
|------------------|-------------------------------------------------------------------|-------------|---|-----------|
| 02               | The word “promotional” in Paragraph (4) is closest in meaning to: |             |   |           |
| تجميعات STEP يلو | A                                                                 | educational | B | marketing |
|                  | C                                                                 | opposite    | D | personal  |

|    |    |
|----|----|
| 01 | 02 |
| A  | B  |

134. How the global millionaire club is changing

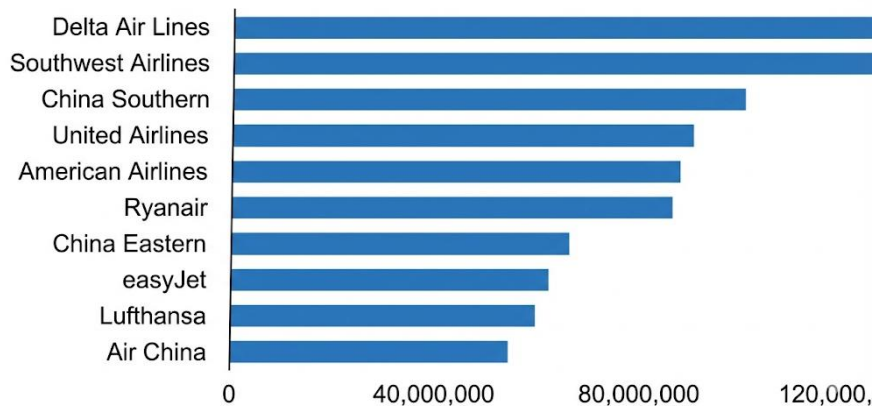


|         |                                                                 |        |   |        |
|---------|-----------------------------------------------------------------|--------|---|--------|
| 01      | How many millionaires did Australia lose between 2015 and 2016? |        |   |        |
| تجميعات | A                                                               | 10,000 | B | 11,000 |
| STEP    | C                                                               | 12,000 | D | 13,000 |
| يلو     |                                                                 |        |   |        |

01  
C

### 135. 10 Biggest airlines by passengers

#### 10 Biggest Airlines by Passengers



|         |                                                                               |            |   |           |
|---------|-------------------------------------------------------------------------------|------------|---|-----------|
| 01      | According to the graph, which airline served the fewest number of passengers? |            |   |           |
| تجميعات | A                                                                             | Air Canada | B | Air China |
| STEP    | C                                                                             | easyJet    | D | Lufthansa |
| يلو     |                                                                               |            |   |           |

01  
B

### 136. Greenhouse Gas Emissions and Their Sources انبعاثات غازات الدفيئة ومصادرها

(1) Prior to 1700, levels of carbon dioxide were about 280 parts per million. This increase in carbon dioxide in the atmosphere is primarily due to the activities of humans. Beginning in 1700, societal change was brought about by the Industrial Revolution increased the amount of carbon dioxide entering the atmosphere. The major Sources of this gas include fossil fuel combustion for industry, Transportation, space heating, electricity generation, and cooking, and vegetation changes in natural prairie, woodland, and forested ecosystems. Emissions from fossil fuel combustion account for about 65% of the extra carbon dioxide now found in our atmosphere. The remaining 35% is derived from deforestation and the conversion of prairie, woodland, and forested ecosystems primarily into agricultural systems.

(2) Artificially created chlorofluorocarbons (CFCs) are the strongest greenhouse gas per molecule. However, low concentrations in the atmosphere reduce their overall importance in the enhancement of the greenhouse effect. Current measurements in the atmosphere indicate that the concentration of these chemicals may soon begin declining because of reduced emissions. Reports of the development of ozone holes over the North and South Poles and a general decline in global stratospheric ozone levels over the last two decades have caused many nations to cut back on their production and use of the chemicals. In 1987, the signing of the Montreal Protocol agreement by forty-six nations established an immediate timetable for the global reduction of CFC production and use.

(3) Since 1750, methane concentrations in the atmosphere have increased by more than 150%. The primary sources for the additional methane added to the atmosphere (in order of importance) are rice cultivation, domestic grazing animals, termites, landfills, coal mining, and oil and gas extraction. Anaerobic conditions associated with rice paddy flooding result in the formation of methane gas. However, an accurate estimate of how much methane is being produced from rice paddies has been difficult to obtain. More than 60% of all rice paddies are found in India and China, where scientific data concerning emission rates are unavailable. Nevertheless, scientists believe that the contribution of rice paddies is large because this form of crop production has more than doubled since 1950.

(4) The Earth's climate system depends not only on the gases in the atmosphere but also on the amount of solar energy absorbed or reflected. About 30% of the Sun's energy is reflected back into space—26% by the atmosphere and clouds, and 4% by Earth's surface. The rest is absorbed by the Earth and later re-emitted as heat. Greenhouse gases, including carbon dioxide, methane, and chlorofluorocarbons, trap some of this heat, preventing it from escaping into space. While this natural process keeps Earth's temperature stable, the growing concentration of these gases due to human activities has intensified the greenhouse effect, leading to global warming.

|                        |                                                                                                   |                                          |  |
|------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------|--|
| 01                     | <b>How much energy is reflected into space by the Earth's atmosphere and the Earth's surface?</b> |                                          |  |
| تجميعات<br>STEP<br>يلو | A                                                                                                 | 26% (by atmosphere) and 4% (by surface)  |  |
|                        | B                                                                                                 | 19% (by atmosphere) and 4% (by surface)  |  |
|                        | C                                                                                                 | 26% (by atmosphere) and 19% (by surface) |  |
|                        | D                                                                                                 | 51% (by atmosphere) and 19% (by surface) |  |

|                        |                                                                     |                                                  |   |                                            |
|------------------------|---------------------------------------------------------------------|--------------------------------------------------|---|--------------------------------------------|
| 02                     | Which three man-made gases have had the greatest greenhouse effect? |                                                  |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                                   | Carbon dioxide, chlorofluorocarbons, and methane | B | Carbon dioxide, methane, and nitrous oxide |
|                        | C                                                                   | Carbon dioxide, water vapor, and methane         | D | Carbon dioxide, ozone, and methane         |

|    |    |
|----|----|
| 01 | 02 |
| A  | A  |

### 137. Health Challenges in Low-Income Countries التحديات الصحية في الدول ذات الدخل المنخفض

(1) In peripheral nations with low per capita income, it is not the cost of health care that is the most pressing concern. Rather, low-income countries must manage such problems as infectious diseases, high infant mortality rates, scarce medical personnel, and inadequate water and sewer systems. Such issues, which high — income countries rarely even think about, are central to the lives of most people in low-income nations. Due to such health concerns, low-income nations have higher rates of infant mortality and lower average life spans.

(2) One of the biggest contributors to medical issues in low-income countries is the lack of access to clean water and basic sanitation resources. According to a 2011 UNICEF report, almost half of the developing world's population lacks improved sanitation facilities. The World Health Organization (WHO) tracks health-related data for 193 countries. In their 2011 World Health Statistics report, they document some of this data. This includes:

- Globally, the rate of mortality for children under five was 60 per 1,000 live births. In low-income countries, however, that rate is almost double at 117 per 1,000 live births.

In high-income countries, that rate is significantly lower than seven per 1,000 live births.

- The most frequent causes of death for children under five were pneumonia and diarrheal diseases. Accounting for 18 percent and 15 percent, respectively. These deaths could be easily avoided with cleaner water and more coverage of available medical care.

- The availability of doctors and nurses in low-income countries is one-tenth that of nations with a high income.

Challenges in access to medical education and access to patients exacerbate this issue for would-be medical professionals in low-income countries.

|                        |                                                                    |                                        |   |                                              |
|------------------------|--------------------------------------------------------------------|----------------------------------------|---|----------------------------------------------|
| 01                     | What do the Passages say about high-income and low-income nations? |                                        |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                                  | They have different health concerns.   | B | They suffer from high obesity rates.         |
|                        | C                                                                  | They have similar rates of depression. | D | They have high rates of childhood mortality. |

|                        |                                                                                        |                           |   |                              |
|------------------------|----------------------------------------------------------------------------------------|---------------------------|---|------------------------------|
| 02                     | According to the Passages, which organizations monitor health issues in all countries? |                           |   |                              |
| تجميعات<br>STEP<br>يلو | A                                                                                      | government organizations. | B | private organizations.       |
|                        | C                                                                                      | local organizations.      | D | international organizations. |

|                        |                                         |                 |   |                  |
|------------------------|-----------------------------------------|-----------------|---|------------------|
| 03                     | Which subject do both Passages discuss? |                 |   |                  |
| تجميعات<br>STEP<br>يلو | A                                       | obesity         | B | depression       |
|                        | C                                       | life expectancy | D | infant mortality |

|                                                                                                               |                                                                                                                               |                                                            |  |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--|
| 04                                                                                                            | According to the Passages, what are the biggest problems in healthcare in low-income and high-income countries, respectively? |                                                            |  |
| <br>تجميعات<br>STEP<br>يلو | A                                                                                                                             | limited availability and high cost                         |  |
|                                                                                                               | B                                                                                                                             | poor sanitation and sedentary lifestyles                   |  |
|                                                                                                               | C                                                                                                                             | limited access to medical education and lack of insurance  |  |
|                                                                                                               | D                                                                                                                             | lack of medical professionals and rising income inequality |  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | D  | D  | A  |

### 138. المناخ والبيئة في الصحاري الحارة Hot Deserts Climate and Environment

(1) Hot deserts are found near the tropics of Cancer and Capricorn. The largest hot desert is the Sahara in Africa, which covers the whole northern part of the continent.

(2) Hot deserts have an extreme climate and a challenging environment. There is very little plant or animal life because of the difficult climate. Few plant and animal species are specialized enough to survive there. Plants and animals that survive have adapted to difficult conditions. The biotic (living) parts of the hot desert and the abiotic (non-living) parts of the hot desert rely on one another - a change in one will result in a change in the other.

(3) The climate is very hot. Summer daytime temperatures can be more than 40°C. However, at night the temperature can drop below 0°C. The climate is also very dry, with less than 250mm of rain a year. Hot deserts have two seasons: summer, when the daytime temperature is between 35 and 40°C, and winter, when the temperature is between 20 and 30°C.

(4) Desert soils are thin with sand and rocks and are generally grey in color. They are very dry. When it does rain, they soak up the water very quickly. The surface of the soil may appear crusty. This is due to the lack of rain. In summer, it is so hot that the water is brought up to the surface of the soil by evaporation. As the water evaporates, salts are left behind on the surface.

|                        |                                    |                    |   |              |
|------------------------|------------------------------------|--------------------|---|--------------|
| 01                     | What is the writer's main purpose? |                    |   |              |
| تجميعات<br>STEP<br>يلو | A                                  | to study geography | B | to convince  |
|                        | C                                  | to inform          | D | to entertain |

|                        |                                                       |                                                          |   |                                                                    |
|------------------------|-------------------------------------------------------|----------------------------------------------------------|---|--------------------------------------------------------------------|
| 02                     | What is one important point that the writer mentions? |                                                          |   |                                                                    |
| تجميعات<br>STEP<br>يلو | A                                                     | Deserts include hot and cold deserts.                    | B | Hot deserts have two seasons: summer and winter.                   |
|                        | C                                                     | The soil in hot deserts is salty because of evaporation. | D | The climate and environment of hot deserts are difficult for life. |

|                        |                                                       |                                                                   |  |  |
|------------------------|-------------------------------------------------------|-------------------------------------------------------------------|--|--|
| 03                     | What is one important point that the writer mentions? |                                                                   |  |  |
| تجميعات<br>STEP<br>يلو | A                                                     | All deserts on Earth share the same hot climate.                  |  |  |
|                        | B                                                     | The surface of the soil in hot deserts is very dry.               |  |  |
|                        | C                                                     | The climate is challenging in different parts of the world.       |  |  |
|                        | D                                                     | Temperatures change a lot during the day and year in hot deserts. |  |  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | D  | D  |

### 139. Human Impact on Hydrological Cycle تأثير الإنسان على الدورة الهيدرولوجية

#### (1) Human impact on precipitation

There are a number of ways in which human activity affects precipitation. Cloud seeding has probably been one of the more successful. Rain requires particles, such as dust and ice, on which to form. Seeding introduces silver iodide, solid CO<sub>2</sub> (dry ice), or ammonium nitrate to attract water droplets.

#### (2) Human impact on evaporation and transpiration

The human impact on evaporation and transpiration is relatively small in relation to the rest of the hydrological cycle but is nevertheless important.

(3) Dams - there has been an increase in evaporation due to the construction of large dams. For example, Lake Nasser behind the Aswan Dam loses up to a third of its water due to evaporation. Water loss can be reduced by using chemical sprays on the surface, by building sand-fill dams, and by covering the dams with plastic.

(4) Urbanization leads to a huge **reduction** in evapotranspiration due to the lack of vegetation. There may also be a slight increase in evaporation because of higher temperatures and increased surface storage.

#### (5) Human **impact** on infiltration and soil water

Human activity has a great impact on infiltration and soil water. Land use changes are important. Urbanization creates an impermeable surface with compacted soil. This reduces infiltration and increases overland runoff and flood peaks. Infiltration is up to five times greater under forests compared with grassland.

|                  |                                                                 |         |   |             |
|------------------|-----------------------------------------------------------------|---------|---|-------------|
| 01               | The word "reduction" in Paragraph (4) is closest in meaning to: |         |   |             |
| تجميعات STEP يلو | A                                                               | fall    | B | choice      |
|                  | C                                                               | success | D | possibility |

|                  |                                                |                       |   |                       |
|------------------|------------------------------------------------|-----------------------|---|-----------------------|
| 02               | What causes a reduction in evapotranspiration? |                       |   |                       |
| تجميعات STEP يلو | A                                              | NO surface storage    | B | higher temperatures   |
|                  | C                                              | lower overland runoff | D | NOT enough vegetation |

|                  |                                                |                              |   |                           |
|------------------|------------------------------------------------|------------------------------|---|---------------------------|
| 03               | What is one important effect of building dams? |                              |   |                           |
| تجميعات STEP يلو | A                                              | an increase in cloud seeding | B | changing how land is used |
|                  | C                                              | Reducing chemical sprays     | D | a rise in evaporation     |

|                  |                                                              |         |   |            |
|------------------|--------------------------------------------------------------|---------|---|------------|
| 04               | The word "impact" in Paragraph (5) is closest in meaning to: |         |   |            |
| تجميعات STEP يلو | A                                                            | damage  | B | effect     |
|                  | C                                                            | benefit | D | connection |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | D  | D  | B  |

### 140. The Power of Suggestion قوة الاقتراح

(1) Those who study hypnosis agree that its power resides not in the hypnotist but in the subject's openness to suggestion. To some extent, nearly everyone is suggestible. When people standing upright with their eyes closed are told repeatedly that they are swaying back and forth, most will indeed sway a little. In fact, postural sway is one of the items on the Stanford Hypnotic Susceptibility Scale that assesses a person's hypnotizable.

(2) During the assessment, a hypnotist gives a brief hypnotic induction and then presents a series of suggested experiences that range from easy (one's outstretched arms will move together) to difficult (with eyes open, one will see a nonexistent person).

|                  |                                        |                                 |   |                                         |
|------------------|----------------------------------------|---------------------------------|---|-----------------------------------------|
| 01               | What can we understand about hypnosis? |                                 |   |                                         |
| تجميعات STEP يلو | A                                      | Everyone is hypnotizable.       | B | Most people are hypnotizable.           |
|                  | C                                      | 20% of people are hypnotizable. | D | Young people are the most hypnotizable. |

|                  |                                                 |                                                                     |  |  |
|------------------|-------------------------------------------------|---------------------------------------------------------------------|--|--|
| 02               | Which of the following is the writer's opinion? |                                                                     |  |  |
| تجميعات STEP يلو | A                                               | In hypnosis, the subject is more important than the hypnotist.      |  |  |
|                  | B                                               | It is good to be able to focus your attention completely on a task. |  |  |
|                  | C                                               | The Stanford Hypnotic Susceptibility Scale is a good test.          |  |  |
|                  | D                                               | Everyone should read novels and watch movies.                       |  |  |

|    |    |
|----|----|
| 01 | 02 |
| B  | A  |

## 141. موجات الهجرة إلى أمريكا - Waves of Immigration to America

(1) The United States experienced major waves of immigration during the colonial era, the first part of the 19th century, and from the 1880s to 1920. Many immigrants came to America seeking greater economic opportunity, while some, such as the Pilgrims in the early 1600s, arrived in search of religious freedom. From the 17th to 19th centuries, hundreds of thousands of enslaved Africans came to America against their will. The first significant federal legislation restricting immigration was the 1882 Chinese Exclusion Act. Individual states regulated immigration prior to the 1892 opening of Ellis Island, the country's first federal immigration station. New laws in 1965 ended the quota system that favored European immigrants, and today, the majority of the country's immigrants hail from Asia and Latin America.

(2) From its earliest days, America has been a nation of immigrants, starting with its original inhabitants, who crossed the land bridge connecting Asia and North America tens of thousands of years ago. By the 1500s, the first Europeans, led by the Spanish and French, had begun establishing settlements in what would become the United States. In 1607, the English founded their first permanent settlement in present-day America at Jamestown in the Virginia Colony.

(3) Some of America's first settlers came in search of freedom to practice their faith. In 1620, a group of roughly 100 people, later known as the Pilgrims, fled religious persecution in Europe and arrived at present-day Plymouth, Massachusetts, where they established a colony. They were soon followed by a larger group seeking religious freedom, the Puritans, who established the Massachusetts Bay Colony. By some estimates, 20,000 Puritans migrated to the region between 1630 and 1640.

(4) A larger share of immigrants came to America seeking economic opportunities. However, because the price of passage was steep, an estimated one-half or more of the white Europeans who made the voyage did so by becoming indentured servants. Although some people voluntarily indentured themselves, others were kidnapped in European cities and forced into servitude in America. Additionally, thousands of English convicts were shipped across the Atlantic as indentured servants.

(5) Another group of immigrants who arrived against their will during the colonial period were enslaved people from West Africa. The earliest records of slavery in America include a group of approximately 20 Africans who were forced into indentured servitude in Jamestown, Virginia, in 1619. By 1680, there were some 7,000 Africans in the American colonies, a number that ballooned to 700,000 by 1790, according to some estimates. Congress outlawed the importation of enslaved people to the United States as of 1808, but the practice continued. The U.S. Civil War (1861–1865) resulted in the emancipation of approximately 4 million enslaved people. Although the exact numbers will never be known, it is believed that 500,000 to 650,000 Africans were brought to America and sold into slavery between the 17th and 19th centuries.

(6) Another major wave of immigration occurred from around 1815 to 1865. The majority of these newcomers hailed from Northern and Western Europe. Approximately one-third came from Ireland, which experienced a massive famine in the mid-19th century. In the 1840s, almost half of America's immigrants were from Ireland alone. Typically impoverished, these Irish immigrants settled near their point of arrival in cities along the East Coast. Between 1820 and 1930, some 4.5 million Irish migrated to the United States.

(7) Also in the 19th century, the United States received some 5 million German immigrants. Many of them journeyed to the present-day Midwest to buy farms or congregated in such cities as Milwaukee, St. Louis, and Cincinnati. In the national census of 2000, more Americans claimed German ancestry than any other group.

(8) During the mid-1800s, a significant number of Asian immigrants settled in the United States. Lured by news of the California gold rush, some 25,000 Chinese had migrated there by the early 1850s.

| 01                     | When did the pilgrims come to America? |                      |   |                         |
|------------------------|----------------------------------------|----------------------|---|-------------------------|
| تجميعات<br>STEP<br>يلو | A                                      | in the early 1600s   | B | in the 19th century     |
|                        | C                                      | during the mid-1800s | D | during the 20th century |

| 02                     | Why did many immigrants come to America? |                                      |   |                                    |
|------------------------|------------------------------------------|--------------------------------------|---|------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                        | to find greater economic opportunity | B | to continue their higher education |
|                        | C                                        | to work as servants                  | D | to search for gold                 |

| 03                     | How many Irish migrated to the United States between 1820 and 1930? |           |   |             |
|------------------------|---------------------------------------------------------------------|-----------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                                                                   | 4 million | B | 4.5 million |
|                        | C                                                                   | 5 million | D | 6 million   |

| 01 | 02 | 03 |
|----|----|----|
| A  | A  | B  |

## 142. تحسين الذاكرة: استراتيجيات لتحسين الاسترجاع Improving Memory: Strategies for Better Recall

(1) Now and then, we are dismayed at our forgetfulness - at our embarrassing inability to recall someone's name, at forgetting to bring up a point in conversation, at forgetting to bring along something important, at finding ourselves standing in a room unable to recall why we are there. What can we do to minimize such lapses? Much as biology benefits medicine and botany benefits agriculture, **so** can the psychology of memory benefit education. Sprinkled throughout this chapter and summarized here for easy reference are concrete suggestions for improving memory.

(2) Study repeatedly to boost long-term recall. Overlearn: To learn a name, say it to yourself after being introduced; wait a few seconds, and say it again; wait longer, and say it again. To provide many separate study sessions, make use of life's little intervals - riding on the bus, walking across campus, waiting for class to start.

(3) Spend more time rehearsing or actively thinking about the material. Speedreading (skimming) complex material - with minimal rehearsal - yields little retention. Rehearsal and critical reflection help more. It pays to study actively.

(4) Make the material personally meaningful. To build a network of retrieval cues, take thorough text and class notes in your own words. Mindlessly repeating information is relatively ineffective. Better to form images, understand and organize information, relate the material to what you already know or have experienced, and write it out in your own words. Without such cues, you may be stuck when a question uses phrasing different from the rote forms you memorized. To increase retrieval cues, form as many associations as possible.

|                        |                                         |                               |   |                                   |
|------------------------|-----------------------------------------|-------------------------------|---|-----------------------------------|
| 01                     | What does the Passage say about memory? |                               |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                       | It comes easily.              | B | It is impossible to improve.      |
|                        | C                                       | You need it for conversation. | D | You need to work actively for it. |

|                        |                                          |               |   |                   |
|------------------------|------------------------------------------|---------------|---|-------------------|
| 02                     | What is one way to help remember things? |               |   |                   |
| تجميعات<br>STEP<br>يلو | A                                        | speed reading | B | summarizing       |
|                        | C                                        | note taking   | D | making recordings |

|                        |                                                                           |                 |   |                |
|------------------------|---------------------------------------------------------------------------|-----------------|---|----------------|
| 03                     | Which word or words can we use to replace the word "so" in Paragraph (1)? |                 |   |                |
| تجميعات<br>STEP<br>يلو | A                                                                         | in the same way | B | In other words |
|                        | C                                                                         | however         | D | due to         |

|                        |                                                               |                                  |   |                            |
|------------------------|---------------------------------------------------------------|----------------------------------|---|----------------------------|
| 04                     | Why does the writer use the word relatively in Paragraph (4)? |                                  |   |                            |
| تجميعات<br>STEP<br>يلو | A                                                             | to show it is slightly effective | B | to show the correct method |
|                        | C                                                             | to show it's enjoyable           | D | to show he disagrees       |

|                        |                                               |                          |   |                           |
|------------------------|-----------------------------------------------|--------------------------|---|---------------------------|
| 05                     | How does the writer feel about forgetfulness? |                          |   |                           |
| تجميعات<br>STEP<br>يلو | A                                             | It could be exciting.    | B | It could be surprising.   |
|                        | C                                             | It could be interesting. | D | It could be embarrassing. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | C  | A  | A  | D  |

## 143. متوسط العمر المتوقع ونمو السكان Life Expectancy and Population Growth

(1) The life expectancy is the average age to which a newborn baby can be expected to live. In Europe between 1830 and 1900, the life expectancy was 40–50 years. Between 1900 and 1950, it rose to 65, and now it is 73–74 years. In central Africa, life expectancy was rising to 58 years until the AIDS epidemic caused it to fall back to about 45 years.

(2) These figures are averages. They do not mean, for example, that everyone in the developing world will live to the age of 58. In the developing world, 40% of the deaths are of children younger than 5 years, and only 25–30% are deaths of people over 60. In Europe, only 5–20% of deaths are those of children below the age of 5, but 70–80% are of people over 60.

(3) An increase in the number of people over the age of 60 does not change the rate of population growth much, because these people are past the age when they can have children. On the other hand, if the death rate among children falls and the extra children survive to have children of their own, then the population will continue to grow. This is the **chief** reason for the **rapid** population growth in the developing world since 1950.

|                        |                                          |                                            |   |                                                      |
|------------------------|------------------------------------------|--------------------------------------------|---|------------------------------------------------------|
| 01                     | What did AIDS lead to in central Africa? |                                            |   |                                                      |
| تجميعات<br>STEP<br>يلو | A                                        | A drop in the population growth rate.      | B | A drop in the average expected lifetime              |
|                        | C                                        | A drop in the number of babies born alive. | D | A drop in the health of children under the age of 5. |

|                        |                                               |                                                                      |  |  |
|------------------------|-----------------------------------------------|----------------------------------------------------------------------|--|--|
| 02                     | What can cause growth in the population rate? |                                                                      |  |  |
| تجميعات<br>STEP<br>يلو | A                                             | an increase in the number of 74-year-old people                      |  |  |
|                        | B                                             | an increase in the number of women over 45 who have children         |  |  |
|                        | C                                             | an increase in the number of people living until the age of 60       |  |  |
|                        | D                                             | an increase in the number of young people living and having children |  |  |

|                        |                                                             |        |   |         |
|------------------------|-------------------------------------------------------------|--------|---|---------|
| 03                     | The word "rapid" in Paragraph (3) is closest in meaning to: |        |   |         |
| تجميعات<br>STEP<br>يلو | A                                                           | low    | B | quick   |
|                        | C                                                           | normal | D | average |

|                        |                                                             |        |   |         |
|------------------------|-------------------------------------------------------------|--------|---|---------|
| 04                     | The word "chief" in Paragraph (3) is closest in meaning to: |        |   |         |
| تجميعات<br>STEP<br>يلو | A                                                           | simple | B | only    |
|                        | C                                                           | main   | D | strange |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | D  | B  | C  |

## 144. قانون الملكية الفكرية Intellectual Property Law

(1) A type of property of great importance in today's commercial environment is intellectual property. Intellectual property consists of the result of one's thoughts, ideas, or inventions. It is not the thought or idea itself, but the result, such as a book or a computer chip. **Intellectual** property law deals with **obtaining** protection for one's work, licensing others to use one's work, and enforcing one's rights.

(2) Obtaining protection for intellectual property often includes registration with the proper government agency. Licensing one's work involves negotiating and drafting contracts. Enforcing one's rights often means filing a lawsuit known as an infringement action.

(3) Intellectual property law includes the law that relates to copyrights, patents, trademarks, and trade secrets. This area of law has grown and developed in the technology age. However, the need for such a law was recognized by the drafters of the Constitution, who gave Congress the right to legislate "To **promote** the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries."

|                        |                                                                                 |                                                    |   |                                                          |
|------------------------|---------------------------------------------------------------------------------|----------------------------------------------------|---|----------------------------------------------------------|
| 01                     | According to the Passage, what made intellectual property law grow and develop? |                                                    |   |                                                          |
| تجميعات<br>STEP<br>يلو | A                                                                               | a request by authors and scientists                | B | The common use of modern technology                      |
|                        | C                                                                               | the need to limit people's right to their own work | D | An effort to make science and the arts more professional |

|                        |                                                                        |          |   |           |
|------------------------|------------------------------------------------------------------------|----------|---|-----------|
| 02                     | The word "intellectual" in Paragraph (1) is closest in meaning to: ... |          |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                      | thinking | B | working   |
|                        | C                                                                      | sharing  | D | borrowing |

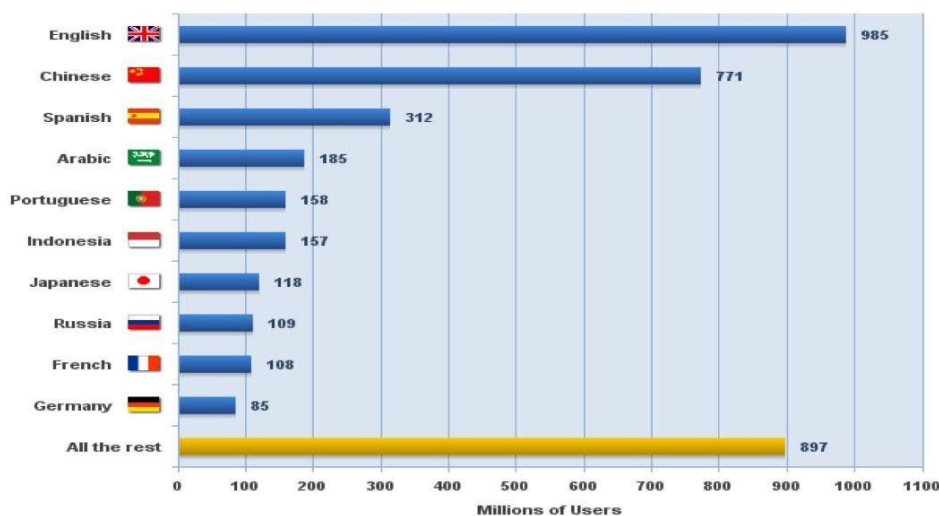
|                        |                                                                     |          |   |          |
|------------------------|---------------------------------------------------------------------|----------|---|----------|
| 03                     | The word "obtaining" in Paragraph (1) is closest in meaning to: ... |          |   |          |
| تجميعات<br>STEP<br>يلو | A                                                                   | spending | B | thinking |
|                        | C                                                                   | writing  | D | getting  |

|                        |                                                                   |      |   |        |
|------------------------|-------------------------------------------------------------------|------|---|--------|
| 04                     | The word "promote" in Paragraph (3) is closest in meaning to: ... |      |   |        |
| تجميعات<br>STEP<br>يلو | A                                                                 | help | B | find   |
|                        | C                                                                 | need | D | create |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | A  | D  | A  |

## 145. Graph – Top ten languages

**Top Ten Languages in the Internet  
in Millions of users - June 2017**



Source: Internet World Stats - [www.internetworldstats.com/stats7.htm](http://www.internetworldstats.com/stats7.htm)  
Estimated total Internet users are 3,885,567,619 in June 30, 2017  
Copyright © 2017, Miniwatts Marketing Group

|         |                                                       |              |   |              |
|---------|-------------------------------------------------------|--------------|---|--------------|
| Q1      | How many people used the internet in Chinese in 2017? |              |   |              |
| تجميعات |                                                       |              |   |              |
| STEP    | A                                                     | 1277 million | B | 985 million  |
| يلو     | C                                                     | 771 million  | D | 2017 million |

|         |                                                                |               |   |               |
|---------|----------------------------------------------------------------|---------------|---|---------------|
| Q2      | In June 2017, how many users explored the internet in English? |               |   |               |
| تجميعات |                                                                |               |   |               |
| STEP    | A                                                              | 897 million   | B | 985 million   |
| يلو     | C                                                              | 1,000 million | D | 3,886 million |

|    |    |
|----|----|
| Q1 | Q2 |
| C  | B  |

## 146. Introduction to Media Studies مقدمة في دراسات الإعلام

(1) Introduction to Media Studies is designed for students who have grown up in a fast-changing multimedia environment and want to become informed and critical of culture. Through a comparative and historical lens, the course outlines "media" as including oral, print, photographic, and digital cultural forms and practices. The course looks at the nature of mediated communication, the purpose of media, the history of change in media, and the organizations that help describe media's place in society.

(2) Over the course of the semester, we will explore different views on the role and power of media in changing our social values, political views, aspects, and behaviors. Students will also have the opportunity to analyze media texts (such as films and television shows) and explore the meaning of the changes that happen when a particular story is changed from print to visual forms in different time periods. We will look at the ways in which class, generation, and race influence both the making and reception of media. To offer different views on media, several guest speakers will also present lectures. Students will have many opportunities to take part in critical discussions in the field as well as explore the role of media in their own lives through the readings, lectures, and discussions, as well as their own writing and oral presentations.

(3) Course Requirements: The class meets every Monday and Wednesday for 1.5 hours. On Monday evening, there is a required discussion section for 3 hours. Screenings take place for 2 hours, and discussion sections meet for 1 hour. After our 1.5-hour lecture #2, we begin with a long discussion section for 2.5 hours. A handout on section assignments will be given during lecture #3. These assignments may be different from those students already have. Screenings begin on the evening of lecture #5. The course is 15 weeks, and each week includes an assigned reading relevant to the topics covered.

(4) Attendance and Participation: Attendance and participation in class and section are very important and count for 15% of your grade. It is essential that you attend class and participate regularly. If you have more than three absences, you may lose marks on your final grade. If you are absent because of a personal or medical emergency, please contact the instructor or your section leader as soon as possible and set up a plan to complete missed coursework. In the event that you miss a class or section, review the material covered.

(5) Written and Oral Assignments: Over the course of the semester, we will stress ways for successful writing and oral presentations in the social sciences. By the end of the semester, you will have completed 25–30 pages of writing and three oral presentations.

(6) Grading: It is very important that assignments (written and oral) be submitted by their due dates; late submission or presentation of work may lead to a lowered final grade. In the event of a personal or medical emergency, please contact the instructor and your section leader as soon as possible. At the end of the course, you will be graded on your four essays, short writing exercises, oral presentations, and general class and section attendance/participation.

| 01                     | How many oral presentations do you have to submit for this course? |   |   |   |
|------------------------|--------------------------------------------------------------------|---|---|---|
| تجميعات<br>STEP<br>يلو | A                                                                  | 2 | B | 3 |
|                        | C                                                                  | 4 | D | 5 |

| 03                     | How many readings are given in the course? |    |   |    |
|------------------------|--------------------------------------------|----|---|----|
| تجميعات<br>STEP<br>يلو | A                                          | 10 | B | 15 |
|                        | C                                          | 25 | D | 30 |

| 02                     | How long is the class on Wednesday? |           |   |           |
|------------------------|-------------------------------------|-----------|---|-----------|
| تجميعات<br>STEP<br>يلو | A                                   | 1.5 hours | B | 2.5 hours |
|                        | C                                   | 3 hours   | D | 3.5 hours |

| 01 | 02 | 03 |
|----|----|----|
| B  | A  | B  |

## 147. The Great Hunger and the Struggle for Irish Independence المجاعة الكبرى وصراع الاستقلال الأيرلندي

(1) Under British rule, three-quarters of Irish farmland was used to grow crops that were exported. The potato was the main source of food for most of the Irish people. In 1845, disaster struck. A blight or disease destroyed the potato crop. Other crops, such as wheat and oats, were not affected. Yet British landowners continued to ship these crops outside Ireland, leaving little for the Irish except the blighted potatoes. The result was a terrible famine that the Irish called the ‘Great Hunger’. In four years, about one million Irish men, women, and children died of starvation or disease. Many more emigrated to the United States and Canada. The Great Hunger left a legacy of Irish bitterness toward the English.

(2) In the 1850s, some Irish militants organized the Fenian Brotherhood. Its goal was to liberate Ireland from British rule by force. In the 1870s, moderate Irish nationalists found a rousing leader in Charles Parnell. He rallied Irish members of Parliament to press for home rule, or local self-government. The debate dragged on for ages.

(3) The ‘Irish question’ disrupted English politics. At times, political parties were so deeply split over the Irish question that they could not take care of other business. As prime minister, Gladstone pushed for reforms in Ireland. He ended the use of Irish tax money to support the British and tried to ease the hardship of Irish tenant farmers. New laws prevented landlords from charging unfair rents and protected the rights of tenants to the land they worked.

(4) Finally, in 1914, Parliament passed a home rule law. But it delayed putting the new law into effect when World War I broke out that year. The southern counties of Ireland finally became independent in 1921.

| 01                     | What does Paragraph (1) say about the Great Hunger? |                                                                                    |  |  |
|------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                                                   | It helped improve relations between Ireland and Britain.                           |  |  |
|                        | B                                                   | It made British landowners stop all crop exports outside of Ireland                |  |  |
|                        | C                                                   | It brought about a lot of death and made many Irish people leave their country.    |  |  |
|                        | D                                                   | It helped Prime Minister Gladstone to become the leader of the Irish nationalists. |  |  |

| 04                     | What does the writer think about the “Irish question”? |                                                                                                  |  |  |
|------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                                                      | He believes it divided the English people and caused problems until a solution was found.        |  |  |
|                        | B                                                      | He believes it created a split between Ireland’s northern and southern counties.                 |  |  |
|                        | C                                                      | He believes it helped the British control Ireland’s farms and potato crops for a very long time. |  |  |
|                        | D                                                      | He believes it created bad feelings towards Irish people who supported the Fenian Brotherhood.   |  |  |

|                        |                                                        |                                                                        |   |                                                                          |
|------------------------|--------------------------------------------------------|------------------------------------------------------------------------|---|--------------------------------------------------------------------------|
| 02                     | Why does the writer use the word yet in Paragraph (1)? |                                                                        |   |                                                                          |
| تجميعات<br>STEP<br>يلو | A                                                      | To prove that the Irish only liked to eat potatoes most of the time    | B | To give more information about which crops were sent to Canada           |
|                        | C                                                      | To show that crops, like wheat and oats, were also affected by disease | D | To show that British landowners sold good crops while people were hungry |

|                        |                                                                          |                                                                 |   |                                                                        |
|------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------|---|------------------------------------------------------------------------|
| 03                     | How did the Irish deal with the problems that followed the Great Hunger? |                                                                 |   |                                                                        |
| تجميعات<br>STEP<br>يلو | A                                                                        | They stopped paying taxes to the British and built an army.     | B | They passed laws to stop landlords from stealing their crops.          |
|                        | C                                                                        | They bought oat and wheat crops from nearby European countries. | D | They created the Fenian Brotherhood to fight back against the British. |

|                        |                                                                |                                                                   |   |                                                                  |
|------------------------|----------------------------------------------------------------|-------------------------------------------------------------------|---|------------------------------------------------------------------|
| 05                     | How did Prime Minister Gladstone deal with the Irish question? |                                                                   |   |                                                                  |
| تجميعات<br>STEP<br>يلو | A                                                              | He arrested Charles Parnell and other Irish nationalists.         | B | He tried to help Irish farmers through new rent and tax laws.    |
|                        | C                                                              | He left over a million Irish people to die of hunger and disease. | D | He allowed Irish people to move to the United States and Canada. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | D  | D  | A  | B  |

## 148. تتبع الوقت في المجتمعات الباليوليتية Timekeeping in Paleolithic Societies

### Passage A: Paleolithic Timekeeping

(1) How would a Paleolithic forager living 100,000 years ago have kept track of time? We have little direct evidence about Paleolithic time-tracking. However, we can study modern foraging societies for hints. In a foraging society, the rhythms of the natural world are critical. You need a pretty good sense of the changing seasons and of the schedule that other species keep. Then you can decide when to move to a new campground, what plants to collect, and what animals to hunt. Modern foragers sense such changes with a precision no modern city dweller can match.

(2) Keeping track of the time of day and the time of year was not difficult in early societies. Ancient people typically spent most of their time outdoors. They could find out all they needed to know by the positions of the sun and the stars. And aligning your activities with those of your family and friends was much less complicated than it is today. Back then, people lived in small groups and met face to face.

(3) Meetings with other communities often happened based on the season. There was no need for precise scheduling. If a group normally met with a neighboring tribe when the reindeer returned, it didn't really matter if their schedules were a few days off. Foraging societies were much more forgiving about appointments than we are.

(4) So, no special instruments were required for timekeeping. But there are clues that even Paleolithic foragers didn't rely entirely on their memories and their senses to keep track of time.

### Passage B: Timekeeping in Agricultural Societies

(5) When humans began practicing agriculture around 10,000 years ago, their daily lives became more settled. Rather than moving from place to place, they stayed in one area to grow crops and raise animals. Despite this shift, people continued to depend on the natural environment to guide their activities. Just like foragers, they paid close attention to seasonal changes, animal behaviors, and plant cycles. Their ability to sense subtle shifts in nature helped them decide when to plant, irrigate, or harvest.

(6) The sun and stars remained valuable tools for timekeeping, but most of what early farmers knew came from their direct experience. They did not have clocks or formal calendars. Instead, they watched the length of shadows, noticed changes in daylight, and followed the patterns of stars to guide their actions. These observations, combined with memory and daily routines, allowed them to organize their lives without needing exact measurements.

(7) Much like their forager ancestors, early farmers relied on their natural sense of timing. They recognized the right season to meet neighbors, begin planting, or prepare for celebrations—not by looking at a calendar, but by observing the world around them. While time became more important in organizing group activities, people still depended on their senses and shared traditions to stay on track.

(8) Over generations, more complex tools like sundials and calendars would emerge. However, in both the foraging and early farming eras, timekeeping was a personal, intuitive skill. People trusted their observations and instincts more than any device. This close connection to nature and time shaped the rhythm of everyday life.

|                        |                                                               |                                                  |   |                                                      |
|------------------------|---------------------------------------------------------------|--------------------------------------------------|---|------------------------------------------------------|
| 01                     | What do Passages A and B say about time-keeping in both eras? |                                                  |   |                                                      |
| تجميعات<br>STEP<br>يلو | A                                                             | that it became more precise over the years       | B | that it was closely linked to animals' schedules     |
|                        | C                                                             | that it was crucial for trading between villages | D | that it had little impact on agricultural activities |

|                        |                                                                              |                       |   |                        |
|------------------------|------------------------------------------------------------------------------|-----------------------|---|------------------------|
| 02                     | According to the Passage, which time-keeping methods were used in both eras? |                       |   |                        |
| تجميعات<br>STEP<br>يلو | A                                                                            | stick in the ground   | B | sand-filled containers |
|                        | C                                                                            | the sun and the stars | D | spending time outdoors |

|                        |                                                                      |                                               |   |                               |
|------------------------|----------------------------------------------------------------------|-----------------------------------------------|---|-------------------------------|
| 03                     | According to the Passage, what did seasons specify for early humans? |                                               |   |                               |
| تجميعات<br>STEP<br>يلو | A                                                                    | time to interact with neighboring communities | B | time to open irrigation gates |
|                        | C                                                                    | time to hold religious ceremonies             | D | time to live in small groups  |

|                        |                                                                                 |                                                     |   |                                                    |
|------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------|---|----------------------------------------------------|
| 04                     | What can we understand from Passages A and B about people's lives in both eras? |                                                     |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                                               | They had well-developed calendars.                  | B | They always relied on their sense of time.         |
|                        | C                                                                               | Some religious events took place on specific dates. | D | They collected certain plants in specific seasons. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | C  | A  | B  |

## 149. تطور المعرفة في العصر الرقمي The Evolution of Knowledge in the Digital Age

(1) It is necessary to address the question of whether the development of digital technologies has actually changed the nature of knowledge, because if that is the case, then this will strongly influence what needs to be taught as well as how it will be taught.

(2) Connectivity such as Siemens and Downes argue that the internet has changed the nature of knowledge. They argue that 'important' or 'valid' knowledge now is different from prior forms of knowledge, particularly academic knowledge. Downes (2007) has argued that new technologies allow for the deinstitutionalization of learning. Chris Anderson, the editor of Wired Magazine and now CEO of TED Talks, has argued (2008) that massive meta-data correlations can replace 'traditional scientific approaches to creating new knowledge.'

(3) Back in the 1960s, Marshall McLuhan (1964) argued that the medium is the message: **the way information is represented and transmitted** is changed, and so is our focus and understanding as information moves between and within different media.

(4) One way knowledge is certainly changing is in the way it is represented. Socrates criticized writing because it could not lead to 'true' knowledge, which came only from verbal dialogue and oratory. Writing, however, is important because it provides a permanent record of knowledge. The printing press was important because it enabled the written word to spread to many more people. As a consequence, scholars could challenge and better interpret, through reflection, what others had written and more accurately and carefully argue their own positions.

|                        |                                                                                            |         |   |               |
|------------------------|--------------------------------------------------------------------------------------------|---------|---|---------------|
| 01                     | What word does the expression "the way information is represented and transmitted" repeat? |         |   |               |
| تجميعات<br>STEP<br>يلو | A                                                                                          | message | B | medium        |
|                        | C                                                                                          | focus   | D | understanding |

|                        |                                                       |                                                                 |   |                                                               |
|------------------------|-------------------------------------------------------|-----------------------------------------------------------------|---|---------------------------------------------------------------|
| 02                     | Which of the following does the writer say is a fact? |                                                                 |   |                                                               |
| تجميعات<br>STEP<br>يلو | A                                                     | Chris Anderson is TED Talks CEO                                 | B | Academics nowadays rely mainly on the written medium.         |
|                        | C                                                     | A printing press is important in the transmission of knowledge. | D | McLuhan and Downes claim that the Internet changed knowledge. |

|                        |                                                                   |                                          |   |                                              |
|------------------------|-------------------------------------------------------------------|------------------------------------------|---|----------------------------------------------|
| 04                     | What can we understand about new technologies from Paragraph (2)? |                                          |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                                 | They have a major effect on economies.   | B | They present various risks to society.       |
|                        | C                                                                 | They are unable to create new knowledge. | D | They have a significant impact on knowledge. |

|                        |                                                                     |                                         |   |                                              |
|------------------------|---------------------------------------------------------------------|-----------------------------------------|---|----------------------------------------------|
| 05                     | What can we understand about the printing press from Paragraph (4)? |                                         |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                                   | That it had several negative effects    | B | That led to advances in knowledge.           |
|                        | C                                                                   | It spread quickly in various countries. | D | That it changed the structure of the society |

|                        |                                                                                             |                                                     |   |                                                     |
|------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------|---|-----------------------------------------------------|
| 03                     | How is the writer's view of writing as a medium of knowledge different from Socrates' view? |                                                     |   |                                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                           | He believes it is a complex process.                | B | He believes it cannot lead to knowledge.            |
|                        | C                                                                                           | He believes it is an effective record of knowledge. | D | He believes it is inferior to verbal communication. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| B  | A  | C  | D  | B  |

## 150. Limited Liability and Its Importance المسؤولية المحدودة وأهميتها

Limited **liability** means that if a business is unable to pay its debts, the owners of the company can only lose the money that they have paid for shares. Sole **traders** and partnerships have unlimited liability. If the business cannot pay its debts, the owners have to pay them out of their own money. They may have to sell their house and other personal **possessions** to pay the business's creditors. The importance of limited liability is that people can put money into a firm by buying shares, without risking the loss of all their money if the company fails. If limited liability did not exist, people would be less willing to risk investing in firms.

|                        |                                                               |           |   |                |
|------------------------|---------------------------------------------------------------|-----------|---|----------------|
| 01                     | The word "Liability" in the Passage is closest in meaning to: |           |   |                |
| تجميعات<br>STEP<br>يلو | A                                                             | Activity  | B | Control        |
|                        | C                                                             | Influence | D | Responsibility |

|                        |                                                                 |           |   |             |
|------------------------|-----------------------------------------------------------------|-----------|---|-------------|
| 03                     | The word "possessions" in the Passage is closest in meaning to: |           |   |             |
| تجميعات<br>STEP<br>يلو | A                                                               | Income    | B | Property    |
|                        | C                                                               | Equipment | D | Achievement |

|                        |                                                             |               |   |             |
|------------------------|-------------------------------------------------------------|---------------|---|-------------|
| 02                     | The word "traders" in the Passage is closest in meaning to: |               |   |             |
| تجميعات<br>STEP<br>يلو | A                                                           | Professionals | B | Specialists |
|                        | C                                                           | Dealers       | D | Leaders     |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | C  | B  |

## 151. The Impact of Meat Production on Climate Change تأثير إنتاج اللحوم على تغير المناخ

- (1) The livestock sector is one of the fastest-growing segments of the agricultural economy, particularly in the developing world. The global demand for meat, including beef, pork, chicken, and lamb, has tripled in the past 50 years, due primarily to a growing global population. This increased demand for meat is paralleled by rising temperatures and sea levels, i.e., global warming.
- (2) While on the surface these might seem like two separate phenomena, a closer look reveals the undeniable link between meat production and climate change. The relationship between the livestock industry—the rearing of animals to produce dairy and meat products—and climate change is becoming more apparent, with population growth and globalization influencing a global shift toward the so-called Western Diet, which is basically pounds and pounds of meat (usually red meat) paired with high amounts of saturated fat and sugar.
- (3) A new study adds to the evidence that eating red meat on a regular basis may shorten your lifespan. Past research has tied red meat to increased risks of diabetes, cardiovascular disease, and certain cancers. The studies have also pointed to an elevated risk of mortality from red meat intake.
- (4) Factory farms are the largest users of land resources globally, with 80% of total agricultural land used to grow the crops that feed animals. On a global scale, a meat-based diet requires almost three times more land than a plant-based diet. As populations continue to grow and meat demand increases, more and more deforestation is likely to occur to make room for pasture lands for beef cattle. Forests are crucial to maintaining biodiversity in wildlife and are also important carbon sinks, absorbing carbon dioxide from the environment.
- (5) Cutting down trees releases all the absorbed CO<sub>2</sub>—putting it back into the atmosphere—and irrevocably damages wildlife habitats, contributing to an increase in endangered species by rupturing whole ecosystems paired with biodiversity loss. Meat production also uses a lot of water: approximately 10% of the water flow worldwide is used for rearing livestock. This is a considerable amount when we consider the threat of water scarcity as populations increase and climate-change-induced droughts become more frequent.

(6) While the consequences of climate change are immense and often difficult to digest, being more informed about the impact of your individual choices can make all the difference. Knowing the meat and dairy industry's negative environmental impact might give you the motivation you need to reduce your animal product consumption and welcome more greens and grains into your diet. However, grain prices keep rising due to livestock farming, which makes it even harder for the poor to afford them. This cycle becomes vicious over time: the increased prices of grains raise the cost of livestock feed, which in turn increases the price of meat products. To break this cycle, it is advisable for people to cut down on eating red meat to help reduce not only grain prices and global warming but also water consumption.

|                        |                                                                                |                                                    |   |                                      |
|------------------------|--------------------------------------------------------------------------------|----------------------------------------------------|---|--------------------------------------|
| 01                     | What does Paragraph (2) say about livestock farming regarding the environment? |                                                    |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                                                              | It causes global warming.                          | B | It causes population growth.         |
|                        | C                                                                              | It causes a global shift towards the Western Diet. | D | It causes a decrease in temperature. |

|                        |                                                                    |                       |   |                                         |
|------------------------|--------------------------------------------------------------------|-----------------------|---|-----------------------------------------|
| 02                     | What do Paragraphs (2) and (3) say about eating too much red meat? |                       |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                                                  | It hurts the animals. | B | It is good for reducing global warming. |
|                        | C                                                                  | It is healthy.        | D | It is unhealthy.                        |

|                        |                                                      |                               |   |                             |
|------------------------|------------------------------------------------------|-------------------------------|---|-----------------------------|
| 03                     | What does Paragraph (5) say about livestock farming? |                               |   |                             |
| تجميعات<br>STEP<br>يلو | A                                                    | It releases CO <sub>2</sub> . | B | It wastes too much water.   |
|                        | C                                                    | It produces 10% of water.     | D | It doesn't need much water. |

|                        |                                                                         |                                                                         |   |                                          |
|------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|---|------------------------------------------|
| 04                     | What does Paragraph (6) say about livestock farming affecting the poor? |                                                                         |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                                       | It provides the poor with the needed nutrition.                         | B | It is too expensive for the poor to buy. |
|                        | C                                                                       | It increases the price of grains so the poor can no longer afford them. | D | The poor cannot afford to buy red meat.  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | D  | B  | C  |

## 152. Understanding Malware and Viruses فهم البرمجيات الضارة والفيروسات

(1) Malware and viruses are programs that can attack digital devices such as computers, tablets, phones, and others. A virus is a small program created to harm or cause trouble by gaining access to your **device** and infecting it. It can copy your personal data or slow your device down. A virus works by attaching itself to other files.

(2) By combining the words "malicious" (meaning "damaging") and "software," we get the word "malware." Viruses are one type of malware. Malware is made to stop your device from running properly and sometimes to steal information. Your device can be infected very quickly by malware. It could crash, slow down, or turn back on again. Your internet connection may also go down as the virus or worm searches for other devices to **infect** or sends your information back to the person or people who created it.

(3) A virus is a type of malware that travels through normal programs. Once your device has a virus, it may easily and quickly pass to other files. A virus might just slow down your device, or it might be so bad that you lose your applications and documents!

(4) Worms can travel from device to device, but unlike viruses, they don't need to attach themselves to other programs. Worms can copy themselves hundreds of times, so they can very quickly harm your device and other devices. A worm will copy itself onto your account and then send a copy to all of your email contacts.

|                        |                                                    |                                        |   |                                 |
|------------------------|----------------------------------------------------|----------------------------------------|---|---------------------------------|
| 01                     | What is the reason for a slow internet connection? |                                        |   |                                 |
| تجميعات<br>STEP<br>يلو | A                                                  | worms attaching to computer programs   | B | Too many people on the internet |
|                        | C                                                  | The virus is looking for other devices | D | worms copying themselves        |

|                        |                                       |                             |   |                                |
|------------------------|---------------------------------------|-----------------------------|---|--------------------------------|
| 02                     | What is one negative effect of worms? |                             |   |                                |
| تجميعات<br>STEP<br>يلو | A                                     | They delete files.          | B | They become malware.           |
|                        | C                                     | They affect email contacts. | D | They attach to other programs. |

|                        |                                                              |          |   |           |
|------------------------|--------------------------------------------------------------|----------|---|-----------|
| 03                     | The word "device" in Paragraph (1) is closest in meaning to: |          |   |           |
| تجميعات<br>STEP<br>يلو | A                                                            | software | B | program   |
|                        | C                                                            | system   | D | equipment |

|                        |                                                              |        |   |         |
|------------------------|--------------------------------------------------------------|--------|---|---------|
| 04                     | The word "infect" in Paragraph (2) is closest in meaning to: |        |   |         |
| تجميعات<br>STEP<br>يلو | A                                                            | damage | B | improve |
|                        | C                                                            | cancel | D | connect |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | C  | D  | A  |

## 153. استكشاف وتوسع البرتغال Exploration and Expansion of Portugal

(1) Prince Henry led the way in sponsoring exploration for Portugal, a small nation next to Spain. First, Prince Henry's navigators explored and claimed the Madeira and Azores islands to the west and southwest of Portugal. Goods and resources were soon **transferred** from these new territories back to the Portuguese mainland. By 1415, Portugal had expanded into Muslim North Africa, seizing the port of Ceuta on the North African coast.

(2) Prince Henry saw great promise in Africa. The Portuguese could convert Africans most of whom practiced tribal religions to Christianity. He also believed that in Africa, new sources of riches would be **discovered**, especially the wealth that the Muslim traders controlled.

(3) Finally, Prince Henry hoped to find an easier way to reach Asia, which meant going around Africa. The Portuguese felt that with their expert knowledge and technology, they could accomplish this feat. At Sagres, in southern Portugal, Henry gathered scientists, cartographers (mapmakers), and other experts. They redesigned ships, prepared maps, and trained captains and crews for long voyages. Henry's ships then slowly worked their way south to explore the western coast of Africa.

(4) Henry died in 1460, but the Portuguese continued their quest. In 1488, Bartholomeu Dias rounded the southern tip of Africa. Despite the turbulent seas around it, the tip became known as the Cape of Good Hope **because** it opened the way for a sea route to Asia.

|                        |                                                      |                                             |   |                                           |
|------------------------|------------------------------------------------------|---------------------------------------------|---|-------------------------------------------|
| 01                     | How did the Portuguese get into Muslim North Africa? |                                             |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                                    | By taking the islands of Madeira and Azores | B | By getting there before the Spanish could |
|                        | C                                                    | By making Africans become Christians        | D | By taking the port of Ceuta               |

|                        |                                                              |                                                                      |  |  |
|------------------------|--------------------------------------------------------------|----------------------------------------------------------------------|--|--|
| 02                     | Why does the writer use the word "Finally" in Paragraph (3)? |                                                                      |  |  |
| تجميعات<br>STEP<br>يلو | A                                                            | To give some final information about how to explore Africa.          |  |  |
|                        | B                                                            | To show that it would be possible to explore Asia instead of Africa. |  |  |
|                        | C                                                            | To give one more important reason for exploring Africa.              |  |  |
|                        | D                                                            | To give an example of what the Portuguese could do in Africa.        |  |  |

|                        |                                                                       |          |   |         |
|------------------------|-----------------------------------------------------------------------|----------|---|---------|
| 03                     | Which word can we use to replace the word "because" in Paragraph (4)? |          |   |         |
| تجميعات<br>STEP<br>يلو | A                                                                     | although | B | besides |
|                        | C                                                                     | since    | D | so      |

|                        |                                                                      |        |   |       |
|------------------------|----------------------------------------------------------------------|--------|---|-------|
| 04                     | The word "transferred" in Paragraph (1) is closest in meaning to:... |        |   |       |
| تجميعات<br>STEP<br>يلو | A                                                                    | driven | B | moved |
|                        | C                                                                    | made   | D | saved |

|                        |                                                                     |          |   |       |
|------------------------|---------------------------------------------------------------------|----------|---|-------|
| 05                     | The word "discovered" in Paragraph (2) is closest in meaning to:... |          |   |       |
| تجميعات<br>STEP<br>يلو | A                                                                   | believed | B | found |
|                        | C                                                                   | hoped    | D | tried |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | C  | C  | B  | B  |

## 154. التوجه نحو السوق مقابل التوجه نحو المنتج - Market vs Product Orientation

(1) A market-oriented company is one that organizes its activities, products, and services around the wants and needs of its customers. By contrast, a product-oriented firm has its primary focus on its product and on the skills, knowledge, and systems that support that product. Until the late 20th century, many firms were product-oriented and failed to understand the changing needs of their customers in an increasingly competitive marketplace. A major swing towards market-orientation has led to intensified market research and product ranges carefully designed to fit customer preferences. However, product-orientation can still be important in keeping an emphasis on quality, safety, and investment in new technology.

(2) Successful companies recognize the importance of both approaches. Products must start with the needs and wants of customers. But delivery of a profitable product depends on efficiency and quality in production. In the real world, market and product orientation are closely intertwined so that companies like Gillette, Coca-Cola, and Travis Perkins will:

- carry out market research into what consumers want
- Organize product research in line with the results of market research
- constantly engage in qualitative market research to find out what focus groups of customers think of

new ideas

- test market new products in smaller market areas before launching them onto a wider market
- evaluate ongoing customer perceptions of goods and services to improve technologies and product offerings.

Market orientation focuses on getting the right product, while product orientation focuses on getting the product right.

|                        |                                                                                                   |                                                                          |   |                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---|---------------------------------------------------------------------|
| 01                     | What important idea connected to product-oriented firms does the writer mention in Paragraph (1)? |                                                                          |   |                                                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                                 | Their customers want and need their products.                            | B | They help customers based on what they want and need.               |
|                        | C                                                                                                 | They pay more attention to what they make and the services that help it. | D | They need skills, knowledge, and systems in order to make products. |

|                        |                                                                                               |                                                          |   |                                                                                |
|------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------|---|--------------------------------------------------------------------------------|
| 02                     | What important idea connected to 20th-century firms does the writer mention in Paragraph (1)? |                                                          |   |                                                                                |
| تجميعات<br>STEP<br>يلو | A                                                                                             | They did not understand what their customers looked for. | B | They tested new products in small areas first.                                 |
|                        | C                                                                                             | They made products of high quality using new technology. | D | They understood the importance of both market and product-oriented approaches. |

|                        |                                                                       |                                                                              |  |  |
|------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------|--|--|
| 03                     | What ideas connected to successful companies does the writer mention? |                                                                              |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                     | They use advanced technology to ensure quality.                              |  |  |
|                        | B                                                                     | They focus on making a quality product at a good price.                      |  |  |
|                        | C                                                                     | They meet their customers' needs and also make a quality product.            |  |  |
|                        | D                                                                     | They focus on the skills, knowledge, and systems that support their product. |  |  |

|                        |                                                                                                 |                                                              |   |                                                            |
|------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---|------------------------------------------------------------|
| 04                     | What does the writer want to show with the examples of Gillette, Coca-Cola, and Travis Perkins? |                                                              |   |                                                            |
| تجميعات<br>STEP<br>يلو | A                                                                                               | They pay careful attention to the quality of their products. | B | That market and product orientation are clearly connected. |
|                        | C                                                                                               | That they get the right product for their customers.         | D | That they get the products right.                          |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | A  | C  | B  |

## 155. Resources in Industrial Society الموارد في المجتمع الصناعي

(1) In an industrial society like the United States, the most important nonfuel resources are iron ore, aluminum ore, copper ore, and minerals containing nitrogen, phosphorus, and potassium used in fertilizers. A lot of energy is used in mining operations and the transportation of ore. To make the task of any physical extraction and transportation **worthwhile**, the ores must contain enough of the required compound or element. Some low-grade ore is not usable because of the cost of the mining process.

(2) Materials **extracted** from the earth are processed by screening, separating, washing, and grinding. Often, the useful element in an ore is in a chemical form that is not usable and must be changed to a **desirable** form. For instance, the aluminum in aluminum ore is in the form of an aluminum ion. To be useful, the aluminum ion needs to be changed to aluminum metal.

|                        |                                                                  |         |   |           |
|------------------------|------------------------------------------------------------------|---------|---|-----------|
| 01                     | The word "worthwhile" in Paragraph (1) is closest in meaning to: |         |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                | correct | B | difficult |
|                        | C                                                                | typical | D | useful    |

|                        |                                                                 |          |   |           |
|------------------------|-----------------------------------------------------------------|----------|---|-----------|
| 02                     | The word "extracted" in Paragraph (2) is closest in meaning to: |          |   |           |
| تجميعات<br>STEP<br>يلو | A                                                               | removed  | B | replaced  |
|                        | C                                                               | returned | D | reflected |

|                        |                                                                 |          |   |          |
|------------------------|-----------------------------------------------------------------|----------|---|----------|
| 03                     | The word "desirable" in Paragraph (2) is closest in meaning to: |          |   |          |
| تجميعات<br>STEP<br>يلو | A                                                               | complete | B | special  |
|                        | C                                                               | colorful | D | required |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | A  | D  |

## 156. Mongol Conquests and Climate Change غزوات المغول وتغير المناخ

- (1) New research by tree-ring scientists from Columbia University's Lamont-Doherty Earth Observatory and West Virginia University may have uncovered the reason why an obscure band of nomadic Mongol horsemen were able to sweep through much of Asia in a few meteoric decades 800 years ago, conquering everything in their path: They enjoyed an unprecedented, and yet-to-be-repeated, 15-year run of bountiful rains and mild weather on the normally cold and arid steppes.
- (2) By sampling tree rings in the gnarled and twisted Siberian pines in the Hangay Mountains in central Mongolia, the team pieced together a remarkably precise chronology of local climatic conditions stretching from the year 900 A.D. to the present. The study, published in the National Academy of Sciences, offers a new interpretation of why the Mongols suddenly went on the move.
- (3) The traditional view has been that the Mongols were desperately fleeing harsh conditions in their craggy, mountainous homeland. The Lamont-Doherty team, however, found just the opposite: Between 1211 and 1225, a period that neatly coincides with the rise of Genghis Khan and the Mongol empire, central Mongolia enjoyed a spell of sustained benign weather unlike anything the region has experienced during at least the past 1,100 years and probably much longer.
- (4) "What makes our new record distinctive is that we can see 15 straight years of above-average moisture," says the study's lead author, Neil Pedersen, a tree-ring scientist with the Lamont-Doherty Earth Observatory. "It falls during an important period in Mongol history and is singular in terms of persistently wet conditions."

|                        |                                                                                    |                                   |   |                                            |
|------------------------|------------------------------------------------------------------------------------|-----------------------------------|---|--------------------------------------------|
| 01                     | What is one idea related to the Mongols that the writer mentions in Paragraph (1)? |                                   |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                                                  | They disliked the rain.           | B | They controlled only Asia.                 |
|                        | C                                                                                  | They used to battle on horseback. | D | Tree ring scientists study Mongol history. |

|                        |                                                                                                                   |                          |   |                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------|---|------------------------------------|
| 02                     | What is one important idea related to the period between 1211 and 1225 that the writer mentions in Paragraph (3)? |                          |   |                                    |
| تجميعات<br>STEP<br>يلو | A                                                                                                                 | The weather was unusual. | B | Genghis Khan was born.             |
|                        | C                                                                                                                 | The Mongol Empire ended. | D | It was a time of great difficulty. |

|                        |                                             |                                          |   |                                     |
|------------------------|---------------------------------------------|------------------------------------------|---|-------------------------------------|
| 03                     | Why does the writer mention Siberian pines? |                                          |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                           | Their tree rings were used in the study. | B | The Mongols used them for firewood. |
|                        | C                                           | They are the oldest trees in Mongolia.   | D | They grow in harsh conditions.      |

|                        |                                        |                                                                     |  |  |
|------------------------|----------------------------------------|---------------------------------------------------------------------|--|--|
| 04                     | What is the main topic of the Passage? |                                                                     |  |  |
| تجميعات<br>STEP<br>يلو | A                                      | The Lamont-Doherty team of scientists                               |  |  |
|                        | B                                      | Siberian Pine trees in the Hangay Mountains                         |  |  |
|                        | C                                      | The rise of the Mongolian empire under Genghis Khan                 |  |  |
|                        | D                                      | The success of the Mongol Empire was due to the weather conditions. |  |  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | A  | A  | D  |

## 157. Tracking Food Intake: The Future of Nutrition Monitoring تتبع تناول الطعام: مستقبل مراقبة التغذية

- (1) Nutritionists often suggest keeping a food diary to track your meals, avoid mindless overeating, and keep tabs on nutrients like salt, fat, and vitamins. But writing down everything you eat is annoying, and many people find themselves abandoning their efforts after a few days or weeks.
- (2) In the future, you may be able to track your food intake with a sticker placed on your tooth. Researchers at Tufts University have developed a tooth sensor that can track glucose and salt and wirelessly send the information to a device.
- (3) Scientists have developed wearables for monitoring food intake before. Most of these have been in the form of mouth guards. American and Brazilian scientists created one to check glucose; it contained biosensors and wireless communications modules. But it requires, well, wearing a mouth guard, which can be uncomfortable.
- (4) Diabetics could theoretically use the new tooth-mounted sensor to monitor their sugar intake and broadcast the information to their doctors. It could be helpful for people with other medical conditions that require them to monitor their eating, for example, patients with high blood pressure who need to limit their salt intake.

(5) But, Almquist, a professor of bioengineering at Imperial College London, says, there will be "significant hurdles" before the technology is ready for daily use as a food diary substitute. **"For instance"**, for continuous monitoring of food intake, the sensors will need to be robust enough to withstand abrasion during chewing. **In addition**, foods are complex mixtures of compounds, including salts, sugars, and proteins, and the relative amounts of each that enter into saliva will depend on factors such as the nature of the food.

|                        |                                                                 |                                                 |   |                                          |
|------------------------|-----------------------------------------------------------------|-------------------------------------------------|---|------------------------------------------|
| 01                     | What does the Passage say about the new food-control technique? |                                                 |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                               | It is NOT yet ready to replace older methods.   | B | It will help patients use less medicine. |
|                        | C                                                               | It will help people who DO NOT exercise enough. | D | It can deal with all food ingredients.   |

|                        |                                                               |                                                 |   |                                                    |
|------------------------|---------------------------------------------------------------|-------------------------------------------------|---|----------------------------------------------------|
| 02                     | Why have scientists developed the new food-control technique? |                                                 |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                             | to help restaurants make healthier food cheaply | B | to avoid the need to keep a daily food diary       |
|                        | C                                                             | to improve the diet of babies and children      | D | to deal with complex eating processes in the mouth |

|                        |                                                                             |         |   |           |
|------------------------|-----------------------------------------------------------------------------|---------|---|-----------|
| 03                     | Which word can we use to replace the phrase "in addition" in Paragraph (5)? |         |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                           | also    | B | besides   |
|                        | C                                                                           | however | D | therefore |

|                        |                                                                     |                                                             |   |                                                            |
|------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|---|------------------------------------------------------------|
| 04                     | Why does the writer use the phrase "For instance" in Paragraph (5)? |                                                             |   |                                                            |
| تجميعات<br>STEP<br>يلو | A                                                                   | to show how the new technique can be used in different ways | B | to give examples of patients who can use the new technique |
|                        | C                                                                   | to show that the new and old techniques are different       | D | to explain one difficulty in using the new technique       |

|                        |                                                     |                                              |   |                                          |
|------------------------|-----------------------------------------------------|----------------------------------------------|---|------------------------------------------|
| 05                     | What does the writer think of the old mouth guards? |                                              |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                   | He believes they were NOT expensive to make. | B | He believes they were rather big.        |
|                        | C                                                   | He believes they were NOT practical.         | D | He believes they were difficult to make. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| A  | B  | B  | D  | C  |

## 158. Muscle and Nerve Tissue Types الأنسجة العضلية والعصبية

(1) Muscle tissue is specialized for contraction. When muscle cells contract, they shorten and bring about some type of movement. There are three types of muscle tissue: skeletal, smooth, and cardiac. The movements each can produce have very different purposes.

(2) Skeletal muscle may also be called striated muscle or voluntary muscle. Each one describes a particular aspect of this tissue, as you will see. The skeletal muscle cells are cylindrical, have several nuclei each, and appear striated or striped. The striations are the result of the precise arrangement of the contracting proteins within the cells. Skeletal muscle tissue makes up the muscles that are attached to bones. These muscles are supplied with motor nerves and thus move the skeleton. They also produce a significant amount of heat, which is important to help maintain the body's constant temperature. Each muscle cell has its own motor nerve ending. The nerve impulses that then travel to the muscles are essential to cause contraction. Although we do not have to consciously plan all our movements, the nerve impulses for them originate in the cerebrum, the "thinking" part of the brain. Let us return to the three names for this tissue: "skeletal" describes its location, "striated" describes its appearance, and "voluntary" describes how it functions.

(3) Smooth muscle may also be called involuntary muscle or visceral muscle. The cells of smooth muscle have tapered ends, a single nucleus, and no striations. Although nerve impulses do bring about contractions, this is not something most of us can control, hence the name involuntary. The term visceral refers to internal organs, many of which contain smooth muscle. The functions of smooth muscle are actually functions of the organs in which the muscle is found. In the digestive tract, smooth muscle contracts in waves called peristalsis to propel food. In the walls of arteries and veins, smooth muscle constricts or dilates the vessels to maintain normal blood pressure. The iris of the eye has two types of smooth muscle: these constrict or dilate the pupil, which regulates the amount of light that strikes the retina. Other functions of smooth muscle are mentioned in later chapters. This is an important tissue that you will come across again and again in our study of the human body.

(4) The cells of the heart, cardiac muscle, are branched, have one nucleus each, and have faint striations. The cell membranes at the ends of these cells are somewhat folded and fit into matching folds of the membranes of the next cells. (Interlock the fingers of both hands to get an idea of what these adjacent membranes look like.) These interlocking folds are called intercalated discs, and permit the electrical impulses of muscle contraction to pass swiftly from cell to cell. This enables the heart to beat in a very precise wave of contractions from the upper chambers to the lower chambers. Cardiac muscle as a whole is called the myocardium and forms the walls of the four chambers of the heart. Its function, therefore, is the function of the heart: to pump blood. The contractions of the myocardium create blood pressure and keep blood circulating throughout the body, so that the blood can carry out its many functions. Cardiac muscle cells have the ability to contract by themselves. Thus, the heart maintains its own beat. The role of nerve impulses is to increase or decrease the heart rate, depending on what is needed by the body in a particular situation.

(5) Nerve tissue consists of nerve cells called neurons and some specialized cells found only in the nervous system. The nervous system has two divisions: the central nervous system (CNS) and the peripheral nervous system (PNS). The brain and spinal cord are the organs of the CNS. They are made of neurons and specialized cells called neuroglia. The PNS consists of all the nerves that emerge from the CNS and supply the rest of the body. These nerves are made of neurons and specialized cells called Schwann cells. The Schwann cells form myelin sheaths to electrically insulate neurons. Neurons are capable of generating and transmitting electrochemical impulses. There are many different kinds of neurons, but they all have the same basic structure. The cell body contains the nucleus and is essential for the

Continuing the life of the neuron. An axon is a process (a cellular extension) that carries impulses away from the cell body. Each neuron has only one axon. Dendrites are processes that carry impulses toward the cell body; a neuron may have several dendrites. A nerve impulse travels along the cell membrane of a neuron and is electrical. But where neurons meet, there is a small space called a synapse, which an electrical impulse cannot cross. At a synapse—between the axon of one neuron and the dendrite or cell body of the next—impulse transmission depends upon chemicals called neurotransmitters.

|                        |                                                      |                        |   |                          |
|------------------------|------------------------------------------------------|------------------------|---|--------------------------|
| 01                     | What are two other muscle names for skeletal muscle? |                        |   |                          |
| تجميعات<br>STEP<br>يلو | A                                                    | striated and voluntary | B | striated and striped     |
|                        | C                                                    | voluntary and striped  | D | contracting and striated |

|                        |                                               |                         |   |                          |
|------------------------|-----------------------------------------------|-------------------------|---|--------------------------|
| 03                     | What are two divisions of the nervous system? |                         |   |                          |
| تجميعات<br>STEP<br>يلو | A                                             | central and insulate    | B | central and peripheral   |
|                        | C                                             | insulate and peripheral | D | specialized and insulate |

|                        |                                             |                          |   |                          |
|------------------------|---------------------------------------------|--------------------------|---|--------------------------|
| 02                     | What are two other names for smooth muscle? |                          |   |                          |
| تجميعات<br>STEP<br>يلو | A                                           | tapered and internal     | B | internal and visceral    |
|                        | C                                           | involuntary and internal | D | involuntary and visceral |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | D  | B  |

## 159. مادة عازلة صديقة للبيئة مبتكرة Innovative Eco-Friendly Insulation

(1) Expanded polystyrene (or “Styrofoam”) is an excellent insulator. That’s why it’s a popular material for insulating buildings—and why those cheap little cups of deli coffee still burn your tongue after 30 minutes. But its environmental record leaves something to be desired. It’s non-biodegradable, harmful to animals who accidentally eat it, and made from potential carcinogens or cancer-causing chemicals.

(2) Researchers at the University of Maryland have developed a super-lightweight insulating material they say could prove to be a better, more eco-friendly **alternative**. The material, made from tiny wood fibers, is called Nano wood. It blocks heat at least 10 degrees better than Styrofoam or silica aerogel, a common insulator, and it can take at least 30 times more pressure than when crushed.

(3) Working in the lab of materials scientist Liang Bing Hu, postdoctoral researcher Tain Li is the lead author on the study, published in the journal Science Advances.

(4) Hu and his team had been working on nano-cellulose, the Nano-sized version of the fibrous material that makes plants and trees rigid. Nano cellulose has an **impressive** strength-to-weight ratio, about eight times greater than that of steel.

(5) For the Nano wood, they removed the lignin, the polymer that holds the cells of wood together. Removing the lignin, a heat conductor, gave the resulting product powerful capabilities. It also turned the product white, which means it reflects light. The thin Nano wood has enormous potential as a green material. Using it could potentially “save billions” in energy costs, says Li.

|                        |                                           |                                           |   |                                   |
|------------------------|-------------------------------------------|-------------------------------------------|---|-----------------------------------|
| 01                     | What is one negative effect of Styrofoam? |                                           |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                         | It has chemicals that may lead to cancer. | B | It blocks a great amount of heat. |
|                        | C                                         | Animals are unable to eat it.             | D | It is weaker than steel.          |

|                        |                                                                   |            |   |            |
|------------------------|-------------------------------------------------------------------|------------|---|------------|
| 02                     | The word “alternative” in Paragraph (2) is closest in meaning to: |            |   |            |
| تجميعات<br>STEP<br>يلو | A                                                                 | ingredient | B | material   |
|                        | C                                                                 | option     | D | connection |

|                        |                                                                  |         |   |               |
|------------------------|------------------------------------------------------------------|---------|---|---------------|
| 03                     | The word “impressive” in Paragraph (4) is closest in meaning to: |         |   |               |
| تجميعات<br>STEP<br>يلو | A                                                                | unknown | B | extraordinary |
|                        | C                                                                | huge    | D | powerful      |

|                        |                                                    |                                                         |   |                                           |
|------------------------|----------------------------------------------------|---------------------------------------------------------|---|-------------------------------------------|
| 04                     | What happens when lignin is removed from nanowood? |                                                         |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                                  | Nano wood can hold greater pressure.                    | B | Nano wood becomes stronger than steel.    |
|                        | C                                                  | Nano wood is used as an eco-friendly building material. | D | Nano wood turns white and reflects light. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | C  | B  | D  |

## 160. لاصق السحالي وتكنولوجيا النانو Gecko Adhesion and Nanotechnology

(1) Anybody who doesn't know much about nanotechnology should begin with geckos. These are the lizards that are probably the world's best climbers. Watching them climb upside down on a horizontal pane of glass, you realize that Spiderman should really have been called Geckoman. These guys out-climb spiders any day.

(2) With perfect ease, they can hang from a single toe, and they do so by pure adhesion, not by sticking a toe in a hole or by curling it around something they can grip. With all the toes on the glass, scientists guess that if the rest of the body were strong enough, it could take the weight of a 100kg person suspended below it. Although each toe is equipped with a tiny hook-like claw at the end, these are of no use on the glass. What keeps them up there is the amazing structure of the skin of the toe.

(3) Seen under the microscope, each toe has around two million tiny hairs on its underside. Under the higher magnification of an electron microscope, the end of each of these hairs is seen to split into hundreds of even tinier nano-hairs, which scientists have called spatulae. These hairs are so small that they are able to establish contact with the molecular structure of the surface the gecko is walking on. With that near-perfect contact, the hairs are stuck to the surface by electromagnetic forces called Van der Waals forces. The molecules on the feet and on the surface have areas of slight positive or negative charge that attract each other like mini magnets when they get really close.

(4) Scientists have been working for over 15 years now to try to unlock the secrets of the stickiness of gecko toes and find a way to artificially reproduce the same structure of nano-hairs. The hypothesis at the moment is that if any material can be shaped into nano-hairs, they will have the same properties as those on gecko toes, so scientists are looking for a different material with which to make the stickiest synthetic surface ever.

(5) This is one example of research in the field now known as nanotechnology. In this field, the technology being created can be measured in a few nanometers (one nanometer is a millionth of a millimeter). Interest in developing technology at this level was largely inspired by Richard Feynman at the beginning of the 1960s, but the 'nano' catchphrase was coined in the 1990s by Dr. Eric Drexler, who spurred scientists on through a series of speeches and a book with the title “Engines of Creation: The Coming Era of Nanotechnology.” The scientists working on the geckos see an enormously wide range of possible applications for the kind of adhesive nanotechnology that they will develop. The one that will make the biggest splash in the media will be the gloves and the boots that will allow rock climbers to take their sport to hitherto undreamed-of heights. But the technology could also be used in surgery to keep the edges of wounds together without the need for stitches. There will also be a huge potential in the manufacturing sector to stick millions of components together tighter than ever before without glue or screws.

|                  |                                                             |                     |   |                    |
|------------------|-------------------------------------------------------------|---------------------|---|--------------------|
| 01               | How many hairs does a gecko have at the bottom of each toe? |                     |   |                    |
| تجميعات STEP يلو | A                                                           | fifteen             | B | hundreds           |
|                  | C                                                           | around two thousand | D | around two million |

|                  |                                              |                 |   |                 |
|------------------|----------------------------------------------|-----------------|---|-----------------|
| 02               | Who started using the popular phrase “nano”? |                 |   |                 |
| تجميعات STEP يلو | A                                            | Geckoman        | B | Eric Drexler    |
|                  | C                                            | Albert Einstein | D | Richard Feynman |

|                  |                                                                             |                      |   |                 |
|------------------|-----------------------------------------------------------------------------|----------------------|---|-----------------|
| 03               | What are the forces that allow geckos to climb upside down on glass called? |                      |   |                 |
| تجميعات STEP يلو | A                                                                           | Van der Waals forces | B | Sticking forces |
|                  | C                                                                           | Electric forces      | D | Spatulae forces |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | B  | A  |

### 161. تطور التسوق The Evolution of Shopping

- (1) Most of us still make most of our purchases the old-fashioned way. We go to the store, find what we want, wait patiently in line to plunk down our cash or credit card, and bring home the goods. However, consumers now have a broad array of alternatives, including mail order, television, phone, and online shopping. Americans are increasingly avoiding the hassle and crowds at malls by doing more of their shopping online.
- (2) Early on, prospects for online retailing soared. As more and more consumers flocked to the Web, some experts even saw a day when consumers would bypass stodgy “old economy” store retailers and do almost all of their shopping via the internet. However, the dot-com meltdown of 2000 dashed these overblown expectations. Many once-brash Web sellers crashed and burned, and expectations reversed almost overnight. The experts began to predict that online retailing was destined to be little more than a tag-on to in-store retailing.
- (3) However, today’s online retailing is alive and thriving. With easier-to-use and more enticing websites, improved online service, and the increasing sophistication of search technologies, the online business is booming. In fact, even though it currently accounts for only 7 percent of total US retail sales, online buying is growing at a much brisker pace than retail buying as a whole. Despite a flagging economy, or perhaps because of it, this year’s online retail sales will reach an estimated \$156 billion, an 11 percent leap over last year’s.
- (4) Retailer online sites also influence a large amount of in-store buying. Here are some surprising statistics: 80 percent of shoppers research products online before going to a store to make a purchase; 62 percent say that they spend at least 30 minutes online every week to help decide whether and what to buy. So it’s no longer a matter of customers deciding to shop in a store or to shop online. Increasingly, customers are merging store and online outlets into a single shopping process. In fact, the Internet has spawned a whole new breed of shopper and way of shopping.
- (5) All types of retailers now employ direct and online channels. The online sales of large brick-and-mortar retailers, such as Sears, Staples, Wal-Mart, and Best Buy, are increasing rapidly. Several large online-only retailers—Amazon.com, online auction site eBay, online travel companies such as Travelocity.com and Expedia.com, and others—are now making it big on the Web. At the other extreme, hordes of niche marketers are using the Web to reach new markets and expand their sales. Today’s more sophisticated search engines (Google, Baidu) and comparison-shopping sites (Shopping.com, Buy.com, Shopzilla.com, and others) put almost any online retailer within a mouse click or two’s reach of millions of customers.
- (6) Still, much of the anticipated growth in online sales will go to multichannel retailers—the click-and-brick marketers who can successfully merge the virtual and physical worlds. In a recent ranking of the top 500 online retail sites, 59 percent were multichannel retailers. For example, consider Macy’s, the largest department store chain in the United States. While many Macy’s customers make purchases online, the site offers a range of features designed to build loyalty to Macy’s and to pull customers into stores. Like many retailers, Macy’s has discovered that its best customers shop both online and offline

|                  |                                                                 |                               |   |                           |
|------------------|-----------------------------------------------------------------|-------------------------------|---|---------------------------|
| 01               | What reversed expectation about online retail almost overnight? |                               |   |                           |
| تجميعات STEP يلو | A                                                               | The dot-com meltdown of 2000. | B | The brash Web sellers.    |
|                  | C                                                               | Consumers’ love of malls.     | D | The stodgy “old economy.” |

|                  |                                                     |             |   |           |
|------------------|-----------------------------------------------------|-------------|---|-----------|
| 03               | What is one example of a brick-and-mortar retailer? |             |   |           |
| تجميعات STEP يلو | A                                                   | Travelocity | B | Expedia   |
|                  | C                                                   | Best-Buy    | D | Shopzilla |

|                        |                                                                                           |    |   |    |
|------------------------|-------------------------------------------------------------------------------------------|----|---|----|
| 02                     | What percentage of shoppers research products online before going to a store to buy them? |    |   |    |
| تجميعات<br>STEP<br>يلو | A                                                                                         | 30 | B | 62 |
|                        | C                                                                                         | 80 | D | 95 |

|                        |                                                                                 |    |   |     |
|------------------------|---------------------------------------------------------------------------------|----|---|-----|
| 04                     | What percentage of the top 500 online retail sites were multichannel retailers? |    |   |     |
| تجميعات<br>STEP<br>يلو | A                                                                               | 11 | B | 59  |
|                        | C                                                                               | 79 | D | 800 |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | C  | C  | B  |

## 162. Economic Thought in Historical Context الفكر الاقتصادي في السياق التاريخي

(1) Western historians of economic thought, like ourselves, have a tendency to focus on Western writers. Whether this is justified or not is a matter of opinion. J.A. Schumpeter, who wrote a comprehensive, widely respected history of economic thought in 1954, held that he could find no non-Western early economic writing with any **analytic content** and further that no piece of reasoning on strictly economic topics has come down to us that can be called “scientific” within our meaning of the term. Schumpeter also pointed to what he regarded as a curious gap in economic literature between the writings of the Greeks and Aquinas, a period of nearly one thousand years during which no economic writings of merit seemed to have been produced.

(2) Scholars since Schumpeter have questioned his conclusions and have begun to find some interesting early economic writings of merit. We will briefly discuss newly translated works of a seventh-century BCE Chinese writer, Guan Zhong (725–645 BCE), for example, in order to give you a flavor of his contributions and, more broadly, to suggest that analysis of economic activity is likely to occur at various times and places. The majority of early Chinese writings on economics fit Schumpeter’s characterization: they were essentially limited to considerations of public administration within ethical networks, rather than strictly “scientific” studies. Guan Zhong’s book Guanzi, however,

stands out as going far beyond the administrative mold. It includes a number of ideas that are central to economic thinking. Probably the most important of these is his “light/heavy” theory—an anticipation of supply and demand theory. Others include his anticipation of the quantity theory, his discussion of countercyclical fiscal policy, and his appreciation for the workings of the market.

(3) Guan Zhong argued that when a good was abundant, it became “light” and its price would fall. When it was locked away, it became “heavy,” and its price would rise. There would be movements of goods into and out of markets based on their lightness and heaviness, with a definite tendency toward one price equilibrium. Thus, the light/heavy theory is a statement of the law of supply and demand.

|                        |                                                                                             |            |   |               |
|------------------------|---------------------------------------------------------------------------------------------|------------|---|---------------|
| 01                     | What word other than “analytic content” does the writer use to talk about economic writing? |            |   |               |
| تجميعات<br>STEP<br>يلو | A                                                                                           | curious    | B | justified     |
|                        | C                                                                                           | scientific | D | comprehensive |

|                        |                                                       |                                                                  |  |  |
|------------------------|-------------------------------------------------------|------------------------------------------------------------------|--|--|
| 02                     | Which of the following does the writer say is a fact? |                                                                  |  |  |
| تجميعات<br>STEP<br>يلو | A                                                     | Schumpeter failed to find non-Western scientific economic ideas. |  |  |
|                        | B                                                     | Guan Zhong produced a theory called supply and demand.           |  |  |
|                        | C                                                     | The Greeks and Aquinas produced economic literature.             |  |  |
|                        | D                                                     | Schumpeter wrote a history of economic literature.               |  |  |

|                        |                                                                   |                                                                      |   |                                                                  |
|------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------|---|------------------------------------------------------------------|
| 03                     | What can we understand about economic thought from Paragraph (1)? |                                                                      |   |                                                                  |
| تجميعات<br>STEP<br>يلو | A                                                                 | Schumpeter is the founder of modern economic thought and literature. | B | All economic thought comes from Western sources.                 |
|                        | C                                                                 | The development of economic theories is in its early stages.         | D | There were long spells when no economic literature was produced. |

|                        |                                                                |                                                                    |  |  |
|------------------------|----------------------------------------------------------------|--------------------------------------------------------------------|--|--|
| 04                     | What can we understand about Zhong’s ideas from Paragraph (3)? |                                                                    |  |  |
| تجميعات<br>STEP<br>يلو | A                                                              | Goods will always get more expensive through.                      |  |  |
|                        | B                                                              | Prices rise and fall depending on the movement of goods.           |  |  |
|                        | C                                                              | He named his economic theory: the Law of Supply and Demand.        |  |  |
|                        | D                                                              | Goods that are ‘locked away’ are in high demand and are expensive. |  |  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | D  | D  | B  |

## 163. أهمية المحيطات The Importance of Oceans

(1) The oceans make up 70 percent of the planet and contain 97 percent of all the water on Earth. It also makes up the vast majority of water stores, the majority of the planet's moisture, terrestrial energy, and heat from the sun. This energy is transferred between the equator and the two poles by larger surface currents, by winds, and deep ocean currents driven by differences in ocean density. It also provides the moisture and energy for storm systems and ultimately global climates.

(2) As terrestrial creatures, humans think of the importance of the planet's land surfaces, yet Earth is a planet consisting of 70 percent water. From space, the dominance of water is obvious because most of it is stored in Earth's oceans.

(3) Earth would not be the same planet without its oceans. The oceans, along with the atmosphere, keep Earth's surface temperatures fairly constant worldwide. Some places on Earth reach as cold as -20 degrees Celsius, whereas other places reach as hot as 55 degrees Celsius. Yet on other planets like Mercury, temperatures range from -180 degrees Celsius to 430 degrees Celsius.

| 01                     | What is the writer's main purpose? |              |   |             |
|------------------------|------------------------------------|--------------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                                  | to recommend | B | to complain |
|                        | C                                  | to advise    | D | to inform   |

| 02                     | What is one important idea that the writer mentions? |                                 |   |                                      |
|------------------------|------------------------------------------------------|---------------------------------|---|--------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                    | Both poles are covered in ice.  | B | Earth is cooler than Mercury.        |
|                        | C                                                    | Oceans are extremely important. | D | Water is essential to living things. |

| 01 | 02 |
|----|----|
| D  | C  |

## 164. نظام التشغيل Operating System Control

(1) A computer is a set of resources for the movement, storage, and processing of data and for the control of these functions. The OS is responsible for managing these resources.

(2) Can we say that it is the OS that controls the movement, storage, and processing of data? From one point of view, the answer is yes: By managing the computer's resources, the OS is in control of the computer's basic functions. But this control is exercised in a curious way. Normally, we think of a control mechanism as something external to that which is controlled, or at least as something that is a distinct and separate part of that which is controlled. For example, a residential heating system is controlled by a thermostat, which is separate from the heat-generation and heat-distribution apparatus. This is not the case with the OS, which, as a control mechanism, is unusual in two respects: The OS functions in the same way as ordinary computer software; that is, it is a program or suite of programs executed by the processor. The OS frequently relinquishes control and must depend on the processor to allow it to regain control.

(3) Like other computer programs, the OS provides instructions for the processor. The key difference is in the intent of the program. The OS directs the processor in the use of the other system resources and in the timing of its execution of other programs, but in order for the processor to do any of these things, it must cease executing the OS program and execute other programs. Thus, the OS relinquishes control for the processor to do some "useful" work and then resumes control long enough to prepare the processor to do the next piece of work.

| 01                     | What was the writer's main purpose? |             |   |              |
|------------------------|-------------------------------------|-------------|---|--------------|
| تجميعات<br>STEP<br>يلو | A                                   | To convince | B | To entertain |
|                        | C                                   | To inform   | D | To complain  |

| 02                     | What is one important idea that the writer mentions? |                                              |   |                                                 |
|------------------------|------------------------------------------------------|----------------------------------------------|---|-------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                    | The OS controls all computer programs alone. | B | The OS is separate from the system it controls. |
|                        | C                                                    | The OS needs to have a break from its work.  | D | The OS works like other computer software.      |

| 01 | 02 |
|----|----|
| C  | D  |

165. Fishing Vessels and Ocean Health السفن السمكية وصحة المحيطات

(1) In 1950, about 1.7 million fishing vessels of all shapes and sizes plied the world's oceans, but just 20 percent of them had motors, limiting their range and the amount of fish they could collect. Now, 65 years later, the number of boats has jumped to 3.7 million fishing vessels, 68 percent of which are motorized in some form, an increase that is putting more and more pressure on the world's oceans.

(2) The boom in fishing vessels doesn't mean there's plenty of fish in the sea. In fact, it's quite the opposite. To understand the health of fisheries, ecologists calculate "catch per unit of effort (CPUE)" or the amount of effort and resources it takes to catch a fish. Fishing boats today only catch about 20 percent of the fish for the same amount of effort as boats in 1950.

(3) The increase in fishing vessels, **however**, did not happen evenly across the globe. While fish stocks in most of North America, Europe, and Australia have **stabilized** in recent decades due to more stringent regulations, that's not the case in much of the rest of the world. Fleets in Asia, for example, have increased by 400 percent over the same time period. And the number of fishing boats hitting the water won't decrease anytime soon—the study estimates that by 2050, another 1 million fishing boats will be chasing fish.

(4) And there's not that much left to go around. According to the United Nations Conference on Trade and Development, 90 percent of the world's fish stocks are either currently overused or completely exhausted.

|                        |                                                              |                                             |   |                                             |
|------------------------|--------------------------------------------------------------|---------------------------------------------|---|---------------------------------------------|
| 01                     | What does the Passage conclude about the world's fish stock? |                                             |   |                                             |
| تجميعات<br>STEP<br>يلو | A                                                            | Twenty percent fewer fish are being caught. | B | Fish stock is stabilizing around the world. |
|                        | C                                                            | It is overused or completely exhausted.     | D | Fish stock is about to recover.             |

|                        |                                               |                                                     |   |                               |
|------------------------|-----------------------------------------------|-----------------------------------------------------|---|-------------------------------|
| 02                     | How can countries stabilize their fish stock? |                                                     |   |                               |
| تجميعات<br>STEP<br>يلو | A                                             | Decrease the number of fishing vessels with motors. | B | fish in different locations.  |
|                        | C                                             | decrease the number of fishing vessels in Asia.     | D | create stringent regulations. |

|                        |                                                              |                                                                                            |  |  |
|------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|--|
| 03                     | Why does the writer use the term "however" in Paragraph (3)? |                                                                                            |  |  |
| تجميعات<br>STEP<br>يلو | A                                                            | To show growth, the number of fishing boats was different in different parts of the world. |  |  |
|                        | B                                                            | to show that the number of vessels and the number of fish are similar.                     |  |  |
|                        | C                                                            | to show the number of boats is because of the number of fish.                              |  |  |
|                        | D                                                            | to show why the number of boats has increased.                                             |  |  |

|                        |                                                                          |             |   |           |
|------------------------|--------------------------------------------------------------------------|-------------|---|-----------|
| 04                     | Which word can we use to replace the word "stabilized" in Paragraph (3)? |             |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                        | changed     | B | preserved |
|                        | C                                                                        | replenished | D | depleted  |

|                        |                                                                                   |                                                   |   |                                     |
|------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------|---|-------------------------------------|
| 05                     | What does the writer think about the stringent regulations some countries employ? |                                                   |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                 | They are increasing over time.                    | B | Their effect is minimal on vessels. |
|                        | C                                                                                 | They are having a positive effect on fish stocks. | D | They work for some countries.       |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | D  | A  | B  | C  |

166. The Importance of Packaging أهمية التعبئة والتغليف

(1) Packaging involves designing and producing a product's container or wrapper. Traditionally, the main purpose of packaging was to hold and protect the product from damage. However, in today's competitive retail environment, packaging has evolved into a powerful marketing tool. It helps products stand out on shelves and can significantly influence consumer purchasing decisions.

(2) Companies recognize that effective packaging creates immediate brand recognition. With the average shopper passing by nearly 300 products per minute, packaging often serves as the final opportunity to influence a decision. The design, colors, and information displayed must work together to attract attention and build trust quickly. As a result, packaging is now considered an essential part of a company's overall promotional strategy.

(3) Poorly designed packaging can frustrate consumers and result in lost sales. Difficult-to-open containers, for example, have led to widespread complaints and even a term known as “wrap rage.” To address this, Amazon launched its “frustration-free packaging” initiative, partnering with three major companies to reduce unnecessary materials and improve usability. This approach also supports environmental goals by reducing packaging waste.

(4) Innovative packaging solutions can provide a clear competitive advantage. A notable example is Heinz’s inverted ketchup bottle, which made it easier for users to dispense the product without mess. This small change significantly enhanced user convenience and served as an effective promotional tool used in homes. As a result, Heinz saw a 12% increase in sales within four months of the product’s launch.

(5) Product safety has also become a key focus in packaging design. Companies now use features like childproof caps and tamper-evident seals to protect consumers. At the same time, there is a growing shift toward using eco-friendly packaging materials in response to rising environmental concerns. These changes reflect a broader trend of aligning product design with consumer values.

|                        |                                                        |                                     |   |                                          |
|------------------------|--------------------------------------------------------|-------------------------------------|---|------------------------------------------|
| 01                     | What was the main function of packaging traditionally? |                                     |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                      | To hold and protect the product     | B | To increase competition and clutter      |
|                        | C                                                      | To design and produce the container | D | To describe the product and make it safe |

|                        |                                                            |       |   |      |
|------------------------|------------------------------------------------------------|-------|---|------|
| 02                     | How many items does a typical shopper pass by in a minute? |       |   |      |
| تجميعات<br>STEP<br>يلو | A                                                          | 45000 | B | 3000 |
|                        | C                                                          | 300   | D | 70   |

|                        |                                                                  |   |   |   |
|------------------------|------------------------------------------------------------------|---|---|---|
| 03                     | How many companies is Amazon working with to reduce “wrap rage”? |   |   |   |
| تجميعات<br>STEP<br>يلو | A                                                                | 1 | B | 2 |
|                        | C                                                                | 3 | D | 4 |

|                        |                                                                                 |                                |   |                                  |
|------------------------|---------------------------------------------------------------------------------|--------------------------------|---|----------------------------------|
| 04                     | According to Paragraph(4), how did Heinz revolutionize the condiments industry? |                                |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                                               | By increasing sales            | B | By changing the ketchup bottle   |
|                        | C                                                                               | By changing the ketchup recipe | D | By taking marketing inside homes |

|                        |                                                   |     |   |      |
|------------------------|---------------------------------------------------|-----|---|------|
| 05                     | What percentage increase in sales did Heinz make? |     |   |      |
| تجميعات<br>STEP<br>يلو | A                                                 | 12  | B | 15   |
|                        | C                                                 | 170 | D | 1980 |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| A  | C  | C  | B  | A  |

## 167. Causes of Obesity أسباب السمنة

### Passage A: Environmental Roots of Obesity

(1) Genetic factors are the forces inside you that cause you to gain weight and stay overweight. On the other hand, environmental factors are the outside forces that contribute to these problems. They include anything in our environment that makes us more likely to eat too much or exercise too little. Taken together, experts think that environmental factors are the driving force behind the causes of obesity and its dramatic rise.

(2) Environmental influences come into play very early in life, even before we are born. Researchers believe that the environment surrounding babies before they are born determines how they will develop later on in life. For example, babies of mothers who smoked during pregnancy are more likely to become overweight or develop a disease than those whose mothers did not smoke.

(3) Childhood habits often stick with people for the rest of their lives. Kids who drink sodas and other drinks that contain sugar and eat high-calorie foods develop a taste for these products and continue eating them as adults. These behaviors tend to promote weight gain. Similarly, kids who watch television and play video games instead of being active may be programming themselves for a sedentary future, which involves sitting down a lot rather than moving around.

(4) In short, today's environment promotes obesity by encouraging us to eat more and exercise less. There is also growing evidence that broader aspects of the way we live—such as how much we sleep, our stress levels, and other psychological factors—can affect weight as well.

### Passage B: Eating Habits and Modern Lifestyles

(5) In recent decades, changes in diet have played a major role in the global rise in obesity. Fast food, processed snacks, and sugary drinks have become a regular part of many people's diets, especially among children. These items are often high in calories and low in nutrients, making it easy to overeat while still lacking proper nutrition.

(6) Children who grow up eating unhealthy food tend to continue those habits into adulthood. These patterns, formed early in life, are difficult to break. Many adults who struggle with obesity today report having consumed large amounts of sugary and processed foods as children.

(7) Although factors like lack of exercise, stress, and genetics can contribute to weight problems, experts agree that poor eating habits are the main cause of obesity today. Studies consistently show that people who consume large amounts of fast food and sugary beverages are more likely to be overweight than those who follow healthier diets.

(8) To fight this trend, many health experts recommend reducing sugar and fat intake, cooking more meals at home, and teaching children to enjoy fruits, vegetables, and other nutritious foods from an early age.

|                        |                                                                              |                                                   |   |                                            |
|------------------------|------------------------------------------------------------------------------|---------------------------------------------------|---|--------------------------------------------|
| 01                     | What can we understand from Passages A and B about children's eating habits? |                                                   |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                                            | They are less healthy than they were in the past. | B | They affect their eating habits as adults. |
|                        | C                                                                            | They are linked to levels of activity.            | D | They usually improve as they get older.    |

|                        |                                                          |                                  |   |                                  |
|------------------------|----------------------------------------------------------|----------------------------------|---|----------------------------------|
| 02                     | What do Passages A and B say about the cause of obesity? |                                  |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                        | Bad eating habits cause obesity. | B | Lack of exercise causes obesity. |
|                        | C                                                        | Stress factors cause obesity.    | D | Genetics causes obesity.         |

|                        |                                                                 |                                              |   |                                              |
|------------------------|-----------------------------------------------------------------|----------------------------------------------|---|----------------------------------------------|
| 03                     | What can we understand from Passages A and B about soft drinks? |                                              |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                               | They are more available than healthy drinks. | B | Children drink them less than in the past.   |
|                        | C                                                               | Children should avoid drinking them.         | D | They have increased in popularity over time. |

|                        |                                                         |                        |   |                          |
|------------------------|---------------------------------------------------------|------------------------|---|--------------------------|
| 04                     | What do Passages A and B say about today's environment? |                        |   |                          |
| تجميعات<br>STEP<br>يلو | A                                                       | People exercise less.  | B | People are healthier.    |
|                        | C                                                       | People eat a lot more. | D | People have more stress. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | A  | C  | A  |

## 168. The Importance of Food for Living Organisms أهمية الغذاء للكائنات الحية

(1) All living organisms need **food**. They need it as a source of raw materials to build new cells and tissues as they grow. They also need food as a source of energy. Food is a kind of 'fuel' that drives essential living processes and brings about chemical changes. Animals take in food, digest it, and use the digested products to build their tissues or to produce energy.

(2) Plants also need energy and raw materials, but apart from a few insect-eating species, plants do not appear to take in food. The most likely source of their raw materials would appear to be the soil. However, experiments show that the weight gained by a growing plant is far greater than the weight lost by the soil it is growing in. So, there must be additional sources of raw materials.

(3) Jean-Baptiste van Helmont was a Dutch scientist working in the 17th century. At that time, very little was known about the process of photosynthesis. He carried out an experiment using a willow shoot. He planted the shoot in a container with 90.8 kg of dry soil and placed a metal grill over the soil to prevent any accidental gain or loss of mass. He left the shoot for 5 years in an open yard, providing it with only rainwater and distilled water for growth. After 5 years, he reweighed the tree and the soil and came to the conclusion that the increase in mass of the tree (74.7 kg) was due entirely to the water it had received. However, he was unaware that plants also take in mineral salts and carbon dioxide, or that they use light as a source of energy.

|                        |                                                                                                                    |                                                                 |   |                                                                      |
|------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---|----------------------------------------------------------------------|
| 01                     | <b>How is the author's view of "increase in mass" in trees different from the Dutch scientist, Helmont's view?</b> |                                                                 |   |                                                                      |
| تجميعات<br>STEP<br>يلو | A                                                                                                                  | It is due entirely to the water they receive.                   | B | It is due to the water, air, and soil they receive.                  |
|                        | C                                                                                                                  | It is due to the water, minerals, carbon dioxide, and sunlight. | D | It is due to a healthy soil, enough water, enough minerals, and air. |

|                        |                                                                                     |                                                |   |                                          |
|------------------------|-------------------------------------------------------------------------------------|------------------------------------------------|---|------------------------------------------|
| 02                     | <b>What can we understand from the Passage about the source of food hypothesis?</b> |                                                |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                                                   | Food comes from only carbohydrates and carbon. | B | Food comes from three different sources. |
|                        | C                                                                                   | Food comes from more than four sources.        | D | Food comes from nitrogen and sulfur.     |

|                        |                                                                              |                                                                           |   |                                                                                      |
|------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------|
| 03                     | <b>What can we understand from Paragraph (3) about Helmont's experiment?</b> |                                                                           |   |                                                                                      |
| تجميعات<br>STEP<br>يلو | A                                                                            | It failed because it used dry soil.                                       | B | It succeeded because it used only rainwater for 5 years.                             |
|                        | C                                                                            | It failed because it did not pay attention to all the things plants need. | D | It failed because it happened a long time ago, before photosynthesis was even known. |

|                        |                                                                                                     |          |   |         |
|------------------------|-----------------------------------------------------------------------------------------------------|----------|---|---------|
| 04                     | <b>What word other than "food" does the writer use to talk about the need of all living things?</b> |          |   |         |
| تجميعات<br>STEP<br>يلو | A                                                                                                   | cell     | B | fuel    |
|                        | C                                                                                                   | material | D | process |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | B  | C  | B  |

## 169. أهمية النباتات The Importance of Plants

(1) Hundreds of thousands of different kinds of plants grow on Earth. Some plants are so small that people can hardly see them. Others are trees that grow as tall as buildings. Most plants have several things in common. For example, they need sunshine, water, and air to grow. They are not able to move around.

(2) Plants grow nearly everywhere on Earth. Most plants grow in soil or dirt. They get the water and nutrients or food they need from the soil. But some plants do not need soil. Plants called epiphytes grow on hard surfaces, such as other plants or rocks. They get most of the water and nutrients they need from rain and the air. Still other plants float in water, such as water lilies and lotus plants.

(3) Plants are very important to life on Earth. They provide food for people and animals. They also make the oxygen that other living things breathe. Plants produce oxygen as part of the process of photosynthesis.

(4) Human beings use plants in countless ways. For example, they get many foods, drinks, and flavorings from plants. They build homes from wood and many other parts of plants. People also burn wood for heat and energy. Many of the fibers used to make cloth come from plants, especially cotton. Other useful things made from plants include medicines, paper, chewing gum, cork, rubber, and cocoa butter.

(5) People also use flowers for decoration. They plant trees and flowers in their yards and in large formal gardens.

|                        |                                                                                                |                              |   |                                  |
|------------------------|------------------------------------------------------------------------------------------------|------------------------------|---|----------------------------------|
| 01                     | <b>What is one important idea related to plants that the writer mentions in Paragraph (2)?</b> |                              |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                                                              | Plants have different sizes. | B | Plants are useful for life.      |
|                        | C                                                                                              | Water lilies grow in water.  | D | Plants grow in different places. |

|                        |                                                                                                |                                    |   |                                 |
|------------------------|------------------------------------------------------------------------------------------------|------------------------------------|---|---------------------------------|
| 02                     | <b>What is one important idea related to plants that the writer mentions in Paragraph (4)?</b> |                                    |   |                                 |
| تجميعات<br>STEP<br>يلو | A                                                                                              | Plants are used for decoration.    | B | Plants provide food and oxygen. |
|                        | C                                                                                              | Plants are useful in several ways. | D | Plants are used to make fibres. |

|                        |                                             |                                    |   |                                       |
|------------------------|---------------------------------------------|------------------------------------|---|---------------------------------------|
| 03                     | <b>What are lotus plants an example of?</b> |                                    |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                           | Plants that grow in soil.          | B | Plants that grow in water.            |
|                        | C                                           | Plants that grow on hard surfaces. | D | Plants that produce paper and fibres. |

|                        |                                               |                                  |   |                                   |
|------------------------|-----------------------------------------------|----------------------------------|---|-----------------------------------|
| 04                     | <b>What is the main topic of the Passage?</b> |                                  |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                             | The importance of plants.        | B | How to grow plants at home.       |
|                        | C                                             | The use of plants in decoration. | D | How to grow plants around cities. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | C  | B  | A  |

## 170. Pony Express البريد السريع

The Pony Express was a system that delivered mail on horseback between Missouri and California. The service lasted for only about a year and a half in the early 1860s. Nevertheless, the Pony Express is well remembered in stories about the American West. Beginning in the 1840s, many people from the eastern United States began to move to the West. The discovery of gold in California in 1848 and in Colorado and Nevada in 1859 brought thousands of explorers in search of riches. Other people came to settle the land or to start a new life. By 1860, some 40,000 members of the religious group known as Mormons had settled in what is now Utah. The population of Oregon also greatly increased. The new settlers often came into conflict with the Native Americans who already lived on the land. More settlers continued to arrive, however. Mail from the East took a long time to reach these people. In 1851, the United States government arranged to send mail to California and Oregon by sea. However, it took about a month for a letter to travel from New York to California. Then a stagecoach service was begun, but this took 24 days. The people in the West demanded faster mail service.

The idea of using fast horses or ponies to carry mail may have come from F.X. Aubrey, who hauled goods down the Santa Fe Trail in freight wagons. The Santa Fe Trail was an important commercial route during the mid-19th century. On his trips from Missouri to Santa Fe, New Mexico, Aubrey left horses along the trail with traders and others. On his return by horseback, he changed a tired horse for a fresh one.

|                        |                                                            |        |   |             |
|------------------------|------------------------------------------------------------|--------|---|-------------|
| 01                     | Whose idea may have inspired the Pony Express mail system? |        |   |             |
| تجميعات<br>STEP<br>يلو | A                                                          | Aubrey | B | Daniel      |
|                        | C                                                          | Adam   | D | Christopher |

|                        |                                                                          |         |   |              |
|------------------------|--------------------------------------------------------------------------|---------|---|--------------|
| 02                     | How long did it take for a letter to travel from New York to California? |         |   |              |
| تجميعات<br>STEP<br>يلو | A                                                                        | A month | B | A year       |
|                        | C                                                                        | A week  | D | Three months |

|                        |                                            |      |   |      |
|------------------------|--------------------------------------------|------|---|------|
| 03                     | When did they discover gold in California? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                          | 1838 | B | 1848 |
|                        | C                                          | 1859 | D | 1860 |

|                        |                                                                       |         |   |            |
|------------------------|-----------------------------------------------------------------------|---------|---|------------|
| 04                     | How long did a stagecoach take to travel from New York to California? |         |   |            |
| تجميعات<br>STEP<br>يلو | A                                                                     | A month | B | Two months |
|                        | C                                                                     | 24 days | D | 10 days    |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | A  | B  | C  |

## 171. The Birth of Economics نشأة الاقتصاد

Although economic activity has been a characteristic of human culture since the dawn of civilization, there was little formal analysis of that activity until merchant capitalism developed in Western Europe during the fifteenth century. At that time, the chiefly agrarian European societies began increasingly to trade among themselves, setting the stage for the birth of economics as a social study. The economic studies of this time were not systematic: economic theory evolved piecemeal from individual intellectual responses to contemporary problems. No grand analytical systems appeared. It was not until the mid-eighteenth century, with the emergence of classical economics under Adam Smith, that economics made significant movement toward the status of a full-blown social science.

|                        |                                                            |       |   |         |
|------------------------|------------------------------------------------------------|-------|---|---------|
| 01                     | The word "status" in the Passage is closest in meaning to: |       |   |         |
| تجميعات<br>STEP<br>يلو | A                                                          | level | B | group   |
|                        | C                                                          | area  | D | meaning |

|    |
|----|
| 01 |
| A  |

## 172. Understanding Probability and Randomness فهم الاحتمالية والعشوائية

(1) Randomness and uncertainty exist in our daily lives as well as in every discipline in science, engineering, and technology. Probability theory is a mathematical framework that allows us to describe and analyze random phenomena in the world around us. By random phenomena, we mean events or experiments whose outcomes we can't predict with certainty.

(2) Let's consider a couple of specific applications of probability in order to get some intuition. First, let's think more carefully about what we mean by the terms "randomness" and "probability" in the context of one of the simplest possible random experiments: flipping a fair coin.

(3) One way of thinking about "**randomness**" is that it's a way of expressing what we don't know. Perhaps if we knew more about the force, I flipped the coin with, the initial orientation of the coin, the impact point between my finger and the coin, the turbulence in the air, the surface smoothness of the table the coin lands on, the material characteristics of the coin and the table, and so on, we would be able to definitively say whether the coin would come up heads or tails. However, in the absence of all that information, we cannot predict the outcome of the coin flip. When we say that something is random, we are saying that our knowledge about the outcome is limited, so we can't be certain what will happen.

(4) Since the coin is fair, if we don't know anything about how it was flipped, the probability that it will come up heads is 50%, or 1/2. What exactly do we mean by this? There are two common interpretations of the word "**probability**." One is in terms of relative frequency. In other words, if we flip the coin a very large number of times, it will come up heads about 1/2 of the time. As the number of coin flips increases, the proportion that come up heads will tend to get closer and closer to 1/2. In fact, this intuitive understanding of probability is a special case of the law of large numbers, which we will state and prove formally in later chapters of the book.

(5) A second interpretation of probability is that it is a quantification of our degree of subjective personal belief that something will happen. To get a sense of what we mean by this, it may be helpful to consider a second example: predicting the weather. When we think about the chances that it will rain today, we consider things like whether there are clouds in the sky and the humidity. However, the beliefs that we form based on these factors may vary from person to person - different people may make different estimates of the probability that it will rain. Often, these two interpretations of probability coincide - for instance, we may base our personal beliefs about the chance that it will rain on an assessment of the relative frequency of rain on days with conditions like today.

(6) The beauty of probability theory is that it is applicable regardless of the interpretation of probability that we use (i.e., in terms of long-run frequency or degree of belief). Probability theory provides a solid framework to study random phenomena. It starts by assuming axioms of probability and then building the entire theory using mathematical arguments.

|         |                                                                                               |                |   |             |
|---------|-----------------------------------------------------------------------------------------------|----------------|---|-------------|
| 01      | What is one important idea related to "randomness" that the writer mentions in Paragraph (3)? |                |   |             |
| تجميعات |                                                                                               |                |   |             |
| STEP    | A                                                                                             | interpretation | B | probability |
| يلو     | C                                                                                             | doubt          | D | math        |

|         |                                                                                                |                |   |            |
|---------|------------------------------------------------------------------------------------------------|----------------|---|------------|
| 02      | What is one important idea related to "probability" that the writer mentions in Paragraph (4)? |                |   |            |
| تجميعات |                                                                                                |                |   |            |
| STEP    | A                                                                                              | interpretation | B | experiment |
| يلو     | C                                                                                              | knowledge      | D | result     |

|    |    |
|----|----|
| 01 | 02 |
| C  | A  |

## 173. Aims and Methods of Psychoanalysis أهداف وطرق التحليل النفسي

What are the aims and methods of psychoanalysis?

(1) Although most of today's therapists do not practice therapy as Sigmund Freud did, his psychoanalytic techniques survive. Psychoanalysis is part of our modern vocabulary, and its assumptions influence many other therapies.

(2) Psychoanalysis assumes that many psychological problems are fueled by the residue of supposedly repressed impulses and conflicts from childhood. Psychoanalysts try to bring these repressed feelings into conscious awareness, where the patient can deal with them. By gaining insight into the origins of the disorder - by fulfilling the ancient imperative to "know thyself" in a deep way - the patient "works through" the buried feelings. The theory presumes that healthier, less anxious living becomes possible when patients release the energy they had previously devoted to id-ego-superego conflicts.

(3) Psychoanalysis is a historical reconstruction. Its goal is to unearth the past in the hope of unmasking the present. But how?

(4) When Freud discarded hypnosis as unreliable, he turned to free association. Imagine yourself as a patient using the free association technique. The analyst invites you to relax, perhaps by lying on a couch. He or she will probably sit out of your line of vision, helping you focus attention on your internal thoughts and feelings. Beginning with a childhood memory, a dream, or a recent experience, you say aloud whatever comes to your mind from moment to moment. It sounds easy, but soon you notice how often you edit your thoughts as you speak, omitting material that seems trivial, irrelevant, or shameful. Even in the safe presence of the analyst, you may pause momentarily before uttering an embarrassing thought. You may make a joking remark or change the subject to something less threatening. Sometimes your mind may go blank, or you may find yourself unable to remember important details.

(5) To the psychoanalyst, these blocks in the flow of your free associations indicate resistance. They hint that anxiety lurks and that you are repressing sensitive material. The analyst will want to explore these sensitive areas by making you aware of your resistances and by interpreting their underlying meaning. The analyst's interpretations — suggestions of underlying wishes, feelings, and conflicts — aim to provide people with insight. If offered at the right moment, the analyst's interpretation of, say, your not wanting to talk about your mother, may illuminate what you are avoiding. You may then discover what your resistances mean and how they fit with other pieces of your psychological puzzle.

(6) Freud believed that another clue to repressed impulses is the hidden content of your dreams. Thus, after inviting you to report a dream, the analyst may offer a dream analysis, suggesting its hidden meaning.

(7) During many such sessions, you will probably disclose more of yourself to your analyst than you have ever revealed to anyone. Because psychoanalytic theory emphasizes the formative power of childhood experiences, much of what you reveal will pertain to your earliest memories. You will also probably find yourself experiencing strong positive or negative feelings for your analyst. Such feelings may express the dependency or mingled love and anger that you earlier experienced toward family members or other important people in your life. When this happens, Freud would say you are actually transferring your strongest feelings from those other relationships to the analyst. Analysts and other therapists believe that this transference exposes long-repressed feelings, giving you a belated chance to work through them with your analyst's help. By examining your feelings toward the analyst, you may also gain insight into your current relationships.

(8) Note how much of psychoanalysis is built on the assumption that repressed memories exist. That assumption is now questioned. This challenge to an assumption that is basic to so much of professional and popular psychology is provoking intense debate.

(9) Critics also say that psychoanalysts' interpretations are hard to refute. If, in response to the analyst's suggested interpretation, you say, "Yes! I see now," your acceptance confirms the analyst's interpretation. If you emphatically say, "No! That doesn't ring true," your denial may be taken to reveal more resistance, which would also confirm the interpretation. Psychoanalysts acknowledge that it's hard to prove or disprove their interpretations. But they insist that interpretations often are a great help to patients.

(10) Traditional psychoanalysis is slow and expensive. It requires up to several years of several sessions a week with a highly trained and well-paid analyst. (Three times a week for just two years at \$100 or more per hour comes to about \$30,000.) Only those with a high income can afford such treatment.

(11) Although there are relatively few traditional psychoanalysts, psychoanalytic assumptions influence many therapists, especially those who make psychodynamic assumptions. Psychodynamic therapists try to understand

Patients' current symptoms by exploring their childhood experiences. They probe for supposed repressed, emotion-laden information. They seek to help people gain insight into the unconscious roots of problems and work through newly resurrected feelings. Although influenced by Freud's psychoanalysis, these therapists may talk to people face to face (rather than out of the line of vision), once a week (rather than several times weekly), and for only a few weeks or months (rather than several years).

|                        |                                                             |                      |   |                       |
|------------------------|-------------------------------------------------------------|----------------------|---|-----------------------|
| 01                     | What are two characteristics of traditional psychoanalysis? |                      |   |                       |
| تجميعات<br>STEP<br>يلو | A                                                           | slow and shameful    | B | slow and expensive    |
|                        | C                                                           | shameful and trivial | D | trivial and expensive |

|                        |                                                                                          |                                          |   |                                  |
|------------------------|------------------------------------------------------------------------------------------|------------------------------------------|---|----------------------------------|
| 02                     | According to Psychoanalysis, what two things from childhood feed psychological problems? |                                          |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                                                        | repressed impulses and internal thoughts | B | repressed impulses and conflicts |
|                        | C                                                                                        | internal thoughts and dependency         | D | dependency and conflicts         |

|                        |                                                |                                 |   |                                  |
|------------------------|------------------------------------------------|---------------------------------|---|----------------------------------|
| 03                     | What two things can psychoanalysis begin with? |                                 |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                              | an embarrassing thought or joke | B | an embarrassing thought or dream |
|                        | C                                              | a childhood memory or joke      | D | a childhood memory or dream      |

|                        |                                                     |               |   |             |
|------------------------|-----------------------------------------------------|---------------|---|-------------|
| 04                     | Who is the psychologist who created psychoanalysis? |               |   |             |
| تجميعات<br>STEP<br>يلو | A                                                   | Sigmund Freud | B | Einstein    |
|                        | C                                                   | Darwin        | D | Jacob Freud |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | B  | D  | A  |

## 174. Behaviorism and Learning نظرية السلوك والتعلم

(1) Behaviorists study how environmental influences (called stimuli) affect behavior (called the response), and they propose two main ways of learning. They call these "classical conditioning" and "operant conditioning".

(2) The Russian psychologist Ivan Pavlov (1849-1936) studied classical conditioning. He trained dogs to produce saliva (response) when they heard a bell (stimulus). In the first part of the training, he linked the sound of the bell with the arrival of food. He rang the bell when he gave his dogs some food. After a while, he rang the bell but did not present food to the dogs. He found that the sound of the new stimulus (the sound of the bell) was enough to produce the response (dogs produce saliva). Psychologists have used classical conditioning successfully with people, too. It is possible to use classical conditioning techniques to help people beat their fears and give up using drugs.

(3) B.F. Skinner (1904-1990) was one of the first scientists to study operant conditioning. He also did experiments with animals and trained them to change their behavior. In his experiments, he rewarded or punished an animal for a certain behavior. He found that when he rewarded a behavior by giving the animal some food, the animal tended to repeat it. However, when he punished a behavior, the animal tended NOT to repeat it. Using this method, he conditioned birds to play a kind of table tennis and press buttons to receive food.

(4) Behaviorists believe in the scientific method and controlled experiments. They also believe that we should only study behavior that we can observe. They reject the idea that people have free will and believe that only the environment shapes behavior. However, cognitive psychologists have criticized behaviorism. They argue that biology, as well as the environment, is important in learning behaviors. They think that human behavior is much more complicated and that behaviorists fail to explain more complex learning, such as how quickly humans can learn language. They also argue that because most studies used animals, it is hard to use the results for human behavior.

|                        |                                                                                          |          |   |             |
|------------------------|------------------------------------------------------------------------------------------|----------|---|-------------|
| 01                     | What word other than "trained" does the writer use to talk about teaching new behaviors? |          |   |             |
| تجميعات<br>STEP<br>يلو | A                                                                                        | linked   | B | punished    |
|                        | C                                                                                        | rewarded | D | conditioned |

|                        |                                                               |                                                                            |   |                                                                  |
|------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------|---|------------------------------------------------------------------|
| 02                     | Which one of the following does the writer say is an opinion? |                                                                            |   |                                                                  |
| تجميعات<br>STEP<br>يلو | A                                                             | The ideas from classical conditioning can help people with their behavior. | B | Operant conditioning can be used to teach animals to play games. |
|                        | C                                                             | Psychologists can only study behavior that they can observe.               | D | People's behavior can be studied using the scientific method.    |

|                        |                                                                                                  |                                                                            |  |  |
|------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--|--|
| 03                     | How is the behaviorists' view about learning different from the view of cognitive psychologists? |                                                                            |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                                                | They believe that the environment is the ONLY thing that affects learning. |  |  |
|                        | B                                                                                                | They believe that BOTH the environment AND biology affect learning.        |  |  |
|                        | C                                                                                                | They believe that people can learn languages very quickly.                 |  |  |
|                        | D                                                                                                | They believe that animals can learn simple language.                       |  |  |

|                        |                                                             |                                  |   |                                 |
|------------------------|-------------------------------------------------------------|----------------------------------|---|---------------------------------|
| 04                     | What can we understand from the Passage about B.F. Skinner? |                                  |   |                                 |
| تجميعات<br>STEP<br>يلو | A                                                           | He was a cognitive psychologist. | B | He worked in the United States. |
|                        | C                                                           | He worked with Pavlov.           | D | He was a behaviorist.           |

|                        |                                                                       |                                                       |   |                                            |
|------------------------|-----------------------------------------------------------------------|-------------------------------------------------------|---|--------------------------------------------|
| 05                     | What can we understand from the Passage about experiments on animals? |                                                       |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                                     | They can help people understand the best way to diet. | B | They can help explain some human learning. |
|                        | C                                                                     | They can help explain language learning.              | D | They are cruel and hurt animals.           |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | C  | A  | D  | B  |

## 175. اختبار النقاء في الأدوية Testing for Purity in Pharmaceuticals

- (1) Government **legislation** requires that a lot of testing takes place before a new pharmaceutical is marketed.
- (2) Throughout the chemical, pharmaceutical, and food industries, it is essential that the substances used be pure. The purity of a substance can be gauged by:
1. Its melting point - if it is a pure solid, it will have a sharp melting point. If an impurity is present, then melting takes place over a range of temperatures.
  2. Its boiling point - if it is a pure liquid, the temperature will remain steady at its boiling point. If the substance is **impure**, then the mixture will boil over a temperature range.
  3. Chromatography - if it is a pure substance, it will produce only one well-defined spot on a chromatogram. If impurities are present, then several spots will be seen on the chromatogram.

| 01                     | The word "legislation" in Paragraph (1) is closest in meaning to: |              |   |             |
|------------------------|-------------------------------------------------------------------|--------------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                                                                 | announcement | B | law         |
|                        | C                                                                 | ban          | D | bureaucracy |

| 02                     | The word "impure" in the Passage is closest in meaning to: |         |   |        |
|------------------------|------------------------------------------------------------|---------|---|--------|
| تجميعات<br>STEP<br>يلو | A                                                          | dirty   | B | clean  |
|                        | C                                                          | neutral | D | tested |

| 01 | 02 |
|----|----|
| B  | A  |

## 176. بناء الأهرامات Construction of the Pyramids

Pyramids were constructed by large work gangs over a period of many years. The Pyramid Age spans over a thousand years, starting in the third dynasty and ending in the Second Intermediate Period. The Greek historian Herodotus was told that it took 100,000 men 20 years to build the Great Pyramid at Giza. Scholars today, however, think it may have been built by only 20,000 men over 20 years.

One theory suggests that causeways were used to haul the stone blocks on wooden sleds up the side of the pyramids. The ramps were lubricated with water to reduce friction when hauling the blocks. As few as 10 men were needed to drag a stone block up a ramp. There may have been several ramps on each side of the pyramid at different levels, and a ramp may have been coiled around the pyramid as it grew in height. Once a stone block reached its desired level, wooden rockers may have been used to manoeuvre it into position.

The Ramp Theory is considered by far the most accepted by the Egyptology community, who believe that the pyramid was made by sheer will and human power using a massive workforce and incredible intelligence in transporting the stones across the desert through sleds and ropes. They used wet sand to drag the stones to reduce the friction and make the drainage process easier.

| 01                     | How many workers did they need to build the pyramids, and how long did it take? |                       |   |                       |
|------------------------|---------------------------------------------------------------------------------|-----------------------|---|-----------------------|
| تجميعات<br>STEP<br>يلو | A                                                                               | 20,000 men, 20 years  | B | 100,000 men, 20 years |
|                        | C                                                                               | 20,000 men, 100 years | D | 10,000 men, 10 years  |

| 03                     | What did they use to build the pyramids? |                      |   |                       |
|------------------------|------------------------------------------|----------------------|---|-----------------------|
| تجميعات<br>STEP<br>يلو | A                                        | Dry sand and rollers | B | Stone and animal fat  |
|                        | C                                        | Wet sand friction    | D | Wooden wheels and oil |

| 02                     | How did they build the pyramids? |                          |   |                                       |
|------------------------|----------------------------------|--------------------------|---|---------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                | By using large machines  | B | As 10 men were needed to drag a stone |
|                        | C                                | With the help of animals | D | By rolling stones down a hill         |

| 01 | 02 | 03 |
|----|----|----|
| A  | B  | C  |

## 177. Investing in Real Estate vs. Stocks الاستثمار في العقارات مقابل الأسهم

(1) Investing in real estate or stocks is a personal choice that depends on your financial situation, risk tolerance, goals, and investment style. It's safe to assume that more people invest in the stock market **because** it doesn't take as much time or money to buy stocks. If you're buying real estate, you're going to have to save and put down a substantial amount of money.

(2) When you buy stocks, you buy a tiny piece of that company. In general, you can make money two ways with stocks: value appreciation as the company's stock increases, and dividends.

(3) When you buy real estate, you acquire physical land or property. Most real estate investors make money by collecting rents and through the property's value going up. Here are some things to consider when it comes to real estate and the risks associated with it. The most important risk that people miss is that real estate requires a lot of research. It's not something you can go into casually and expect immediate results and returns. Real estate is not an asset that's easy to sell and turn into cash.

(4) **Although** real estate is not as easy to sell as stocks, the long-term cash flow provides income and increases in value. Despite this, it's important to consider the amount of money that goes into real estate investments. You need to have the ability to secure a down payment and financing if you aren't making all-cash deals. Other disadvantages include the costs associated with property management and the investment of time that goes into repairs and maintenance.

| 01                     | What does the Passage say about investing? |                                                       |   |                                                            |
|------------------------|--------------------------------------------|-------------------------------------------------------|---|------------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                          | Real estate investments can be more work than stocks. | B | Investing in stocks is riskier than real estate investing. |
|                        | C                                          | Stock investments require a lot of research.          | D | Real estate investors make money quickly.                  |

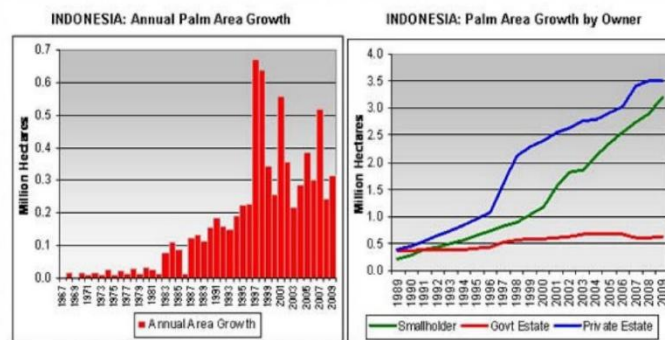
| 02                     | Why does the writer use the word "Although" in Paragraph (4)? |                                                                            |  |  |
|------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                                                             | to explain an example of long-term cash flow and income.                   |  |  |
|                        | B                                                             | to give more information about the difficulties of real estate investing.  |  |  |
|                        | C                                                             | to show that the effort and outcome of real estate investing are different |  |  |
|                        | D                                                             | to show that an increase in income and value is the result of investing.   |  |  |

| 03                     | Which word can we use to replace the word "because" in Paragraph (1)? |           |   |          |
|------------------------|-----------------------------------------------------------------------|-----------|---|----------|
| تجميعات<br>STEP<br>يلو | A                                                                     | Besides   | B | Although |
|                        | C                                                                     | Therefore | D | Since    |

| 04                     | What does the writer think about investing in stocks? |                                 |   |                             |
|------------------------|-------------------------------------------------------|---------------------------------|---|-----------------------------|
| تجميعات<br>STEP<br>يلو | A                                                     | It's a good way to become rich. | B | It's a quick way to invest. |
|                        | C                                                     | It takes too much time.         | D | It's too risky.             |

| 01 | 02 | 03 | 04 |
|----|----|----|----|
| A  | C  | D  | B  |

## 178. Graph – INDONESIA



|         |                                                             |      |   |      |
|---------|-------------------------------------------------------------|------|---|------|
| 01      | What year did the Government Estate reach 500,000 hectares? |      |   |      |
| تجميعات | A                                                           | 1989 | B | 1997 |
| STEP    | C                                                           | 2004 | D | 2009 |
| يلو     |                                                             |      |   |      |

|         |                                                                      |             |   |             |
|---------|----------------------------------------------------------------------|-------------|---|-------------|
| 02      | How many hectares of palm area did the Private Estate reach by 2008? |             |   |             |
| تجميعات | A                                                                    | 1 million   | B | 2.3 million |
| STEP    | C                                                                    | 1.3 million | D | 3.5 million |
| يلو     |                                                                      |             |   |             |

|    |    |
|----|----|
| 01 | 02 |
| B  | D  |

## 179. إعادة تدوير الموارد Recycling Resources

(1) As minerals and other resources become scarcer, they also become more expensive. It then pays to use them more than once. The recycling of materials may also reduce the amount of energy used in manufacturing. In turn, this helps to conserve fuel and reduce pollution.

(2) For example, producing aluminum alloys from scrap uses only 5% of the energy that would be needed to make them from aluminum ores. In 2000, Europe recycled 64.396% of the aluminum in waste. Germany and Finland do really well, partly because they have a deposit scheme on cans: they recycle between 95 and 96% of their aluminum waste.

(3) About 60% of the lead used in Britain is recycled. This seems quite good until you realize that it also means that 40% of this poisonous substance enters the environment.

(4) Manufacturing glass bottles uses about three times more energy than if they were collected, sorted, cleaned, and reused. Recycling the glass from bottles does not save energy, but it does reduce the demand for sand used in glass manufacture. In 2007, 57% of glass containers were recycled in Britain.

(5) Polythene waste is now also recycled. The plastic is used to make items **such as** car seat covers, sports shoes, hi-tech headphones, and even bridges.

(6) Waste paper can be pulped and used again, mainly for making paper and cardboard. Newspapers are de-inked and used again for newsprint. One ton of waste paper is equal to perhaps 17 trees (Paper is made from wood pulp). So, collecting waste paper may help to cut a country's import bill for timber and spare a few more hectares of forest from the spread of commercial forestry.

|         |                                                                |                                   |   |                                    |
|---------|----------------------------------------------------------------|-----------------------------------|---|------------------------------------|
| 01      | Why are Finland's and Germany's recycling programs successful? |                                   |   |                                    |
| تجميعات | A                                                              | They reduced commercial forestry. | B | They sort, clean, and reuse glass. |
| STEP    | C                                                              | They have a deposit system        | D | They collect waste paper.          |
| يلو     |                                                                |                                   |   |                                    |

|         |                                                                    |                                   |   |                                     |
|---------|--------------------------------------------------------------------|-----------------------------------|---|-------------------------------------|
| 02      | What does the writer think about Britain's lead recycling program? |                                   |   |                                     |
| تجميعات | A                                                                  | He believes lead is NOT dangerous | B | He believes Finland is doing better |
| STEP    | C                                                                  | He believes it is very successful | D | He believes it is NOT doing enough  |
| يلو     |                                                                    |                                   |   |                                     |

|         |                                                          |                 |   |                 |
|---------|----------------------------------------------------------|-----------------|---|-----------------|
| 03      | What does the Passage say about recycling glass bottles? |                 |   |                 |
| تجميعات | A                                                        | It saves money. | B | It saves energy |
| STEP    | C                                                        | It saves sand   | D | It saves fuel.  |
| يلو     |                                                          |                 |   |                 |

|         |                                                               |              |   |             |
|---------|---------------------------------------------------------------|--------------|---|-------------|
| 04      | Which words can we use to replace "such as" in Paragraph (5)? |              |   |             |
| تجميعات | A                                                             | for instance | B | in addition |
| STEP    | C                                                             | of course    | D | after all   |
| يلو     |                                                               |              |   |             |

|         |                                                                  |           |   |           |
|---------|------------------------------------------------------------------|-----------|---|-----------|
| 05      | Which word can we use to replace the word "So" in Paragraph (6)? |           |   |           |
| تجميعات | A                                                                | Also      | B | However   |
| STEP    | C                                                                | Meanwhile | D | Therefore |
| يلو     |                                                                  |           |   |           |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | D  | C  | A  | D  |

## 180. Separation Techniques الفصل طرق الفصل

(1) Many mixtures contain useful substances mixed with unwanted material. In order to obtain these useful substances, chemists often have to separate them from the impurities. Chemists have developed many different methods of separation.

## Filtering

(2) When a cup of tea is poured through a tea strainer, this is a filtering process. Filtration is a common separation technique used in chemistry laboratories throughout the world. It is used when a solid needs to be separated from a liquid. **For example**, sand can be separated from a mixture with water by filtering through filter paper. The filter paper contains holes that are large enough to allow the molecules of water through but not the sand particles. The sand gets trapped in the filter paper, and the water passes through it.

## Decanting

(3) Vegetables do not dissolve in water. When you have boiled some vegetables, it is easy to separate them from the water by pouring it off. This process is called decanting. This technique is used quite often to separate an insoluble solid (a solid that doesn't dissolve) from a liquid.

## Centrifuging

(4) Another way to separate a solid from a liquid is to use a centrifuge. It is usually used when the solid particles are so small that they spread out throughout the liquid and remain mixed. They do not settle to the bottom of the container, as heavier particles would do, under the force of gravity. The technique of centrifuging involves the liquid being spun around very fast in a centrifuge **so** that the solid gets flung to the bottom of the tube.

|                        |                                                                      |                                                                                          |
|------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 01                     | What does the writer think about the process of separating mixtures? |                                                                                          |
| تجميعات<br>STEP<br>يلو | A                                                                    | He thinks it's a new technique that needs to be developed.                               |
|                        | B                                                                    | He thinks it's an ancient process that is useful in cooking                              |
|                        | C                                                                    | He thinks it's important because it helps to take out the substances that have benefits. |
|                        | D                                                                    | He thinks it's important because it keeps impurities from creating new diseases.         |

|                        |                                                                             |              |   |                  |
|------------------------|-----------------------------------------------------------------------------|--------------|---|------------------|
| 02                     | Which words can we use to replace the words "for example" in Paragraph (2)? |              |   |                  |
| تجميعات<br>STEP<br>يلو | A                                                                           | of course    | B | above all        |
|                        | C                                                                           | for instance | D | at the same time |

|                        |                                                                                        |                                                                                  |
|------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 03                     | How does centrifuging solve the problem of separating very small solids from a liquid? |                                                                                  |
| تجميعات<br>STEP<br>يلو | A                                                                                      | It moves the liquid around very quickly to keep the solids at the bottom.        |
|                        | B                                                                                      | It uses a special heating technique that is only available in some laboratories. |
|                        | C                                                                                      | It uses boiling to separate an insoluble solid from a liquid.                    |
|                        | D                                                                                      | It uses a filter to separate solids, like sand, from a liquid.                   |

|                        |                                              |                                                                             |
|------------------------|----------------------------------------------|-----------------------------------------------------------------------------|
| 04                     | What does Paragraph (2) say about filtering? |                                                                             |
| تجميعات<br>STEP<br>يلو | A                                            | It is usually used in making coffee.                                        |
|                        | B                                            | It only works if the filter paper has a special number of holes.            |
|                        | C                                            | It is a process that only works when separating sand from a mixture.        |
|                        | D                                            | It works best when the filter paper is able to stop the solid from passing. |

|                        |                                                                    |                                                                                                                                    |
|------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 05                     | Why does the writer use the word "so" at the end of Paragraph (4)? |                                                                                                                                    |
| تجميعات<br>STEP<br>يلو | A                                                                  | to give more information about centrifuging.                                                                                       |
|                        | B                                                                  | to show that centrifuging is different from decanting Ting.                                                                        |
|                        | C                                                                  | to show that centrifuging is the longest process for separating the tiny solid particles from a liquid.                            |
|                        | D                                                                  | to show that the process of spinning the liquid around quickly in a centrifuge causes the tiny solid particles to become separated |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | C  | A  | D  | D  |

## 181. أهمية النوم في كرة القدم The Importance of Sleep in Football

(1) Footballers, as of recent, have begun truly understanding the importance of a good night's sleep. The change began over twenty years back, in the 1990s, when a mattress salesman contacted the manager of the Manchester United football team, Alex Ferguson, asking whether he had ever considered how sleep affected performance on the pitch. Interested, Ferguson arranged for the salesman to give a presentation to his team. Before long, the whole team had new mattresses and pillows, and that salesman soon became football's leading mattress advisor. In 1998, he supplied mattresses for England's World Cup team, and at the 2004 Euros, he created individual sleep routines for every player.

(2) Now, many teams and players are making an effort to improve their sleep habits, using varied means. Manchester City player Sergio Aguero, for example, was finding it hard to sleep because his muscular body prevented his legs from closing when he lay on his side. He got a new mattress that matched his height and weight, thus keeping his neck and back straight at night. Meanwhile, James Milner from Manchester City found it hard to sleep after evening games, so he would play computer games into the early hours. As a result, he was too tired to train the following morning. Setting a routine with a late bedtime, early rise, and afternoon nap helped to fix this problem.

| 01                     | What is one key factor that improves the performance of footballers? |                           |   |                              |
|------------------------|----------------------------------------------------------------------|---------------------------|---|------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                    | sleeping well             | B | extra exercise after matches |
|                        | C                                                                    | sleeping with legs closed | D | presentations on good health |

| 02                     | What did the salesman do at the 2004 Euros? |                                     |   |                                         |
|------------------------|---------------------------------------------|-------------------------------------|---|-----------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                           | He made sleep routines for players. | B | He sold special mattresses for players. |
|                        | C                                           | He gave a big presentation.         | D | He met with coaches to advise them      |

| 01                     | What is the main idea of the Passage? |                                                    |   |                                      |
|------------------------|---------------------------------------|----------------------------------------------------|---|--------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                     | Sleeping well is important for footballers.        | B | Bad pillows can make your neck hurt. |
|                        | C                                     | A sleep routine is more important than a mattress. | D | Footballers should go to bed early.  |

| 02                     | What is one way special mattresses can help players? |                                  |   |                                  |
|------------------------|------------------------------------------------------|----------------------------------|---|----------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                    | holding their legs closed        | B | using advanced design technology |
|                        | C                                                    | matching their height and weight | D | massaging muscles                |

| 01 | 02 | 03 | 04 |
|----|----|----|----|
| A  | A  | A  | C  |

## 182. علم الشم The Science of Smell

### Passage A: The Power of Smell

(1) Breaths come in pairs—inhale, exhale—except at two moments: birth and death. Each day, as you inhale and exhale nearly 20,000 breaths of life-sustaining air, you bathe your nostrils in a stream of molecules full of scents. These molecules are constantly interacting with the receptors inside your nose, providing you with an invisible map of the world.

(2) Like taste, smell is a chemical sense. We smell something when air-carried molecules of a substance reach a tiny cluster of 5 million receptor cells at the top of each nasal cavity. These olfactory receptor cells respond selectively to various odors—whether the aroma of baking bread, a hint of perfume, or a whiff of smoke—and they immediately send signals to the brain through axon fibers.

(3) Even newborn babies and their mothers develop a scent-based connection, as they learn to recognize each other by smell. A mother fur seal returning from the sea is able to find her pup among hundreds by scent alone. Although humans have a weaker sense of smell compared to animals, it still plays an important role in recognition, emotion, and even survival. Compared to our sharp vision and hearing, our sense of smell is less dominant, but deeply tied to memory and emotional experiences.

(4) Scientists are still investigating how olfactory receptors detect such a wide variety of smells. Unlike light, which can be broken down into its color components, an odor cannot be separated into more basic odors. As a result, the olfactory system works differently from the visual system. There is no smell equivalent to the eye's retina, which detects red, green, or blue light. Each olfactory receptor appears to be tuned to a specific kind of molecule, helping the brain identify thousands of different odors.

## Passage B: The Science of Taste

(1) Taste, like smell, is also a chemical sense. It begins when molecules in food interact with taste buds on the tongue. These taste buds contain clusters of receptor cells, each sensitive to basic taste qualities such as sweet, sour, salty, bitter, and umami. While there are far fewer taste receptors than olfactory ones, their function is just as essential.

(2) However, what we experience as flavor is not due to taste alone. The majority of what we perceive as taste actually comes from the interaction between taste and smell. This is why food seems flavorless when we have a blocked nose. As we chew, volatile compounds from the food travel up to the nose through the back of the throat and stimulate olfactory receptors, adding depth and richness to the flavor experience.

(3) This cooperation between the tongue and nose illustrates how the senses work together. While taste provides basic information about the food's properties, smell gives it complexity and nuance. Without smell, chocolate might just taste sweet and a bit bitter, but with it, we detect its roasted, nutty, and fruity notes.

(4) In this way, both taste and smell depend on specialized receptor cells to interpret the chemical world, and they often work in tandem. This dual-sensory experience is central not only to enjoying food but also to detecting danger, such as spoiled milk or gas leaks. Together, these senses protect us and enhance our daily experiences.

|                        |                                                                                 |                                              |   |                                                |
|------------------------|---------------------------------------------------------------------------------|----------------------------------------------|---|------------------------------------------------|
| 01                     | <b>What can we understand from Passages A and B about both taste and smell?</b> |                                              |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                                                               | They are more impressive than hearing        | B | They both involve the use of receptor cells    |
|                        | C                                                                               | They both involve olfactory receptor systems | D | They both enhance the work of our other senses |

|                        |                                                                                           |                                              |   |                                        |
|------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------|---|----------------------------------------|
| 02                     | <b>According to the Passages, why are taste and smell important for us to enjoy food?</b> |                                              |   |                                        |
| تجميعات<br>STEP<br>يلو | A                                                                                         | There is more to taste than meets the tongue | B | Both senses interact to create flavors |
|                        | C                                                                                         | Both senses have sense receptors             | D | Both are chemical senses               |

|                        |                                                                                       |                                                                                            |  |  |
|------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|--|
| 03                     | <b>What do the Passages say about the receptor cells involved in taste and smell?</b> |                                                                                            |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                                     | Taste and smell require the use of at least 50 receptors                                   |  |  |
|                        | B                                                                                     | Taste and smell involve the use of 5 million receptor cells                                |  |  |
|                        | C                                                                                     | Both the nose and the tongue have the same number of receptor cells                        |  |  |
|                        | D                                                                                     | The number of receptor cells involved in smell is a lot more than those involved in taste. |  |  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | B  | D  |

## 183. تأثير الثورة الصناعية The Impact of the Industrial Revolution

(1) The Industrial Revolution brought great riches to most of the entrepreneurs who helped set it in motion. For the millions of workers who crowded into the new factories, however, the industrial age brought poverty and harsh living conditions.

(2) In time, reforms would curb many of the worst abuses of the early industrial age in Europe and the Americas. As standards of living increased, people at all levels of society would benefit from industrialization. Until then, working people would suffer with dangerous working conditions: unsafe, unsanitary, and overcrowded housing; and unrelenting poverty.

(3) The Industrial Revolution brought rapid urbanization, or the movement of people to cities. Changes in farming, soaring population growth, and an ever-increasing demand for workers led masses of people to migrate from farms to cities. Almost overnight, small towns around coal or iron mines mushroomed into cities. Other cities grew up around the factories that entrepreneurs built in once quiet market towns.

(4) The British market town of Manchester numbered 17,000 people in the 1750s. Within a few years, it exploded into the center of the textile industry. Its population soared to 40,000 by 1780 and 70,000 by 1801. Visitors described the cloud of "coal vapor" that polluted the air, the pounding noise of steam engines, and the filthy stench of its river. This growth of industry and rapid population growth dramatically changed the location and distribution of two resources—labor and people.

(5) The Industrial Revolution created a new middle class along with the working class. Those in the middle class owned and operated the new factories, mines, and railroads, among other industries. Their lifestyle was much more comfortable than that of the industrial working class. When former families moved to the new industrial cities, they became workers in mines or factories. Many felt lost and bewildered. They faced tough working conditions in uncomfortable environments. In time, though, factory and mine workers developed their own sense of community despite the terrible working conditions.

(6) Those who benefited most from the Industrial Revolution were the entrepreneurs who set it in motion. The Industrial Revolution created this new middle class, whose members came from a variety of backgrounds. Some were merchants who invested their growing profits in factories. Others were inventors or skilled artisans who developed new technologies. Some rose from "rags to riches," a pattern that the age greatly admired. Middle-class families lived in well-furnished, spacious homes on paved streets and had a ready supply of water. They wore fancy clothing and ate well. The new middle class took pride in their hard work and their determination to "get ahead." Only a few had sympathies for the poor. Women of the middle class did not leave the home to work but instead focused their energy on raising their children. This contrasted with the wealthy, who had maidservants looking after their children, and the working class, whose children were a part of the workforce.

(7) While the wealthy and the middle class lived in pleasant neighborhoods, vast numbers of the poor struggled to survive in foul-smelling slums. They packed into tiny rooms in tenements or multistory buildings divided into apartments. These tenements had no running water, only community pumps. There was no sewage or sanitation system, so waste and garbage rotted in the streets. Sewage was also dumped into rivers, which created an overwhelming stench and contaminated drinking water. This led to the spread of diseases such as cholera.

|                        |                                                                      |                 |   |                      |
|------------------------|----------------------------------------------------------------------|-----------------|---|----------------------|
| 01                     | Which group of people benefited most from the Industrial Revolution? |                 |   |                      |
| تجميعات<br>STEP<br>يلو | A                                                                    | entrepreneurs   | B | farm families        |
|                        | C                                                                    | factory workers | D | university graduates |

|                        |                                                 |         |   |        |
|------------------------|-------------------------------------------------|---------|---|--------|
| 02                     | By 1801, what was the population of Manchester? |         |   |        |
| تجميعات<br>STEP<br>يلو | A                                               | 400,000 | B | 70,000 |
|                        | C                                               | 40,000  | D | 17,000 |

|                        |                                                    |                         |   |                   |
|------------------------|----------------------------------------------------|-------------------------|---|-------------------|
| 03                     | Who owned the new factories, mines, and railroads? |                         |   |                   |
| تجميعات<br>STEP<br>يلو | A                                                  | people living in cities | B | trained engineers |
|                        | C                                                  | the upper class         | D | the middle class  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | B  | D  |

## 184. ملكية البرمجيات والترخيص Software Ownership and Licensing

(1) Most people know that software can be very expensive. However, many people do not know that even though you pay a lot for software, you do not necessarily own it. What happens, then, when you pay for a piece of software? Very few developers grant you actual ownership of a program, even after you purchase it. Instead of buying the software itself, you are actually paying for a license that grants you permission to install and use the software.

Why a License?

(2) Software developers have a good reason for licensing software instead of selling it outright: piracy – software piracy, which costs developers billions of dollars every year, is the act of copying software without the developer's consent and without paying the developer, then selling or giving away the copies. Installing the program on multiple computers at the same time is also piracy. By licensing their products and maintaining some ownership of them, developers can act against pirates. Most license agreements state that you cannot make modifications to a program's source code. If developers allowed this, it would be easy for others to change a program and claim the modified program as their own.

But even though the developer keeps most rights to a program, you have some rights too. If the program does not perform as you expected, you have the right to return or exchange it.

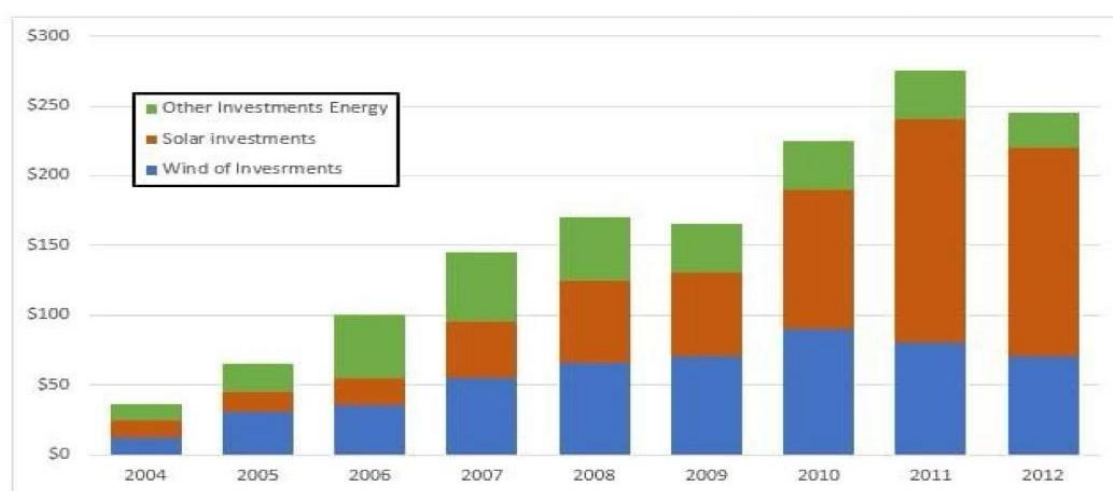
|                        |                                                 |                                                         |   |                                                            |
|------------------------|-------------------------------------------------|---------------------------------------------------------|---|------------------------------------------------------------|
| 01                     | Which of the following is the writer's opinion? |                                                         |   |                                                            |
| تجميعات<br>STEP<br>يلو | A                                               | Software licensing benefits the software companies.     | B | Pirates copy billions of dollars of software every year.   |
|                        | C                                               | Customers can usually make one backup copy of software. | D | Software licensing brings many advantages to the customer. |

|                        |                                                                |                                                          |   |                                                            |
|------------------------|----------------------------------------------------------------|----------------------------------------------------------|---|------------------------------------------------------------|
| 03                     | What can we understand from the Passage about software piracy? |                                                          |   |                                                            |
| تجميعات<br>STEP<br>يلو | A                                                              | It is a trivial problem for the software industry.       | B | It makes a lot of money for the software industry.         |
|                        | C                                                              | It is a bigger issue in the USA than in other countries. | D | It is the main reason software companies prefer licensing. |

|                        |                                                                                      |                                                |   |                                                     |
|------------------------|--------------------------------------------------------------------------------------|------------------------------------------------|---|-----------------------------------------------------|
| 02                     | What can we understand from the Passage about a lot of people who purchase software? |                                                |   |                                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                    | They try to modify their software.             | B | They make many copies of their software.            |
|                        | C                                                                                    | They like having a software license agreement. | D | They fail to read their software license agreement. |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | D  | D  |

### 185. Graph – kinds of Investments



|                        |                                                    |      |   |      |
|------------------------|----------------------------------------------------|------|---|------|
| 01                     | Which year represents the highest wind investment? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                                  | 2002 | B | 2004 |
|                        | C                                                  | 2010 | D | 2012 |

|                        |                                                    |      |   |      |
|------------------------|----------------------------------------------------|------|---|------|
| 02                     | Which year represents the lowest solar investment? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                                  | 2004 | B | 2006 |
|                        | C                                                  | 2011 | D | 2015 |

|    |    |
|----|----|
| 01 | 02 |
| C  | A  |

### 186. Sampling in Statistics - أخذ العينات في الإحصاء

(1) In statistics, we generally want to study a population. You can think of a population as a collection of persons, things, or objects under study. To study the population, we select a sample. The idea of sampling is to select a portion of the larger population and study that portion (the sample) to gain information about the population.

(2) Data are the result of sampling from a population. Because it takes a lot of time and money to examine an entire population, sampling is a very practical technique. If you wished to calculate the overall grade point average at your school, it would make sense to select a sample of students who attend the school. The data collected from the sample would be the students' grade point averages. In presidential elections, opinion poll samples of 1,000 to 2,000 people are taken. The opinion poll is supposed to represent the views of the people in the entire country. Manufacturers of canned carbonated drinks take samples to determine if a 16-ounce can contains 16 ounces of carbonated drink. From the sample data, we can calculate a statistic. A statistic is a number that represents a property of the sample.

(3) One of the main concerns in the field of statistics is how accurately a statistic estimates a parameter. The accuracy really depends on how well the sample represents the population. The sample must contain the characteristics of the population in order to be a representative sample.

|                        |                                      |                                  |   |                                |
|------------------------|--------------------------------------|----------------------------------|---|--------------------------------|
| 01                     | How can statistics be more accurate? |                                  |   |                                |
| تجميعات<br>STEP<br>يلو | A                                    | By using a lot of time and money | B | By finding the overall average |
|                        | C                                    | By asking people's opinions      | D | By using the right sample      |

|                        |                                                           |                                      |   |                                              |
|------------------------|-----------------------------------------------------------|--------------------------------------|---|----------------------------------------------|
| 02                     | What does the writer think the selected sample should do? |                                      |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                         | closely represent the population     | B | be the main concern of statistics            |
|                        | C                                                         | be a small section of the population | D | have more accuracy than an entire population |

|                        |                                                         |                                                                              |  |  |
|------------------------|---------------------------------------------------------|------------------------------------------------------------------------------|--|--|
| 03                     | Why does the writer use the word "If" in Paragraph (2)? |                                                                              |  |  |
| تجميعات<br>STEP<br>يلو | A                                                       | To show that you would select a sample after finding the average.            |  |  |
|                        | B                                                       | To show that you would select a sample instead of finding the average.       |  |  |
|                        | C                                                       | To show that you would select a sample if you want to find the average.      |  |  |
|                        | D                                                       | To show that you would select a sample because you want to find the average. |  |  |

|                        |                                             |                                                 |   |                                           |
|------------------------|---------------------------------------------|-------------------------------------------------|---|-------------------------------------------|
| 04                     | What does the Passage say about statistics? |                                                 |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                           | They help us know what the total population is. | B | They only use a sample of the population. |
|                        | C                                           | They accurately estimate a parameter.           | D | They help politicians win elections.      |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | A  | C  | B  |

187.

Managing Stress: Understanding Its Effects إداره التوتر: فهم آثاره

(1) We all feel stressed or **overloaded** from time to time — it's all part of the emotional ups and downs of life. **Stress** has many sources. It can come from our environment, from our bodies, or from our own thoughts and how we view the world around us. It is very natural to feel stressed around moments of pressure, such as exam time, but we are physiologically designed to deal with stress and react to it.

(2) When we feel under pressure, the nervous system instructs our bodies to release stress hormones, including adrenaline, noradrenaline, and cortisol. These produce physiological changes to help us cope with the threat or danger we see to be upon us. This bodily reaction to a dangerous situation is called the "stress response" or the "fight-or-flight" response.

(3) Stress can actually be positive, as the stress response helps us stay alert, motivated, and focused on the task at hand. Usually, when the pressure subsides, the body rebalances, and we start to feel calm again. But when we experience stress too often or for too long, or when the negative feelings overwhelm our ability to cope, then problems will arise. Continuous activation of the nervous system — experiencing the "stress response" — causes wear and tear on the body.

(4) When we are stressed, adrenaline is released into the bloodstream, and **it** immediately affects the respiratory system. We tend to breathe harder and more quickly in an effort to rapidly distribute oxygenated blood around our bodies. Although this is not an issue for most of us, it could be a problem for people with asthma who may feel short of breath and struggle to take in enough oxygen. It can also cause quick and shallow breathing, where minimal air is taken in, which can lead to hyperventilation. This is more likely if someone is prone to anxiety and panic attacks.

(5) During a fight-or-flight situation, the body focuses only on immediate survival, meaning the digestive and immune systems are considered non-essential. As a result, stress wreaks havoc on our immune systems. Cortisol released in our bodies suppresses the immune system and inflammatory pathways, and we become more susceptible to infections and chronic inflammatory conditions. Our ability to fight off illness is reduced.

(6) The musculoskeletal system is also affected. Our muscles tense up, which is the body's natural way of protecting itself from injury and pain. Repeated muscle tension can cause bodily aches and pains, and when it occurs in the shoulders, neck, and head, it may result in tension headaches and migraines.

(7) There are cardiovascular effects. When stress is acute (in the moment), heart rate and blood pressure increase, but they return to normal once the acute stress has passed. If acute stress is repeatedly experienced, or if stress becomes chronic (over a long period of time), it can cause damage to blood vessels and arteries. This increases the risk of hypertension, heart attack, or stroke.

(8) Stress has marked effects on our emotional well-being. It is normal to experience high and low moods in our daily lives, but when we are stressed, we may feel more tired, have mood swings, or feel more irritable than usual. Stress causes hyperarousal, which means we may have difficulty falling or staying asleep and experience restless nights. This impairs concentration, attention, learning, and memory, all of which are particularly important around exam time. Researchers have linked poor sleep to chronic health problems, depression, and even obesity.

(9) The way that we cope with stress has an additional indirect effect on our health. Under pressure, people may adopt more harmful habits, such as smoking, to relieve stress. But these behaviors are inappropriate ways to adapt and only lead to more health problems and risks to our personal safety and well-being.

(10) So learn to manage your stress before it manages you. It's all about keeping it in check. Some stress in life is normal — and a little stress can help us to feel alert, motivated, focused, energetic, and even excited. Take positive actions to channel this energy effectively, and you may find yourself performing better, achieving more, and feeling good.

|                        |                             |              |   |                     |
|------------------------|-----------------------------|--------------|---|---------------------|
| 01                     | Where can stress come from? |              |   |                     |
| تجميعات<br>STEP<br>يلو | A                           | time         | B | emotions            |
|                        | C                           | our thoughts | D | the stress response |

|                        |                                        |                |   |                 |
|------------------------|----------------------------------------|----------------|---|-----------------|
| 02                     | What positive effects can stress have? |                |   |                 |
| تجميعات<br>STEP<br>يلو | A                                      | feeling calm   | B | staying alert   |
|                        | C                                      | better hearing | D | quick breathing |

|                        |                                                                  |                         |   |                       |
|------------------------|------------------------------------------------------------------|-------------------------|---|-----------------------|
| 03                     | The word "overloaded" in Paragraph (1) is closest in meaning to: |                         |   |                       |
| تجميعات<br>STEP<br>يلو | A                                                                | Feeling NOT listened to | B | Feeling NOT supported |
|                        | C                                                                | Feeling under pressure  | D | Feeling overweight    |

|                        |                                                                             |                                                               |   |                                                           |
|------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------|---|-----------------------------------------------------------|
| 04                     | According to Paragraph (5), what is TRUE about a fight or flight situation? |                                                               |   |                                                           |
| تجميعات<br>STEP<br>يلو | A                                                                           | All body functions are considered essential                   | B | All body functions are considered non-essential           |
|                        | C                                                                           | The digestive and immune systems are considered non-essential | D | The digestive and immune systems are considered essential |

|                        |                                     |           |   |          |
|------------------------|-------------------------------------|-----------|---|----------|
| 05                     | What is meant by the word "Stress"? |           |   |          |
| تجميعات<br>STEP<br>يلو | A                                   | panic     | B | calm     |
|                        | C                                   | breathing | D | pressure |

|                        |                                        |                |   |               |
|------------------------|----------------------------------------|----------------|---|---------------|
| 06                     | What can cause bodily aches and pains? |                |   |               |
| تجميعات<br>STEP<br>يلو | A                                      | sport          | B | cortisol      |
|                        | C                                      | muscle tension | D | immune system |

|                        |                                                                                |                 |   |                |
|------------------------|--------------------------------------------------------------------------------|-----------------|---|----------------|
| 07                     | According to the Passage, what harmful habits may people adopt under pressure? |                 |   |                |
| تجميعات<br>STEP<br>يلو | A                                                                              | sleeping poorly | B | gaining weight |
|                        | C                                                                              | fighting        | D | smoking        |

|                        |                                                                                   |                                                    |   |                                                          |
|------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------|---|----------------------------------------------------------|
| 08                     | What does the expression "fight" or "flight" response used in Paragraph (2) mean? |                                                    |   |                                                          |
| تجميعات<br>STEP<br>يلو | A                                                                                 | Staying in a dangerous situation or facing it      | B | Getting away from a dangerous situation very quickly     |
|                        | C                                                                                 | The ways a dangerous situation changes with stress | D | The ways a person's body reacts to a dangerous situation |

|                        |                                           |            |   |               |
|------------------------|-------------------------------------------|------------|---|---------------|
| 09                     | The word "it" in Paragraph (4) refers to: |            |   |               |
| تجميعات<br>STEP<br>يلو | A                                         | body       | B | cortisol      |
|                        | C                                         | adrenaline | D | noradrenaline |

|                        |                                                                  |                                                                     |  |  |
|------------------------|------------------------------------------------------------------|---------------------------------------------------------------------|--|--|
| 10                     | Why does the author use the pronoun "we" throughout the Passage? |                                                                     |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                | Because he is describing the experience of someone else             |  |  |
|                        | B                                                                | Because he distances himself from the experience he describes       |  |  |
|                        | C                                                                | Because he is describing an experience unique to himself            |  |  |
|                        | D                                                                | Because he believes that his feelings will be shared by many others |  |  |

|                        |                                                                                                   |             |   |         |
|------------------------|---------------------------------------------------------------------------------------------------|-------------|---|---------|
| 11                     | The pronoun "it" in "learn to manage your stress before it manages you" (Paragraph 10) refers to: |             |   |         |
| تجميعات<br>STEP<br>يلو | A                                                                                                 | adrenaline. | B | body    |
|                        | C                                                                                                 | stress      | D | tension |

|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 |
| C  | B  | C  | C  | D  | C  | D  | D  | C  | D  | C  |

## 188. The Dangers of Excess Sugar Consumption مخاطر استهلاك السكر الزائد

When you eat or drink too much sugar, the extra insulin in your bloodstream can affect your arteries all over your body. It causes their walls to get inflamed, grow thicker than normal, and become stiffer. This stresses your heart and damages it over time. This can lead to heart disease, such as heart failure, heart attacks, and strokes.

| Q1                     | What health problem does sugar cause? |                          |   |                               |
|------------------------|---------------------------------------|--------------------------|---|-------------------------------|
| تجميعات<br>STEP<br>يلو | A                                     | Your bloodstream         | B | It causes low blood pressure. |
|                        | C                                     | It causes heart disease. | D | It causes stress              |

Q1

C

## 189. Sustainability and Sustainable Development الاستدامة والتنمية المستدامة

(1) The definition of sustainability is not nearly as simple as it might seem; the same is true for the definition of sustainable development. This is best **illustrated** by the fact that there are over 200 different **documented** definitions of sustainable development. However, the most common definition, which was established by the Brundtland Commission in 1987, is the following:

(2) "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

(3) This **implies** that we need to look after our planet, our resources, and our people to ensure that we can live in a stable manner and that we can pass our planet on to our children and grandchildren to live in true sustainability.

(4) But what is sustainability? The definition of sustainability may be taken further. It is widely accepted that to achieve true sustainability, we must balance economic, environmental, and social factors in equal harmony.

| Q1                     | The word "illustrated" in Paragraph (1) is closest in meaning to: ..... |              |   |          |
|------------------------|-------------------------------------------------------------------------|--------------|---|----------|
| تجميعات<br>STEP<br>يلو | A                                                                       | demonstrated | B | designed |
|                        | C                                                                       | painted      | D | colored  |

| Q2                     | The word "implies" in Paragraph (3) is closest in meaning to: |          |   |           |
|------------------------|---------------------------------------------------------------|----------|---|-----------|
| تجميعات<br>STEP<br>يلو | A                                                             | demands  | B | assumes   |
|                        | C                                                             | suggests | D | persuades |

| Q3                     | The word "documented" in Paragraph (1) is closest in meaning to: |            |   |           |
|------------------------|------------------------------------------------------------------|------------|---|-----------|
| تجميعات<br>STEP<br>يلو | A                                                                | questioned | B | convinced |
|                        | C                                                                | suggested  | D | recorded  |

Q1

A

Q2

C

Q3

D

## 190. Population Density and Challenges in Bangladesh الكثافة السكانية والتحديات في بنغلاديش

(1) If small, largely urbanized countries such as Singapore and small island states such as the Maldives are not considered, then Bangladesh has the highest population density in the world. At 1,062 people per km<sup>2</sup>, its population density is about twenty times the global average. It compares with 383 per km<sup>2</sup> in India and 141 per km<sup>2</sup> in China—two countries that many people associate with overpopulation. Overpopulation cannot be judged by population density alone, but it is a useful starting point when considering the relationship between population and resources in a country.

(2) The lack of natural resources is a major factor in overpopulation in Bangladesh, as is rapid population growth. The current rate of natural increase in Bangladesh is 1.6 percent. When Bangladesh became an independent country in 1971, its population was about 75 million, just under half of the total today. The Population Reference Bureau estimates that the population of Bangladesh will rise to 183 million by 2025 and 226 million by 2050. There is already intense competition for the available resources in Bangladesh. How will the country cope in the future when it is already experiencing large-scale poverty and so many other problems?

(3) Extremely high population pressure and the deprivation associated with it are characteristic of both rural and urban areas. Four-fifths of the population live in rural areas. The very small amount of cultivable land per person has resulted in a very high level of rural poverty. Most families have to survive on extremely small plots of land. This means that there is not enough work available for many people. About 40 percent of the population is underemployed, working a limited number of hours a week at low wages. Underemployment is not just confined to the countryside but affects urban areas too.

(4) The regular threat of cyclones and flooding makes this problem much worse. Eighty percent of the country is situated on the floodplains of the Ganges, Brahmaputra, Meghna, and those of several other minor rivers. Much of the country is close to sea level, and about 40 percent is regularly flooded during the monsoon season. Major floods can cause considerable loss of life and destroy vital infrastructure, often setting back development for many years. Where possible, people move to higher land, increasing the already overcrowded nature of such areas. Major floods increase the level of rural-to-urban migration, with the majority of migrants heading for the capital city, Dhaka. Other urban areas such as Chittagong, Khulna, and Rajshahi are also growing in population at very rapid rates. Around 8,000 hectares of cultivable land are lost every year due to urbanization, industrialization, and the expansion of infrastructure. This is potential food production that Bangladesh can ill afford to lose.

(5) Living conditions in Dhaka and the other main urban areas are in a continuous state of deterioration. Many people lack basic amenities such as electricity and clean drinking water. Dhaka has become one of the most crowded cities in the world, with a population density of 43,000 per km<sup>2</sup>. This rapidly growing megacity was recently ranked as the least habitable city among 140 cities surveyed by the Economist Intelligence Unit. The 2012 Human Development Index, which ranks all the countries of the world according to their quality of life, placed Bangladesh 146th in the world.

(6) Land is being lost to rising sea levels, a process associated with global warming. The United Nations Intergovernmental Panel on Climate Change has predicted that, by 2050, about 35 million people from Bangladesh will cross the border into India in search of more secure living conditions.

(7) Poor governance and corruption have undoubtedly hindered development in Bangladesh. However, national and international efforts to improve the lives of the population have registered progress. For example, the World Bank noted in 2013 that the number of people in poverty in Bangladesh had fallen from 63 million in 2000 to 47 million in 2010.

|                        |                                               |                             |   |                             |
|------------------------|-----------------------------------------------|-----------------------------|---|-----------------------------|
| 01                     | What is the population density of Bangladesh? |                             |   |                             |
| تجميعات<br>STEP<br>يلو | A                                             | 383 per km <sup>2</sup>     | B | 1,062 per km <sup>2</sup>   |
|                        | C                                             | 147,000 per km <sup>2</sup> | D | 244,000 per km <sup>2</sup> |

|                        |                                                  |             |   |             |
|------------------------|--------------------------------------------------|-------------|---|-------------|
| 02                     | How much of the population lives in rural areas? |             |   |             |
| تجميعات<br>STEP<br>يلو | A                                                | four-fifths | B | two-thirds  |
|                        | C                                                | 40 percent  | D | 1.6 percent |

|                        |                                                                         |                         |   |                            |
|------------------------|-------------------------------------------------------------------------|-------------------------|---|----------------------------|
| 03                     | Which organization noted the number of people in poverty in Bangladesh? |                         |   |                            |
| تجميعات<br>STEP<br>يلو | A                                                                       | Human Development Index | B | Economic Intelligence Unit |
|                        | C                                                                       | The United Nations      | D | The World Bank             |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | A  | D  |

## 191. Nuclear Tensions and the Cold War التوترات النووية والحرب الباردة

(1) Starting with major scientific breakthroughs during the 1930s, countries developed weapons based on nuclear energy. The use of nuclear weapons reached its height with the outbreak of World War II and the Cold War. Two of the world's major superpowers, the USA and the Soviet Union, threatened each other with the use of nuclear weapons, a period referred to as the Cold War.

(2) Although relations between the Soviet Union and the United States had been strained in the years before World War II, the U.S.-Soviet alliance of 1941–1945 was marked by a great degree of cooperation and was essential to securing the defeat of Nazi Germany. As late as 1939, it seemed highly improbable that the United States and the Soviet Union would forge an alliance. U.S.-Soviet relations had soured significantly following Stalin's decision to sign a non-aggression pact with Nazi Germany in August 1939. Despite intense pressure to sever relations with the Soviet Union, Roosevelt never lost sight of the fact that Nazi Germany, not the Soviet Union, posed the greatest threat to world peace. In order to defeat that threat, Roosevelt confided that he "would hold hands with the devil" if necessary. Finally, two devastating atomic bomb attacks against Japan by the United States, coupled with the Soviets' decision to break their neutrality pact with Japan by invading Manchuria, led to the end of the war in the Pacific. Soon after the war, the alliance between the United States and the Soviet Union began to unravel as the two nations faced complex post-war decisions.

(3) At various conferences, the most important of which were at Yalta and Potsdam, the three powers split Germany and its capital Berlin in two, with the eastern portion controlled by the Soviet Union and the western portion controlled jointly by the United States, the United Kingdom, and France. Additionally, the Soviet Union was given influence over the governments of several Eastern European states, where they promptly set up loyal, communist puppet regimes.

(4) The United States and the West feared the creation of this Eastern Bloc, as Western journalists and governments termed it, and the further spread of communism and/or totalitarian states in the rest of the world. U.S. foreign policy became one of containment—essentially, stopping the spread of communism wherever it could. This was in direct opposition to the Soviet Union's policy of fostering the spread of communism, especially in its Asian neighbors. The Americans then feared that the USSR's communist influence, which had already spread over Eastern Europe, would influence the democracies of Western Europe.

|                        |                                                           |      |   |      |
|------------------------|-----------------------------------------------------------|------|---|------|
| 01                     | In which year did US-Soviet relations sour significantly? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                                         | 1939 | B | 1941 |
|                        | C                                                         | 1945 | D | 1962 |

|                        |                                                      |                                                    |   |                                         |
|------------------------|------------------------------------------------------|----------------------------------------------------|---|-----------------------------------------|
| 02                     | What was the U.S. foreign policy after World War II? |                                                    |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                                    | U.S. foreign policy became one of containment      | B | To attack the USSR                      |
|                        | C                                                    | To form a permanent alliance with the Soviet Union | D | To divide Germany into four equal zones |

|                        |                                                          |                             |   |                                                   |
|------------------------|----------------------------------------------------------|-----------------------------|---|---------------------------------------------------|
| 03                     | At which conferences did the three powers split Germany? |                             |   |                                                   |
| تجميعات<br>STEP<br>يلو | A                                                        | Cairo and Tehran            | B | Yalta and Potsdam                                 |
|                        | C                                                        | Berlin and the Soviet Union | D | The United States, the United Kingdom, and France |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | A  | B  |

## 192. التحول الديموغرافي والنمو المستقبلي Demographic Transition and Future Growth

(1) Human societies had equally high birth rates and death rates during most of history. But over the past century, population growth in the United States, Japan, and much of Europe slowed dramatically. Demographers developed a hypothesis to explain this **shift**. According to this hypothesis, these countries have completed the demographic transition, a dramatic change from high birth and death rates to low birth and death rates. The demographic transition is divided into three stages.

(2) To date, the United States, Japan, and Europe have completed the demographic transition. Parts of South America, Africa, and Asia are passing through stage II. (The United States passed through stage II between 1790 and 1910.) A large part of human population growth is happening in only ten countries, with India and China in the lead. Globally, the human population is still growing rapidly, but the rate of growth is slowing down.

(3) To predict how the world's population will grow, demographers consider many factors, including the age structure of each country and the effects of diseases on death rates, especially in Africa and parts of Asia. Current projections suggest that by 2050, the world population will reach 9 billion people. Will the human population level out and become stable? This may happen if countries that are currently growing rapidly complete the demographic transition.

(4) Current data suggest that the global human population will grow more slowly over the next 50 years than it grew over the last 50 years. But because the growth rate will still be higher than zero in 2050, our population will continue to grow.

|                        |                                                             |        |   |          |
|------------------------|-------------------------------------------------------------|--------|---|----------|
| 01                     | The word "shift" in Paragraph (1) is closest in meaning to: |        |   |          |
| تجميعات<br>STEP<br>يلو | A                                                           | plan   | B | result   |
|                        | C                                                           | change | D | accident |

|                        |                                                              |                              |   |                                       |
|------------------------|--------------------------------------------------------------|------------------------------|---|---------------------------------------|
| 02                     | What will lead countries to have a stable population growth? |                              |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                                            | decreasing birth rates only  | B | passing birth control laws            |
|                        | C                                                            | finding the right hypothesis | D | completing the demographic transition |

|                        |                                                             |           |   |         |
|------------------------|-------------------------------------------------------------|-----------|---|---------|
| 03                     | The word "rates" in Paragraph (1) is closest in meaning to: |           |   |         |
| تجميعات<br>STEP<br>يلو | A                                                           | calendars | B | amounts |
|                        | C                                                           | wholes    | D | times   |

|                        |                                                   |                                               |   |                                                |
|------------------------|---------------------------------------------------|-----------------------------------------------|---|------------------------------------------------|
| 04                     | Why will the population continue to grow in 2050? |                                               |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                                 | because there will be fewer diseases          | B | because there will be more growth in China     |
|                        | C                                                 | because the death rate will be less than zero | D | because the growth rate will be more than zero |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | D  | B  | D  |

### 193. التحديث الصناعي تحت حكم ستالين: الإنجازات والتكاليف

### Industrialization Under Stalin: Achievements and Costs

(1) In 1927, Stalin aimed to modernize the Soviet economy through a series of Five-Year Plans. These plans set ambitious targets for heavy industries such as coal, oil, iron, and electricity. Many natural resources were located in remote areas like Siberia, so Stalin built new industrial centers there. Cities such as Magnitogorsk were created from scratch, and thousands of workers were sent to these locations.

(2) Although many targets were not fully met, industrial growth was significant. The Moscow underground railway was one of the most famous projects from this period and was seen as a symbol of Soviet achievement.

(3) However, the plans came at a high human cost. Workers face strict rules, long hours, and dangerous conditions. Missing targets could lead to the loss of jobs or housing. On massive construction sites like the Belomor Canal, around 100,000 workers are believed to have died due to poor conditions.

(4) The government praised workers who exceeded expectations. In 1935, Alexei Stakhanov became a national hero after cutting fourteen times the average amount of coal in one day. His story was used to encourage others. While industrial output improved, the workers' standard of living did not. Still, Stalin's plans helped turn the USSR into an industrial power, though at the cost of great human suffering.

|                        |                                                                                              |                       |   |                       |
|------------------------|----------------------------------------------------------------------------------------------|-----------------------|---|-----------------------|
| 01                     | What is one important idea related to the workers that the writer mentions in Paragraph (4)? |                       |   |                       |
| تجميعات<br>STEP<br>يلو | A                                                                                            | They had to pay money | B | They became famous    |
|                        | C                                                                                            | They were foreigners  | D | They were hardworking |

|                        |                                                                                   |                                   |   |                                               |
|------------------------|-----------------------------------------------------------------------------------|-----------------------------------|---|-----------------------------------------------|
| 02                     | Why does the writer mention the example of the construction of the Belomor Canal? |                                   |   |                                               |
| تجميعات<br>STEP<br>يلو | A                                                                                 | to show how workers were punished | B | to show a great engineering project           |
|                        | C                                                                                 | to show the poor work conditions  | D | to show the difficulty of living under Stalin |

|                        |                                                                |                          |   |                            |
|------------------------|----------------------------------------------------------------|--------------------------|---|----------------------------|
| 03                     | How does the writer feel about the Moscow underground railway? |                          |   |                            |
| تجميعات<br>STEP<br>يلو | A                                                              | It was a waste of money. | B | It was amazing.            |
|                        | C                                                              | It was not necessary.    | D | It was poorly constructed. |

|                        |                                                                               |                                                      |   |                                                   |
|------------------------|-------------------------------------------------------------------------------|------------------------------------------------------|---|---------------------------------------------------|
| 08                     | What is one important idea mentioned about Alexei Stakhanov in Paragraph (4)? |                                                      |   |                                                   |
| تجميعات<br>STEP<br>يلو | A                                                                             | He became a national hero for his extraordinary work | B | He completed his task with the help of assistants |
|                        | C                                                                             | He set his coal record over an entire month.         | D | He worked mainly in the steel industry.           |

|                        |                                        |                                 |   |                                 |
|------------------------|----------------------------------------|---------------------------------|---|---------------------------------|
| 09                     | What is the main topic of the Passage? |                                 |   |                                 |
| تجميعات<br>STEP<br>يلو | A                                      | hard work in Russia's factories | B | Stalin's successful 5-year plan |
|                        | C                                      | Russia's development in 1927    | D | Life working under Stalin       |

|                        |                                                                   |                                        |   |                                            |
|------------------------|-------------------------------------------------------------------|----------------------------------------|---|--------------------------------------------|
| 10                     | How did Stalin solve the problem that Siberia is a faraway place? |                                        |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                                 | He encouraged people to move there.    | B | Stalin built new industrial centers there. |
|                        | C                                                                 | He improved transportation to Siberia. | D | He ignored the problem of Siberia.         |

|                        |                                        |         |   |           |
|------------------------|----------------------------------------|---------|---|-----------|
| 04                     | Which word can we use to replace "So"? |         |   |           |
| تجميعات<br>STEP<br>يلو | A                                      | But     | B | Therefore |
|                        | C                                      | Because | D | Also      |

|                        |                                                                                            |                |   |         |
|------------------------|--------------------------------------------------------------------------------------------|----------------|---|---------|
| 05                     | Who founded or was a primary leader of the association/state that implemented these plans? |                |   |         |
| تجميعات<br>STEP<br>يلو | A                                                                                          | Stakhanov      | B | Hilger  |
|                        | C                                                                                          | Lenin / Stalin | D | Trotsky |

|                        |                                      |                            |   |                                        |
|------------------------|--------------------------------------|----------------------------|---|----------------------------------------|
| 06                     | Soviet workers (during this period): |                            |   |                                        |
| تجميعات<br>STEP<br>يلو | A                                    | earned fair wages          | B | produced low-quality goods             |
|                        | C                                    | managers were hard on them | D | The standard of living did not improve |

|                        |                                                                |                                  |   |                                                     |
|------------------------|----------------------------------------------------------------|----------------------------------|---|-----------------------------------------------------|
| 07                     | Which statement supports the production goal in paragraph (1)? |                                  |   |                                                     |
| تجميعات<br>STEP<br>يلو | A                                                              | Goals were set high but not met. | B | Goals were met when bonuses were given.             |
|                        | C                                                              | Goals led to major developments. | D | They led to arguments between managers and workers. |

|                        |                                         |                                               |   |                                               |
|------------------------|-----------------------------------------|-----------------------------------------------|---|-----------------------------------------------|
| 11                     | What does the passage say about Stalin? |                                               |   |                                               |
| تجميعات<br>STEP<br>يلو | A                                       | Stalin aimed to modernize the Soviet economy. | B | Stalin focused only on agriculture.           |
|                        | C                                       | Stalin wanted to reduce industrial output.    | D | Stalin was not involved in economic planning. |

|                        |                                       |                              |   |                            |
|------------------------|---------------------------------------|------------------------------|---|----------------------------|
| 12                     | What was the aim of the 5-year plans? |                              |   |                            |
| تجميعات<br>STEP<br>يلو | A                                     | develop government control   | B | improve the Soviet Economy |
|                        | C                                     | create a free market economy | D | increase competition       |

|    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
| D  | C  | B  | B  | C  | D  | C  | A  | D  | B  | A  | B  |

## 194. رؤى ثقافية في التسويق Cultural Insights in Marketing

(1) In marketing, a seller must understand the ways that consumers in different countries think about and use certain products before planning a marketing program. There are often surprises. For example, the average French man uses almost twice as many cosmetics and grooming devices as his wife. The Germans and the French eat more packaged, branded spaghetti than Italians do. Some 49 percent of Chinese eat on the way to work. Most American women let down their hair and take off their makeup at bedtime, whereas 15 percent of Chinese women style their hair at bedtime and 11 percent put on makeup.

(2) Business norms and behavior also vary from country to country. For example, American executives like to get right down to business and engage in fast and tough face-to-face bargaining. However, Japanese and other Asian businesspeople often find this behavior offensive. They prefer to start with polite conversation, and they rarely say no in face-to-face conversations. As another example, South Americans like to sit or stand very close to each other when they talk business—in fact, almost nose-to-nose. The American business executive tends to keep backing away as the South American moves closer. Both may end up being offended.

(3) By the same token, companies that understand cultural differences can use them to their advantage when positioning products and preparing campaigns internationally. Consider LG Electronics, the \$63 billion South Korean electronics, telecommunications, and appliance powerhouse. LG now operates in more than 60 countries and captures more than 81 percent of its sales from markets outside its home country. LG's global success rests on understanding and catering to the unique characteristics of each local market through in-country research, manufacturing, and marketing.

|                        |                                                              |           |   |           |
|------------------------|--------------------------------------------------------------|-----------|---|-----------|
| 01                     | What is one important idea about marketing in Paragraph (1)? |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                                            | consumers | B | cosmetics |
|                        | C                                                            | surprises | D | devices   |

|                        |                                        |                                                                       |   |                                                                         |
|------------------------|----------------------------------------|-----------------------------------------------------------------------|---|-------------------------------------------------------------------------|
| 04                     | What is the main topic of the Passage? |                                                                       |   |                                                                         |
| تجميعات<br>STEP<br>يلو | A                                      | Each culture has its unique set of business norms and behavior.       | B | Business brings different nationalities closer together.                |
|                        | C                                      | Business negotiations with other nationalities are full of surprises. | D | Careful attention to cultural differences leads to success in business. |

|                  |                                                                       |              |   |              |
|------------------|-----------------------------------------------------------------------|--------------|---|--------------|
| 02               | What is one important idea about offensive behavior in Paragraph (2)? |              |   |              |
| تجميعات STEP يلو | A                                                                     | standing     | B | conversation |
|                  | C                                                                     | face-to-face | D | nose-to-nose |

|                  |                                                                                                    |                            |   |                     |
|------------------|----------------------------------------------------------------------------------------------------|----------------------------|---|---------------------|
| 03               | What is a major difference in bargaining style between American and South American businesspeople? |                            |   |                     |
| تجميعات STEP يلو | A                                                                                                  | face-to-face conversations | B | level of directness |
|                  | C                                                                                                  | bedtime habits             | D | personal space      |

|                  |                                              |                                          |   |                                                      |
|------------------|----------------------------------------------|------------------------------------------|---|------------------------------------------------------|
| 05               | What makes LG so internationally successful? |                                          |   |                                                      |
| تجميعات STEP يلو | A                                            | They sell most of their products abroad. | B | They have knowledge of local market characteristics. |
|                  | C                                            | They spend a lot of money on marketing.  | D | They use telecommunications effectively.             |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| A  | C  | D  | D  | B  |

## 195. انتقال الغاز إلى السائل Gas to Liquid Transition

When a gas is cooled, the particles slow down, and the kinetic energy of the particles decreases. When a gas is compressed, the gaseous particles move closer together. Under the super conditions of low temperature and high pressure, a gas .... that is, it **converts** from a gas to a liquid state. The kinetic motions of the molecules make them move apart from one another. Liquefaction occurs when the molecules move closer, attractive forces become important, and the molecules condense to the liquid state. As they condense, the molecules act and **aggregate** into a group, giving the **characteristic** appearance of a liquid.

|                  |                                                              |         |   |         |
|------------------|--------------------------------------------------------------|---------|---|---------|
| 01               | The word "converts" in the Passage is closest in meaning to: |         |   |         |
| تجميعات STEP يلو | A                                                            | refuses | B | keeps   |
|                  | C                                                            | remains | D | changes |

|                  |                                                               |          |   |         |
|------------------|---------------------------------------------------------------|----------|---|---------|
| 02               | The word "aggregate" in the Passage is closest in meaning to: |          |   |         |
| تجميعات STEP يلو | A                                                             | separate | B | sort    |
|                  | C                                                             | expand   | D | combine |

|                  |                                                                    |         |   |            |
|------------------|--------------------------------------------------------------------|---------|---|------------|
| 03               | The word "characteristic" in the Passage is closest in meaning to: |         |   |            |
| تجميعات STEP يلو | A                                                                  | typical | B | partial    |
|                  | C                                                                  | basic   | D | attractive |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | D  | A  |

## 196. نمو السيارة The Rise of the Automobile

### The Growth of the Motor Car

(1) The growth of the car has been an extraordinary story, as remarkable for its destructive power as its benefits. Only 100 years ago, horses were the primary means of transport, and speeds across London were faster than they are today in a car. Yet London was choking in a sea of manure, and horses were an expensive luxury, so for the most part, people simply did not travel far. By the end of the century, the world's car makers employed nearly four million people to produce 35,801,618 cars in a single year, to add to the estimated 500 million in daily use around the globe.

(2) The first self-propelled vehicle could have appeared around 350 years ago. In the 13th century, Roger Bacon mentioned the possibility of carriages propelled without the use of animals, and in the 15th century, Leonardo da Vinci sketched a self-moving car. However, the first record of a powered vehicle comes from Astronomica, published in 1687. It describes a small steam-powered model carriage constructed by Pierre Verbiest. He spent a large part of his life in China and was appointed Astronomer Royal to Emperor Kang-Hi. The small vehicle, apparently constructed around 1662, was fueled with a pan of hot coals. The steam turned into a simple turbine, which was geared to the front axle of the vehicle.

(3) The first successful steam wagon, built by Nicholas-Joseph Cugnot in 1770 to pull cannons, also provided a lesson in the dangers of powered transport. His carriage hit the wall of the Paris Arsenal, becoming the earliest recorded powered vehicle accident.

## The First Test Drive

(1) The motor car's time came in the 19th century with the emergence of volatile fuels such as coal, gas, and liquid petroleum spirit. In 1829, Samuel Brown of Brompton, London, produced a vehicle powered by a four-horsepower gas-vacuum engine. This was a true three-stroke internal combustion engine, but it was uneconomical compared with the steam engines of the time, and little came of it.

(2) In 1862, the French engineer Alphonse Beau de Rochas proposed the four-stroke explosion cycle, the basis on which almost all modern cars operate. Rochas's paper coincided with the work of Nikolaus Otto, who had been developing the first commercially available gas engine in 1860. In 1862, Otto prepared a gas-powered engine that operated on the four-stroke cycle, but it promptly blew to pieces. Otto was then joined by Gottlieb Daimler, the son of a German baker, who patented a high-speed petrol engine in 1876.

(3) At the same time, in Mannheim, Karl Benz was working on a petrol tricycle. Benz's tricycle took to the streets in 1885, was patented the following year, and offered for sale as the "patent motor wagon" in 1887. The modern motor industry was born.

(4) In August, Berta Benz borrowed her husband's 1886 Benz tricycle car without permission. She packed provisions and her two young sons on board and drove off to visit relatives in Pforzheim, some 75 miles from Mannheim. En route, she had to refuel with dry cleaning fluid when she ran out of fuel. She repaired a short circuit with garter elastic, unblocked a fuel line with a hatpin, and found a cobbler to reline a brake. She arrived safely, and five days later, she drove home again; it was the first-ever long-distance journey by motor car.

| 01                     | Who developed the gas engine that later blew to pieces? |              |   |                       |
|------------------------|---------------------------------------------------------|--------------|---|-----------------------|
| تجميعات<br>STEP<br>يلو | A                                                       | Karl Benz    | B | Nikolaus Otto         |
|                        | C                                                       | Samuel Brown | D | Alexander Graham Bell |

| 02                     | In which year was the motor wagon offered for sale? |      |   |      |
|------------------------|-----------------------------------------------------|------|---|------|
| تجميعات<br>STEP<br>يلو | A                                                   | 1885 | B | 1886 |
|                        | C                                                   | 1887 | D | 1888 |

| 01 | 02 |
|----|----|
| B  | C  |

## 197. The New Deal Programs - برامج الصفقة الجديدة

(1) The New Deal was a group of U.S. government programs of the 1930s. President Franklin D. Roosevelt started the programs to help the country recover from the economic problems of the Great Depression.

(2) The Civilian Conservation Corps (CCC) put young men to work in national forests. The Works Progress Administration (WPA) created many kinds of jobs. Some WPA workers built roads, schools, or airports. Others created art for public buildings or set up community theaters.

(3) The best-known result of the New Deal was Social Security. Social Security is a system that continues to provide income for retired people (those who stop working when they get old) or disabled workers. **For example**, if a person cannot work because he or she is blind, the person will receive money from Social Security.

(4) Other New Deal programs were created to fix some of the problems that caused the Great Depression. During the Great Depression, many banks closed, so people lost a lot of money and did not trust banks. As part of the New Deal, the government set up a program called the Federal Deposit Insurance Corporation (FDIC). It was introduced to get people to trust banks again. The FDIC is a government program that pays people when a bank loses money or must close. This program allowed people to trust the banks again, and they started to put their money in U.S. banks again.

| 01                     | What does the Passage say about the New Deal? |                                        |   |                                      |
|------------------------|-----------------------------------------------|----------------------------------------|---|--------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                             | It increased the number of businesses. | B | It caused some people to lose money. |
|                        | C                                             | It was the result of Social Security.  | D | It helped to improve the US economy. |

| 04                     | Who provides money to disabled people who are unable to work? |                       |   |                   |
|------------------------|---------------------------------------------------------------|-----------------------|---|-------------------|
| تجميعات<br>STEP<br>يلو | A                                                             | Charity Organizations | B | Conservation Corp |
|                        | C                                                             | Social Security       | D | FDIC              |

|                        |                                                        |        |   |           |
|------------------------|--------------------------------------------------------|--------|---|-----------|
| 02                     | Which word can replace the word “so” in Paragraph (4)? |        |   |           |
| تجميعات<br>STEP<br>يلو | A                                                      | though | B | therefore |
|                        | C                                                      | indeed | D | meanwhile |

|                        |                                            |                                            |   |                                       |
|------------------------|--------------------------------------------|--------------------------------------------|---|---------------------------------------|
| 03                     | What does the writer think about the FDIC? |                                            |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                          | He's not sure if it had a positive effect. | B | He believes it had a positive effect. |
|                        | C                                          | He believes it had a negative effect.      | D | He believes it hurts US banks.        |

|                        |                                                                    |                                                         |   |                                                    |
|------------------------|--------------------------------------------------------------------|---------------------------------------------------------|---|----------------------------------------------------|
| 05                     | Why does the writer use the phrase “for example” in Paragraph (3)? |                                                         |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                                  | to show that retired and disabled people are different. | B | to give information about difficulties in old age. |
|                        | C                                                                  | to explain how disabled people get money.               | D | to show the result of being blind.                 |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | B  | B  | C  | C  |

## 198. نظرة عامة على مهنة المساعد القانوني - Paralegal Profession Overview

(1) Most paralegals work under the supervision of attorneys either in private law offices, government law offices (such as prosecutors' offices), or in the legal departments of corporations or other businesses. They cannot appear in court or give legal advice. However, under the supervision of an attorney, they can perform many tasks often done by lawyers, such as interviewing clients, drafting legal documents, and doing legal research. For example, a paralegal who works in a firm that handles automobile accident cases might interview clients and witnesses, draft documents to be filed in court, or summarize medical records. On the other hand, a paralegal who works for a probate attorney might be involved in gathering and organizing financial data or preparing inheritance tax returns. The day-to-day tasks that paralegals perform are as varied as the types of law that are practiced.

(2) However, certain knowledge and skills are commonly required of all paralegals. Paralegals need to have a basic knowledge of the legal system, substantive laws, and legal procedures. The chapters in this book cover these areas. Legal assistants should also have some knowledge of the substantive and procedural laws of the state in which they work. This is the focus of most formal paralegal education. In addition, every paralegal should know and understand the ethical obligations that bind legal professionals.

### Oral and written communication skills

(3) Paralegals frequently communicate orally and in writing with courts, attorneys, other paralegals, and clients. Paralegals commonly interview clients and witnesses and then summarize in writing the content of such interviews. Additionally, paralegals draft all types of legal documents.

### Research skills

(4) Some paralegals do extensive legal research and write for attorneys, whereas others do very little. However, all paralegals must have basic legal research skills. Furthermore, all paralegals should have general research skills. For example, as a paralegal, you might be asked to locate the address of a distant court; in a medical malpractice case, you might be asked to research certain medical conditions.

### Critical thinking/analytical skills

(5) Critical thinking skills are essential for anyone working as a legal assistant and are required for most, if not all, of the legal work done by paralegals. For example, the ability to analyze and synthesize facts is required for legal research and preparing legal documents. It is also needed for reviewing legal documents and evaluating evidence.

### Organizational skills

(6) Case files in a legal office often contain numerous documents. In major lawsuits, the number of documents may be in the thousands. Paralegals may be responsible for indexing and organizing all of them. If a case is in litigation, many times deadlines are also critical. Papers may have to be filed in court or served on other parties to the lawsuit, or court appearances by the attorney might be set. Someone must keep track of everything; often, that someone is a paralegal.

### General office/computer skills

(7) A paralegal in a law office is expected to possess general office skills. Today, that means computer literacy. Word processing skills are a must, and the ability to use the Internet effectively and efficiently is also essential. In addition, knowledge about general filing and billing procedures, proper telephone etiquette, and general business communication skills are essential.

## Regulation of Paralegals

(8) Unlike attorneys, paralegals are not generally licensed by any government agency. In fact, in most states, anyone can be called a paralegal, although some states do have regulations. Aside from governmental regulation, the paralegal profession itself has adopted forms of self-regulation. Two major professional organizations established professional standards and voluntary certification for paralegals: the National Association of Legal Assistants (NALA) and the National Federation of Paralegal Associations (NFPA). NALA administers a national examination that tests paralegal competency. Paralegals who pass the examinations are referred to as Certified Legal Assistants (CLAS). CLAs are required to take several hours of continuing education regularly to maintain their status. NALA further administers certain specialty examinations to paralegals who have passed the basic CLA examination. NFPA also administers a competency examination known as PACE (Paralegal Advanced Competency Exam).

(9) Both NALA and NFPA seek to enhance the paralegal profession by adopting codes of ethical standards for paralegals. Neither organization, however, has the authority to punish or discipline anyone who violates these standards.

(10) Although the paralegal profession has been largely unregulated, changes are beginning. For example, California enacted legislation limiting the use of the term "paralegal" to those who work for attorneys and who have paralegal education or experience. Continuing legal education is also required.

## Paralegal Education

(12) The traditional definition of a paralegal refers to the fact that paralegals have special training and education. In the early days of the paralegal profession, in the 1960s and 1970s, few formal paralegal programs existed. Instead, many law firms hired intelligent, educated individuals and trained them to be paralegals. As the paralegal profession grew and developed, formal paralegal education became a prerequisite for many, if not most, paralegal jobs. Formal paralegal programs are offered by numerous educational institutions, both public and private, and vary in length and depth of material covered. To provide some standard, in the 1970s, the American Bar Association (ABA) established guidelines for paralegal education and undertook to approve programs that met those guidelines and requested approval. The requirements for approval relate to the curriculum, faculty, and support services of the educational institution.

| 01                     | What two things are paralegals unable to do? |                                           |   |                                       |
|------------------------|----------------------------------------------|-------------------------------------------|---|---------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                            | do legal research and prepare tax returns | B | interview clients and draft documents |
|                        | C                                            | appear in court and give legal advice     | D | gather and organize financial data    |

| 02                     | Which two organizations established voluntary certification? |               |   |              |
|------------------------|--------------------------------------------------------------|---------------|---|--------------|
| تجميعات<br>STEP<br>يلو | A                                                            | NALA and NFPA | B | NALA and CLA |
|                        | C                                                            | NFPA and CLA  | D | CLA and PACE |

| 01 | 02 |
|----|----|
| C  | A  |

## 199. Exploring the Universe استكشاف الكون

(1) In a very rough sense, you could think of the solar system as your house or apartment and the Galaxy as your town, made up of many houses and buildings. In the twentieth century, astronomers were able to show that, just as our world is made up of many, many towns, the universe is made up of enormous numbers of galaxies. (We define the universe as everything that exists that we can see.) Galaxies go as far into space as our telescopes can see, and many billions of them are within the reach of modern instruments. When they were first discovered, some astronomers called galaxies "island universes," and the term is very appropriate because galaxies do look like islands of stars in the enormous, dark seas of empty space.

(2) The nearest galaxy, discovered in 1993, is a small one that lies 75,000 light-years from the Sun in the direction of the constellation Sagittarius, where the light in our own Galaxy makes it especially difficult to see. (A constellation, we should note, is one of the 88 sections into which astronomers divide the sky, each named after an important star pattern within it.) Beyond this, the Sagittarius dwarf galaxy lie two other small galaxies, about 160,000 light-years away. First recorded by Magellan's crew as he sailed around the world, these are called the Magellanic Clouds. All three of these small galaxies are satellites of the Milky Way Galaxy, interacting with it through the force of gravity. In the end, all three may even be swallowed by our much larger Galaxy, as other small galaxies have been over the course of cosmic time.

(3) The nearest large galaxy is quite like our own, located in the constellation of Andromeda, and is thus called the Andromeda Galaxy. It is also known by one of its catalog numbers, M31. This galaxy is a little more than 2 million light-years away and, along with the Milky Way, is part of a small cluster of more than 50 galaxies, which is called the Local Group.

(4) At distances of 10 to 15 million light-years, we find other small galaxy groups, and then at about 50 million light-years, there are much bigger systems with thousands of member galaxies. We have discovered that galaxies occur mostly in clusters, both large and small.

(5) Some of the clusters themselves form into larger groups called superclusters. The Local Group is part of a supercluster of galaxies, called the Virgo Supercluster, which stretches over 110 million light-years. We are just beginning to explore the structure of the universe at these enormous scales and are already learning many new things.

(6) At even greater distances, where many ordinary galaxies are not bright enough to see, we find quasars. These are brilliant centers of galaxies, glowing with the light of an extremely energetic process. The enormous energy of the quasars is produced by gas that is heated to a temperature of millions of degrees as it falls toward and turns into a huge black hole. The brightness of quasars makes them the farthest lights we can see in the dark oceans of space. They allow us to explore the universe 10 billion light-years away or more, and thus 10 billion years or more in the past.

(7) With quasars, we can see way back close to the Big Bang explosion that marks the beginning of time. Beyond the quasars and the farthest visible galaxies, we have discovered the weak glow of the explosion itself, which fills the universe and comes to us from all directions in space. The discovery of this “afterglow of creation” is considered to be one of the most significant events in twentieth-century science, and we are still exploring the many things it must tell us about the earliest times of the universe.

(8) Measurements of the properties of galaxies and quasars in faraway locations require large telescopes, advanced light-amplifying devices, and careful work. Every clear night, at observatories around the world, astronomers and students are at work on such mysteries as the birth of new stars and the structure of the universe, fitting their results into what we already understand.

|         |                                               |                   |   |           |
|---------|-----------------------------------------------|-------------------|---|-----------|
| 01      | What is the name of the nearest large galaxy? |                   |   |           |
| تجميعات | A                                             | Magellanic clouds | B | Andromeda |
| STEP    | C                                             | Virgo             | D | Cartwheel |
| يلو     |                                               |                   |   |           |

|         |                                     |                         |   |                     |
|---------|-------------------------------------|-------------------------|---|---------------------|
| 02      | How wide is the Virgo Supercluster? |                         |   |                     |
| تجميعات | A                                   | 175,000 light-years     | B | 160,000 light-years |
| STEP    | C                                   | 110 million light-years | D | 75,000 light-years  |
| يلو     |                                     |                         |   |                     |

|         |                                             |                         |   |                         |
|---------|---------------------------------------------|-------------------------|---|-------------------------|
| 03      | How far is the nearest galaxy from the sun? |                         |   |                         |
| تجميعات | A                                           | 75,000 light-years      | B | 160,000 light-years     |
| STEP    | C                                           | 110 million light-years | D | 112 million light-years |
| يلو     |                                             |                         |   |                         |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | C  | A  |

## 200. The End of the Cold War نهاية الحرب الباردة

(1) When Mikhail Gorbachev became the leader of the Soviet Union (USSR) in 1985, no one predicted that the end of the Cold War was only six years away.

(2) It all began in Poland in June 1989. A non-communist party did well in the general election, and people were celebrating in the streets. Everyone expected Gorbachev to send the army in, but he did nothing at all. European communist governments under Soviet influence started to fall one by one. In autumn 1989, East Germans were knocking down the Berlin Wall. Then, communist governments fell in Hungary, Czechoslovakia, and Romania, and the people put the president in prison.

(3) Demands for freedom soon spread to the Soviet Union, and Estonia, Latvia, and Lithuania announced their freedom from Soviet control. In December 1991, Russia itself followed these three and **declared independence**. The USSR was finished. Gorbachev was a president without a country.

(4) Americans were shocked but pleased at these changes. Republicans were quick to argue that it was their actions that won the Cold War. They believed their spending policies during the 1980s and 1990s forced the Soviets to spend too much money on expensive equipment and weapons for their army. However, Professor Parker of Harvard University argues that it was a joint effort, started 25 years earlier by the Democrats when Harry Truman was president.

(5) Other history professors pointed out that no one really won the Cold War. The United States spent enormous amounts of money building up its army for a war with the Soviet Union. This war never came. However, thousands of American lives were lost in unnecessary wars in Korea and Vietnam.

(6) Most Americans found it difficult to get used to the idea of no Cold War. Since 1945, Americans have been born into a Cold War culture. They were used to thinking about the Soviet Union as a dangerous enemy with a large army and nuclear weapons. Now the enemy was beaten, but the world remained dangerous. In many ways, facing one large enemy was simpler than the current situation, where danger is unknown and comes from many small terrorist groups.

|                        |                                                               |                             |   |                                  |
|------------------------|---------------------------------------------------------------|-----------------------------|---|----------------------------------|
| 01                     | <b>What idea do the words “declared independence” repeat?</b> |                             |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                             | did nothing at all          | B | announced their freedom          |
|                        | C                                                             | Put the president in prison | D | did well in the general election |

|                        |                                                  |                                    |   |                                          |
|------------------------|--------------------------------------------------|------------------------------------|---|------------------------------------------|
| 02                     | <b>Which one of the following is an opinion?</b> |                                    |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                | The Berlin Wall came down in 1989. | B | The USA spent a lot of money on weapons. |
|                        | C                                                | Many Americans died in Vietnam.    | D | Nobody won the Cold War.                 |

|                        |                                                                         |                                         |   |                                           |
|------------------------|-------------------------------------------------------------------------|-----------------------------------------|---|-------------------------------------------|
| 03                     | <b>What can we understand from the Passage about Mikhail Gorbachev?</b> |                                         |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                                                       | He could speak several languages.       | B | He was the Soviet Union's last president. |
|                        | C                                                                       | He wanted Poland to become independent. | D | He had several meetings with Harry Truman |

|                        |                                                                                              |                                                                             |  |  |
|------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--|--|
| 04                     | <b>How are Parker's ideas about the end of the Cold War different from the Republicans'?</b> |                                                                             |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                                            | He thinks that only the Republicans' policies were important                |  |  |
|                        | B                                                                                            | He thinks that only the Democrats' policies were important                  |  |  |
|                        | C                                                                                            | He thinks Gorbachev's and the Republicans' policies were important.         |  |  |
|                        | D                                                                                            | He thinks that the Democrats' and the Republicans' policies were important. |  |  |

|                        |                                                                        |                                             |   |                                                |
|------------------------|------------------------------------------------------------------------|---------------------------------------------|---|------------------------------------------------|
| 05                     | <b>What can we understand from the Passage about the Soviet Union?</b> |                                             |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                                                      | Its people were rich and lived well.        | B | It fought a war with America in Vietnam.       |
|                        | C                                                                      | It spent a lot of money on nuclear weapons. | D | It was the most powerful country in the world. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| B  | D  | B  | D  | C  |

## 201. المساحات الضوئية ثنائية الأبعاد - Two-Dimensional Scanners

(1) Two-dimensional scanners are the most common form of scanner and are generally used to record hard-copy (paper) documents. The scanner copies paper documents and puts them into an electronic form that can be stored in a computer. Computers with optical character recognition (OCR) software can read text from the scanned document and convert it into a text file format. This means the scanned image can now be edited by a word processor such as MS Word. If the original document was a photograph or image, then the scanned image forms an image file such as JPEG.

(2) 2D scanners have many uses. One important use is at airports to read passports. They make use of OCR technology to produce digital images of the passport pages. Because of the OCR technology, these digital images can be used in a number of ways. For example, the OCR software can review these images, select the text part, and then automatically place the text into the correct fields of an existing database. It is possible for the text to be stored in ASCII format. It all depends on how the data is to be used. At many airports, the two-dimensional photograph in the passport is also scanned and stored as a JPEG image. The passenger's face is also photographed using a digital camera. The two digital images are compared using face recognition/detection software.

|                        |                                                                                    |                                        |   |                                     |
|------------------------|------------------------------------------------------------------------------------|----------------------------------------|---|-------------------------------------|
| 01                     | <b>What does Paragraph (1) say about optical character recognition technology?</b> |                                        |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                  | It can be used to make Word documents. | B | It can be used to take photographs. |
|                        | C                                                                                  | It has many formats, like ASCII        | D | It is difficult to use.             |

|                        |                                              |                                       |   |                                          |
|------------------------|----------------------------------------------|---------------------------------------|---|------------------------------------------|
| 03                     | <b>What is the main idea of the Passage?</b> |                                       |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                            | Useful technologies                   | B | Features and benefits of scanners        |
|                        | C                                            | Facial recognition on modern scanners | D | The use of scanners to improve security. |

|                        |                                                                       |                                                 |   |                                               |
|------------------------|-----------------------------------------------------------------------|-------------------------------------------------|---|-----------------------------------------------|
| 02                     | What does Paragraph (2) say about the way digital images can be used? |                                                 |   |                                               |
| تجميعات<br>STEP<br>يلو | A                                                                     | They can be used to record hard copy documents. | B | They can be used as identification documents. |
|                        | C                                                                     | They can be used instead of passports.          | D | They can be used to recognize faces.          |

|                        |                                                      |                                                                                                                                                                                                  |  |  |
|------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 04                     | Which sentence gives the main idea of Paragraph (1)? |                                                                                                                                                                                                  |  |  |
| تجميعات<br>STEP<br>يلو | A                                                    | The scanner is used to copy paper documents and put them into an electronic form, which can be stored in a computer.                                                                             |  |  |
|                        | B                                                    | This means the scanned image can now be edited by a word processor such as MS Word. If the original document was a photograph or image, then the scanned image forms an image file such as JPEG. |  |  |
|                        | C                                                    | Two-dimensional scanners are the most common form of scanner and are generally used to record hard-copy (paper) documents.                                                                       |  |  |
|                        | D                                                    | Computers that have optical character recognition (OCR) software can read text from the scanned document and change it into a text file format.                                                  |  |  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | D  | B  | C  |

## 202. The Law of Universal Gravitation قانون الجاذبية العام

(1) Newton realized that gravity acts everywhere in the universe, not just on Earth. It is the force that makes an apple fall to the ground. It is the force that keeps all the planets in our solar system orbiting around the sun.

(2) What Newton realized is now called the law of universal gravitation. The law of universal gravitation states that the force of gravity acts between all objects in the universe. This means that any two objects in the universe, without exception, attract each other. You are attracted not only to Earth but also to all the other objects around you. Earth and the objects around you are attracted to you as well. However, you do not notice the attraction among objects because these forces are small compared to the force of Earth's attraction.

(3) Two factors affect the gravitational attraction between objects: Mass and Distance. Mass is a measure of the amount of matter in an object. The SI unit of mass is kilograms. One kilogram is the mass of about 400 modern pennies. Everything that has mass is made up of matter.

(4) The more mass an object has, the greater its gravitational force. Because the sun's mass is so great, it exerts a large gravitational force on the planets. That's one reason why the planets orbit the sun.

(5) In addition to mass, gravitational force depends on the distance between the objects. The farther apart two objects are, the less the gravitational force between them. For a spacecraft traveling toward Mars, Earth's gravitational pull decreases as the spacecraft's distance from Earth increases. Eventually, the gravitational pull of Mars becomes greater than Earth's, and the spacecraft is more attracted toward Mars.

|                        |                                    |            |   |             |
|------------------------|------------------------------------|------------|---|-------------|
| 01                     | What is the writer's main purpose? |            |   |             |
| تجميعات<br>STEP<br>يلو | A                                  | to inform  | B | to describe |
|                        | C                                  | to compare | D | to convince |

|                        |                                                      |                                                  |   |                                                       |
|------------------------|------------------------------------------------------|--------------------------------------------------|---|-------------------------------------------------------|
| 02                     | What is one important idea that the writer mentions? |                                                  |   |                                                       |
| تجميعات<br>STEP<br>يلو | A                                                    | that the sun's mass is so great                  | B | that mass affects gravitational attraction            |
|                        | C                                                    | that the mass of an object is how much it weighs | D | that a kilogram is the same mass as about 400 pennies |

|                        |                                                       |                                       |   |                                              |
|------------------------|-------------------------------------------------------|---------------------------------------|---|----------------------------------------------|
| 03                     | What is one important point that the writer mentions? |                                       |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                     | Earth orbits the sun.                 | B | All planets orbit the sun.                   |
|                        | C                                                     | Newton invented the force of gravity. | D | Newton found that gravity exists everywhere. |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | B  | D  |

## 203. Instantaneous Velocity and Vector Quantities السرعة اللحظية والكمية المتجهة

(1) The velocities described in the above examples are average velocities. The velocity of an object at any moment in time is known as its instantaneous velocity. The instantaneous velocity is the speed in a stated direction at a particular moment in time.

(2) Since displacement and velocity have both magnitude (size or strength) and direction, they are called vector quantities. These quantities cannot be **specified** completely by a number. They must be demonstrated using arrows. Another example of a vector quantity is acceleration. Speed, which has magnitude but not direction, is not a vector quantity. Like all vectors, velocity can also be **represented** graphically by an arrow, which shows both magnitude and direction.

|                        |                                                                   |             |   |           |
|------------------------|-------------------------------------------------------------------|-------------|---|-----------|
| Q1                     | The word "represented" in Paragraph (2) is closest in meaning to: |             |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                 | illustrated | B | stated    |
|                        | C                                                                 | analyzed    | D | increased |

|                        |                                                                 |           |   |           |
|------------------------|-----------------------------------------------------------------|-----------|---|-----------|
| Q2                     | The word "specified" in Paragraph (2) is closest in meaning to: |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                                               | changed   | B | affected  |
|                        | C                                                               | explained | D | decreased |

|    |    |
|----|----|
| Q1 | Q2 |
| A  | C  |

## 204. Nature of Viruses طبيعة الفيروسات

(1) Some illnesses are caused by bacteria. Bacteria are alive: They're very small — you can't see them without a microscope — but they take in nutrients, reproduce, and die. Viruses can make copies of themselves only by hijacking the cells of the creatures they infect. When the flu virus is outside of your body, for instance, it's dead by any definition. But once inside your body, it shows many of the characteristics of life. Viruses might even be the descendants of living organisms that shed seemingly necessary traits to live more efficiently with a little help from our cells.

(2) "Most viruses have molecules — genes and proteins — like us and other living beings. However, they need another living being to make these proteins," says Jordi Paps, an evolutionary biologist at the University of Essex in England.

(3) Some researchers point out that many organisms — including such parasites as tapeworms that can live in your guts, need hosts to feed them and help them reproduce. Viruses aren't so different.

(4) However, others say that all organisms, parasites or not, can make proteins by themselves, but viruses can't, so this is why they do not consider them alive, Paps says.

(5) Other scientists see it differently. "Viruses can be regarded like 'seeds' of plants," says Gustavo.

|                        |                                                                    |                                          |   |                                                  |
|------------------------|--------------------------------------------------------------------|------------------------------------------|---|--------------------------------------------------|
| Q1                     | What idea do the words "with a little help from our cells" repeat? |                                          |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                                                  | Viruses need a host to live.             | B | Viruses can only infect humans.                  |
|                        | C                                                                  | Viruses cooperate with living organisms. | D | Viruses are the descendants of living organisms. |

|                        |                                                          |                                                    |   |                                                  |
|------------------------|----------------------------------------------------------|----------------------------------------------------|---|--------------------------------------------------|
| Q3                     | What can we understand from Paragraph (1) about viruses? |                                                    |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                                        | They are the same as bacteria.                     | B | They can be seen with a microscope.              |
|                        | C                                                        | They can be alive when they are outside of a host. | D | They are only alive when they are inside a host. |

|                        |                                   |                                              |   |                                           |
|------------------------|-----------------------------------|----------------------------------------------|---|-------------------------------------------|
| Q2                     | Which of the following is a fact? |                                              |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                 | All viruses can live outside of their hosts. | B | All viruses have molecules and are alive. |
|                        | C                                 | Viruses need hosts to live and reproduce.    | D | Viruses can make proteins by themselves.  |

|    |    |    |
|----|----|----|
| Q1 | Q2 | Q3 |
| A  | C  | D  |

## 205. Vitamins and Minerals: Essential Nutrients الفيتامينات والمعادن: العناصر الغذائية الأساسية

(1) Vitamins are organic compounds that the body needs in small amounts to function properly. Humans need 13 different vitamins, which have many roles in the body. For example, Vitamin A helps **maintain** good vision. Vitamin B helps form red blood cells. Vitamin K is needed for blood to clot when you have a cut or other wound.

(2) Some vitamins are produced in the body. For example, Vitamin D is made in the skin when it is exposed to sunlight. Vitamins B and K are produced by bacteria that normally live inside the body. Most other vitamins must come from foods. Foods that are good sources of vitamins include whole grains, vegetables, fruits, and milk.

(3) Not getting **sufficient** vitamins can cause health problems. For example, too little vitamin C causes a disease called scurvy. People with scurvy have bleeding gums, nosebleeds, and other symptoms.

(4) Minerals are chemical elements that are needed for body processes. Minerals that you need in small amounts include iodine, iron, and zinc. Minerals have many important roles in the body. For example, calcium and phosphorus are needed for strong bones and teeth. Potassium and sodium are needed for muscles and nerves to work normally.

(5) Your body cannot produce any of the minerals that it needs. Instead, you must get minerals from the foods you eat. Good sources of minerals include milk, leafy green vegetables, and whole grains. Not getting enough minerals can cause health problems. For example, too little calcium may cause osteoporosis. This is a disease in which bones become soft and break easily. Getting too much of some minerals can also cause health problems. Many people get too much sodium from packaged foods and from adding table salt. Too much sodium causes high blood pressure in some people.

|                        |                                                        |                     |   |            |
|------------------------|--------------------------------------------------------|---------------------|---|------------|
| 01                     | What is one negative effect of taking too much sodium? |                     |   |            |
| تجميعات<br>STEP<br>يلو | A                                                      | high blood pressure | B | weak bones |
|                        | C                                                      | bleeding            | D | headache   |

|                        |                                      |                               |   |                                   |
|------------------------|--------------------------------------|-------------------------------|---|-----------------------------------|
| 02                     | Why is vitamin K needed in the body? |                               |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                    | to help muscles work normally | B | to help cuts stop bleeding        |
|                        | C                                    | to make red blood cells       | D | to improve the health of the skin |

|                        |                                                                |       |   |         |
|------------------------|----------------------------------------------------------------|-------|---|---------|
| 03                     | The word "maintain" in Paragraph (1) is closest in meaning to: |       |   |         |
| تجميعات<br>STEP<br>يلو | A                                                              | share | B | find    |
|                        | C                                                              | keep  | D | improve |

|                        |                                                                  |           |   |           |
|------------------------|------------------------------------------------------------------|-----------|---|-----------|
| 04                     | The word "sufficient" in Paragraph (3) is closest in meaning to: |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                | important | B | extra     |
|                        | C                                                                | enough    | D | different |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | B  | C  | C  |

## 206. West Nile Virus Overview نظرة عامة على فيروس غرب النيل

(1) West Nile is a virus that kills many types of birds. It also infects humans and other mammals such as dogs and horses. Most human **infections** are mild, but some are deadly. For years, West Nile virus was found mostly in the Middle East, Africa, and western Asia. In the 1990s, it spread to Europe and the United States.

(2) West Nile virus is spread from bird to bird through mosquito bites. Mosquitoes also carry the virus from birds to mammals. Unlike other viruses, the West Nile virus does not pass from one person to another.

(3) Only about one out of every five people infected with West Nile virus becomes ill. The symptoms, or signs, of illness start 3 to 14 days after infection. They include fever, headache, muscle aches, vomiting, and skin rash. These symptoms generally last a few days. A small number of people infected with the virus become seriously ill. This mostly happens to people over the age of 50. In these people, the virus reaches the brain, causing a condition called encephalitis. Symptoms of encephalitis include severe headache, high fever, neck stiffness, muscle weakness, and confusion. A person with encephalitis may become paralyzed or die.

(4) There is no **cure** for infection with West Nile virus. The best way to keep from getting infected is to avoid being bitten by mosquitoes. Treatment focuses on relieving the symptoms. In severe cases, people need to stay in a hospital for treatment.

|                        |                                      |                                    |   |                                               |
|------------------------|--------------------------------------|------------------------------------|---|-----------------------------------------------|
| 01                     | What is the reason for encephalitis? |                                    |   |                                               |
| تجميعات<br>STEP<br>يلو | A                                    | It is spread by birds.             | B | A person becomes paralyzed.                   |
|                        | C                                    | West Nile virus reaches the brain. | D | Having a fever and headache for 3 to 14 days. |

|                        |                                                 |                                         |   |                              |
|------------------------|-------------------------------------------------|-----------------------------------------|---|------------------------------|
| 02                     | What is one negative effect of West Nile Virus? |                                         |   |                              |
| تجميعات<br>STEP<br>يلو | A                                               | It does NOT pass from person to person. | B | It spread to the US in 1990. |
|                        | C                                               | It kills dogs and horses.               | D | People can die from it.      |

|                        |                                                                  |          |   |            |
|------------------------|------------------------------------------------------------------|----------|---|------------|
| 03                     | The word "infections" in Paragraph (1) is closest in meaning to: |          |   |            |
| تجميعات<br>STEP<br>يلو | A                                                                | symptoms | B | treatments |
|                        | C                                                                | diseases | D | improve    |

|                        |                                                           |          |   |        |
|------------------------|-----------------------------------------------------------|----------|---|--------|
| 04                     | The word "cure in Paragraph (4) is closest in meaning to: |          |   |        |
| تجميعات<br>STEP<br>يلو | A                                                         | hope     | B | care   |
|                        | C                                                         | solution | D | change |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | D  | C  | C  |

## 207. أساسيات الشبكات الحاسوبية Computer Networking Basics

(1) A network is nothing more than two or more computers connected by a cable (or in some cases, by a wireless connection) so that they can exchange information. Of course, computers can exchange information in other ways besides networks. Most of us have used what computer nerds call the sneakernet. That's where you copy a file to a diskette and then walk the disk over to someone else's computer. (The term sneakernet is typical of computer nerds' feeble attempts at humor, and why not? As a way to transfer information, sneakernet was feeble.) The whole problem with the sneakernet is that it's slow—plus, it wears a trail in your carpet. One day, some penny-pinching computer geeks discovered that connecting computers together with cables was cheaper than replacing the carpet every six months. Thus, the modern computer network was born. You can create a computer network by hooking all the computers in your office together with cables and installing a special network interface card (an electronic circuit card that goes inside your computer — ouch!) in each computer so you have a place to plug in the cable. Then you set up your computer's operating system software to make the network work, and — voilà — you have a working network. That's all there is to it. If you don't want to mess with cables, you can create a wireless network instead. In a wireless network, each computer is equipped with a special wireless network adapter that has little rabbit-ear antennas. Thus, computers can communicate with each other without the need for cables.

(2) Computer networking has its own strange vocabulary. Fortunately, you don't have to know every esoteric networking term. Here are a few basic buzzwords to get you by. Networks are often called LANs. LAN is an acronym that stands for local area network. It's the first TLA, or three-letter acronym, that you see in this book. You don't really need to remember it or any of the many TLAs that follow. In fact, the only three-letter acronym you need to remember is TLA. You may guess that a four-letter acronym is called an FLA. Wrong! A four-letter acronym is called an ETLA, which stands for extended three-letter acronym. (After all, it just wouldn't be right if the acronym for a four-letter word had only three letters.) Every computer connected to the network is said to be on the network. The technical term (which you can forget) for a computer that's on the network is a **node**. When a computer is turned on and can access the network, it's online. When a computer can't access the network, it's offline. A computer can be offline for several reasons. The computer can be turned off, the user may have disabled the network connection, the computer may be broken, the cable that connects it to the network can be unplugged, or a wad of gum can be jammed into the disk drive. When a computer is turned on and working properly, it's said to be up. When a computer is turned off, broken, or being serviced, it's said to be down. Turning off a computer is sometimes called taking it down. Turning it back on is sometimes called bringing it up.

(3) Don't confuse local-area networks with the Internet. The Internet is a huge amalgamation of computer networks strewn about the entire planet. Networking the computers in your home or office so they can share information with one another and connecting your computer to the worldwide Internet are two entirely separate things.

|                        |                                        |      |   |     |
|------------------------|----------------------------------------|------|---|-----|
| 01                     | What is a three-letter acronym called? |      |   |     |
| تجميعات<br>STEP<br>يلو | A                                      | ETLA | B | TLA |
|                        | C                                      | LAN  | D | FTA |

|                        |                   |                            |   |                              |
|------------------------|-------------------|----------------------------|---|------------------------------|
| 03                     | What is a "node"? |                            |   |                              |
| تجميعات<br>STEP<br>يلو | A                 | a computer that is offline | B | a computer that is broken    |
|                        | C                 | a computer on the network  | D | a computer working correctly |

|                        |                                       |      |   |      |
|------------------------|---------------------------------------|------|---|------|
| 02                     | What is a four-letter acronym called? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                     | AWOL | B | LAN  |
|                        | C                                     | FLA  | D | ETLA |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | D  | C  |

## 208. Quality Standards and Certification معايير الجودة والشهادات

(1) Different companies have different perceptions of quality. Without a common standard of quality, however, customers may be at the mercy of manufacturers and vendors. As the number of companies competing in the world marketplace has increased, so has the seriousness of this problem. To deal with the problem of standardization, the International Organization for Standardization (ISO), a nongovernmental organization with headquarters in Geneva, Switzerland, was created. The ISO is a network of national standards institutes and similar organizations from 161 different countries that is charged with developing standards for quality products and services that are traded throughout the globe.

(2) Standardization is achieved through consensus agreements between national delegations representing all the economic stakeholders - suppliers, customers, and often governments. The member organization for the United States is the American National Standards Institute, located in Washington, D.C.

(3) In 1987, the panel published ISO 9000 (ISO is Greek for "equal"), which sets the guidelines for quality procedures that businesses must use to receive certification. Certification by independent auditors and laboratory testing services serves as evidence that a company meets the standards for quality control procedures in design, production processes, and product testing.

(4) **Although** certification is not a legal requirement to do business globally, the organization's 161 member countries have approved the ISO standards. In fact, ISO standards are so prevalent around the globe that many customers refuse to do business with non-certified companies. As an added bonus, companies completing the certification process often discover new, cost-efficient ways to improve their existing quality-control programs.

|                        |                                                    |                                                                 |  |  |
|------------------------|----------------------------------------------------|-----------------------------------------------------------------|--|--|
| 01                     | What does Paragraph (2) say about standardization? |                                                                 |  |  |
| تجميعات<br>STEP<br>يلو | A                                                  | Guidelines must be used to get certifications.                  |  |  |
|                        | B                                                  | Everyone has different ideas about standardization.             |  |  |
|                        | C                                                  | It is controlled by the American National Standards Institute.  |  |  |
|                        | D                                                  | It is a result of agreements between businesses and governments |  |  |

|                        |                                                                 |                                                                                  |  |  |
|------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------|--|--|
| 02                     | How was the problem of different perceptions of quality solved? |                                                                                  |  |  |
| تجميعات<br>STEP<br>يلو | A                                                               | People created ISO and developed standards of quality                            |  |  |
|                        | B                                                               | More companies started to compete in the world marketplace.                      |  |  |
|                        | C                                                               | Customers stopped doing business with non-certified companies.                   |  |  |
|                        | D                                                               | National delegations started to represent suppliers, customers, and governments. |  |  |

|                        |                                                              |                                                                                                                                          |  |  |
|------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 04                     | Why does the writer use the phrase in fact in Paragraph (4)? |                                                                                                                                          |  |  |
| تجميعات<br>STEP<br>يلو | A                                                            | To give more information about the importance of the international ISO standards.                                                        |  |  |
|                        | B                                                            | To give an example of how the ISO standards help businesses in member countries.                                                         |  |  |
|                        | C                                                            | To show that the common use of ISO standards came after the 161-member countries agreed to them                                          |  |  |
|                        | D                                                            | To prove that the 161-member countries approved the ISO standards because customers refused to do business with non-certified companies. |  |  |

|                        |                                                              |            |   |             |
|------------------------|--------------------------------------------------------------|------------|---|-------------|
| 05                     | Which word can replace the word "Although" in Paragraph (4)? |            |   |             |
| تجميعات<br>STEP<br>يلو | A                                                            | Afterwards | B | As a result |
|                        | C                                                            | However    | D | While       |

|    |                                                                                                                                                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 03 | What does the writer think is an added advantage of ISO certification?                                                                                |
| A  | He thinks many customers will only want to do business with ISO certified companies.                                                                  |
| B  | He thinks ISO certification is special because businesses must use independent auditors and laboratory testing to prove that they meet the standards. |
| C  | He thinks the process of certification helps companies save money by improving their processes.                                                       |
| D  | He thinks that having 161 member countries approve the ISO standards makes the standards prevalent around the world.                                  |

تجميعات  
STEP  
يلو

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | A  | C  | A  | D  |

## 209. الديدان وانتشارها Worms and Their Propagation

A worm is a program that can **replicate** itself and send copies from computer to computer across network connections. Upon arrival, the worm may be activated to replicate and propagate again. In addition to propagation, the worm usually performs some unwanted function. An e-mail virus has some of the characteristics of a worm because it propagates itself from system to system. However, we can still classify it as a virus because it uses a document **modified** to contain viral macro content and requires human action. A worm actively seeks out more machines to **infect**, and each machine that is infected serves as an automated launching pad for attacks on other machines.

|                        |                                                               |        |   |        |
|------------------------|---------------------------------------------------------------|--------|---|--------|
| 01                     | The word “replicate” in the Passage is closest in meaning to: |        |   |        |
| تجميعات<br>STEP<br>يلو | A                                                             | make   | B | copy   |
|                        | C                                                             | record | D | reduce |

|                        |                                                            |       |   |        |
|------------------------|------------------------------------------------------------|-------|---|--------|
| 02                     | The word “infect” in the Passage is closest in meaning to: |       |   |        |
| تجميعات<br>STEP<br>يلو | A                                                          | avoid | B | give   |
|                        | C                                                          | touch | D | damage |

|                                                                                                               |                                                              |         |   |         |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------|---|---------|
| 03                                                                                                            | The word “modified” in the Passage is closest in meaning to: |         |   |         |
| <br>تجميعات<br>STEP<br>يلو | A                                                            | found   | B | reduced |
|                                                                                                               | C                                                            | changed | D | doubled |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | D  | C  |

## 210. استعادة التوازن: Restoring Balance: The Reintroduction of Wolves in Yellowstone إعادة إدخال الذئب في حديقة يلوستون

(1) There were once many wolves in Yellowstone National Park, but by 1926, humans hunted them to extinction there. The absence of wolves affected many parts of the Yellowstone ecosystem.

(2) Most significantly, the disappearance of wolves led to a huge increase in the number of elk (a type of deer). This, in turn, had negative effects on plants and animals in the park. Park authorities tried to keep the elk population under control by hunting, but in the late 1960s and 1970s, the U.S. government and the park managers began considering a new policy. They wanted to return to natural processes for regulating the balance of wildlife in the park.

(3) In 1995, Congress authorized reintroducing the gray wolf to Yellowstone. The first wolves were brought in from Canada a year later. Almost immediately, authorities noticed differences in the park. As a result of the reintroduction of wolves, the number of elk declined. This led to an unexpected change. The number of willow trees and aspen, which elk eat, increased. Beavers, which feed on willows, in turn, grew more numerous. In addition, the populations of some songbird species and small mammals that live in aspen stands have since grown. Other animals and people have benefited, too. Scavengers, or animals that eat dead animals, have increased in number.

|                        |                                                                                                                     |                                               |   |                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---|-------------------------------------|
| 01                     | <b>What is one important idea related to the disappearance of wolves that the writer mentions in Paragraph (2)?</b> |                                               |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                                                   | It had negative effects on the park ecosystem | B | Wolves were found in Canada         |
|                        | C                                                                                                                   | The authorities started hunting elk           | D | The park managers made a new policy |

|                        |                                                                                                                      |                                          |   |                                         |
|------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------|---|-----------------------------------------|
| 02                     | <b>What is one important idea related to the reintroduction of wolves that the writer mentions in Paragraph (3)?</b> |                                          |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                                                                                                    | The number of songbird species has grown | B | Humans hunted too many wolves in 1926   |
|                        | C                                                                                                                    | The park authorities tried hunting elk   | D | There were positive changes in the park |

|                        |                                           |                                                  |   |                                                   |
|------------------------|-------------------------------------------|--------------------------------------------------|---|---------------------------------------------------|
| 03                     | <b>What are scavengers an example of?</b> |                                                  |   |                                                   |
| تجميعات<br>STEP<br>يلو | A                                         | Animals that feed on willows                     | B | Animals that live in aspen stands                 |
|                        | C                                         | Animals that benefited from the return of wolves | D | Animals that were brought to the park from Canada |

|                        |                                               |                                                                     |  |  |
|------------------------|-----------------------------------------------|---------------------------------------------------------------------|--|--|
| 04                     | <b>What is the main topic of the Passage?</b> |                                                                     |  |  |
| تجميعات<br>STEP<br>يلو | A                                             | The park visitors were happy with the return of wolves              |  |  |
|                        | B                                             | The new policy by the US government saved the park                  |  |  |
|                        | C                                             | The return of wolves benefited the park ecosystem                   |  |  |
|                        | D                                             | The return of wolves had bad effects on several animals in the park |  |  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | D  | C  | C  |

## 211. الحياة واختراعات توماس إديسون The Life and Inventions of Thomas Edison

(1) Thomas Alva Edison lit up the world with his invention of the electric light. Without him, the world might still be a dark place. However, the electric light was not his only invention. He also invented the phonograph, the motion picture camera, and over 1,200 other things. About every two weeks, he created something new.

(2) Thomas A. Edison was born in Milan, Ohio, on February 11, 1847. His family moved to Port Huron, Michigan, when he was seven years old. Surprisingly, he attended school for only two months. His mother, a former teacher, taught him a few things, but Thomas was mostly self-educated. His natural curiosity led him to start experimenting at a young age with electrical and mechanical things at home.

(3) When he was 12 years old, he got his first job. He became a newsboy on a train that ran between Port Huron and Detroit. He set up a laboratory in a baggage car of the train so that he could continue his experiments. This experience did not end well. Thomas was fired when he accidentally set fire to the floor of the baggage car.

(4) Thomas then worked for five years as a telegraph operator, but he continued to spend much of his time on the job conducting experiments. He got his first patent in 1868 for a vote recorder run by electricity. However, the vote recorder was not a success. In 1870, he received and accepted a bid of \$40,000 for another invention, a stock ticker. A stock ticker is a machine that automatically prints stock prices on a tape. He was then able to build his first shop in Newark, New Jersey.

(5) Thomas Edison was totally deaf in one ear and hard of hearing in the other. He thought of his deafness as a blessing in many ways. It kept conversations short so that he could have more time for work. He called himself a "two-shift man" because he worked 16 out of every 24 hours. Sometimes he worked so intensely that his wife had to remind him to sleep and eat. Thomas Edison died at the age of 84 on October 18, 1931, at his estate in West Orange, New Jersey. He left numerous inventions that improved the quality of life all over the world.

|                        |                                                                                        |                                |   |                         |
|------------------------|----------------------------------------------------------------------------------------|--------------------------------|---|-------------------------|
| 01                     | <b>According to Paragraph (4), Edison was able to build his first shop because he:</b> |                                |   |                         |
| تجميعات<br>STEP<br>يلو | A                                                                                      | Worked as a telegraph operator | B | Earned his first patent |
|                        | C                                                                                      | Sold his vote recorder         | D | Sold his stock ticker   |

|                        |                                                                          |                |   |              |
|------------------------|--------------------------------------------------------------------------|----------------|---|--------------|
| 06                     | <b>According to Paragraph (5), Edison considered his deafness to be:</b> |                |   |              |
| تجميعات<br>STEP<br>يلو | A                                                                        | A disadvantage | B | An advantage |
|                        | C                                                                        | A necessity    | D | A charm      |

|                  |                                                  |          |   |          |
|------------------|--------------------------------------------------|----------|---|----------|
| 02               | The pronoun "it" in Paragraph (5) refers to his: |          |   |          |
| تجميعات STEP يلو | A                                                | Blessing | B | Deafness |
|                  | C                                                | Thought  | D | Ear      |

|                  |                                                                        |                       |   |            |
|------------------|------------------------------------------------------------------------|-----------------------|---|------------|
| 03               | According to Paragraph (1), Edison's most important invention was the: |                       |   |            |
| تجميعات STEP يلو | A                                                                      | Motion picture camera | B | Phonograph |
|                  | C                                                                      | Stock ticker          | D | Light bulb |

|                  |                                                    |           |   |           |
|------------------|----------------------------------------------------|-----------|---|-----------|
| 04               | What is the main reason that made him a scientist? |           |   |           |
| تجميعات STEP يلو | A                                                  | curiosity | B | deafness  |
|                  | C                                                  | failure   | D | education |

|                  |                                |           |   |       |
|------------------|--------------------------------|-----------|---|-------|
| 05               | What does the word "bid" mean? |           |   |       |
| تجميعات STEP يلو | A                              | offer     | B | prize |
|                  | C                              | invention | D | money |

|                  |                                    |                                    |   |                                     |
|------------------|------------------------------------|------------------------------------|---|-------------------------------------|
| 07               | The best title for the Passage is: |                                    |   |                                     |
| تجميعات STEP يلو | A                                  | Edison: a man of clumsy inventions | B | Edison: an academic mind            |
|                  | C                                  | Edison: a great inventor           | D | Edison: a man of unfulfilled dreams |

|                  |                                                                   |                             |   |                          |
|------------------|-------------------------------------------------------------------|-----------------------------|---|--------------------------|
| 08               | According to Paragraph (3), Edison lost his first job because he: |                             |   |                          |
| تجميعات STEP يلو | A                                                                 | accidentally started a fire | B | occasionally spared time |
|                  | C                                                                 | Created something new       | D | Was too young            |

|                  |                                  |           |   |        |
|------------------|----------------------------------|-----------|---|--------|
| 09               | What does the word "bless" mean? |           |   |        |
| تجميعات STEP يلو | A                                | fortunate | B | bad    |
|                  | C                                | addled    | D | failed |

|    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 |
| D  | B  | D  | A  | A  | B  | C  | A  | A  |

## 212. أسطورة خاتم كينغا The Legend of Kinga's Ring

(1) According to a 700-year-old **legend**, a princess called the Blessed Kinga threw her ring into a salt mine at Marmaros in Hungary. While traveling from Marmaros to Krakow, she stopped at the neighbor's, and her servants were told to dig a well. Instead of water, salt was discovered—and in the first lump of salt that was taken out, Kinga's ring was found!

(2) The legend is just a story—but it is true that for over seven centuries, salt has been mined from the rock below the town of Wieliczka. The salt used to be dug out by hand, and until 1620, it was carried up to the surface by the miners. After the chamber was destroyed by fire in 1697, the miners were not allowed to take the wooden statue from the mine, so they began to carve sculptures out of rock salt.

(3) Nowadays, visitors are shown how salt was mined long ago and can see the enormous chambers that have been dug out of the solid rock. They can also see pretty green lakes and chapels with beautiful carvings.

|                  |                                                              |            |   |           |
|------------------|--------------------------------------------------------------|------------|---|-----------|
| 01               | The word "legend" in Paragraph (1) is closest in meaning to: |            |   |           |
| تجميعات STEP يلو | A                                                            | a tale     | B | an epic   |
|                  | C                                                            | an episode | D | a mystery |

|                  |                                                        |           |   |            |
|------------------|--------------------------------------------------------|-----------|---|------------|
| 02               | According to Paragraph (1), Kinga's ring was found in: |           |   |            |
| تجميعات STEP يلو | A                                                      | Gold mine | B | Sound lump |
|                  | C                                                      | Salt mine | D | Water well |

|                  |                                                    |                        |   |                        |
|------------------|----------------------------------------------------|------------------------|---|------------------------|
| 03               | According to Paragraph (2), what happened in 1697? |                        |   |                        |
| تجميعات STEP يلو | A                                                  | Some miners were fired | B | The mine was destroyed |
|                  | C                                                  | A chamber burned       | D | A chamber broke        |

|                  |                                                                                          |                      |   |                              |
|------------------|------------------------------------------------------------------------------------------|----------------------|---|------------------------------|
| 04               | According to Paragraph (1), the legend states that Princess Kinga asked her servants to: |                      |   |                              |
| تجميعات STEP يلو | A                                                                                        | dig a mine           | B | Bring her some salt          |
|                  | C                                                                                        | Bring her some water | D | make a source of fresh water |

|                  |                                                                |           |   |            |
|------------------|----------------------------------------------------------------|-----------|---|------------|
| 05               | According to Paragraph (2), the story about Princess Kinga is: |           |   |            |
| تجميعات STEP يلو | A                                                              | Romantic  | B | Fictitious |
|                  | C                                                              | Religious | D | Real       |

|                  |                                                                                         |                 |   |                   |
|------------------|-----------------------------------------------------------------------------------------|-----------------|---|-------------------|
| 06               | According to Paragraph (2), miners made their statues from the rock Salt because it is: |                 |   |                   |
| تجميعات STEP يلو | A                                                                                       | Easier to burn  | B | Easier to make    |
|                  | C                                                                                       | Safer than wood | D | Heavier than wood |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| A  | C  | C  | D  | B  | C  |

## 213. Understanding Sleep Needs فهم احتياجات النوم

(1) The idea that “everyone needs 8 hours of sleep” is untrue. Newborns spend nearly two-thirds of their day asleep; most adults no more than one-third. Age-related differences in average time spent sleeping are rivaled by differences in the normal amount of sleep among individuals at any age. Some people thrive with fewer than 6 hours of sleep per night; others regularly sleep 9 hours or more. Sleep patterns may be genetically influenced. When two researchers, Wilse Webb and Scott Campbell, checked the pattern and duration of sleep among fraternal and identical twins, only the identical twins were strikingly similar.

(2) Whatever their normal need for sleep, some 10 to 15 percent of adults complain of insomnia—persistent problems in falling or staying asleep. True insomnia is not the occasional inability to sleep that we experience when anxious or excited. For a stressed organism, alertness is natural and adaptive. Moreover, from middle age on, sleep is seldom uninterrupted. Occasional awakenings become the norm, not something to fret over or treat with medication.

(3) Sometimes people fret unnecessarily about their sleep. Scientists have learned to doubt people's fretful sleep reports. In laboratory studies, insomnia complainers do get less sleep than others, but they typically overestimate, by about double, how long it took them to fall asleep, and they underestimate by nearly half how long they actually slept. Even if we've been awake only an hour or two, we may think we've had little sleep because it's the waking part we remember. When researchers awaken people repeatedly during the night, some recall having slept soundly.

(4) The most common quick fixes for true insomnia—sleeping pills—can aggravate the problem. Both reduce REM sleep and can leave a person with next-day blahs. With continued use, one needs bigger doses to get an effect, and when the drug is discontinued, the insomnia may worsen. Scientists are searching for natural chemicals that are abundant during sleep and might be synthesized as a sleep aid without side effects. In the meantime, sleep experts offer other natural alternatives:

- Relax before bedtime, using a dimmer light.
- Avoid caffeine (this includes chocolate) after late afternoon and avoid rich foods before bedtime. A glass of milk may help. (Milk provides raw materials for the manufacture of serotonin, a neurotransmitter that facilitates sleep.)
- Sleep on a regular schedule (rise at the same time even after a restless night) and avoid naps. A regular sleep schedule boosts daytime alertness, too, as shown in a recent experiment in which University of Arizona students slept 7.5 hours a night on either a varying or consistent schedule.
- Exercise regularly but not in the late evening. (Late afternoon is best.)
- Reassure yourself that the temporary loss of sleep causes no great harm, certainly nothing worth losing sleep over.
- If nothing else works, aim for less sleep: go to bed later or get up earlier.

(5) More rare but also more severe than insomnia are the sleep disorders narcolepsy and sleep apnea. People with narcolepsy (from narco, “numbness,” and lepsy, “seizure”) suffer periodic, overwhelming sleepiness. This usually lasts less than 5 minutes, but sometimes occurs at the most inopportune times, perhaps just after taking a terrific swing at a softball or when laughing loudly or shouting angrily. In severe cases, the person may collapse directly into a brief period of REM sleep, with its accompanying loss of muscular tension. Those who suffer from narcolepsy—1 in 2,000 people, according to the Stanford University Center for Narcolepsy—must live with extra caution.

(6) The National Heart, Lung, and Blood Institute reports that 1 in 25 people (mostly overweight men) suffer from sleep apnea, a treatable disorder that was unknown before modern sleep research. They intermittently stop breathing during sleep. (Apnea means “stopping respiration.”) After an airless minute or so, decreased blood oxygen arouses the sleeper to awaken and snort in air for a few seconds. The process can repeat more than 400 times a night, depriving the person of slow-wave sleep. Apart from complaints of sleepiness and irritability during the day, and their friends' complaints about their loud “snoring”—apnea sufferers are often unaware of their disorder.

|                        |                                                         |               |   |               |
|------------------------|---------------------------------------------------------|---------------|---|---------------|
| 01                     | What percentage of adults have problems falling asleep? |               |   |               |
| تجميعات<br>STEP<br>يلو | A                                                       | 2-3 percent   | B | 6-8 percent   |
|                        | C                                                       | 10-15 percent | D | 20-25 percent |

|                        |                                 |                                               |   |                                               |
|------------------------|---------------------------------|-----------------------------------------------|---|-----------------------------------------------|
| 02                     | Who did a study on sleep apnea? |                                               |   |                                               |
| تجميعات<br>STEP<br>يلو | A                               | The University of Arizona                     | B | The New York Center for Sleep Apnea           |
|                        | C                               | The National Heart, Lung, and Blood Institute | D | The Stanford University Center for Narcolepsy |

|                        |                                         |                 |   |                  |
|------------------------|-----------------------------------------|-----------------|---|------------------|
| 04                     | How many people suffer from narcolepsy? |                 |   |                  |
| تجميعات<br>STEP<br>يلو | A                                       | 1 in 5 people   | B | 1 in 25 people   |
|                        | C                                       | 1 in 400 people | D | 1 in 2000 people |

|                        |                                               |                           |   |                            |
|------------------------|-----------------------------------------------|---------------------------|---|----------------------------|
| 05                     | What did Wilse Webb and Scott Campbell study? |                           |   |                            |
| تجميعات<br>STEP<br>يلو | A                                             | different types of men    | B | different types of twins   |
|                        | C                                             | different types of adults | D | different types of parents |

|                        |                                      |               |   |                 |
|------------------------|--------------------------------------|---------------|---|-----------------|
| 03                     | Who usually experiences sleep apnea? |               |   |                 |
| تجميعات<br>STEP<br>يلو | A                                    | fat men       | B | thin women      |
|                        | C                                    | normal adults | D | identical twins |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | C  | A  | D  | B  |

## 214. Obsessive-Compulsive Disorder: A Struggle with Control اضطراب الوسواس القهري: صراع مع السيطرة

(1) As with generalized anxiety and phobias, we can see aspects of our own behavior in obsessive-compulsive disorder. We may at times be obsessed with senseless or offensive thoughts that will not go away. Or we may engage in compulsive, rigid behavior—rechecking a locked door, stepping over cracks in the sidewalk, or lining up our books and pencils “just so” before studying.

(2) Obsessive thoughts and compulsive behaviors cross the fine line between normality and disorder when they become so persistent that they interfere with the way we live or when they cause distress. Checking to see that the door is locked is normal; checking the door 10 times is not. Hand washing is normal; hand washing so often that one's skin becomes raw is not. At some time during their lives, often during their late teens or twenties, 2 to 3 percent of people cross that line from normal preoccupations and fussiness to debilitating disorder. The obsessive thoughts become so haunting, the compulsive rituals so senselessly time-consuming, that effective functioning becomes impossible.

(3) One such person was billionaire Howard Hughes. Hughes would compulsively dictate the same phrases over and over again. Under stress, he developed an obsessive fear of germs. He became reclusive and insisted that his assistants carry out elaborate hand-washing rituals and wear white gloves when handling documents he would later touch. He ordered tape around doors and windows and forbade his staff from touching or even looking at him. “Everybody carries germs around with them,” he explained. “I want to live longer than my parents, so I avoid germs.”

|                        |                                         |                                                   |   |                                                  |
|------------------------|-----------------------------------------|---------------------------------------------------|---|--------------------------------------------------|
| 01                     | What is the main topic of this Passage? |                                                   |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                       | Habits that people like to repeat a lot.          | B | A comparison of normal and obsessive behavior.   |
|                        | C                                       | Types of anxiety-related psychological disorders. | D | An examination of the billionaire Howard Hughes. |

|                        |                                                                                                            |                                  |   |                                    |
|------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------|---|------------------------------------|
| 02                     | What important information about obsessive thoughts and compulsive behavior is expressed in Paragraph (2)? |                                  |   |                                    |
| تجميعات<br>STEP<br>يلو | A                                                                                                          | They take up very little time.   | B | They negatively affect daily life. |
|                        | C                                                                                                          | They affect mainly young people. | D | They are perfectly normal to have. |

|                        |                                                                     |                                         |   |                                          |
|------------------------|---------------------------------------------------------------------|-----------------------------------------|---|------------------------------------------|
| 03                     | What key information is given about Howard Hughes in Paragraph (3)? |                                         |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                                   | He was a very rich man.                 | B | He always wore white gloves.             |
|                        | C                                                                   | He was scared of dying at an early age. | D | He became ill because of his assistants. |

|                        |                                                                                    |                                           |   |                                                          |
|------------------------|------------------------------------------------------------------------------------|-------------------------------------------|---|----------------------------------------------------------|
| 04                     | What is one important idea related to general anxiety and phobias mentioned in P1? |                                           |   |                                                          |
| تجميعات<br>STEP<br>يلو | A                                                                                  | There are three types of behavior.        | B | We must get neck treatment straight away.                |
|                        | C                                                                                  | Compulsive disorders make us hurt others. | D | Features of compulsive behavior are present in everyone. |

|                        |                                                                   |                                    |   |                              |
|------------------------|-------------------------------------------------------------------|------------------------------------|---|------------------------------|
| 05                     | What is an example of Hughes's obsessive behavior in the Passage? |                                    |   |                              |
| تجميعات<br>STEP<br>يلو | A                                                                 | Checking locked doors continuously | B | Dictating phrases repeatedly |
|                        | C                                                                 | Stepping over cracks               | D | Pencil straightening         |

|                        |                                            |                                    |   |                                       |
|------------------------|--------------------------------------------|------------------------------------|---|---------------------------------------|
| 06                     | Why does the writer mention Howard Hughes? |                                    |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                          | He was a famous person.            | B | He would not leave his home.          |
|                        | C                                          | He helped treat anxiety disorders. | D | He suffered from anxiety and phobias. |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| B  | B  | C  | D  | B  | D  |

## 215. Residential Gardens الخدمات الحدائق السكنية

For residential gardens only.  
Planting, design, irrigation, innovation.  
Call 4531122  
Weekdays only, after 7 PM  
Min. SR 50 per hour

|                        |                                |             |   |            |
|------------------------|--------------------------------|-------------|---|------------|
| 01                     | This gardener wants to work in |             |   |            |
| تجميعات<br>STEP<br>يلو | A                              | a residence | B | a hospital |
|                        | C                              | an office   | D | a farm     |

|                        |                                     |                  |   |                  |
|------------------------|-------------------------------------|------------------|---|------------------|
| 02                     | When can the gardener be contacted? |                  |   |                  |
| تجميعات<br>STEP<br>يلو | A                                   | weekday evenings | B | weekend evenings |
|                        | C                                   | any time         | D | Saturday         |

|    |    |
|----|----|
| 01 | 02 |
| A  | A  |

## 216. For sale

For sale

model 2011 / 5-door / manual

White

88.500 km

|                        |                                 |        |   |           |
|------------------------|---------------------------------|--------|---|-----------|
| 01                     | This is an advertisement for a: |        |   |           |
| تجميعات<br>STEP<br>يلو | A                               | car    | B | laptop    |
|                        | C                               | camera | D | motorbike |

|    |
|----|
| 01 |
| A  |

## 217. تاريخ التجارة Trade History

(1) The history of importing and exporting dates back to the Roman Empire, when European and Asian traders imported and exported goods across the vast lands of Eurasia. Trading along the Silk Road flourished during the thirteenth and fourteenth centuries. Caravans filled with imports from China and India came over the desert to Constantinople and Alexandria. From there, Italian ships transported the goods to European ports.

(2) For centuries, importing and exporting have often involved middlemen, due in part to the long distances traveled and different native languages spoken. The spice trade of the 1400s was no exception. Spices were very much in demand because Europeans had no refrigeration, which meant they had to preserve meat using large amounts of salt or risk eating half-rotten flesh. Spices disguise the otherwise poor flavor of the meat. Europeans also used spices as medicines. The European demand for spices gave rise to the spice trade. The trouble was that spices were difficult to obtain because they grew in jungles half a world away from Europe. The overland journey to the spice-rich lands was difficult and involved many middlemen along the way. Each middleman charged a fee and thus raised the price of the spice at each point. By the end of the journey, the price of the spice had increased by 1,000 percent.

|         |                                        |              |   |                    |
|---------|----------------------------------------|--------------|---|--------------------|
| 01      | Why did the writer write this Passage? |              |   |                    |
| تجميعات | A                                      | to entertain | B | to persuade        |
| STEP    | C                                      | to explain   | D | to give an example |
| يلو     |                                        |              |   |                    |

|         |                                                      |                                     |   |                                       |
|---------|------------------------------------------------------|-------------------------------------|---|---------------------------------------|
| 02      | What is one important idea that the writer mentions? |                                     |   |                                       |
| تجميعات | A                                                    | People used salt to preserve meat.  | B | People make a lot of money in trade.  |
| STEP    | C                                                    | Europeans used spices as medicines. | D | Spices were in great demand in Europe |
| يلو     |                                                      |                                     |   |                                       |

|    |    |
|----|----|
| 01 | 02 |
| C  | D  |

## 218. الأنظمة القانونية: الأصول والتطور Legal Systems: Origins and Development

(1) The origins and development of laws and legal systems are, for the most part, based on the actions of government and religion. In many societies, governments and religion are largely intertwined, and their laws reflect this. Because of differences in beliefs and values, laws vary widely from one society to another. However, historically, only two major types of legal systems developed, civil law systems and common law. The term civil law, as used to describe a legal system, refers to a system based primarily on written constitutions and written laws or codes. In such legal systems, a ruler or legislative body creates an extensive set of rules or regulations to govern. The role of courts in such systems is limited. Common law systems, on the other hand, are based on precedent or case law.

(2) Civil law jurisdictions, the more common in the world today, date back thousands of years. One of the most famous examples was the Babylonian Empire, a society ruled by a law known as the Code of Hammurabi. The code was named after the ruler of the time and dates back to approximately 1760 BCE.

(3) Common law systems are those based on the concept of precedent. In this type of system, laws originate from decisions of courts rather than legislative bodies. Originally, decisions were based on tradition and custom, but eventually, decisions were based on precedent. Precedent requires courts to follow decisions of earlier courts. Common law originated in Medieval England and is found in many countries once occupied by Great Britain.

|         |                                                   |                   |   |                          |
|---------|---------------------------------------------------|-------------------|---|--------------------------|
| 01      | What is the writer's main purpose in the Passage? |                   |   |                          |
| تجميعات | A                                                 | to argue          | B | to explain               |
| STEP    | C                                                 | to raise interest | D | to provide entertainment |
| يلو     |                                                   |                   |   |                          |

|         |                                                      |                                                                     |  |  |
|---------|------------------------------------------------------|---------------------------------------------------------------------|--|--|
| 02      | What is one important idea that the writer mentions? |                                                                     |  |  |
| تجميعات | A                                                    | All former British colonies have adopted Britain's legal system.    |  |  |
| STEP    | B                                                    | Common law is based on tradition and custom.                        |  |  |
| يلو     | C                                                    | Courts of law play different roles in civil and common law systems. |  |  |
|         | D                                                    | Babylon is an early example of common law.                          |  |  |

|    |    |
|----|----|
| 01 | 02 |
| B  | C  |

## 219. أنواع البرمجيات - Types of Software

Freeware is software that a user can download from the internet free of charge. Once it has been downloaded, there are no fees associated with using the software (examples include Adobe, Skype, or media players). Unlike free software, freeware is subject to copyright laws, and users are often requested to tick a box to say they understand and agree to the terms and conditions governing the software. This basically means that a user is not allowed to study or modify the source code in any way.

### Shareware

In this case, users are allowed to try out some software free of charge for a trial period. At the end of the trial period, the author of the software will request that you pay a fee if you like it. Once the fee is paid, a user is registered with the originator of the software, and free updates and help are then provided. Very often, the trial version of the software is missing some of the features found in the full version, and these don't become available until the fee is paid. Obviously, this type of software is fully protected by copyright laws, and a user must make sure they don't use the source code in any of their own software. Permission needs to be obtained before this software is copied and given to friends, family, or colleagues.

|                        |                                             |                                         |   |                                      |
|------------------------|---------------------------------------------|-----------------------------------------|---|--------------------------------------|
| 01                     | What does Paragraph (1) say about freeware? |                                         |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                           | It has source code that can be changed. | B | It has rules that users must follow. |
|                        | C                                           | It is necessary to update it often.     | D | It is similar to free software.      |

|                        |                                                      |                                                                                                                                                                                               |  |  |
|------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 02                     | Which sentence gives the main idea of Paragraph (1)? |                                                                                                                                                                                               |  |  |
| تجميعات<br>STEP<br>يلو | A                                                    | Freeware is software that a user can download from the internet free of charge.                                                                                                               |  |  |
|                        | B                                                    | Once it has been downloaded, there are no fees associated with using the software (examples include Adobe, Skype, or media players).                                                          |  |  |
|                        | C                                                    | Unlike free software, freeware is subject to copyright laws, and users are often requested to tick a box to say they understand and agree to the terms and conditions governing the software. |  |  |
|                        | D                                                    | This basically means that a user is not allowed to study or modify the source code in any way.                                                                                                |  |  |

|                        |                                                             |                                             |   |                                              |
|------------------------|-------------------------------------------------------------|---------------------------------------------|---|----------------------------------------------|
| 03                     | What does Paragraph (2) say about shareware's trial period? |                                             |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                           | You can change the source code.             | B | You can share it with friends and family.    |
|                        | C                                                           | You can use all of the software's features. | D | You can use the software for a limited time. |

|                        |                                                                           |                                        |   |                                        |
|------------------------|---------------------------------------------------------------------------|----------------------------------------|---|----------------------------------------|
| 04                     | Which of the following statements about shareware Paragraph (2) supports? |                                        |   |                                        |
| تجميعات<br>STEP<br>يلو | A                                                                         | Users can try it before buying it.     | B | Users can share it easily with anyone. |
|                        | C                                                                         | Users can download it on their phones. | D | Users can create their own software.   |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | A  | D  | A  |

## 220. تطور نماذج البرمجيات The Evolution of Software Models

(1) When the personal computer was first released, it did not serve any practical need. Early computers were difficult to program and required great attention to detail. However, many personal-computer enthusiasts immediately banded together to build applications and solve problems. These computer enthusiasts were happy to share any programs they built and solutions to problems they found; this collaboration enabled them to more quickly innovate and fix problems. As software began to become a business, however, this idea of sharing everything fell out of favor, at least with some. When a software program takes hundreds of man-hours to develop, it is understandable that the programmers do not want to just give it away. This led to a new business model of restrictive software licensing, which required payment for software, a model that is still dominant today. This model is sometimes referred to as closed source, as the source code is not made available to others.

(2) There are many, however, who feel that software should not be restricted. Just as with those early hobbyists in the 1970s, they feel that innovation and progress can be made much more rapidly if we share what we learn. In the 1990s, with Internet access connecting more and more people together, the open-source movement gained steam. Open-source software is software that makes the source code available for anyone to copy and use. For most of us, having access to the source code of a program does us little good, as we are not programmers and won't be able to do much with it. The good news is that open-source software is also available in a compiled format that we can simply download and install.

(3) The open-source software is superior to closed-source software. Because the source code is freely available, many programmers have contributed to open-source software projects, adding features and fixing bugs. Many businesses are worried about open-source software precisely because the code is available for anyone to see. They feel that this increases the risk of an attack. Others counter that this openness actually decreases the risk because the code is exposed to thousands of programmers who can incorporate code changes to quickly patch vulnerabilities. Firefox and Apache are two examples of open-source software.

(4) There are many arguments on both sides of the aisle for the benefits of the two models. Some benefits of the open-source model are:

The software is available for free.

The software source code is available; it can be examined and reviewed before it is installed.

The large community of programmers who work on open-source projects leads to quick bug fixing and feature additions.

(5) Some benefits of the closed-source model are:

By providing financial incentives for software development, some of the brightest minds have chosen software development as a career.

Technical support from the company that developed the software.

|         |                                              |                    |   |                        |
|---------|----------------------------------------------|--------------------|---|------------------------|
| 01      | What helped open-source software gain steam? |                    |   |                        |
| تجميعات | A                                            | Internet access    | B | Cheap equipment        |
| STEP    | C                                            | Software licensing | D | Linux operating system |
| يلو     |                                              |                    |   |                        |

|         |                                              |                                  |   |                                           |
|---------|----------------------------------------------|----------------------------------|---|-------------------------------------------|
| 02      | What is one benefit of open-source software? |                                  |   |                                           |
| تجميعات | A                                            | It is quite cheap to buy.        | B | It leads to quick bug-fixing              |
| STEP    | C                                            | It comes with technical support. | D | It is superior to closed-source software. |
| يلو     |                                              |                                  |   |                                           |

|         |                                                |                                    |   |                                     |
|---------|------------------------------------------------|------------------------------------|---|-------------------------------------|
| 03      | What is one benefit of closed-source software? |                                    |   |                                     |
| تجميعات | A                                              | Technical support from the company | B | The software is available for free. |
| STEP    | C                                              | Quick and better updates.          | D | Access to the source code.          |
| يلو     |                                                |                                    |   |                                     |

|         |                                                |                       |   |                     |
|---------|------------------------------------------------|-----------------------|---|---------------------|
| 04      | What are two examples of open-source software? |                       |   |                     |
| تجميعات | A                                              | Firefox and Microsoft | B | Superior and Apache |
| STEP    | C                                              | Firefox and Superior  | D | Firefox and Apache  |
| يلو     |                                                |                       |   |                     |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | B  | A  | D  |

## 221. أستاذ قديم الطراز - Old-Fashioned Professor

Daniel Smith is an old-fashioned and hard-working professor of Linguistics. He is not quite popular among his students because he foolishly expects everyone else to work the long hours that he does.

|         |                       |               |   |               |
|---------|-----------------------|---------------|---|---------------|
| 01      | Who works long hours? |               |   |               |
| تجميعات | A                     | everyone      | B | the students  |
| STEP    | C                     | the linguists | D | the professor |
| يلو     |                       |               |   |               |

|    |
|----|
| 01 |
| D  |

## 222. تخطيط الأعمال: مفتاح النجاح Business Planning: The Key to Success

(1) Around the world, people start millions of new businesses every year, and most of them fail in the first year. Lack of proper planning is a common reason for this problem. The fact is, many people simply don't make or follow a good plan—one that takes risks into account—when they start their business. Starting a new business always involves taking risks, but some risks can be avoided. A good business plan shows you—and your possible financial backers—that you have thought carefully about potential problems you might face and that you have ways to solve them.

(2) Here are some **crucial** questions a business plan should answer. Start with these, as they are essential to your success. Is there a market for your product? How big is that market? Are people willing to pay a reasonable price for your product? How big an investment will you need to make to start? What will your operating expenses (rent, raw materials, labor, taxes, utilities, etc.) be? How might they change? Why will customers choose you over your competitors? Do you have a marketing plan?

(3) Next, you must ask yourself if the answers you gave to these questions are based on valid research and facts, or—as is more usual—are **they** just guesses and wishful thinking? Guesses are dangerous, but even the best research can be wrong. Things change quickly in the business world. Do you have a "plan B" for unexpected problems? For example, if you need to lower your prices to get more business, will you still be able to make a profit? If sales are lower than you expect, do you have enough money set aside to advertise?

(4) If you can't give a good answer to one or more of these questions, your new business can quickly be in big trouble. So anyone who is thinking about starting a new business should create a good business plan. It is the best way to avoid unnecessary problems.

|         |                                                              |           |   |             |
|---------|--------------------------------------------------------------|-----------|---|-------------|
| 01      | The word "crucial" in Paragraph(2) is closest in meaning to: |           |   |             |
| تجميعات | A                                                            | fair      | B | difficult   |
| STEP    | C                                                            | important | D | complicated |
| يلو     |                                                              |           |   |             |

|         |                                                            |           |   |         |
|---------|------------------------------------------------------------|-----------|---|---------|
| 04      | The word risks in Paragraph(1) is closest in meaning to... |           |   |         |
| تجميعات | A                                                          | decisions | B | dangers |
| STEP    | C                                                          | choices   | D | loans   |
| يلو     |                                                            |           |   |         |

|                        |                                                                               |                                  |   |                               |
|------------------------|-------------------------------------------------------------------------------|----------------------------------|---|-------------------------------|
| 02                     | <b>According to Paragraph(3), what should the owner of a new business do?</b> |                                  |   |                               |
| تجميعات<br>STEP<br>يلو | A                                                                             | Keep some money for emergencies. | B | have a big advertising budget |
|                        | C                                                                             | Hire someone to do research.     | D | increase prices a lot         |

|                        |                                                      |           |   |         |
|------------------------|------------------------------------------------------|-----------|---|---------|
| 03                     | <b>The pronoun "they" in Paragraph(3) refers to:</b> |           |   |         |
| تجميعات<br>STEP<br>يلو | A                                                    | questions | B | answers |
|                        | C                                                    | projects  | D | facts   |

|                        |                                                                        |                     |   |                  |
|------------------------|------------------------------------------------------------------------|---------------------|---|------------------|
| 05                     | <b>According to Paragraph(1), what does a good business plan do...</b> |                     |   |                  |
| تجميعات<br>STEP<br>يلو | A                                                                      | focuses on problems | B | removes failures |
|                        | C                                                                      | reduces finances    | D | considers risks  |

|                        |                                                          |                 |   |                  |
|------------------------|----------------------------------------------------------|-----------------|---|------------------|
| 06                     | <b>The author's main purpose in the Passage is to...</b> |                 |   |                  |
| تجميعات<br>STEP<br>يلو | A                                                        | make money      | B | ask questions    |
|                        | C                                                        | predict success | D | give information |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| C  | A  | B  | B  | D  | D  |

## 223. استراتيجيات التسعير الدولية International Pricing Strategies

(1) Companies that market their products internationally must decide what prices to charge in the different countries in which they operate. In some cases, a company can set a uniform worldwide price. For example, Boeing sells its jetliners at about the same price everywhere, whether in the United States, Europe, or a third-world country. However, most companies adjust their prices to reflect local market conditions and cost considerations.

(2) The price that a company should charge in a specific country depends on many factors, including economic conditions, competitive situations, laws and regulations, and the development of the wholesaling and retailing system. Consumer perception and preferences also may vary from country to country, calling for different prices. Or the company may have different marketing objectives in various world markets, which require changes in pricing strategy. For example, Samsung might introduce a new product into mature markets in highly developed countries with the goal of quickly gaining a large share of the market—this would call for a penetration-pricing strategy where the product is offered at a very low price. In contrast, it might enter a less-developed market by using market-skimming pricing, where the price is set very high initially.

(3) Costs play an important role in setting international prices. Travelers abroad are often surprised to find that goods that are relatively inexpensive at home may carry outrageously higher price tags in other countries. A pair of Levi's selling for \$30 in the United States might go for \$63 in Tokyo or \$88 in Paris. A McDonald's Big Mac selling for a modest \$3.50 here in Saudi Arabia might cost \$7.50 in Berlin, Germany. Conversely, a Gucci handbag going for only \$140 in Milan, Italy, might fetch \$240 in the United States. In some cases, such price escalations may result from different selling strategies or market conditions. In some instances, however, it is simply the result of the higher cost of selling in another country—the additional cost of product modifications, shipping and insurance, import taxes, exchange-rate fluctuations, and physical distribution.

|                        |                                                                                             |            |   |             |
|------------------------|---------------------------------------------------------------------------------------------|------------|---|-------------|
| 01                     | <b>What word other than "inexpensive" does the writer use to talk about prices at home?</b> |            |   |             |
| تجميعات<br>STEP<br>يلو | A                                                                                           | various    | B | modest      |
|                        | C                                                                                           | additional | D | competitive |

|                        |                                                                          |                                                          |   |                                                      |
|------------------------|--------------------------------------------------------------------------|----------------------------------------------------------|---|------------------------------------------------------|
| 02                     | <b>What can we understand from Paragraph (1) about Boeing jetliners?</b> |                                                          |   |                                                      |
| تجميعات<br>STEP<br>يلو | A                                                                        | Their prices are the highest worldwide.                  | B | Their prices depend on cost considerations.          |
|                        | C                                                                        | Their prices are independent of local market conditions. | D | Their prices are relatively low where they are made. |

|                        |                                          |                                            |   |                                         |
|------------------------|------------------------------------------|--------------------------------------------|---|-----------------------------------------|
| 03                     | <b>Which of the following is a fact?</b> |                                            |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                        | Levis are outrageously expensive in Paris. | B | \$3.50 is a modest price for a Big Mac. |
|                        | C                                        | It costs more to sell internationally.     | D | Prices are set very high initially.     |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | C  | C  |

## 224. Canning: The Revolutionary Solution الحل الثوري لتخزين الطعام

(1) During the French Revolutionary Wars, the French army had a problem. A big, potentially deadly problem. It was so big that on this day in 1795, they offered 12,000 francs to anyone who could successfully solve it.

(2) That problem—how to store food safely—was one shared by most of the rest of humanity, which probably explains why its solution has been so popular and lasting: canning. When left out, food, as we all know, goes bad.

(3) Although food could be dried, smoked, fermented, or pickled before the invention of canning, none of these methods were certain to be safe, and they didn't preserve flavor. Then came Nicolas Appert, a candy maker and winner of the prize money and the title "The Father of Canning."

(4) Canning works by placing food in jars or cans and heating the whole set-up to a temperature that kills bacteria and other microorganisms. As the jars/cans cool, a vacuum seal is formed, which prevents other microorganisms from getting in.

(5) Here's the thing, **though**: Appert could never explain why his method worked. Appert's work was centered around the idea of removing air from food. Appert's method started with putting food in jars, which were then corked and sealed off with a wax seal. The jars were wrapped in canvas and then boiled.

(6) After years of experimentation, Appert decided, correctly, that the two most important factors in canning were "the absolute deprivation from contact with the exterior air" and "application of the heat in the water bath."

|                        |                                                            |                                                                   |
|------------------------|------------------------------------------------------------|-------------------------------------------------------------------|
| 01                     | How did the French army deal with its deadly food problem? |                                                                   |
| تجميعات<br>STEP<br>يلو | A                                                          | They began to use jars to pickle food.                            |
|                        | B                                                          | They invented a new way to keep food safe for a long time.        |
|                        | C                                                          | They announced a reward to the person who could fix the problem.  |
|                        | D                                                          | They bought special boxes that kept their food cool all the time. |

|                        |                                           |                                                     |
|------------------------|-------------------------------------------|-----------------------------------------------------|
| 02                     | What does the writer think about canning? |                                                     |
| تجميعات<br>STEP<br>يلو | A                                         | That it has NO purpose today.                       |
|                        | B                                         | That solved a problem everyone shared.              |
|                        | C                                         | That it helped make Nicholas Appert a war hero.     |
|                        | D                                         | It helped France win the French Revolutionary Wars. |

|                        |                                           |                                                                                    |
|------------------------|-------------------------------------------|------------------------------------------------------------------------------------|
| 03                     | How can canning stop food from going bad? |                                                                                    |
| تجميعات<br>STEP<br>يلو | A                                         | It kept food cool so that bacteria did NOT increase in number.                     |
|                        | B                                         | It used a special method that filled the jars with a lot of hot air.               |
|                        | C                                         | It created a tight seal that stopped the taste of the food from changing.          |
|                        | D                                         | It used heat on the jars to destroy the bacteria and stop anything from coming in. |

|                        |                                                                      |             |
|------------------------|----------------------------------------------------------------------|-------------|
| 04                     | Which word can we use to replace the word "though" in Paragraph (5)? |             |
| تجميعات<br>STEP<br>يلو | A                                                                    | however     |
|                        | B                                                                    | therefore   |
|                        | C                                                                    | afterwards  |
|                        | D                                                                    | in addition |

|                        |                                                                    |                                                                      |
|------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------|
| 05                     | What does the writer say about Nicolas Appert's method of canning? |                                                                      |
| تجميعات<br>STEP<br>يلو | A                                                                  | It worked because he knew how to make candy.                         |
|                        | B                                                                  | It worked because he used an old method that he learned in the army. |
|                        | C                                                                  | It worked because he knew how to explain what he was doing.          |
|                        | D                                                                  | It worked because he kept out the air and boiled the water.          |

|                        |                                                                                |                                                              |
|------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------|
| 06                     | What does the writer think about other methods of storing food before canning? |                                                              |
| تجميعات<br>STEP<br>يلو | A                                                                              | He believes that they could preserve flavor.                 |
|                        | B                                                                              | He believes that they were a little dangerous.               |
|                        | C                                                                              | He believes that they were more important than canning.      |
|                        | D                                                                              | He believes that they helped Nicholas Appert invent canning. |

|                        |                                                             |                                                                 |
|------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|
| 07                     | Why does the writer use the word although in Paragraph (3)? |                                                                 |
| تجميعات<br>STEP<br>يلو | A                                                           | To show an example of how food was kept safe.                   |
|                        | B                                                           | To give more information about Nicolas Appert's work.           |
|                        | C                                                           | To prove that flavor was important in keeping food safe.        |
|                        | D                                                           | To show that these methods of keeping food safe had some issues |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| C  | B  | D  | A  | D  | B  | D  |

## 225. الثورة الخضراء وتأثيرها Green Revolution and Its Impact

(1) Between 1950 and 1970, a worldwide effort to combat hunger led to dramatic improvements in farming techniques. During this era, farmers **themselves** adopted high-yield technologies to increase crop production. This effort, known as the Green Revolution, enabled many countries to end chronic food shortages. By mastering these new methods, these nations produced enough surplus food to become international exporters.

(2) At the heart of the green revolution was the use of high-yield varieties of seed and fertilizer. For thousands of years, farmers have added essential nutrients in the form of natural fertilizers such as animal manure. While some farmers today still use these traditional methods, many farmers use artificial fertilizers.

(3) Fertilizers are labeled with three numbers that reflect the percentage by weight of three elements: nitrogen (N), phosphorus (P), and potassium (K). A bag of garden fertilizer labeled "20-10-5" is 20 percent nitrogen, 10 percent phosphorus, and 5 percent potassium by weight.

(4) Fertilizers and pesticides must be used with great care. Over-fertilizing can kill crop plants by putting too high a concentration of salts into the soil. The intensive use of fertilizers can also affect the groundwater. When large amounts of nitrogen and phosphate-containing fertilizer are used near wetlands and streams, runoff from the fields may contaminate the water. Pesticides can also pose a health risk. Chemical pesticides are poisons, and they have the potential to harm wildlife and leave dangerous chemical residues in food.

|                        |                                                  |             |   |           |
|------------------------|--------------------------------------------------|-------------|---|-----------|
| 01                     | The word "themselves" in Paragraph(1) refers to: |             |   |           |
| تجميعات<br>STEP<br>يلو | A                                                | Agriculture | B | Americans |
|                        | C                                                | Labor force | D | Farmers   |

|                        |                                                          |                                             |   |                                                      |
|------------------------|----------------------------------------------------------|---------------------------------------------|---|------------------------------------------------------|
| 02                     | Why does the writer use the word while in Paragraph (2)? |                                             |   |                                                      |
| تجميعات<br>STEP<br>يلو | A                                                        | to give more information about nutrients    | B | to give an example of the green revolution           |
|                        | C                                                        | to show that natural fertilizers are better | D | to show that artificial fertilizers are more popular |

|                        |                                                  |                                                        |   |                                                        |
|------------------------|--------------------------------------------------|--------------------------------------------------------|---|--------------------------------------------------------|
| 03                     | How did some countries become exporters of food? |                                                        |   |                                                        |
| تجميعات<br>STEP<br>يلو | A                                                | They added pesticides to fertilizers.                  | B | They bought farms in other countries.                  |
|                        | C                                                | They relied on artificial fertilizers and groundwater. | D | They used enhanced farming techniques and crop yields. |

|                        |                                            |                                       |   |                                        |
|------------------------|--------------------------------------------|---------------------------------------|---|----------------------------------------|
| 04                     | How does over-fertilization affect plants? |                                       |   |                                        |
| تجميعات<br>STEP<br>يلو | A                                          | It can destroy plants.                | B | It makes plants grow much faster.      |
|                        | C                                          | It stops plants from absorbing water. | D | It can leave chemical remains in food. |

|                        |                                                         |                                      |   |                                                 |
|------------------------|---------------------------------------------------------|--------------------------------------|---|-------------------------------------------------|
| 05                     | What does Paragraph (2) say about the green revolution? |                                      |   |                                                 |
| تجميعات<br>STEP<br>يلو | A                                                       | It started with traditional methods. | B | It started with new seeds and fertilizers.      |
|                        | C                                                       | It started thousands of years ago.   | D | It started with essential nutrients and manure. |

|                        |                                         |                                                    |   |                                                     |
|------------------------|-----------------------------------------|----------------------------------------------------|---|-----------------------------------------------------|
| 06                     | Why was the green revolution important? |                                                    |   |                                                     |
| تجميعات<br>STEP<br>يلو | A                                       | It happened in Western countries only.             | B | It is a new technology to avoid over-fertilization. |
|                        | C                                       | It is the use of one type of seed and fertilizers. | D | It helped end hunger in many countries.             |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| D  | D  | D  | A  | B  | D  |

## 226. التفاعلات الكيميائية Chemical Reactions and Conservation of Matter

(1) Decomposition of compounds into elements and the combination of elements to make compounds are examples of chemical processes. Using the atomic **theory**, such processes are seen as changes in the combinations of atoms. Such transformations are called chemical reactions. The term reaction means to produce a result. A chemical reaction is a process in which one set of chemicals is mixed and transformed into a new set of chemicals. When charcoal, which is mostly elemental carbon, burns in air, the process is envisioned as carbon atoms combining with diatomic oxygen molecules to produce molecules of carbon dioxide gas.

(2) As mentioned above, the law of conservation of matter **expresses** that atoms are not created or destroyed in chemical processes. In other words, atoms are conserved in chemical reactions. A reaction is a special process in which certain chemical combinations of atoms transform into new combinations of atoms. In a reaction, the total atom count does not change. Thus, destroying matter by chemical reactions is not possible.

|                  |                                                              |       |   |           |
|------------------|--------------------------------------------------------------|-------|---|-----------|
| 01               | The word "theory" in Paragraph (1) is closest in meaning to: |       |   |           |
| تجميعات STEP يلو | A                                                            | Idea  | B | Style     |
|                  | C                                                            | Sense | D | Equipment |

|                  |                                                                 |        |   |          |
|------------------|-----------------------------------------------------------------|--------|---|----------|
| 02               | The word "expresses" in Paragraph (2) is closest in meaning to: |        |   |          |
| تجميعات STEP يلو | A                                                               | checks | B | approves |
|                  | C                                                               | buys   | D | explains |

|    |    |
|----|----|
| 01 | 02 |
| A  | D  |

## 227. Financial Struggles in America الصعوبات المالية في أمريكا

(1) An annual survey in 2017 from the National Endowment for Financial Education (NEFE) found Americans cited the most significant financial setbacks they experienced in 2016 as transportation issues (23 percent), housing repairs/maintenance (20 percent), and medical care for an injury/illness (18 percent). If faced with a major unexpected expense, over one-third say they would pay for it with credit cards or emergency savings—both at (35 percent)—followed by cash at (32 percent).

(2) The survey also found that nearly half (48 percent) of Americans admit that they are living paycheck to paycheck. The main reasons people believe they are living paycheck to paycheck are due to credit card debt (24 percent), employment struggles (22 percent), and mortgage/rent payments (18 percent). Compounding the uneasiness, over three-quarters (78 percent) say something causes them financial stress. Saving money (53 percent) tops the list, followed by managing debt (44 percent).

(3) "Get debt under control," says Paul Golden (a spokesman for NEFE). "Take a hard look at what you owe. If there's a clear warning sign of too much debt, take action. Set a goal to reduce your debt load next year by (5 to 10 percent). That might mean reducing impulse shopping. Six in (10) people admit they purchase on impulse, and (80 percent) of those regret purchases afterward. When you face temptation, walk away for at least 30 minutes and see if you still want it, and it's a good idea."

|                  |                                                   |                                      |   |                             |
|------------------|---------------------------------------------------|--------------------------------------|---|-----------------------------|
| 01               | How do most Americans deal with unexpected costs? |                                      |   |                             |
| تجميعات STEP يلو | A                                                 | They borrow from family and friends. | B | They use credit or savings. |
|                  | C                                                 | They find additional jobs.           | D | They suffer from stress.    |

|                  |                                                                                |           |   |            |
|------------------|--------------------------------------------------------------------------------|-----------|---|------------|
| 02               | Which expression can we use to replace the expression due to in Paragraph (2)? |           |   |            |
| تجميعات STEP يلو | A                                                                              | however   | B | although   |
|                  | C                                                                              | meanwhile | D | because of |

|                  |                                                                 |                                         |   |                                           |
|------------------|-----------------------------------------------------------------|-----------------------------------------|---|-------------------------------------------|
| 03               | What does the writer say about personal debts in Paragraph (3)? |                                         |   |                                           |
| تجميعات STEP يلو | A                                                               | There are different types.              | B | They should be dealt with carefully.      |
|                  | C                                                               | They can cause various family problems. | D | They should be reduced by 30% every year. |

|                  |                                                         |                                                    |   |                                                       |
|------------------|---------------------------------------------------------|----------------------------------------------------|---|-------------------------------------------------------|
| 04               | Why does the writer use the word also in Paragraph (2)? |                                                    |   |                                                       |
| تجميعات STEP يلو | A                                                       | to give an example of the survey results.          | B | to show a list of answers reported in the survey.     |
|                  | C                                                       | to give more information about the survey results. | D | to show different results from those reported before. |

|                  |                                                      |                                       |   |                                                       |
|------------------|------------------------------------------------------|---------------------------------------|---|-------------------------------------------------------|
| 05               | How does the writer feel about unnecessary shopping? |                                       |   |                                                       |
| تجميعات STEP يلو | A                                                    | He believes it CAN'T be avoided.      | B | He believes it has a positive effect.                 |
|                  | C                                                    | He believes it has a negative effect. | D | He is NOT sure if its effect is positive or negative. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| B  | D  | B  | C  | C  |

## 228. Project Organization Structure تنظيم هيكل المشروع

(1) Organizational Factors and Functions No single approach fits every project. The organization of a project depends on its complexity, the parent company's culture, and the skills of the team. Most projects share similar key functions: the Sponsor, Project Manager, Controls, Procurement, Quality, and Administration. On smaller projects, one person might handle multiple roles, while larger projects require dedicated teams for each.

(2) The Project Sponsor and Manager The Project Sponsor is a leader from the parent organization who operates outside day-to-day tasks. They provide the authority, resources, and high-level guidance needed to overcome barriers.

In contrast, the Project Manager is the "CEO" of the project. They manage the start-up, the staff, and the daily processes. Their primary role is to lead, provide a vision for success, and create a goal-directed culture. They also manage the "span of control," which refers to the number of people reporting directly to a manager.

(3) Procurement and Quality Procurement involves purchasing supplies and equipment. Small projects often use the parent company's services, while complex projects may have a dedicated team. Project Quality focuses on the *work processes* (how the project is built) rather than the final product. For example, in building a car factory, the quality manager ensures the factory meets technical specifications, not the quality of the cars eventually produced there.

(4) Project Administration This function provides support such as accounting, legal services, and Human Resources (HR). In most cases, these are governed by the parent organization. The HR department handles salary and benefits, while the accounting department manages taxes and year-end reports. These internal agreements ensure the project remains supported by the parent company's infrastructure.

| 01                     | What are two important factors in a project? |                            |   |                                |
|------------------------|----------------------------------------------|----------------------------|---|--------------------------------|
| تجميعات<br>STEP<br>يلو | A                                            | Complexity and team skills | B | Administration and procurement |
|                        | C                                            | Accounting and legal       | D | Controls and processes         |

| 02                     | The word "agreements" in the Passage is closest in meaning to: |              |   |        |
|------------------------|----------------------------------------------------------------|--------------|---|--------|
| تجميعات<br>STEP<br>يلو | A                                                              | Discussions  | B | Talks  |
|                        | C                                                              | Arrangements | D | Fights |

| 03                     | Which activities will the HR department handle? |                         |   |                     |
|------------------------|-------------------------------------------------|-------------------------|---|---------------------|
| تجميعات<br>STEP<br>يلو | A                                               | Property disputes       | B | Salary and benefits |
|                        | C                                               | Taxes and yearly audits | D | Legal services      |

| 04                     | The word "governed" in the Passage is closest in meaning to: |            |   |            |
|------------------------|--------------------------------------------------------------|------------|---|------------|
| تجميعات<br>STEP<br>يلو | A                                                            | Celebrated | B | Controlled |
|                        | C                                                            | Achieved   | D | Advertised |

| 01 | 02 | 03 | 04 |
|----|----|----|----|
| A  | C  | B  | B  |

## 229. Conservation of Ecosystems حماية النظم البيئية

(1) The main **thrust** of global conservation efforts today is to protect not just individual species but entire ecosystems. The goal is to **preserve** the natural interactions of many species. To that end, governments and conservation groups work to set aside land as parks and reserves. The United States has national parks, forests, and other protected areas. Marine sanctuaries are being created to protect coral reefs and marine mammals.

(2) The challenge is protecting areas that are large enough and that contain the right resources to protect biodiversity. To make sure that conservation efforts are **concentrated** in the most important places, conservation biologists have identified "ecological hotspots." An ecological hotspot is a place where significant numbers of species and habitats are in immediate danger of **extinction**. By identifying these areas, ecologists hope that scientists and governments can better target their efforts to save as many species as possible.

| 01                     | The word "thrust" in Paragraph (1) is closest in meaning to: |           |   |              |
|------------------------|--------------------------------------------------------------|-----------|---|--------------|
| تجميعات<br>STEP<br>يلو | A                                                            | intention | B | judgment     |
|                        | C                                                            | guarantee | D | circumstance |

| 03                     | The word "extinction" in Paragraph (2) is closest in meaning to: |            |   |             |
|------------------------|------------------------------------------------------------------|------------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                                                                | suffering  | B | destruction |
|                        | C                                                                | separation | D | departur    |

|                        |                                                                    |             |   |            |
|------------------------|--------------------------------------------------------------------|-------------|---|------------|
| 02                     | The word “concentrated” in Paragraph (2) is closest in meaning to: |             |   |            |
| تجميعات<br>STEP<br>يلو | A                                                                  | balanced    | B | identified |
|                        | C                                                                  | appreciated | D | emphasized |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | D  | B  |

230.

## الحمام: إعجاب وشمئزاز Pigeons: Admiration and Disgust

(1) When I see pigeons all around outside, a part of me admires them while another part is disgusted by them. I admire them for their ability to adapt to and flourish in their environment, no matter where they are, and I am disgusted by how dirty they can be!

(2) In all the places I have travelled, whether it is North America, Europe, the Middle East, Africa, or East Asia, pigeons are always a natural part of the scenery. They build nests wherever there is a suitable space in the urban or country environment. In the city, you'll find them on window ledges or any other relatively safe nook or cranny. In the countryside, they build nests in trees, bushes, or on the ground.

(3) In addition to living in many different locations, pigeons also come in numerous sizes and colors. The smallest pigeons are the size of sparrows, whereas the largest can grow up to the size of a turkey! Some fruit-eating pigeons are very brightly colored, with red, pink, or orange feathers. Some pigeons even have crests or other distinctive ornamentation. Most pigeons I see in the city, however, are a dull-colored gray, with an occasional splash of subtle dark green or purple plumage around the neck.

(4) While perhaps pigeons mind their own business in their natural green environment, in the city, they are often considered pests. I myself have often thought of them as rats with wings. Like rats, they show up wherever there are scraps of food to be eaten, but unlike nocturnal rats, they do it at all times of the day. Many pigeons are also not afraid of humans and will walk very close to them to pick up any crumbs.

(5) The worst aspect of pigeons living alongside us in the city is that they produce a lot of smelly waste! I hate having to walk over sidewalks that are coated in pigeon droppings and have more than once had to hold my breath to avoid the stench. Often, urban pigeons also look very dirty because their feathers are coated with particulate matter from the city's polluted air.

(6) Despite their negative characteristics, though, I respect pigeons because they are useful to people in several ways. They have served as a cheap form of protein and have also been successfully trained to carry important messages. Furthermore, they are a form of entertainment for young children at the park who love watching them walk around with their characteristic head bobbing. Pigeons also help clean up dropped food that would otherwise go to waste. If only they didn't also leave their own waste everywhere as a result.

|                        |                                                             |                                           |   |                                            |
|------------------------|-------------------------------------------------------------|-------------------------------------------|---|--------------------------------------------|
| 01                     | In Paragraph(1), the writer wants to tell the reader about: |                                           |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                           | He has mixed feelings toward pigeons.     | B | The benefits of pigeons to human beings.   |
|                        | C                                                           | How pigeons can sometimes get very dirty. | D | The ways pigeons adapt to all environments |

|                        |                                                              |                   |   |                       |
|------------------------|--------------------------------------------------------------|-------------------|---|-----------------------|
| 02                     | The word nocturnal in Paragraph(4) is closest in meaning to: |                   |   |                       |
| تجميعات<br>STEP<br>يلو | A                                                            | Used to light.    | B | Active at night       |
|                        | C                                                            | Scared of humans. | D | Efficient at foraging |

|                        |                                     |                                                         |   |                                                         |
|------------------------|-------------------------------------|---------------------------------------------------------|---|---------------------------------------------------------|
| 05                     | According to Paragraph(2), pigeons: |                                                         |   |                                                         |
| تجميعات<br>STEP<br>يلو | A                                   | Always build nests on window ledges in the city.        | B | Prefer the countryside to the city for building nests.  |
|                        | C                                   | Find ways to survive on all of the continents on Earth. | D | Build their nests and thrive in any place they inhabit. |

|                        |                                                                               |                              |   |                                |
|------------------------|-------------------------------------------------------------------------------|------------------------------|---|--------------------------------|
| 06                     | In Paragraph(4), the author considers pigeons “rats with wings” because they: |                              |   |                                |
| تجميعات<br>STEP<br>يلو | A                                                                             | Feed on fallen food scraps.  | B | They are NOT afraid of humans. |
|                        | C                                                                             | They are nocturnal foragers. | D | Look just as dirty.            |

|                        |                                                                          |                                                |   |                                           |
|------------------------|--------------------------------------------------------------------------|------------------------------------------------|---|-------------------------------------------|
| 03                     | <b>According to Paragraph(5), urban pigeons look dirty because they:</b> |                                                |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                                                        | They are coated with the city's air pollution. | B | Usually have dull, gray-colored feathers. |
|                        | C                                                                        | Have feathers that are hard to keep clean.     | D | Walk on sidewalks covered with droppings. |

|                        |                                               |                                                         |   |                                  |
|------------------------|-----------------------------------------------|---------------------------------------------------------|---|----------------------------------|
| 04                     | <b>What is the main focus of Paragraph 2?</b> |                                                         |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                             | the ability to live in all circumstances or conditions. | B | impressive memorials to pigeons. |
|                        | C                                             | carrying essential messages.                            | D | unprecedented floods.            |

|                        |                                                               |                        |   |                              |
|------------------------|---------------------------------------------------------------|------------------------|---|------------------------------|
| 07                     | <b>In Paragraph(5), the author holds his breath to avoid:</b> |                        |   |                              |
| تجميعات<br>STEP<br>يلو | A                                                             | Sensing dirty pigeons. | B | Breathing air pollution.     |
|                        | C                                                             | Smelling pigeon waste. | D | Inhaling particulate matter. |

|                        |                                                                                     |                            |   |                         |
|------------------------|-------------------------------------------------------------------------------------|----------------------------|---|-------------------------|
| 08                     | <b>According to Paragraph(6), which is NOT a way pigeons have benefited humans?</b> |                            |   |                         |
| تجميعات<br>STEP<br>يلو | A                                                                                   | They are kept as pets.     | B | They can be consumed.   |
|                        | C                                                                                   | They eat up littered food. | D | They provide amusement. |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| A  | B  | A  | A  | D  | A  | C  | A  |

### 231. الخل: حل متعدد الاستخدامات Vinegar: A Versatile Solution

I'm sure you've eaten vinegar on your salad or perhaps used it as a dip for bread, but have you ever wiped it on your underarms or used it to clean a toilet seat? If not, you should give it a try! Vinegar is most used as a food condiment, but it has far more uses than just that. Because it is safe, natural, and eco-friendly, it makes a great alternative to chemical-laden cleaning and sanitizing products. In addition to being able to dissolve mineral deposits on steel and other surfaces, vinegar is also effective at killing mold and bacteria.

|                        |                                                                                                |                      |   |                       |
|------------------------|------------------------------------------------------------------------------------------------|----------------------|---|-----------------------|
| 01                     | <b>At the beginning of the Passage, the author assumes that the reader has used vinegar...</b> |                      |   |                       |
| تجميعات<br>STEP<br>يلو | A                                                                                              | to kill bacteria     | B | as a food seasoning   |
|                        | C                                                                                              | for personal hygiene | D | for cleaning purposes |

|                        |                                             |                  |   |                        |
|------------------------|---------------------------------------------|------------------|---|------------------------|
| 02                     | <b>How does vinegar help with bacteria?</b> |                  |   |                        |
| تجميعات<br>STEP<br>يلو | A                                           | storable food    | B | It kills bacteria      |
|                        | C                                           | balsamic vinegar | D | manufactured carefully |

|    |    |
|----|----|
| 01 | 02 |
| B  | B  |

### 232. قيمة الذهب الخالدة The Timeless Value of Gold

Gold has been valuable to people for thousands of years. While it is sometimes used in industry today, its most important use has always been as a store of wealth. In many cultures, gold has been kept in the form of jewelry or money, and it is known for keeping its value over time.

While gold is used in industry, its main historical use has been as a means of maintaining the value of wealth, usually in the form of jewelry and money. Gold, measured and priced in troy ounces or grams, has been used as a store of value for at least 5,000 years. About 2,000 years ago, one Troy ounce of gold might purchase a high-quality, custom-made outfit. Today, the same amount of gold would probably be able to purchase a similar high-quality outfit, plus all of the matching accessories.

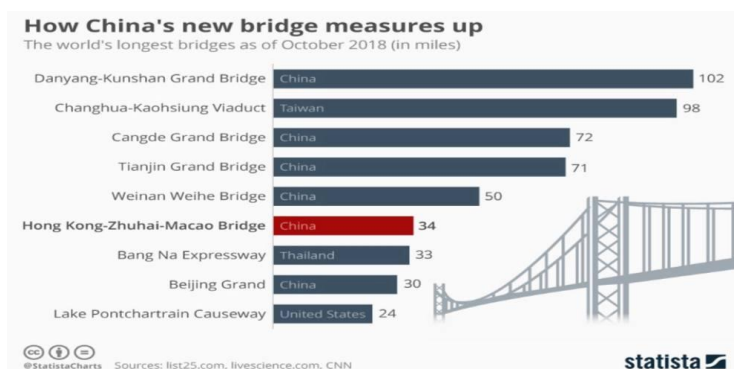
This example shows that gold has continued to hold its value over a long period. Although it may be used in small amounts for decoration or in technology, its main role remains the same: a trusted way to protect wealth.

|    |                                                             |
|----|-------------------------------------------------------------|
| 01 | What does the Passage say about the historical use of gold? |
| A  | It was always used to buy custom-made clothing.             |
| B  | It was widely accepted as a medium of exchange.             |
| C  | It was frequently used in industrial applications.          |
| D  | It was a store of wealth, usually as jewelry or money.      |

|                        |                                         |         |   |           |
|------------------------|-----------------------------------------|---------|---|-----------|
| 02                     | What is the most important use of gold? |         |   |           |
| تجميعات<br>STEP<br>يلو | A                                       | makeup  | B | furniture |
|                        | C                                       | clothes | D | jewellery |

|    |    |
|----|----|
| 01 | 02 |
| D  | D  |

### 233. Graph – how China's new bridge measures up



|                        |                                     |          |   |      |
|------------------------|-------------------------------------|----------|---|------|
| 01                     | How long is the bridge in Thailand? |          |   |      |
| تجميعات<br>STEP<br>يلو | A                                   | 33 miles | B | ---- |
|                        | C                                   | ----     | D | ---- |

|                        |                               |                          |   |       |
|------------------------|-------------------------------|--------------------------|---|-------|
| 02                     | Where is the shortest bridge? |                          |   |       |
| تجميعات<br>STEP<br>يلو | A                             | United States of America | B | ----- |
|                        | C                             | -----                    | D | ----- |

|    |    |
|----|----|
| 01 | 02 |
| A  | A  |

### 234. القصص القصيرة: نظرة عامة Short Stories: An Overview

(1) Narratives are stories – something you hear and tell every day. Some are true: they're a way to share the events of your latest experiences, and they're a way to reveal the events in the world. These stories are nonfiction. But not all stories have to be true. When the stories are made up, they are called fiction, and they can take on a life of their own. You see, hear, and imagine fictional stories when you watch television sitcoms, read novels, or daydream about becoming a movie star. One kind of imaginative narration is the short story – a written piece of fiction that follows specific rules and has its own unique characteristics.

(2) A short story is a brief fictional narrative that combines elements to create a world that attracts the reader's attention and interest. An effective short story:

- uses details to create a setting of time and place in the reader's mind
- presents a main character who takes part in the action
- introduces and develops a conflict or a problem to be resolved
- suggests a theme or generalization about life

(3) Short stories, as well as other forms of fiction, may be categorized according to the types of setting or conflict they present. Here are a few examples of short stories:

- Mysteries – present a story with important missing information, which is revealed as the plot unfolds
- Westerns usually focus on a specific combination of character, setting, and time: cowboys in the western parts of the United States in the second half of the nineteenth century
- Thrillers – create a high level of tension by introducing danger in the conflict they present

| 01                     | What is the writer's main purpose? |            |   |             |
|------------------------|------------------------------------|------------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                                  | to inspire | B | to persuade |
|                        | C                                  | to inform  | D | to argue    |

| 02                     | What is the main idea in Paragraph (2)? |                                                         |  |  |
|------------------------|-----------------------------------------|---------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                                       | The characteristics of a well-written short story       |  |  |
|                        | B                                       | That short story can take place in the past or present. |  |  |
|                        | C                                       | Conflicts and problems in short stories                 |  |  |
|                        | D                                       | That a good short story is very difficult to write      |  |  |

| 01 | 02 |
|----|----|
| C  | A  |

## 235. التحول الحضري والصحة Urban Transformation and Public Health

(1) With the population explosion that began during the 1700s and continued through the 1800s, cities grew as rural people streamed into urban areas. This rapid growth was not due to larger families. In fact, families in most industrialized countries had fewer children. Instead, populations soared because the death rate fell and nutrition improved, thanks in part to improved methods of farming, food storage, and distribution. Medical advances and improvements in public sanitation also slowed death rates.

(2) Since the 1600s, scientists have known of microscopic organisms, or microbes. Some scientists speculated that certain microbes might cause specific infectious diseases. Yet most doctors dismissed this germ theory. Not until 1870 did French chemist Louis Pasteur clearly show the link between microbes and disease. Pasteur went on to make other major contributions to medicine, including the development of vaccines. He also discovered a process called pasteurization that killed disease-carrying microbes in milk. Also, in the 1880s, the German doctor Robert Koch identified the bacterium that caused tuberculosis, a respiratory disease that claimed about 30 million human lives in the 1800s.

(3) These successes brought about a soaring population and changed the face of cities forever, with some undergoing rapid development. Together with growing wealth and industrialization, this altered the basic layout of European cities. City planners created spacious new squares and boulevards. They lined up these avenues with government buildings, offices, department stores, and theaters. The most extensive urban renewal, or rebuilding of the poor areas of a city, took place in Paris in the 1850s. Georges Haussmann, chief planner for Napoleon III, destroyed many narrow medieval streets full of poor housing. In their place, he built wide boulevards and grand public buildings. The project put many people to work, decreasing the threat of social unrest. The wide boulevards also made it harder for rebels to put up barricades and easier for troops to reach any part of the city.

(4) Further improvements followed, with paved streets making urban areas much more livable. First, as lamps, and then electric streetlights illuminated the night, increasing safety.

(5) Beneath the streets, sewage systems make cities a much healthier place to live. City planners knew that clean water supplies and better sanitation methods were needed to combat epidemics of cholera and tuberculosis. In Paris, sewer lines expanded from 139 kilometers in 1852 to more than 1200 kilometers by 1911. The massive new sewer systems of London and Paris were costly, but they cut death rates dramatically.

(6) By 1900, architects were using steel to construct tall buildings. American architects like Louis Sullivan pioneered a new structure, the skyscraper. In large cities, single-family middle-class homes gave way to multistory apartment buildings.

(7) Despite these efforts to improve cities, urban life remained harsh for the poor. Some working-class families could afford better clothing, newspapers, or tickets to a music hall. But they went home to small row houses in overcrowded neighborhoods.

(8) In the worst areas, whole families were often crammed into a single room. Unemployment or sickness meant lost wages that could ruin a family. High rates of crime were a constant curse. Conditions had improved somewhat from the early days of the Industrial Revolution, but slums remained a fact of city life.

(9) Despite their drawbacks, cities attracted millions. New residents were drawn as much by the excitement as by the opportunity for work. For tourists too, cities were centers of action. Music halls, opera houses, and theaters provided entertainment for every taste. Museums and libraries offered educational opportunities. Sports, from tennis to boxing, drew citizens of all classes. A few of these enjoyments were available in country villages.

|         |                                      |          |   |         |
|---------|--------------------------------------|----------|---|---------|
| 01      | What nationality was Louis Sullivan? |          |   |         |
| تجميعات | A                                    | American | B | British |
| STEP    | C                                    | French   | D | German  |
| يلو     |                                      |          |   |         |

|         |                                                            |       |   |       |
|---------|------------------------------------------------------------|-------|---|-------|
| 02      | When did population levels begin to increase very quickly? |       |   |       |
| تجميعات | A                                                          | 1500s | B | 1600s |
| STEP    | C                                                          | 1700s | D | 1800s |
| يلو     |                                                            |       |   |       |

|         |                         |           |   |          |
|---------|-------------------------|-----------|---|----------|
| 03      | What do microbes cause? |           |   |          |
| تجميعات | A                       | diseases  | B | cholera  |
| STEP    | C                       | headaches | D | vaccines |
| يلو     |                         |           |   |          |

|         |                                          |                    |   |                |
|---------|------------------------------------------|--------------------|---|----------------|
| 04      | Who rebuilt parts of Paris in the 1800s? |                    |   |                |
| تجميعات | A                                        | Georges Haussmann  | B | Louis Sullivan |
| STEP    | C                                        | Napoleon Bonaparte | D | Robert Koch    |
| يلو     |                                          |                    |   |                |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | C  | A  | A  |

## 236. The Influence of Arab Dhows on European Navigation تأثير الداو على الملاحة الأوروبية

(1) There are few ships as beautiful and graceful as an Arab dhow under full sail. **They** are sleek, fast, and easy to control. With these vessels, Arab sailors maintained extensive trade links in dangerous seas all the way from Africa to China. The great contribution they made to Europe's development was simply their triangular lateen sail.

(2) In the 15th century, most European ships used only square sails. Because of this, they were only able to sail effectively when the wind was almost directly behind them. Prince Henry of Portugal borrowed ideas from the Arab dhow and designed ships that used Arab lateen sails on European hulls. With **this improvement**, European explorers could go farther, faster, and sail into the wind. Consequently, they became much more effective. Columbus's three ships all used this borrowed technology on their first voyage to America.

|         |                                              |         |   |                  |
|---------|----------------------------------------------|---------|---|------------------|
| 01      | The pronoun "they" in Paragraph(1) refers to |         |   |                  |
| تجميعات | A                                            | seas    | B | links            |
| STEP    | C                                            | vessels | D | Africa and China |
| يلو     |                                              |         |   |                  |

|         |                                                          |                         |   |                                              |
|---------|----------------------------------------------------------|-------------------------|---|----------------------------------------------|
| 02      | The phrase "this improvement" in Paragraph (2) refers to |                         |   |                                              |
| تجميعات | A                                                        | square sails            | B | using European hulls                         |
| STEP    | C                                                        | using Arab lateen sails | D | Sail with the wind directly behind the ship. |
| يلو     |                                                          |                         |   |                                              |

|         |                                            |          |   |           |
|---------|--------------------------------------------|----------|---|-----------|
| 03      | The author's purpose in Paragraph(2) is to |          |   |           |
| تجميعات | A                                          | describe | B | criticize |
| STEP    | C                                          | persuade | D | argue     |
| يلو     |                                            |          |   |           |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | C  | A  |

## 237. Theories of Heat Transfer نظريات انتقال الحرارة

(1) The first theory about how a hot object differs from a cold object was formed in the 18th century. The suggested explanation was that when an object was heated, an invisible fluid called "caloric" was added to the object. Hot objects contain more calories than cold objects. The caloric theory could explain some observations about heated objects (such as the fact that objects expanded as they were heated), but could not explain others (such as why your hands got warm when you rub them together).

(2) In the mid-(19th) century, scientists devised a new theory to explain heat. The new theory was based on the assumption that matter is made up of tiny particles that are always in motion. In a hot object, the particles move faster and therefore have greater kinetic energy. The theory is called the kinetic-molecular theory and is the accepted theory of heat. Just as a baseball has a certain amount of kinetic energy due to its mass and velocity, each molecule has a certain amount of kinetic energy due to its mass and velocity. Adding up the kinetic energy of all the molecules in an object yields the thermal energy of the object.

(3) When a hot object and a cold object touch each other, the molecules of the objects collide along the surface where they touch. When higher kinetic energy molecules collide with lower kinetic energy molecules, kinetic energy is passed from the molecules with more kinetic energy to those with less kinetic energy.

|                        |                                        |                                             |   |                                         |
|------------------------|----------------------------------------|---------------------------------------------|---|-----------------------------------------|
| 01                     | What is the main topic of the Passage? |                                             |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                      | We need the best travel space.              | B | The way heat makes things bigger        |
|                        | C                                      | How hot objects are stronger than cold ones | D | Two theories about hot and cold objects |

|                        |                                                                                |                                      |   |                                       |
|------------------------|--------------------------------------------------------------------------------|--------------------------------------|---|---------------------------------------|
| 02                     | What is one important idea related to the new theory of heat in Paragraph (2)? |                                      |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                                                              | Hot things have more kinetic energy. | B | Scientists based it on an assumption. |
|                        | C                                                                              | It used a baseball as an example.    | D | It was the second theory.             |

|                        |                                                                              |                                          |   |                                    |
|------------------------|------------------------------------------------------------------------------|------------------------------------------|---|------------------------------------|
| 03                     | What is one important idea related to the «caloric» theory in Paragraph (1)? |                                          |   |                                    |
| تجميعات<br>STEP<br>يلو | A                                                                            | There were more calories in cold things. | B | It only explained one observation. |
|                        | C                                                                            | An invisible fluid caused heat.          | D | It was the only good theory        |

|                        |                                                              |                                                      |   |                                            |
|------------------------|--------------------------------------------------------------|------------------------------------------------------|---|--------------------------------------------|
| 04                     | Why does the writer mention that objects expand when heated? |                                                      |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                                            | To show what scientists believed in the 18th century | B | To show something scientists could explain |
|                        | C                                                            | To show what happens to heated objects               | D | To show the caloric theory                 |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | A  | C  | B  |

## 238. مخاطر صرف العملات Currency Exchange Risks

(1) If you travel abroad frequently, you'll know that the exchange rates are not always the same. Sometimes you get more foreign currency for your U.S. dollar, and sometimes you get less. That's because, for most currencies, the exchange rate floats or moves with the market. This movement (in relationship to the U.S. dollar) is a source of risk in doing business with other countries. Even though a company may be doing well within its own borders, currency risk can make it a bad investment when converted to American dollars. Currency fluctuations can happen very quickly, and they can go up and down many times in the course of a day.

(2) The fortunes of a currency depend on many of the factors used to assess country risk, but take on the added complexity of how the country is doing relative to other countries. **Reports** of increased inflation immediately lower **currency** rates. Other factors that influence currency could be the actions of the central bank of the country, such as when it raises or lowers interest rates. Therefore, one important factor in assessing a country's economy is the volatility of its currency as compared to the U.S. dollar. It's not just the volatility of the currency that is critical; the nation's political stability and how this matter is seen by other countries is also a cause for fluctuation.

|                        |                                                                |        |   |          |
|------------------------|----------------------------------------------------------------|--------|---|----------|
| 01                     | The word "currency" in Paragraph (2) is closest in meaning to: |        |   |          |
| تجميعات<br>STEP<br>يلو | A                                                              | cash   | B | market   |
|                        | C                                                              | cheque | D | business |

|                        |                                                               |            |   |                 |
|------------------------|---------------------------------------------------------------|------------|---|-----------------|
| 02                     | The word "Reports" in Paragraph (2) is closest in meaning to: |            |   |                 |
| تجميعات<br>STEP<br>يلو | A                                                             | Stories.   | B | Diaries.        |
|                        | C                                                             | Magazines. | D | Advertisements. |

|                        |                                                         |                                     |   |                                     |
|------------------------|---------------------------------------------------------|-------------------------------------|---|-------------------------------------|
| 03                     | What happens because of reports of increased inflation? |                                     |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                       | Foreign relations get worse.        | B | The political stability gets worse. |
|                        | C                                                       | The currency becomes less valuable. | D | Companies become bad investments.   |

|                        |                                                                     |                          |   |                                   |
|------------------------|---------------------------------------------------------------------|--------------------------|---|-----------------------------------|
| 04                     | What effect does the political situation have on the exchange rate? |                          |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                                                   | It has NO effect.        | B | It causes fluctuations.           |
|                        | C                                                                   | It assesses the economy. | D | It affects foreign relationships. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | A  | C  | B  |

## 239. أصول العملات Currency Origins

(1) There are so many currencies in the world with differing names. The origins and development of these names and uses have an interesting history.

(2) The dollar is one of the most common currencies in the world, used by the US, Australia, Canada, Fiji, New Zealand, and Singapore, to name a few. The origin of the dollar, also the Slovenian tolar, is from a German coin called the Joachimsthaler, shortened to Thaler or daler (in Low German). It was named after the valley in which the silver it was made from was mined, the Joachimsthal, literally "Joachim's valley." The term began to be used in other languages, especially Dutch, and was later applied to the most widely used coin in the American colonies. In 1792, it was adopted as the official name of the US monetary unit.

(3) Many countries use the dinar, which comes from the Latin denarius, an ancient Roman silver coin. Examples include the Jordanian dinar, Algerian dinar, Serbian dinar, and Kuwaiti dinar.

(4) The Indian and Pakistani rupee, as well as the Indonesian rupiah, derive from the Sanskrit rupya, meaning "wrought silver," which is what they were originally made of.

(5) The Malaysian ringgit is from the Malay for "jagged" and refers to the serrated edges of the Spanish silver dollars used as currency in Malaysia before the ringgit was introduced. Serrated edges on coins became popular when coins were made of precious metals like gold and silver because the ridges made it harder for people to scrape off metal and devalue the coins.

(6) Although the Germans and the Finns use the Euro now, their former currencies, the German mark and the Finnish markka, both have their origin in units of weight. While the Spanish peso, meaning "weight" in Spanish, is also no longer used in Spain, it lives on as the currency of Mexico, Argentina, and the Philippines. The British pound or pound sterling comes from the Latin pondus, meaning "weight."

(7) Many Scandinavian countries use currencies whose name is ultimately derived from the Latin corona, meaning "crown": Swedish krona, Norwegian krone, Danish krone, and the Czech koruna.

(8) The Spanish real, a former currency of Spain, derived from the Latin regalis meaning "royal," is the origin of a number of Middle Eastern currencies such as the Omani and Iranian rial, and the Qatari, Yemeni, and Saudi rial. The rial has been the currency of Saudi Arabia since the country came into being, and was the currency of Hejaz before Saudi Arabia was created.

(9) Among all currencies in the world, the Kuwaiti dinar is currently the most valuable in terms of exchange rate to the US dollar. One Kuwaiti dinar is worth more than three US dollars. This is due to Kuwait's strong oil-based economy, low inflation, and stable financial system. The Bahraini dinar is also highly valued but ranks slightly lower. In contrast, the Iranian rial is one of the least valuable currencies globally.

(10) The term "nickel" refers to both a metal and a coin. In the United States, the five-cent coin is called a nickel because of the material it was made from: the metal nickel. The name became official in the 19th century when the U.S. Mint introduced a coin composed partly of nickel and copper, replacing older silver coins. The coin's name is therefore derived from its material, not its weight, place, or a Latin root.

|                        |                                                                                   |                                         |   |                                              |
|------------------------|-----------------------------------------------------------------------------------|-----------------------------------------|---|----------------------------------------------|
| 01                     | <b>According to the Passage, which of the following is true about currencies?</b> |                                         |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                                                 | Some are named after kings.             | B | Some are named after places.                 |
|                        | C                                                                                 | Some were named based on the metal uses | D | Some were named based on how heavy they were |

|                        |                                                                                        |             |   |           |
|------------------------|----------------------------------------------------------------------------------------|-------------|---|-----------|
| 02                     | <b>We can understand from Paragraph (2) that the Dollar has its name from the.....</b> |             |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                                      | Australians | B | Americans |
|                        | C                                                                                      | Canadians   | D | Germans   |

|                        |                                                                        |        |   |         |
|------------------------|------------------------------------------------------------------------|--------|---|---------|
| 06                     | <b>According to Paragraph (8), the origin of the word Rial is.....</b> |        |   |         |
| تجميعات<br>STEP<br>يلو | A                                                                      | Hejazi | B | Spanish |
|                        | C                                                                      | Yemeni | D | Ottoman |

|                        |                                       |              |   |       |
|------------------------|---------------------------------------|--------------|---|-------|
| 07                     | <b>What is the meaning of "peso"?</b> |              |   |       |
| تجميعات<br>STEP<br>يلو | A                                     | light weight | B | pound |
|                        | C                                     | valley       | D | gold  |

|                        |                                             |                |   |               |
|------------------------|---------------------------------------------|----------------|---|---------------|
| 08                     | <b>What is the most expensive currency?</b> |                |   |               |
| تجميعات<br>STEP<br>يلو | A                                           | Bahraini Dinar | B | USD dollar    |
|                        | C                                           | Iranian Rial   | D | Kuwaiti Dinar |

|                        |                                                                                   |                                        |   |                                 |
|------------------------|-----------------------------------------------------------------------------------|----------------------------------------|---|---------------------------------|
| 03                     | According to Paragraphs (3) and (4), what did the Dinar and Rupee have in common? |                                        |   |                                 |
| تجميعات<br>STEP<br>يلو | A                                                                                 | The material from which they were made | B | The similar origin of the names |
|                        | C                                                                                 | The countries they are used in         | D | The value that they held        |

|                        |                                           |        |   |        |
|------------------------|-------------------------------------------|--------|---|--------|
| 04                     | The word "it" in Paragraph (6) refers to: |        |   |        |
| تجميعات<br>STEP<br>يلو | A                                         | Peso   | B | Spain  |
|                        | C                                         | Weight | D | Markka |

|                        |                                                                             |            |   |            |
|------------------------|-----------------------------------------------------------------------------|------------|---|------------|
| 05                     | The expression "derived from" in Paragraph (7) is closest in meaning to.... |            |   |            |
| تجميعات<br>STEP<br>يلو | A                                                                           | Originated | B | Translated |
|                        | C                                                                           | Explained  | D | Produced   |

|                        |                                     |              |   |                                  |
|------------------------|-------------------------------------|--------------|---|----------------------------------|
| 09                     | What is Nickel's name derived from? |              |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                   | its weight   | B | Latin                            |
|                        | C                                   | its material | D | The location where it was minted |

|                        |                                                                      |       |   |         |
|------------------------|----------------------------------------------------------------------|-------|---|---------|
| 10                     | Which of the following is a German word (related to currency names)? |       |   |         |
| تجميعات<br>STEP<br>يلو | A                                                                    | pondo | B | thal    |
|                        | C                                                                    | libra | D | ringgit |

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| B  | D  | A  | A  | A  | B  | B  | D  | C  | B  |

## 240. Arabic Language Varieties تنوعات اللغة العربية

(1) The Arabic language has official status in over 20 countries and is spoken by more than 250 million people. However, the term "Arabic language" itself is used rather loosely and refers to different varieties of the language. Arabic is characterized by an interesting linguistic dichotomy: the written form of the language, Modern Standard Arabic (MSA), differs in a non-trivial fashion from the various spoken varieties of Arabic, each of which is a regional dialect. MSA is the only variety that is standardized, regulated, and taught in schools. **This** is necessitated by its use in written communication in formal settings. The regional dialects, used primarily for day-to-day dealings and spoken communication, are not taught formally in schools and remain somewhat absent from traditional, and certainly official, written communication.

(2) A regional dialect doesn't have an explicit written set of grammar, but there is a certain authoritative organization. Furthermore, even though they are spoken varieties, it is certainly possible to produce dialectal Arabic text by spelling out words using the same spelling rules used in MSA, which are mostly phonetic.

(3) There is a reasonable level of **mutual intelligibility** across the dialects, but the extent to which a particular individual is able to understand other dialects depends heavily on that person's own dialect and their exposure to Arab culture and literature from outside of their own country. For example, the typical Arabic speaker has little trouble understanding the Egyptian dialect, thanks in no small part to Egypt's history in literature, moviemaking, and television show production, and their popularity across the Arab world. On the other hand, the Moroccan dialect, especially in its spoken form, is quite difficult to understand for a Levantine (Syrian or Lebanese) speaker. Therefore, from a scientific point of view, the dialects can be considered separate languages, much like North Germanic languages (Norwegian/Swedish/Danish) and West Slavic languages (Czech/Slovak/Polish).

|                        |                                             |                                |   |                                      |
|------------------------|---------------------------------------------|--------------------------------|---|--------------------------------------|
| 01                     | The word "This" in Paragraph (1) refers to: |                                |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                           | speaking in MSA                | B | teaching MSA in schools              |
|                        | C                                           | speaking in a regional dialect | D | teaching regional dialect in schools |

|                        |                                             |                                          |   |                                                 |
|------------------------|---------------------------------------------|------------------------------------------|---|-------------------------------------------------|
| 02                     | In Paragraph (2), the author suggests that. |                                          |   |                                                 |
| تجميعات<br>STEP<br>يلو | A                                           | It is possible to write in dialects.     | B | There is a formal grammar in dialects.          |
|                        | C                                           | There is only a spoken form of dialects. | D | An organization checks the grammar of dialects. |

|                        |                                                                                    |          |   |          |
|------------------------|------------------------------------------------------------------------------------|----------|---|----------|
| 04                     | According to Paragraph (3), the dialect best understood by most Arabic speakers is |          |   |          |
| تجميعات<br>STEP<br>يلو | A                                                                                  | Syrian   | B | Moroccan |
|                        | C                                                                                  | Egyptian | D | Lebanese |

|                        |                                                                               |                                      |   |                                                    |
|------------------------|-------------------------------------------------------------------------------|--------------------------------------|---|----------------------------------------------------|
| 05                     | The author refers to the North Germanic and West Slavic languages to show the |                                      |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                                             | The difference between them and MSA  | B | The difference between them and the Arabic dialect |
|                        | C                                                                             | similarity to the situation with MSA | D | similarity to the situation with Arabic dialects   |

|                        |                                                                                       |             |   |            |
|------------------------|---------------------------------------------------------------------------------------|-------------|---|------------|
| 03                     | <b>The words “mutual intelligibility” in Paragraph (3) are closest in meaning to:</b> |             |   |            |
| تجميعات<br>STEP<br>يلو | A                                                                                     | uncertainty | B | difference |
|                        | C                                                                                     | similarity  | D | matching   |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| B  | A  | C  | C  | D  |

## 241. Animal Architecture العمارات الحيوانية

(1) Humans are not the only species on Earth capable of building extraordinary structures. The natural world is full of ingenious animals that can achieve just as impressive feats of engineering.

(2) Building behavior is common in mammals, birds, insects, and arachnids. Many animals learn to build by observation and even through communication. However, in some cases, building is thought to be instinctive.

(3) Animals often construct their own habitats for shelter against potential predators and the outside elements. Many dwellings are also built for nesting purposes and to catch, store, and even cultivate food.

(4) Animal architecture can be quite sophisticated, with many structures incorporating clever ventilation systems for temperature control and secure entry and exit points to keep unwanted visitors away.

(5) Complex builds are often undertaken as a group, which helps speed up construction time. For example, an army of ants can move up to 50 tons of soil per year in just 2.6 square kilometers. A single ant is capable of carrying up to 50 times its own weight, so working together as a colony means they can accomplish impressive feats. Within a week, a large army of garden ants can construct an underground city big enough to house thousands of insects.

(6) Established deep underground, ant nests are made up of multiple chambers and connecting tunnels. Each chamber has a different use; some store food, others serve as nurseries for the young, and resting spaces for busy worker ants. The deepest central chamber is where the queen ant lays her eggs.

|                        |                                                             |                                                |   |                                                  |
|------------------------|-------------------------------------------------------------|------------------------------------------------|---|--------------------------------------------------|
| 01                     | <b>What does Paragraph (1) say about the natural world?</b> |                                                |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                                           | Humans are the only capable species.           | B | The Earth is made of extraordinary structures.   |
|                        | C                                                           | Engineers can help us build impressive things. | D | Animals can match humans in creating structures. |

|                        |                                                                                              |                                                        |   |                                                                       |
|------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------|---|-----------------------------------------------------------------------|
| 02                     | <b>Which of the following statements about building behavior does Paragraph (2) support?</b> |                                                        |   |                                                                       |
| تجميعات<br>STEP<br>يلو | A                                                                                            | It is usual for all animal species.                    | B | There are different ways animals learn to build                       |
|                        | C                                                                                            | Animals need to be taught to build complex structures. | D | Communication between insects and birds leads to stronger structures. |

|                        |                                                                   |                                          |   |                                               |
|------------------------|-------------------------------------------------------------------|------------------------------------------|---|-----------------------------------------------|
| 03                     | <b>What does Paragraph (3) reveal about animal constructions?</b> |                                          |   |                                               |
| تجميعات<br>STEP<br>يلو | A                                                                 | Nests are built in the outside elements. | B | The constructions have many purposes.         |
|                        | C                                                                 | Construction is done underground.        | D | Animals construct habitats for other animals. |

|                        |                                                             |                                                                                                                                                       |  |  |
|------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 04                     | <b>Which sentence gives the main idea of Paragraph (5)?</b> |                                                                                                                                                       |  |  |
| تجميعات<br>STEP<br>يلو | A                                                           | Take, for example, the humble ant.                                                                                                                    |  |  |
|                        | B                                                           | An army of ants can move up to 50 tons of soil per hour in just 2.6 square kilometers.                                                                |  |  |
|                        | C                                                           | Complex builds are often undertaken as a group, which helps speed up construction time.                                                               |  |  |
|                        | D                                                           | A single ant is capable of carrying up to 50 times its own weight, so working together as a colony means they're able to accomplish impressive feats. |  |  |

|                        |                                                                               |                                             |   |                                                  |
|------------------------|-------------------------------------------------------------------------------|---------------------------------------------|---|--------------------------------------------------|
| 05                     | <b>Which statement about animal architecture in Paragraph (5) is correct?</b> |                                             |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                                                             | Ants build their cities in groups.          | B | An ant army protects its colonies.               |
|                        | C                                                                             | Ants construct their habitat in many weeks. | D | A single ant can move 50 tons of soil in a year. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | B  | B  | C  | A  |

## 242. نظافة الأسنان في الإسلام Dental Hygiene in Islam

(1) Before disposable plastic, toothbrushes were invented, some people might not have cleaned their teeth at all, while others might have just done their best by washing their mouths with water and rubbing their teeth with a cloth or a finger. For Muslims, way back in the 6th century, however, dental hygiene was a very important matter.

(2) While the practice of cleaning one's teeth with a twig from the Salvadora persica tree predates Islam, it was the Prophet Muhammad (peace be upon him) who commended its regular use and encouraged Muslims to adopt it. The twig, called a miswak or siwak in Arabic, was described by him as a purification of the teeth and a means of pleasing God. The Prophet himself (peace be upon him) used the miswak to clean his teeth before every prayer and mentioned that he would have made it obligatory for his followers had he not feared it might overburden them.

(3) The results of more than 200 studies on miswak and ordinary toothbrushes proved that miswak is more effective than a toothbrush in many cases. According to Dr. Rami Diabi, who spent 17 years researching miswak, this natural tool not only cleans teeth effectively but also improves oral health and has fewer environmental impacts. In fact, miswak contains natural antibacterial agents that are released during use.

(4) Many Islamic scholars and doctors recommend using miswak throughout the day. It is especially advised before prayer, upon entering the house, before reading the Qur'an, and when waking up or going to sleep. It is also recommended on Fridays and while fasting. Using miswak while hungry, thirsty, or during illness is also permitted and even encouraged by some traditions.

(5) In modern times, some companies, such as Al Khair and Al Falah, produce toothpaste made from miswak extract. While these products may provide some benefits, they are not considered a true alternative to using the miswak in its original natural form. The physical act of brushing with the twig itself is thought to carry spiritual and traditional benefits beyond just the chemical components.

|                        |                                             |                                                                    |
|------------------------|---------------------------------------------|--------------------------------------------------------------------|
| 01                     | <b>What is the purpose of Paragraph(2)?</b> |                                                                    |
| تجميعات<br>STEP<br>يلو | A                                           | To criticize people who did NOT clean their teeth very well.       |
|                        | B                                           | To introduce the reader to good dental hygiene practices.          |
|                        | C                                           | To show how plastic toothbrushes were an important invention.      |
|                        | D                                           | To create interest in a method for cleaning teeth used by Muslims. |

|                        |                                                                     |                                                                                          |
|------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 02                     | <b>What does Paragraph(2) say about Muslims' use of the miswak?</b> |                                                                                          |
| تجميعات<br>STEP<br>يلو | A                                                                   | Muslims used it regularly because of the Prophet's (peace upon him) recommendation.      |
|                        | B                                                                   | The Muslims who used it had already used it before becoming Muslim.                      |
|                        | C                                                                   | Only the most devoted Muslims used it regularly, while others did not clean their teeth. |
|                        | D                                                                   | Some considered it a burden.                                                             |

|                        |                                               |                                                        |
|------------------------|-----------------------------------------------|--------------------------------------------------------|
| 03                     | <b>From which tree is the miswak derived?</b> |                                                        |
| تجميعات<br>STEP<br>يلو | A                                             | A common plant used for mouth rinsing in ancient times |
|                        | B                                             | Salvadora persica tree                                 |
|                        | C                                             | A plant first introduced by the Prophet's companions.  |
|                        | D                                             | A twig made from any available tree                    |

|                        |                         |                                                        |
|------------------------|-------------------------|--------------------------------------------------------|
| 04                     | <b>Who used Miswak?</b> |                                                        |
| تجميعات<br>STEP<br>يلو | A                       | Only Dr. Rami Diabi                                    |
|                        | B                       | Prophet Mohamed (peace be upon him) and his followers. |
|                        | C                       | Only modern dentists                                   |
|                        | D                       | People in South Asia exclusively                       |

|                        |                                                                                              |                                           |
|------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------|
| 05                     | <b>The results of more than 200 studies on miswak and ordinary toothbrushes proved that:</b> |                                           |
| تجميعات<br>STEP<br>يلو | A                                                                                            | Toothbrushes are much better than miswak. |
|                        | B                                                                                            | Miswak is much better than toothbrushes.  |
|                        | C                                                                                            | They are the same in results.             |
|                        | D                                                                                            | Neither is good for teeth.                |

|                        |                                           |                                                    |
|------------------------|-------------------------------------------|----------------------------------------------------|
| 06                     | <b>The main idea of paragraph (3) is:</b> |                                                    |
| تجميعات<br>STEP<br>يلو | A                                         | Dr. Rami Diabi has spent 17 years on his research. |
|                        | B                                         | the effects of miswak on health and environment.   |
|                        | C                                         | the World Health Organization.                     |
|                        | D                                         | the effects of miswak on smokers only.             |

|                        |                                   |                                                              |
|------------------------|-----------------------------------|--------------------------------------------------------------|
| 07                     | <b>Paragraph (4) talks about:</b> |                                                              |
| تجميعات<br>STEP<br>يلو | A                                 | where and when miswak is recommended to be used.             |
|                        | B                                 | using miswak before saying prayers.                          |
|                        | C                                 | using miswak on Fridays before sleeping and after waking up. |
|                        | D                                 | using miswak when experiencing hunger or thirst.             |

|                        |                                                                                  |                                                                         |
|------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 08                     | <b>The last paragraph mentions that the toothpaste made from miswak extract:</b> |                                                                         |
| تجميعات<br>STEP<br>يلو | A                                                                                | has the same effect of miswak.                                          |
|                        | B                                                                                | is not a true alternate practice of using miswak in its original shape. |
|                        | C                                                                                | is preserved in vacuum bags.                                            |
|                        | D                                                                                | is made by some companies, such as Al Khair and Al Falah                |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| D  | A  | B  | B  | B  | B  | A  | B  |

## 243. ثقافة القهوة في الشرق الأوسط Coffee Culture in the Middle East

Coffee shops and cafés form a significant industry in the Middle East, combining to create a multibillion-dollar market in Egypt, Saudi Arabia, and the UAE. Deeply ingrained coffee-drinking traditions have merged with investments from international brands, leading to a thriving segment. Modern coffee shops are now competing with traditional cafés. Growth in this sector is substantial, and competition is fierce. However, unlike in many other major markets, both traditional cafés and modern coffee shop chains are experiencing impressive growth.

| 01                     | What can we understand from the Passage? |                                                       |   |                                                         |
|------------------------|------------------------------------------|-------------------------------------------------------|---|---------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                        | Cafés are causing coffee's decline.                   | B | Coffee shops are causing Cafés to decline.              |
|                        | C                                        | Coffee shops and cafés are thriving around the world. | D | Coffee shops and cafés are thriving in the Middle East. |

01

D

## 244. الحبل الشوكي وانعكاسات Spinal Cord and Reflexes

(1) The spinal cord is an information highway connecting the nervous system to the brain. Ascending neural areas send up sensory information, and descending areas send back motor-control information. A look at the neural pathways that control our reflexes, our automatic responses to stimuli, shows the spinal cords work. A simple spinal-reflex path is composed of a single sensory neuron and a single motor neuron, which often communicate through an interneuron.

(2) One such path makes up the pain reflex. When your fingers touch a hot stove, neural activity is excited by the heat travels via sensory neurons to interneurons in your spinal cord. These interneurons respond by activating motor neurons to the muscles in your arm, causing you to jerk your hand away.

(3) Because the simple pain-reflex pathway runs through the spinal cord and out, you move your hand from a candle's flame before your brain receives and responds to the information that causes you to feel pain. Information travels to and from the brain by way of the spinal cord. Were the top of your spinal cord severed, you would not feel such pain or pleasure. Your brain would literally be out of touch with your body. Thus, you would lose all sensation and voluntary movement in body regions who's sensory and motor neurons connect with the spinal cord below its point of injury.

| 01                     | What helps information travel up and down the spine? |                    |   |                     |
|------------------------|------------------------------------------------------|--------------------|---|---------------------|
| تجميعات<br>STEP<br>يلو | A                                                    | The brain          | B | Neural paths        |
|                        | C                                                    | The air we breathe | D | Automatic responses |

| 02                     | According to Paragraph (2), what finally makes you take your hand away from something hot? |                              |   |                                  |
|------------------------|--------------------------------------------------------------------------------------------|------------------------------|---|----------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                                          | Natural fear of pain         | B | A single sensory neuron          |
|                        | C                                                                                          | Motor neurons in arm muscles | D | Your finger touching a hot stove |

| 03                     | When would your brain stop receiving information from the spinal cord? |                                                                   |   |                                            |
|------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------|---|--------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                      | When the pain-reflex pathway ran through the spinal cord and out. | B | If an accident cut your spinal cord in two |
|                        | C                                                                      | If you stopped experiencing pleasure or pain                      | D | When you were sleeping very heavily        |

| 04                     | The word "connecting" in Paragraph (1) is closest in meaning to: |         |   |         |
|------------------------|------------------------------------------------------------------|---------|---|---------|
| تجميعات<br>STEP<br>يلو | A                                                                | adding  | B | feeling |
|                        | C                                                                | joining | D | moving  |

01

B

02

C

03

B

04

C

## 245. لغز الزكام The Mystery of the Common Cold

"Less is known about the cause of the common cold than about the causes of many more serious diseases."

|                        |                                                         |                                                                                                       |
|------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 01                     | Which of the following statements is the most accurate? |                                                                                                       |
| تجميعات<br>STEP<br>يلو | A                                                       | The causes of less serious diseases than the common cold are better known.                            |
|                        | B                                                       | We know less than we should about the causes of the cold and more serious diseases.                   |
|                        | C                                                       | The cause of the common cold is better known than the causes of more serious diseases.                |
|                        | D                                                       | We know less about the cause of the common cold than we do about the causes of more serious diseases. |

01

D

## 246. Device Drivers and Their Management برامج تشغيل الأجهزة وإدارتها

(1) A device driver is software that helps a peripheral device establish communication with a computer. This type of software is used by printers, monitors, graphics cards, sound cards, and modems. Once installed, a device driver usually runs in the background without opening a window on the screen. Suppose you connect a new printer to your computer. You might also have to install a printer or select a preinstalled driver. After the device driver is installed, it runs in the background to send data to the printer whenever you begin a print job.

(2) On a Mac, you can click the Apple icon, select About this Mac, and then select More Info to look at a list of devices connected to your computer. By selecting a device, you can view information about it, including the driver version number. It's always important to remain up to date, so check the manufacturer's website to make sure that your version is **current**. On a PC, if you need to update a device driver or change its settings, you can usually access the driver by using the Start menu's Control Panel option and opening the System icon. Then use the Device Manager option to view a list of your computer system hardware and corresponding device drivers.

|                        |                                           |                                      |
|------------------------|-------------------------------------------|--------------------------------------|
| 01                     | The main purpose of a device driver is to |                                      |
| تجميعات<br>STEP<br>يلو | A                                         | begin a print job                    |
|                        | B                                         | run in the background                |
| تجميعات<br>STEP<br>يلو | C                                         | connect to the internet              |
|                        | D                                         | Connect the hardware to the computer |

|                        |                                                              |            |
|------------------------|--------------------------------------------------------------|------------|
| 02                     | The word "current" in Paragraph(2) is closest in meaning to: |            |
| تجميعات<br>STEP<br>يلو | A                                                            | paid       |
|                        | B                                                            | legal      |
| تجميعات<br>STEP<br>يلو | C                                                            | recent     |
|                        | D                                                            | registered |

|                        |                                                |                                              |
|------------------------|------------------------------------------------|----------------------------------------------|
| 03                     | The main idea of the Passage is to explain how |                                              |
| تجميعات<br>STEP<br>يلو | A                                              | A printer is installed.                      |
|                        | B                                              | How a device driver works                    |
| تجميعات<br>STEP<br>يلو | C                                              | to use a personal computer                   |
|                        | D                                              | It is important to update your device driver |

|                        |                                        |                   |
|------------------------|----------------------------------------|-------------------|
| 04                     | A device driver is best described as a |                   |
| تجميعات<br>STEP<br>يلو | A                                      | type of printer   |
|                        | B                                      | type of modem     |
| تجميعات<br>STEP<br>يلو | C                                      | piece of software |
|                        | D                                      | peripheral device |

01

02

03

04

D

C

B

C

## 247. تقييم الغرفة - Room Review

My room was large and clean with a big bed. It also had a great view of the sea and the beach from the window. The **location** was great, too—right on the beach. It was 10 minutes on foot from the city center, so I didn't need to drive or take a taxi to get there. All the staff members were also polite and helpful. But the best part was the breakfast, which included different breads, cheeses, jams, yogurt, and fruits. Fantastic! I ate something different every day. There were two things I did not like: the swimming pool was too small for swimming, and the Internet was too slow to watch videos. However, I'll be visiting again. (Peter from Australia)

|                        |                                    |                                 |   |                              |
|------------------------|------------------------------------|---------------------------------|---|------------------------------|
| 01                     | According to the Passage, Peter... |                                 |   |                              |
| تجميعات<br>STEP<br>يلو | A                                  | enjoyed everything              | B | liked the food most of all   |
|                        | C                                  | had to drive to the city center | D | enjoyed swimming in the pool |

|                        |                                                              |       |   |          |
|------------------------|--------------------------------------------------------------|-------|---|----------|
| 02                     | The word "location" in the Passage is closest in meaning to: |       |   |          |
| تجميعات<br>STEP<br>يلو | A                                                            | bus   | B | view     |
|                        | C                                                            | place | D | shopping |

|    |    |
|----|----|
| 01 | 02 |
| B  | C  |

## 248. تطور اللغة الإنجليزية في جنوب أفريقيا The Evolution of English in South Africa

(1) The history of the English language in South Africa is complex and marked by many influences. When British settlers arrived in different parts of South Africa during the colonial period, they brought with them a variety of regional dialects. In the Cape region, the accent of the London area was the most common, while in Natal, the Midlands and Northern English accents were more widespread. Over time, a more uniform form of English began to develop, influenced by these regional varieties.

(2) As English spread across South Africa, it began to resemble the accent spoken in Australia, a country that was also being colonized by the British during the same era. This similarity in accent is largely due to the fact that both regions were influenced by British settlers who brought their own styles of speech. Eventually, a distinct South African English developed, but it retained many features similar to Australian English.

(3) The British colonization of South Africa played a key role in the introduction and spread of the English language. It was not brought through tourism or trade, but rather through the arrival of British colonists who established settlements, institutions, and systems of government in English. As colonization continued, English became one of the official languages and was used in education, law, and media.

(4) English was not only used by the British settlers but was also adopted by other groups in South Africa. People with ethnically mixed backgrounds, such as those born of African, European, and Asian heritage, often spoke English along with Afrikaans and local African languages. Starting around 1986, many Indian immigrants also began to settle in the country and adopted English for daily communication and education.

(5) In the early stages of colonization, the native population of South Africa spoke their own indigenous languages. The English language was new to them and was learned gradually, so the overall level of English proficiency among native South Africans at the time was low. Over time, English grew in usage, and fluency increased, especially in urban areas and schools.

(6) Although many countries were involved in the colonization of different parts of Africa, including France, Britain was the primary colonial power in South Africa. British control lasted well into the 20th century and shaped the development of infrastructure, language, and government in the region. English, therefore, became deeply rooted in South African society and education.

|                        |                                                                               |         |   |          |
|------------------------|-------------------------------------------------------------------------------|---------|---|----------|
| 01                     | What word best describes the history of the English language in South Africa? |         |   |          |
| تجميعات<br>STEP<br>يلو | A                                                                             | short   | B | simple   |
|                        | C                                                                             | Complex | D | marginal |

|                        |                                                           |            |   |            |
|------------------------|-----------------------------------------------------------|------------|---|------------|
| 02                     | Which English dialect was similar to the one in the Cape? |            |   |            |
| تجميعات<br>STEP<br>يلو | A                                                         | London     | B | Midlands   |
|                        | C                                                         | Northlands | D | Australian |

|                        |                                     |                                      |   |                                                 |
|------------------------|-------------------------------------|--------------------------------------|---|-------------------------------------------------|
| 03                     | How did English reach South Africa? |                                      |   |                                                 |
| تجميعات<br>STEP<br>يلو | A                                   | through the Italian invasion         | B | through trade with Britain                      |
|                        | C                                   | through British tourism in Cape Town | D | through the arrival of the British as colonists |

|                        |                                                                                                 |         |   |           |
|------------------------|-------------------------------------------------------------------------------------------------|---------|---|-----------|
| 05                     | The pronoun "it" in "It was not brought through tourism or trade" (Paragraph 3) refers to what? |         |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                                               | English | B | Britain   |
|                        | C                                                                                               | Europe  | D | Afrikaans |

|                        |                                                                           |            |   |        |
|------------------------|---------------------------------------------------------------------------|------------|---|--------|
| 06                     | The level of language in Africa when they (the British) colonized it was: |            |   |        |
| تجميعات<br>STEP<br>يلو | A                                                                         | native     | B | sample |
|                        | C                                                                         | proficient | D | simple |

|                        |                              |                  |   |                    |
|------------------------|------------------------------|------------------|---|--------------------|
| 07                     | Cape's language is close to: |                  |   |                    |
| تجميعات<br>STEP<br>يلو | A                            | London's accent. | B | Australian accent. |
|                        | C                            | American accent. | D | Indian accent.     |

|         |                                           |             |   |         |
|---------|-------------------------------------------|-------------|---|---------|
| 04      | Who colonized Africa in the 20th century? |             |   |         |
| تجميعات | A                                         | Australians | B | Holland |
| STEP    | C                                         | Britain     | D | America |
| يلو     |                                           |             |   |         |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| C  | A  | D  | C  | A  | D  | A  |

## 249. Tropical Cyclones: Balancing Earth's Climate الأعراسير الاستوائية: توازن مناخ الأرض

Although **their** effects on human populations are devastating, tropical cyclones can relieve drought conditions. They also carry heat energy away from the tropics and transport it toward temperate latitudes, which makes them an important part of the mechanism. As a result, tropical cyclones help to maintain **equilibrium** in the Earth's troposphere and to maintain a relatively stable and warm temperature worldwide.

|         |                                            |                   |   |                    |
|---------|--------------------------------------------|-------------------|---|--------------------|
| 01      | The word "their" in the Passage refers to: |                   |   |                    |
| تجميعات | A                                          | tropical cyclones | B | coastal flooding   |
| STEP    | C                                          | storm surges      | D | drought conditions |
| يلو     |                                            |                   |   |                    |

|         |                                                                 |          |   |          |
|---------|-----------------------------------------------------------------|----------|---|----------|
| 02      | The word "equilibrium" in the Passage is closest in meaning to: |          |   |          |
| تجميعات | A                                                               | equality | B | pressure |
| STEP    | C                                                               | airflow  | D | balance  |
| يلو     |                                                                 |          |   |          |

|    |    |
|----|----|
| 01 | 02 |
| A  | D  |

## 250. Public Education and Its Evolution التعليم العام وتطوره

(1) By the early 1800s, reformers persuaded many governments to set up public schools and require basic education for all children. Teaching «the three Rs» – reading, writing, and arithmetic – was thought to produce better citizens. In addition, industrialized societies recognized the need for a literate workforce. Schools taught punctuality, obedience to authority, disciplined work habits, and patriotism. In European schools, children also received basic religious education.

Public Education Improves

(2) At first, elementary schools were primitive. Many teachers had little schooling themselves. In rural areas, students attended schools only during the times when they were not needed on the farm or in their parents' shops.

(3) By the late 1880s, more and more children were in school, and the quality of elementary education improved. Teachers received training at Normal schools, where the latest norms and standards of educational practices were taught. Beginning in 1879, schools to train teachers were established in France. In England, schooling girls and boys between the ages of five and ten became compulsory after 1881. Also, governments began to expand secondary schools, known as high schools in the United States. In secondary school, students learned the classical languages Latin and Greek, along with history and mathematics.

(4) In general, only middle-class families could afford to have their sons attend these schools, which trained students for more serious study or for government jobs. Middle-class girls were sent to school primarily in the hope that they might marry well and become better wives and mothers. Education for girls did not include subjects such as science, mathematics, or physical education because they were not seen as necessary subjects for girls to learn.

Higher Education Expands

(5) Colleges and universities expanded in this period, too. Most university students were the sons of middle- or upper-class families. The university curriculum emphasized ancient history and languages, philosophy, religion, and law. By the late 1800s, universities added courses in the sciences, especially in chemistry and physics. At the same time, engineering schools trained students who would have the knowledge and skills to build the new industrial society.

(6) Some women sought greater educational opportunities. By the 1840s, a few small colleges for women opened, including Bedford College in England and Mount Holyoke in the United States. In 1863, the British reformer Emily Davies campaigned for female students to be allowed to take the entrance examinations for Cambridge University. She succeeded, but as late as 1897, male Cambridge students rioted against granting degrees to women.

|                        |                                                     |         |   |         |
|------------------------|-----------------------------------------------------|---------|---|---------|
| 01                     | In 1879, where did schools start to train teachers? |         |   |         |
| تجميعات<br>STEP<br>يلو | A                                                   | England | B | France  |
|                        | C                                                   | US      | D | Germany |

|                        |                                                   |         |   |         |
|------------------------|---------------------------------------------------|---------|---|---------|
| 02                     | Where is Mount Holyoke College for Women located? |         |   |         |
| تجميعات<br>STEP<br>يلو | A                                                 | England | B | France  |
|                        | C                                                 | US      | D | Germany |

|                        |                                                                       |           |   |                    |
|------------------------|-----------------------------------------------------------------------|-----------|---|--------------------|
| 03                     | What university course was added to the curriculum by the late 1800s? |           |   |                    |
| تجميعات<br>STEP<br>يلو | A                                                                     | Chemistry | B | Math               |
|                        | C                                                                     | Religion  | D | Physical Education |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | C  | A  |

## 251. تأثير التغيرات الغذائية العالمية Global Diet Changes

(1) The growing similarities in diet and eating habits around the world are influencing people of various cultures in different ways. For example, Western foods are damaging health in the industrialized island country of Japan. Instead of small meals of seafood, rice, and vegetables, the typical Japanese diet now includes large amounts of meat, dairy products like whole milk, ice cream, etc., and desserts like tiramisu, a rich Italian dessert full of chocolate, cheese, and sugar. According to Japanese health researchers, such changes in eating habits are related to a great increase in health problems such as heart disease, strokes, cancer, and diabetes.

(2) On the other hand, the changing global diet is having the opposite effect on the people in the Czech Republic. The government of this European nation no longer supports meat and dairy products financially, so the cost of **these foods** is going up. In contrast, fresh fruits and vegetables are becoming more widely available from private markets and stands. Cooks are even serving salads to schoolchildren, and families are eating more **nutritious**, home-cooked meals. For these reasons, fewer Czech men are having heart attacks, women are losing a lot of weight, and most people are living healthier lives.

|                        |                                       |                              |   |                           |
|------------------------|---------------------------------------|------------------------------|---|---------------------------|
| 01                     | A good title for the Passage would be |                              |   |                           |
| تجميعات<br>STEP<br>يلو | A                                     | Japan and the Czech Republic | B | Cultures Around the World |
|                        | C                                     | Changes in Global Diet       | D | Health Problems           |

|                        |                                              |                                    |   |                                   |
|------------------------|----------------------------------------------|------------------------------------|---|-----------------------------------|
| 02                     | According to Paragraph(1), Western foods are |                                    |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                            | Making health much better in Japan | B | making health much worse in Japan |
|                        | C                                            | NOT becoming available in Japan    | D | having NO effect on the Japanese  |

|                        |                                                                              |                                       |   |                                       |
|------------------------|------------------------------------------------------------------------------|---------------------------------------|---|---------------------------------------|
| 03                     | Because people in the Czech Republic eat more nutritious, home-cooked meals, |                                       |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                                                            | All people are living healthy lives.  | B | More people are living healthy lives. |
|                        | C                                                                            | Fewer people are living healthy lives | D | More people are having heart attacks  |

|                        |                                                                        |                 |   |                   |
|------------------------|------------------------------------------------------------------------|-----------------|---|-------------------|
| 04                     | The word "nutritious" in Paragraph(2) is closest in meaning to having: |                 |   |                   |
| تجميعات<br>STEP<br>يلو | A                                                                      | high food value | B | medium food value |
|                        | C                                                                      | low food value  | D | no food values    |

|                        |                                                   |                         |   |                             |
|------------------------|---------------------------------------------------|-------------------------|---|-----------------------------|
| 05                     | The words "these foods" in Paragraph(2) refer to: |                         |   |                             |
| تجميعات<br>STEP<br>يلو | A                                                 | Western foods           | B | Japanese foods              |
|                        | C                                                 | meat and dairy products | D | fresh fruits and vegetables |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | B  | B  | A  | C  |

## 252. Statue of Liberty - تمثال الحرية

(1) The Statue of Liberty is one of the most famous landmarks in the world, located in New York Harbor. It was a gift from France to the United States, officially presented on October 28, 1886, to celebrate 100 years of American independence and to strengthen the friendship between the two nations. Today, the statue is visited by millions of people and is recognized around the world.

(2) The statue's official name is "Liberty Enlightening the World." It represents freedom and democracy. In her right hand, the statue holds a torch, symbolizing enlightenment, and in her left, she carries a tablet with the date July 4, 1776, marking American independence. On her head is a crown with seven spikes, representing the seven continents and seas.

(3) The statue stands on a pedestal and is surrounded by a star-shaped wall with ten points. Visitors can climb up into the crown for a view of New York City. Over the years, the Statue of Liberty has become a symbol of hope and welcome, especially for immigrants arriving in America.

|                        |                                         |            |   |             |
|------------------------|-----------------------------------------|------------|---|-------------|
| 01                     | The purpose of the Passage is to give a |            |   |             |
| تجميعات<br>STEP<br>يلو | A                                       | Narrative  | B | Description |
|                        | C                                       | Definition | D | Comparison  |

|                        |                                                        |                                                                |  |  |
|------------------------|--------------------------------------------------------|----------------------------------------------------------------|--|--|
| 02                     | What does the Passage say about the Statue of Liberty? |                                                                |  |  |
| تجميعات<br>STEP<br>يلو | A                                                      | There is NO significance to the number of spikes in the crown. |  |  |
|                        | B                                                      | Her hands are by her side, holding a torch and a book.         |  |  |
|                        | C                                                      | It is recognized by people around the world.                   |  |  |
|                        | D                                                      | It was completed in 1776.                                      |  |  |

|                        |                                   |                                         |   |                                  |
|------------------------|-----------------------------------|-----------------------------------------|---|----------------------------------|
| 03                     | What does paragraph 2 talk about? |                                         |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                 | Description of the island it stands on. | B | Description of the federal laws. |
|                        | C                                 | Description of the statue.              | D | Talking about immigrants.        |

|                        |                                            |         |   |            |
|------------------------|--------------------------------------------|---------|---|------------|
| 04                     | What does the Statue of Liberty represent? |         |   |            |
| تجميعات<br>STEP<br>يلو | A                                          | Liberty | B | America    |
|                        | C                                          | War     | D | Friendship |

|                        |                                 |       |   |         |
|------------------------|---------------------------------|-------|---|---------|
| 05                     | Who gave the Statue of Liberty? |       |   |         |
| تجميعات<br>STEP<br>يلو | A                               | Egypt | B | France  |
|                        | C                               | Spain | D | Britain |

|                        |                                         |                                           |   |                                            |
|------------------------|-----------------------------------------|-------------------------------------------|---|--------------------------------------------|
| 06                     | Why did France give America the statue? |                                           |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                       | Because Columbus discovered America.      | B | Because the French occupied America.       |
|                        | C                                       | as a gift for the independence of America | D | Because the Americans bought it from them. |

|                        |                                 |                      |   |             |
|------------------------|---------------------------------|----------------------|---|-------------|
| 07                     | What does she hold in her hand? |                      |   |             |
| تجميعات<br>STEP<br>يلو | A                               | A tablet and a torch | B | seven rings |
|                        | C                               | a crown              | D | pedestal    |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| B  | C  | C  | A  | B  | C  | A  |

## 253. Tables – forms of social media

The following are the results of a survey conducted on the forms of social media.  
What type of social media do you use?

|            | Men | women | total |
|------------|-----|-------|-------|
| Twitter    | 34  | 42    | 76    |
| Instagram  | 36  | 41    | 77    |
| Linked in  | 11  | 3     | 14    |
| Our square | 9   | 6     | 15    |
| Facebook   | 24  | 36    | 60    |

How many hours a day o you spend on social media?

|     | Men | women | total |
|-----|-----|-------|-------|
| 0-1 | 2   | 3     | 5     |
| 1-3 | 17  | 24    | 41    |
| 4-6 | 19  | 28    | 47    |
| 7+  | 5   | 2     | 7     |

|                        |                                                          |           |   |           |
|------------------------|----------------------------------------------------------|-----------|---|-----------|
| 01                     | Which form of social media is least popular among women? |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                                        | Twitter   | B | Linked in |
|                        | C                                                        | Instagram | D | Facebook  |

|                        |                                                  |      |   |       |
|------------------------|--------------------------------------------------|------|---|-------|
| 03                     | How much time do most men spend on social media? |      |   |       |
| تجميعات<br>STEP<br>يلو | A                                                | 0 -1 | B | 1 - 3 |
|                        | C                                                | 4 -6 | D | 7 +   |

|                        |                                                 |           |   |           |
|------------------------|-------------------------------------------------|-----------|---|-----------|
| 02                     | Which form of social media is the most popular? |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                               | Twitter   | B | Linked in |
|                        | C                                               | Instagram | D | Facebook  |

|                        |                                           |              |   |              |
|------------------------|-------------------------------------------|--------------|---|--------------|
| 04                     | How long do most people use social media? |              |   |              |
| تجميعات<br>STEP<br>يلو | A                                         | 0 – 1 hours. | B | 1 – 3 hours. |
|                        | C                                         | 4 – 6 hours. | D | +7 hours     |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | C  | C  | C  |

## 254. The Origins of the Periodic Table أصول الجدول الدوري

Dmitri Mendeleev has been hailed as the “genius who discovered the periodic table. “However, Mendeleev wasn’t even the third person to come up with the idea of the periodic table. That honor belongs to the German chemist and physician Lothar Meyer (1830-1895). Meyer wrote a popular book, The Modern Theory of Chemistry, published in 1864. While he was preparing the book, he noticed the relationship between the properties of a chemical element and its atomic weight.

|                        |                                        |                             |   |                          |
|------------------------|----------------------------------------|-----------------------------|---|--------------------------|
| 01                     | What does the Passage say about Meyer? |                             |   |                          |
| تجميعات<br>STEP<br>يلو | A                                      | He worked with Mendeleev.   | B | He knew about Mendeleev. |
|                        | C                                      | He wrote a famous textbook. | D | He read many books.      |

|    |
|----|
| 01 |
| C  |

## 255. Regaining Hand Function بعد الحادث

(1) A man who was paralyzed in a car crash four years ago has regained some use of his hands. Surgeons at Washington University School of Medicine in the U.S. took healthy nerves from other parts of the man and used them to rewire the nerves in his arm.

(2) The 71-year-old broke his neck in the accident and was left unable to walk. Though he could still move his arms, he had lost the ability to grasp or hold things in either hand. The university doctors said the **pioneering** operation may prove to be a breakthrough for some patients with spinal cord injuries. The man received extensive therapy after the operation. He was able to move the thumb and fingers of his left hand eight months after surgery. After ten more months, the patient could move the fingers of his right hand and begin to feed himself and even write to some extent. Considering the severity of his injury and the fact that 22 months had passed between his accident and the surgery, these results are remarkable.

| 01                     | The man got injured when |                              |   |                                   |
|------------------------|--------------------------|------------------------------|---|-----------------------------------|
| تجميعات<br>STEP<br>يلو | A                        | He was using his hands       | B | He had his nerves rewired         |
|                        | C                        | He was in a traffic accident | D | healthy nerves were being removed |

| 02                     | In Paragraph (2), the word "pioneering" means that they used: |                              |   |                                   |
|------------------------|---------------------------------------------------------------|------------------------------|---|-----------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                             | an American procedure        | B | surgery on an older patient       |
|                        | C                                                             | An earlier method of surgery | D | This technique for the first time |

| 03                     | Which of the following is TRUE? |                                                                                                        |  |  |
|------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                               | The operation may improve the situation for other people with similar injuries.                        |  |  |
|                        | B                               | The reason the operation was successful is that he had hurt his spinal cord and not his arms or hands. |  |  |
|                        | C                               | The doctors think that it took the man quite a long time to recover after the operation.               |  |  |
|                        | D                               | The real reason the man was able to recover was the therapy, not the surgery itself.                   |  |  |

| 04                     | How long after his operation did it take for the man to be able to use his hands to eat by himself? |           |   |           |
|------------------------|-----------------------------------------------------------------------------------------------------|-----------|---|-----------|
| تجميعات<br>STEP<br>يلو | A                                                                                                   | 8 months  | B | 10 months |
|                        | C                                                                                                   | 18 months | D | 22 months |

| 01 | 02 | 03 | 04 |
|----|----|----|----|
| C  | D  | A  | C  |

## 256. The Rise of Modern Communism نشأة الشيوعية الحديثة

In its modern form, communism grew out of the socialist movement of 19th-century Europe. As the Industrial Revolution advanced, socialist articles blamed capitalism for the misery of the proletariat—a new class of urban factory workers who labored under often harsh conditions. Foremost among these critics were Marx and his associate Friedrich Engels. In 1848, Marx and Engels offered a new definition of communism and popularized the term in their famous pamphlet The Communist Manifesto.

| 01                     | Which of the following is TRUE? |                                          |   |                                       |
|------------------------|---------------------------------|------------------------------------------|---|---------------------------------------|
| تجميعات<br>STEP<br>يلو | A                               | The proletariat was a communist movement | B | Marx and Engels wrote about Communism |
|                        | C                               | Factories were safe places to work       | D | Engels opposed the proletariat        |

| 01 |
|----|
| B  |

## 257. Mysterious Penguin Deaths موت البطاريق الغامض

Partly, 512 penguins have washed up dead on the shores in southern Brazil. Marine biologists and veterinarians are working together to determine the cause of the mysterious deaths. But so far, details remain hazy. The penguins are not physically injured or malnourished, and the researchers have no traces of oil on their bodies. The lack of clues and the sheer number of the penguins have left us puzzled.

|                        |                                                          |                                   |   |                                       |
|------------------------|----------------------------------------------------------|-----------------------------------|---|---------------------------------------|
| 01                     | What did the scientist find out about the dead penguins? |                                   |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                                        | They were killed by oil.          | B | They died on the beaches.             |
|                        | C                                                        | They DON'T know what killed them. | D | They were NOT killed while migrating. |

|    |
|----|
| 01 |
| C  |

## 258. Classical and Ottoman Heritage التراث الكلاسيكي والعثماني

(1) Istanbul is one of the great cities of the world. It began as a city inside the Greek colony of Byzantium, then known as Constantinople, the capital of the fabulously wealthy Byzantine Empire. For a further 400 years, Istanbul was the capital of the Ottoman Empire. In the time of Suleyman the Magnificent, it outshone all its predecessors.

(2) New excavations at Troy have revealed so much more of the city and its vast defenses. We shall visit the site, along with the other major classical cities of the Aegean, so many of which, like Miletus, trace their own foundation to heroes returning from the Trojan Wars.

(3) We shall use our own classic boats with Byzantine design but fitted with the most modern conveniences: private bathrooms, chefs to prepare excellent Turkish cuisine, and stewards to wait on your every need. It's a perfect way to relax, learn, and absorb the ambiance of this epic past.

## ITINERARY

(4) (24 MAY): Morning check-in at Heathrow for a flight to Istanbul. Transfer for a three-night stay to the Sultanahmet Palace Hotel in the heart of the old city.

(5) (25 MAY): Walking visit to the "Old City of Constantinople" – the Byzantine Hippodrome and the Aya Sofia, built during the reign of Emperor Justinian, who governed during the 6th Century AD. Also, visit the Blue Mosque and Topkapi Palace, where the treasures of the Ottoman Empire are on display, and the Archaeological Museum with important Greek artifacts and an overview of Byzantine Constantinople.

|                        |                                                             |      |   |         |
|------------------------|-------------------------------------------------------------|------|---|---------|
| 01                     | The word "reign" in Paragraph (5) is closest in meaning to: |      |   |         |
| تجميعات<br>STEP<br>يلو | A                                                           | rule | B | visit   |
|                        | C                                                           | year | D | history |

|                        |                                                   |                              |   |                              |
|------------------------|---------------------------------------------------|------------------------------|---|------------------------------|
| 02                     | The participants are most likely to take part in: |                              |   |                              |
| تجميعات<br>STEP<br>يلو | A                                                 | culture and art tours        | B | beach and water sports       |
|                        | C                                                 | wildlife and nature spotting | D | hiking and mountain climbing |

|                        |                                                        |             |   |            |
|------------------------|--------------------------------------------------------|-------------|---|------------|
| 03                     | The intended audience for this Passage is most likely: |             |   |            |
| تجميعات<br>STEP<br>يلو | A                                                      | geographers | B | historians |
|                        | C                                                      | students    | D | tourists   |

|                        |                                          |           |   |                |
|------------------------|------------------------------------------|-----------|---|----------------|
| 04                     | In the past, Istanbul used to be called: |           |   |                |
| تجميعات<br>STEP<br>يلو | A                                        | Greece    | B | Ottoman        |
|                        | C                                        | Byzantium | D | Constantinople |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | A  | D  | D  |

## 259. رسالة إلى توم Message to Tom

"Steve: Can I come and see you next weekend?  
Tom: On Friday, I am busy, but Saturday will be OK."

| 01                     | What did Steve ask in his message to Tom? |                                       |   |                                      |
|------------------------|-------------------------------------------|---------------------------------------|---|--------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                         | Are you usually busy at weekends?     | B | What do you usually do on Fridays?   |
|                        | C                                         | What are you going to do on Saturday? | D | Can I come and see you next weekend? |

01  
D

## 260. قيمة الجمل البطل Champion Camel Value

A champion camel can be worth hundreds of thousands of riyals in prize money to its owner, rider, and trainer. It is also important for the partially celebrated prestige and distinguished honor of having a winner.

| 01                     | The word "winner" in this Passage refers to: |       |   |         |
|------------------------|----------------------------------------------|-------|---|---------|
| تجميعات<br>STEP<br>يلو | A                                            | Owner | B | Rider   |
|                        | C                                            | Camel | D | Trainer |

01  
C

## 261. خدمات السفر المخصصة Tailored Travel Services

No matter whether you're travelling for work or pleasure, wouldn't you value the option to tailor your journey in accordance with your personal preferences and requirements? That's exactly why we developed our Red Services: a range of highly practical extra services that you can book along with your flight, as and when you need them.

| 01                     | Which method of travel does the Passage talk about? |      |   |      |
|------------------------|-----------------------------------------------------|------|---|------|
| تجميعات<br>STEP<br>يلو | A                                                   | road | B | rail |
|                        | C                                                   | sea  | D | air  |

| 02                     | What does the Passage give information about? |                       |   |                      |
|------------------------|-----------------------------------------------|-----------------------|---|----------------------|
| تجميعات<br>STEP<br>يلو | A                                             | valuable items        | B | booking methods      |
|                        | C                                             | personalized services | D | product requirements |

01 02  
D C

## 262. Job Opportunities in Travel and Tourism فرص عمل في مجال السفر والسياحة

A reputable travel and tourism company requires the following in the areas of Abha, Jizan, Khamis Mushait, Jeddah, and Dammam:

### Tour and Hotel Consultant

- Bachelor's degree in Hotel Management and Tourism
- Previous experience with travel and tourism agents
- Knowledge of and experience with visa procedures
- Fluency in English, spoken and written
- Proficiency in dealing with people
- Airline Reservation Consultant
- Bachelor's degree
- Familiarity with reservation systems
- Fluency in English, spoken and written
- Neat appearance

### Accountant

- Bachelor's degree in Accounting
- Experience in dealing with the IATA system
- Fluency in English, spoken and written
- Preference is given to Saudi nationals

| 01                     | Which qualifications are required for all three positions? |                                        |   |                                                       |
|------------------------|------------------------------------------------------------|----------------------------------------|---|-------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                          | fluent English and Saudi nationality   | B | The ability to deal with people and a good appearance |
|                        | C                                                          | a bachelor's degree and fluent English | D | job experience and fluent English                     |

| 02                     | What information is NOT given in the Passage? |                       |   |                       |
|------------------------|-----------------------------------------------|-----------------------|---|-----------------------|
| تجميعات<br>STEP<br>يلو | A                                             | academic requirements | B | salaries and benefits |
|                        | C                                             | job titles            | D | Locations             |

| 03                     | What kind of company is trying to fill these positions? |                    |   |                              |
|------------------------|---------------------------------------------------------|--------------------|---|------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                       | a hotel chain      | B | an accounting firm           |
|                        | C                                                       | an airline company | D | a travel and tourism company |

| 01 | 02 | 03 |
|----|----|----|
| C  | B  | D  |

## 263. The Empty Quarter: The Mysterious Desert الربع الخالي: الصحراء الغامضة

(1) The Empty Quarter is the largest sand desert in the world. It is largely unexplored and virtually uninhabited. Even the Bedouins only skirt its edges. The first documented journeys made by Westerners to the Empty Quarter were those made by Bertram Thomas in 1931 and St. John Philby in 1932.

(2) Summer temperatures range from below freezing at night to over 60 degrees Celsius at noon. It may well be the most forbidding environment on Earth. However, life still flourishes there. Many forms of both animal and plant life can be found throughout the Empty Quarter.

(3) A team of mostly Saudi scientists, as well as some experts from abroad, explored the Empty Quarter in February 2006. The expedition led to the discovery of (31) new plant varieties as well as (24) species of birds that inhabit the desert. Scientists were fascinated by how they managed to survive in the harsh conditions of the Empty Quarter. Such findings led the geologists to nickname the area the "Valuable Quarter."

(4) Probably, the Empty Quarter is most famous for its vast oil fields. Sheyba Field, in the very middle of the Empty Quarter, is a major oil-producing site. Ghawwar Field is the largest oil field in the world. However, it is not entirely in the Empty Quarter.

|                        |                                                                                          |                         |   |                           |
|------------------------|------------------------------------------------------------------------------------------|-------------------------|---|---------------------------|
| 01                     | <b>Concerning the Empty Quarter, what was Bertram Thomas, the first Westerner to do?</b> |                         |   |                           |
| تجميعات<br>STEP<br>يلو | A                                                                                        | Buy documents about it. | B | Visit and write about it. |
|                        | C                                                                                        | Read about it           | D | Fly over it               |

|                        |                                                                                       |                                  |   |                                              |
|------------------------|---------------------------------------------------------------------------------------|----------------------------------|---|----------------------------------------------|
| 02                     | <b>What can be said about the temperature in the Empty Quarter during the summer?</b> |                                  |   |                                              |
| تجميعات<br>STEP<br>يلو | A                                                                                     | It does NOT vary a lot.          | B | It stays above zero at night.                |
|                        | C                                                                                     | It drops to below zero at night. | D | It is mild during the day and cool at night. |

|                        |                                                                        |                                          |   |                                          |
|------------------------|------------------------------------------------------------------------|------------------------------------------|---|------------------------------------------|
| 03                     | <b>What amazed the scientists when they visited the Empty Quarter?</b> |                                          |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                                      | The huge area                            | B | The unbearable temperature               |
|                        | C                                                                      | The struggle of birds and plants to live | D | The good time they spent with each other |

|                        |                               |                                           |   |                                           |
|------------------------|-------------------------------|-------------------------------------------|---|-------------------------------------------|
| 04                     | <b>Where is Sheyba Field?</b> |                                           |   |                                           |
| تجميعات<br>STEP<br>يلو | A                             | Outside the Empty Quarter                 | B | In the center of the Empty Quarter        |
|                        | C                             | In the northern part of the Empty Quarter | D | In the southern part of the Empty Quarter |

|                        |                                                                                        |                                      |   |                                      |
|------------------------|----------------------------------------------------------------------------------------|--------------------------------------|---|--------------------------------------|
| 05                     | <b>According to Paragraph (4), which of the following is true about Ghawwar Field?</b> |                                      |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                                                                      | It is older than the Sheyba field.   | B | It is larger than the Sheyba field   |
|                        | C                                                                                      | It is smaller than the Sheyba field. | D | It is the same size as Sheyba field. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| B  | C  | C  | B  | B  |

## 264. Graph – menu

Meat: 35 SR  
Fish: 25 SR  
Chicken: 15 SR  
Sandwich: 9.50 SR



|                        |                                                 |         |   |          |
|------------------------|-------------------------------------------------|---------|---|----------|
| 01                     | <b>If Khalid has 10 riyals, he could buy...</b> |         |   |          |
| تجميعات<br>STEP<br>يلو | A                                               | Meat    | B | Fish     |
|                        | C                                               | Chicken | D | Sandwich |

|    |
|----|
| 01 |
| D  |

## 265. الوجبات السريعة وطول عمرها Fast Food and Its Longevity

(1) Fast food restaurants, especially some American chains, have become very popular all over the world. One of the most famous producers of meals especially designed for children is called "Children's Meal." The package contains not only a hamburger and French fries but also a plastic toy as a prize. Most children beg their parents to take them out for such a treat, preferring it to the more nutritious, if boring, home-cooked meal.

(2) What is so special about this fast-food favorite? Well, for one thing, it will last forever, will not rot or mold, and even bacteria will not eat it! It is **essentially** no different from the plastic toy included with the meal. In April 2010, New York artist and photographer Sally Davies bought a Children's Meal and left it out on her kitchen shelf to see what would happen to it. She photographed it each week, and by October, six months later, it appeared to be exactly the same! The only thing she noted was that the "food" had become as hard as a rock and looked like plastic. Her experiment became famous and is known as "The Children's Meal Art Project."

(3) Sally Davies was not the first one to test the durability of a fast-food hamburger. In 2008, a teacher named Karen Hanrahan posted photos on the Internet of a hamburger she purchased at the famous fast-food chain in 1996. After (12) years, the burger looked exactly the same as the day she bought it. The bun was a bit harder, and the burger itself was beginning to crumble, but essentially, it was unchanged. She still keeps this hamburger and shows it to her classes to teach them about the dangers of eating such "non-food." She tells them that this is a chemical food, and there is absolutely no nutrition in it, nothing of value for the health of the human body. It does nothing more than fill your stomach. "It is certainly not a treat," she says.

(4) When we read the list of ingredients in all these so-called meals and burgers, we must wonder why there are tens of different chemicals, preservatives, artificial flavors, and so on, along with the potato, meat, cheese, and bread ingredients. This American-based fast-food chain ships all its food from large central factories to branches throughout the world. One of their hamburgers here tastes exactly the same as it does in China, and probably lasts just as long as well.

|                        |                                       |                                          |   |                                                  |
|------------------------|---------------------------------------|------------------------------------------|---|--------------------------------------------------|
| 01                     | What is the main idea of the Passage? |                                          |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                     | Making discoveries takes time.           | B | Fast food is popular around the world.           |
|                        | C                                     | We need to be more aware of what we eat. | D | A photograph is an effective way to communicate. |

|                        |                                                                                             |                                |   |                         |
|------------------------|---------------------------------------------------------------------------------------------|--------------------------------|---|-------------------------|
| 02                     | According to Paragraph(2), how long did Sally Davies photograph the same "Children's Meal"? |                                |   |                         |
| تجميعات<br>STEP<br>يلو | A                                                                                           | until it was just like the toy | B | every week for 6 months |
|                        | C                                                                                           | until it looked different      | D | every day for 6 weeks   |

|                        |                                                                               |               |   |               |
|------------------------|-------------------------------------------------------------------------------|---------------|---|---------------|
| 03                     | Which Paragraph discusses using a hamburger to teach about bad eating habits? |               |   |               |
| تجميعات<br>STEP<br>يلو | A                                                                             | Paragraph (1) | B | Paragraph (2) |
|                        | C                                                                             | Paragraph (3) | D | Paragraph (4) |

|                        |                                                                    |          |   |           |
|------------------------|--------------------------------------------------------------------|----------|---|-----------|
| 04                     | The word "essentially" in Paragraph(2) is closest in meaning to... |          |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                  | closely  | B | basically |
|                        | C                                                                  | normally | D | strongly  |

|                        |                                 |                                                                 |   |                                                       |
|------------------------|---------------------------------|-----------------------------------------------------------------|---|-------------------------------------------------------|
| 05                     | Which of the following is TRUE? |                                                                 |   |                                                       |
| تجميعات<br>STEP<br>يلو | A                               | Several people have proven the durability of fast-food burgers. | B | Parents prefer home-cooked food to fast food burgers. |
|                        | C                               | Fast food Burgers are cheap and widely available.               | D | Children's Meals are very popular in China.           |

|                        |                                                                                |                                       |   |                                       |
|------------------------|--------------------------------------------------------------------------------|---------------------------------------|---|---------------------------------------|
| 06                     | According to the Passage, why do hamburgers stay the same after a long period? |                                       |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                                                              | They are of very high quality.        | B | They contain a lot of chemicals.      |
|                        | C                                                                              | They are produced in large factories. | D | They have many different ingredients. |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| C  | B  | C  | B  | A  | B  |

## 266. Energy Dissipation in Systems فقدان الطاقة في الأنظمة

(1) No system can be perfect in the way it operates. Whenever there is a change in a system, energy is transferred, and some of that energy is dissipated.

(2) Dissipation is a term that is often used to describe ways in which energy is wasted. Any energy that is not transferred to useful energy stores is said to be wasted because it is lost to the surroundings. Electrical cables warming up are a good example of this. It is not useful to have hot wires behind a television as energy is dissipated to the surrounding air.

(3) In a mechanical system, energy is dissipated when two surfaces rub together, work is done against friction, which causes heating of the two surfaces — so the internal (thermal) energy of the surface increases. Adding lubricant between the surfaces reduces this friction, and so less heat is wasted, like on a conveyor belt, for example.

(4) In an electrical context, new types of components can be more energy-efficient. For example, using LED light bulbs as opposed to filament lamps causes less energy to be wasted. Normally, energy is lost by heating up the surroundings, though sometimes energy is dissipated as sound waves.

|                        |                                   |            |   |             |
|------------------------|-----------------------------------|------------|---|-------------|
| 01                     | What's the writer's main purpose? |            |   |             |
| تجميعات<br>STEP<br>يلو | A                                 | to compare | B | to inform   |
|                        | C                                 | to advise  | D | to convince |

|                        |                                                       |                                                |   |                                                              |
|------------------------|-------------------------------------------------------|------------------------------------------------|---|--------------------------------------------------------------|
| 02                     | What is one important point that the writer mentions? |                                                |   |                                                              |
| تجميعات<br>STEP<br>يلو | A                                                     | Lubricant increases friction between surfaces. | B | All energy is transferred to useful stores.                  |
|                        | C                                                     | Perfect systems waste no energy.               | D | That moving one surface against another causes energy waste. |

|                        |                                                       |                                                     |   |                                           |
|------------------------|-------------------------------------------------------|-----------------------------------------------------|---|-------------------------------------------|
| 03                     | What is one important point that the writer mentions? |                                                     |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                                     | Filament lamps waste less energy than LEDs.         | B | Hot wires behind a television are useful. |
|                        | C                                                     | Those LED lights save energy more than other lamps. | D | Energy is never lost as sound.            |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | D  | C  |

## 267. The Art of Origami فن الأوريغامي

Not long after paper was invented in China in the first century C.E., the art of folding paper emerged. Paper spread to Japan by the sixth century, where the rich, who were able to buy the little paper that was available and had the **leisure** time to practice, developed origami, Japanese for folding, "ori," and paper, "kami."

|                        |                                                             |         |   |            |
|------------------------|-------------------------------------------------------------|---------|---|------------|
| 01                     | The word "leisure" in the Passage is closest in meaning to: |         |   |            |
| تجميعات<br>STEP<br>يلو | A                                                           | free    | B | ease       |
|                        | C                                                           | holiday | D | relaxation |

|    |
|----|
| 01 |
| A  |

## 268. Economic Indicators and Their Importance المؤشرات الاقتصادية وأهميتها

(1) Today, it is hard to turn on the radio, watch the news on television, use the Internet, or read the newspaper without hearing or seeing something about the economy. Consider, for just a moment, the following questions:

- Are U.S. workers as productive as workers in other countries?
- Is the gross domestic product for the United States increasing or decreasing?
- What is the current balance of trade for the United States?
- Why is the unemployment rate important?

(2) The information needed to answer these questions, along with the answers to other similar questions, is easily obtainable from many sources. More importantly, the answers to these and other questions can be used to gauge the economic health of a nation. For individuals, the health of the nation's economy often affects the amount of interest you pay for homes, automobiles, credit card purchases, and other credit transactions. Finally, the health of the economy can also affect your ability to get a job or the financing you need to continue your education.

### The Importance of Productivity in the Global Marketplace

(3) One way to measure a nation's economic performance is to assess its productivity. Productivity is the average level of output per worker per hour. An increase in productivity results in economic growth because a larger number of goods and services are produced by a given labor force.

(4) In addition to productivity, a measure called gross domestic product can be used to measure the economic well-being of a nation. Gross domestic product (GDP) is the total dollar value of all goods and services produced by all people within the boundaries of a country during a one-year period. For example, the values of automobiles produced by employees in an American-owned General Motors plant and a Japanese-owned Toyota plant in the United States are both included in the GDP for the United States. The U.S. GDP was \$14.3 trillion in 2009.

(5) The GDP figure facilitates comparisons between the United States and other countries because it is the standard used in international guidelines for economic accounting. It is also possible to compare the GDP for one nation over several different time periods. This comparison allows observers to determine the extent to which a nation is experiencing economic growth. For example, government experts project that GDP will grow to \$21.8 trillion by the year 2018.

(6) To make accurate comparisons of the GDP for different years, we must adjust the dollar amounts for inflation. Inflation is a general rise in the level of prices. Deflation is a general decrease in the level of prices. By using inflation-adjusted figures, we can measure the real GDP for a nation. In effect, it is now possible to compare the products and services produced by a nation in constant dollars that will purchase the same amount of goods and services.

(7) In addition to GDP and real GDP, other economic measures exist that can be used to evaluate a nation's economy. Because of the recent economic crisis, one very important statistic that is in the news on a regular basis is the unemployment rate: The unemployment rate is the percentage of a nation's labor force unemployed at any time. According to the Bureau of Labor Statistics, when workers are unemployed, they, their families, and the country lose. Workers and their families lose wages, and the country loses the goods or services that could have been produced. In addition, the purchasing power of the workers is lost, which can lead to unemployment for yet other workers. Despite both federal and state programs to reduce the unemployment rate in the United States, it was hovering around 10 percent at the time of publication. This is an especially important statistic, especially if you are unemployed. The consumer price index (CPI) is a monthly index that measures the changes in prices of a fixed basket of goods purchased by a typical consumer in an urban area. Goods listed in the CPI include food and beverages, transportation, housing, clothing, medical care, recreation, education, communication, and other goods and services. Economists often use the CPI to determine the effect of inflation on not only the nation's economy but also individual consumers. Another monthly index is the producer price index (PPI). The PPI measures prices that producers receive for their finished goods. Because changes in the PPI reflect price increases or decreases at the wholesale level, the PPI is an accurate predictor of both changes in the CPI and prices that consumers will pay for many everyday necessities.

|                        |                                                    |                            |   |                              |
|------------------------|----------------------------------------------------|----------------------------|---|------------------------------|
| 01                     | What goods and services do people pay interest on? |                            |   |                              |
| تجميعات<br>STEP<br>يلو | A                                                  | homes and automobiles      | B | homes and medical care       |
|                        | C                                                  | medical care and education | D | recreation and communication |

II

A

## 269. مراقبة النشاط الزلزالي Monitoring Seismic Activity

(1) Volcanologists constantly monitor any changes in levels of seismic activity on Vesuvius because they know that an increase in activity in the deep reservoir of magma causes both earthquakes and volcanic eruptions. Through measuring seismic activity, these scientists expect to predict an approaching eruption months before it happens.

(2) The seismic activity of Mount Vesuvius happens again and again, and the longer the intervals between eruptions, the greater the next explosion will be. The frequent but low-level activity of Vesuvius in recent centuries has relieved the build-up of pressure. The catastrophic magnitude of the eruption of AD 79 was connected with the extended period of inactivity before it.

|                        |                                                             |                                                                               |
|------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------|
| 01                     | According to Paragraph (1), which of the following is TRUE? |                                                                               |
| تجميعات<br>STEP<br>يلو | A                                                           | Seismic activity is NOT linked to volcanic eruptions.                         |
|                        | B                                                           | By measuring seismic activity, it is possible to predict a volcanic eruption. |
|                        | C                                                           | It is NOT possible to predict when a volcanic eruption may occur in Vesuvius. |
|                        | D                                                           | Earthquakes and volcanic eruptions happen in Vesuvius every couple of months. |

|                        |                                                                      |                                                                              |
|------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------|
| 02                     | According to Paragraph (2), why was the eruption in 79 AD so severe? |                                                                              |
| تجميعات<br>STEP<br>يلو | A                                                                    | There is evidence that the pressure has been released over centuries.        |
|                        | B                                                                    | There is always a severe eruption there every hundred years.                 |
|                        | C                                                                    | There was a long period without seismic activity, and then it started again. |
|                        | D                                                                    | There was a continuous but growing amount of seismic activity in the area.   |

|    |    |
|----|----|
| 01 | 02 |
| B  | C  |

## 270. تاريخ الأفغوانيات المثير The Thrilling History of Roller Coasters

(1) If you're studying physics, there are few more exhilarating things to learn about than a roller coaster. Roller coasters are driven almost entirely by basic inertial and gravitational forces, all manipulated in the service of a great ride.

(2) Roller coasters have a long, fascinating history. The direct **ancestors** of roller coasters were monumental ice slides that were popular in Russia in the 16th and 17th centuries.

(3) Roller coaster historians diverge on the exact evolution of these ice slides into actual rolling carts. The most widespread account is that a few entrepreneurial Frenchmen imported the ice slide idea to France. The warmer climate of France tended to melt the ice, so the French started building waxed slides instead, eventually adding wheels to the sleds.

(4) The first American roller coaster was the Mauch Chunk Switchback Railway, built in the mountains of Pennsylvania in the mid-1800s. The track, originally built to send coal to a railway, was reconfigured as a "scenic tour." For one dollar, tourists got a leisurely ride up to the top of the mountain followed by a wild, bumpy ride back down. Over the next 30 years, these scenic rides continued to thrive and were joined by wooden roller coasters similar to the ones we know today.

|                        |                                                                                      |                                                   |
|------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------|
| 01                     | According to Paragraph (1), why are roller coasters of interest to physics students? |                                                   |
| تجميعات<br>STEP<br>يلو | A                                                                                    | They offer a great ride.                          |
|                        | B                                                                                    | They are fast and complex.                        |
|                        | C                                                                                    | They run on various fascinating forces.           |
|                        | D                                                                                    | They all work on the same fundamental principles. |

|                        |                                                                 |              |
|------------------------|-----------------------------------------------------------------|--------------|
| 02                     | The word "ancestors" in Paragraph (2) is closest in meaning to: |              |
| تجميعات<br>STEP<br>يلو | A                                                               | Developments |
|                        | B                                                               | Predecessors |
|                        | C                                                               | Competitors  |
|                        | D                                                               | Link         |

|                        |                                                                         |                                   |
|------------------------|-------------------------------------------------------------------------|-----------------------------------|
| 03                     | According to Paragraph (3), why did the French change to rolling carts? |                                   |
| تجميعات<br>STEP<br>يلو | A                                                                       | They were entrepreneurial.        |
|                        | B                                                                       | France is warmer than Russia.     |
|                        | C                                                                       | The ice slides evolved over time. |
|                        | D                                                                       | Ice slides COULDN'T be imported.  |

|                        |                                                              |                                                                                     |
|------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 04                     | Which of the following can we understand from Paragraph (4)? |                                                                                     |
| تجميعات<br>STEP<br>يلو | A                                                            | Switchback is no longer used to send coal to the railway.                           |
|                        | B                                                            | The Switchback Railway was built for scenic tours.                                  |
|                        | C                                                            | The ride from the top of the mountain was calm and leisurely.                       |
|                        | D                                                            | Very little development took place in the roller coaster industry after Switchback. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | B  | B  | A  |

## 271. سلامة القيادة - Driving Safety

Please drive slowly and follow the speed limit.

|                        |                                        |               |   |                |
|------------------------|----------------------------------------|---------------|---|----------------|
| 01                     | This sign tells you that you must NOT. |               |   |                |
| تجميعات<br>STEP<br>يلو | A                                      | drive fast    | B | make noise     |
|                        | C                                      | park your car | D | Use your phone |

|    |
|----|
| 01 |
| A  |

## 272. تمكين الفقراء: نموذج بنك جرامين Empowering the Poor: The Grameen Bank Model

Since Muhammad Yunus founded Grameen Bank, it has made about 5.7 billion dollars in micro-credit loans to more than six million people in Bangladesh. The program has enabled millions of Bangladeshis, almost all women, to buy everything from cows to cell phones to start and run **their** own businesses. Yunus' strategy has been the opposite of that of traditional banks. He would say: "If the banks lent to the rich, I lent to the poor. If banks lent to men, I lent to women. If banks required collateral, my loans were collateral-free. If banks required a lot of paperwork, my loans were literacy-friendly. If you had to go to the bank, my bank went to the village."

|                        |                                            |            |   |              |
|------------------------|--------------------------------------------|------------|---|--------------|
| 01                     | The word "their" in the Passage refers to: |            |   |              |
| تجميعات<br>STEP<br>يلو | A                                          | Banks      | B | millions     |
|                        | C                                          | Businesses | D | Bangladeshis |

|                        |                                          |                                                                         |  |  |
|------------------------|------------------------------------------|-------------------------------------------------------------------------|--|--|
| 02                     | What can we understand from the Passage? |                                                                         |  |  |
| تجميعات<br>STEP<br>يلو | A                                        | Banks in Bangladesh require their clients to be illiterate.             |  |  |
|                        | B                                        | Traditional banks in Bangladesh have failed to help women and the poor. |  |  |
|                        | C                                        | Micro-credit has a strong focus on lending to men.                      |  |  |
|                        | D                                        | The majority of the micro-credit loans bought cows and mobiles.         |  |  |

|                        |                                                    |                      |   |                        |
|------------------------|----------------------------------------------------|----------------------|---|------------------------|
| 03                     | What did Professor Mohammed Yunus do for the poor? |                      |   |                        |
| تجميعات<br>STEP<br>يلو | A                                                  | changed their place. | B | improved their houses. |
|                        | C                                                  | helped them.         | D | lent the men.          |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | B  | C  |

## 273. تقييم مخاطر الطيران Evaluating Flight Risks

(1) There's a lot more to trying to evaluate whether a particular risk is big or small than you might think. Flying in airplanes is a case in point.

(2) You'd think that you could determine the numbers and the odds, and that would be it. The annual risk of being killed in a plane crash for the average American is about 1 in 11 million. On that basis, the risk looks pretty small. Compare that, for example, to the annual risk of being killed in a motor vehicle crash for the average American, which is about 1 in 5,000.

(3) But if you think about those numbers, problems occur right away. Some people fly more, some fly less, and some don't fly at all. So, if you take the total number of people killed in commercial plane crashes and divide that by the total population, the result—the risk for the average American—may be a good general guide to whether the risk is big or small, but it's not specific to your personal risk.

(4) Then there is another problem: You can calculate the risk of flying by dividing the number:

- Of people who die, the total number of people gives you the risk for the average person.
- Of the victims in the total number of flights all passengers took, which gives the risk per flight.
- Of victims into the total number of miles all of them flew, which gives you the risk per mile.

(5) They all produce accurate numbers, but which one is most relevant to you depends on your personal flying patterns. Some fliers take lots of short flights, and some take longer ones. Since the overwhelming majority of the few plane crashes that do occur take place in connection with takeoffs and landings, the risk is less a matter of how far you fly and more a matter of how often. If you are a frequent flier, then the risk per flight means more. For occasional long-distance fliers, the risk per mile means more. A frequent long-distance flier would want to consider both.

|                        |                                                     |                   |   |                   |
|------------------------|-----------------------------------------------------|-------------------|---|-------------------|
| 01                     | What are two words the writer uses to mean "judge"? |                   |   |                   |
| تجميعات<br>STEP<br>يلو | A                                                   | think/divide      | B | find out / take   |
|                        | C                                                   | evaluate/consider | D | compare/calculate |

|                        |                                                             |                  |   |                     |
|------------------------|-------------------------------------------------------------|------------------|---|---------------------|
| 02                     | What are two words that the writer uses to mean "find out"? |                  |   |                     |
| تجميعات<br>STEP<br>يلو | A                                                           | think/divide     | B | take/compare        |
|                        | C                                                           | produce/consider | D | determine/calculate |

|                        |                                                                                    |                                         |   |                                           |
|------------------------|------------------------------------------------------------------------------------|-----------------------------------------|---|-------------------------------------------|
| 03                     | How is the writer's view about plane crash risk different from the general belief? |                                         |   |                                           |
| تجميعات<br>STEP<br>يلو | A                                                                                  | It is about 1 in 11 million.            | B | It depends on national averages.          |
|                        | C                                                                                  | It depends on individual flying habits. | D | It depends on the condition of the plane. |

|                        |                                                                                      |                                            |   |                                                       |
|------------------------|--------------------------------------------------------------------------------------|--------------------------------------------|---|-------------------------------------------------------|
| 04                     | According to the Passage, which of the following is a fact about most plane crashes? |                                            |   |                                                       |
| تجميعات<br>STEP<br>يلو | A                                                                                    | They happen during takeoff and landing.    | B | They happen during takeoff and mid-flight             |
|                        | C                                                                                    | They happen mid-flight and during landing. | D | They happen during medium- and long-distance flights. |

|                        |                                                                 |                                                                     |  |  |
|------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------|--|--|
| 05                     | What can we understand from the Passage about airplane crashes? |                                                                     |  |  |
| تجميعات<br>STEP<br>يلو | A                                                               | The risk of being killed is the biggest in private plane crashes.   |  |  |
|                        | B                                                               | The risk of crashing is the smallest for the average American.      |  |  |
|                        | C                                                               | The risk of being killed is the biggest in commercial plane crashes |  |  |
|                        | D                                                               | The risk of crashing is biggest for frequent, long-distance fliers  |  |  |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | D  | C  | A  | D  |

## 274. فوائد مرق العظام Bone Broth Benefits

Many food professionals consider bone broth to be a super-food that should be in stock every day in every kitchen. Bone broth is a traditional food that provides the human body with forms of calcium, magnesium, phosphorus, and other minerals **that** are easy to consume, digest, and absorb. All these minerals and nutrients are usually **lacking** in most people's diets today, leading to weak teeth, bones, immune systems, and bodies in general.

|                        |                                           |            |   |           |
|------------------------|-------------------------------------------|------------|---|-----------|
| 01                     | The word "that" in the Passage refers to: |            |   |           |
| تجميعات<br>STEP<br>يلو | A                                         | phosphorus | B | magnesium |
|                        | C                                         | minerals   | D | calcium   |

|                        |                                                                                           |                             |   |                                     |
|------------------------|-------------------------------------------------------------------------------------------|-----------------------------|---|-------------------------------------|
| 02                     | What happens to the people who don't drink bone soup (according to what some people say)? |                             |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                         | Their hair becomes shiny.   | B | Their joints stiffen.               |
|                        | C                                                                                         | Their immune system boosts. | D | Their digestion becomes bothersome. |

|                        |                                                             |          |   |          |
|------------------------|-------------------------------------------------------------|----------|---|----------|
| 03                     | The word "lacking" in the Passage is closest in meaning to: |          |   |          |
| تجميعات<br>STEP<br>يلو | A                                                           | removing | B | existing |
|                        | C                                                           | missing  | D | changing |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | B  | C  |

## 275. Global Economic Trends 2000-2011 2011-2000 الاتجاهات الاقتصادية العالمية

(1) Although the global economy grew robustly until 2007, economic performance was uneven. Advanced economies experienced slow growth, stopping in 2009, while emerging and developing economies continued expanding. The International Monetary Fund (IMF) predicted steady growth in both sectors until 2020.

(2) United States:

The U.S. economy grew steadily from 2000, recording the longest peacetime expansion in history. However, the recession starting in December 2007 slowed growth significantly. The economy grew less than 0.5% in 2008 and declined by 2.5% in 2009 due to subprime mortgage issues and other financial challenges. Global economic growth rebounded to 3.9% in 2010 and 4.3% in 2011 despite high oil prices.

(3) Canada and Western Europe:

Canada, a leading U.S. export partner, grew by 2.6% in 2010 and 3.6% in 2011. The euro area, after a 3.9% decline in 2009, grew by 1.0% in 2010 and 1.6% in 2011. However, the UK and smaller European nations such as Austria, the Netherlands, Sweden, and Switzerland experienced recessions.

(4) Mexico and Latin America:

Mexico, the second-largest U.S. export partner, suffered recessions in 1995 and 2009 but grew by 4.0% in 2010 and 4.7% in 2011. Brazil weathered the crisis with minor setbacks, growing over 5% in 2008 and declining only 0.4% in 2009. Latin America and the Caribbean economies are recovering robustly.

(5) Japan:

Japan's economy regained momentum with stronger consumer demand and business investments, reducing export reliance. The IMF reported growth of 1.7% in 2010 and 2.2% in 2011.

(6) Other Asian Countries:

Asia maintained strong growth through the recession. China led the way with growth rates of 8.7% in 2009 and around 10% in 2010-2011. India's growth slowed modestly to 5.6% in 2009, while Indonesia, Malaysia, the Philippines, Thailand, and Vietnam grew as expected. Emerging Asian economies are driving global recovery.

(7) Emerging Europe:

Emerging Europe grew faster than Western Europe for six consecutive years until 2007. The global crisis ended in 2009, and many countries in this region saw growth in 2010-2011.

(8) Commonwealth of Independent States (CIS):

The CIS region experienced 3.8% growth in 2010 and 4.0% in 2011. Strong growth is expected in Azerbaijan and Armenia, while stability is projected in Moldova, Tajikistan, and Uzbekistan. Since the collapse of the Soviet Union, trade with the U.S. has expanded significantly, especially for nations transitioning quickly to market economies, such as Hungary, the Czech Republic, Poland, Slovenia, and Slovakia.

(9) China's Trade Share:

In 2003, China accounted for 6% of total world trade, reflecting its rapidly expanding role as both a major exporter and importer in the global economy.

(10) Central European Free Trade Association:

Poland is a member of the Central European Free Trade Association (CEFTA), along with several other Central and Eastern European nations working to integrate into global markets.

| 01                     | Who is America's leading export partner? |        |   |                    |
|------------------------|------------------------------------------|--------|---|--------------------|
| تجميعات<br>STEP<br>يلو | A                                        | USA    | B | Canada             |
|                        | C                                        | Mexico | D | The United Kingdom |

| 02                     | What was the percentage of the Euro area economy decline in 2009? |             |   |             |
|------------------------|-------------------------------------------------------------------|-------------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                                                                 | 1 percent   | B | 1.6 percent |
|                        | C                                                                 | 3.9 percent | D | 10 percent  |

| 03                     | When did the worldwide recession begin? |         |   |         |
|------------------------|-----------------------------------------|---------|---|---------|
| تجميعات<br>STEP<br>يلو | A                                       | in 2007 | B | in 2008 |
|                        | C                                       | in 2009 | D | in 2010 |

| 04                     | What was China's total world trade share in 2003? |           |   |             |
|------------------------|---------------------------------------------------|-----------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                                                 | 1 percent | B | 4.5 percent |
|                        | C                                                 | 6 percent | D | 9.5 percent |

|                  |                                                                           |         |   |        |
|------------------|---------------------------------------------------------------------------|---------|---|--------|
| 05               | Which country is a member of the Central European Free Trade Association? |         |   |        |
| تجميعات STEP يلو | A                                                                         | Armenia | B | Poland |
|                  | C                                                                         | Moldova | D | Turkey |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| B  | C  | A  | C  | B  |

## 276. نشاط الغوص Scuba Diving

One of the most interesting water activities available is scuba diving. Diving requires some preparation: equipment must be purchased or rented, **essential** lessons must be taken, and certification must be obtained before diving.

|                  |                                                               |           |   |           |
|------------------|---------------------------------------------------------------|-----------|---|-----------|
| 01               | The word "essential" in the Passage is closest in meaning to: |           |   |           |
| تجميعات STEP يلو | A                                                             | necessary | B | practical |
|                  | C                                                             | difficult | D | useful    |

|    |
|----|
| 01 |
| A  |

## 277. قوة الإيجاز The Power of Brevity

If a person wants to be **forceful** and really get his message across, then he should be brief, because words are like sunbeams – the more they are condensed, the deeper they burn.

|                  |                                                              |         |   |          |
|------------------|--------------------------------------------------------------|---------|---|----------|
| 01               | The word "forceful" in the Passage is closest in meaning to: |         |   |          |
| تجميعات STEP يلو | A                                                            | Sharp   | B | Smart    |
|                  | C                                                            | Mindful | D | Powerful |

|    |
|----|
| 01 |
| D  |

## 278. تنبيه الطقس: عواصف رملية وغبار Weather Alert: Dust and Sand Storms

Strong winds will raise dust and sand, reducing visibility over the northern and central Kingdom between Makkah and Madinah, with the possibility of increasing temperatures over these regions. Suspended haze will spread over Qassim, Hail, and the northern parts of the Riyadh region, limiting visibility and making driving hazardous. Parts of the central and eastern Kingdom will be partly cloudy, with chances of rain. Storm clouds may form over the southwestern and Western highlands, including Abha, Baha, and Taif.

|                  |                                              |                                |   |                                |
|------------------|----------------------------------------------|--------------------------------|---|--------------------------------|
| 01               | Which parts of the kingdom may receive rain? |                                |   |                                |
| تجميعات STEP يلو | A                                            | the central and eastern parts  | B | the central and northern parts |
|                  | C                                            | the northern and eastern parts | D | the northern and western parts |

|                  |                                                           |                  |   |         |
|------------------|-----------------------------------------------------------|------------------|---|---------|
| 05               | Which of these areas has the highest possibility of rain? |                  |   |         |
| تجميعات STEP يلو | A                                                         | Qassim           | B | Abha    |
|                  | C                                                         | Eastern Province | D | Madinah |

|         |                                          |                 |   |                 |
|---------|------------------------------------------|-----------------|---|-----------------|
| 02      | The forecast for Makkah and Medina is... |                 |   |                 |
| تجميعات | A                                        | clear and sunny | B | stormy and cool |
| STEP    | C                                        | rainy and cool  | D | dusty and hot   |
| يلو     |                                          |                 |   |                 |

|         |                                            |        |   |        |
|---------|--------------------------------------------|--------|---|--------|
| 03      | Which city may expect to see storm clouds? |        |   |        |
| تجميعات | A                                          | Makkah | B | Riyadh |
| STEP    | C                                          | Hail   | D | Baha   |
| يلو     |                                            |        |   |        |

|         |                                                                   |                       |   |                                 |
|---------|-------------------------------------------------------------------|-----------------------|---|---------------------------------|
| 04      | Where will it probably be difficult to see clearly while driving? |                       |   |                                 |
| تجميعات | A                                                                 | Taif                  | B | Qassim                          |
| STEP    | C                                                                 | the western highlands | D | the eastern part of the Kingdom |
| يلو     |                                                                   |                       |   |                                 |

|         |                                             |                      |   |                  |
|---------|---------------------------------------------|----------------------|---|------------------|
| 06      | Cities with no visibility from dust storms: |                      |   |                  |
| تجميعات | A                                           | Northern and central | B | Central and East |
| STEP    | C                                           | Southern areas       | D | Northern areas   |
| يلو     |                                             |                      |   |                  |

|         |                                              |        |   |        |
|---------|----------------------------------------------|--------|---|--------|
| 07      | Mention a city that has the hottest weather: |        |   |        |
| تجميعات | A                                            | Makkah | B | Abha   |
| STEP    | C                                            | Taif   | D | Qassim |
| يلو     |                                              |        |   |        |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| A  | D  | D  | B  | B  | A  | A  |

## 279. المريخ: من عالم ميت إلى كوكب نشط Mars: From Dead World to Active Planet

Just five years ago, astronomers viewed Mars as an essentially dead world. Recent discoveries made by the Mars Global Surveyor spacecraft and gleaned from Martian meteorites have changed that opinion.

|         |                                           |                           |   |                          |
|---------|-------------------------------------------|---------------------------|---|--------------------------|
| 01      | When did scientists discover Mars Global? |                           |   |                          |
| تجميعات | A                                         | Less than five years ago. | B | Exactly five years ago.  |
| STEP    | C                                         | More than five years ago. | D | More than ten years ago. |
| يلو     |                                           |                           |   |                          |

|    |
|----|
| 01 |
| A  |

## 280. طريقة البحث العلمي والملاحظات Scientific Method and Observations

(1) Scientists search for answers to questions and solutions to problems by using a procedure called the scientific method. This procedure consists of making observations, formulating hypotheses, and designing experiments, which in turn lead to additional observations, hypotheses, and experiments in repeated cycles.

(2) Observations can be qualitative or quantitative. Qualitative observations describe properties or occurrences in ways that do not rely on numbers. Often, this data can be collected through observation. Examples of qualitative observations include the following: the outside air temperature is cooler during the winter season, and table salt is a crystalline solid.

(3) Quantitative observations are measurements, which consist of both a number and a unit. Examples of quantitative observations include the following: the melting point of crystalline sulfur is 115.21 degrees Celsius, and 35.9 grams of table salt, whose chemical name is sodium chloride, dissolves in 100 grams of water at 20 degrees Celsius.

(4) After deciding to learn more about observations or a set of observations, scientists generally begin an investigation by forming a hypothesis, a tentative explanation for the observations. The hypothesis may not be correct, but it puts the scientist's understanding of the system being studied into a form that can be tested.

|                        |                                                          |                                        |   |                                                    |
|------------------------|----------------------------------------------------------|----------------------------------------|---|----------------------------------------------------|
| 01                     | What does Paragraph (1) say about the scientific method? |                                        |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                        | It helps scientists to ask questions.  | B | It is made up of six different procedures.         |
|                        | C                                                        | It is something that you do only once. | D | It involves different steps that you do many times |

|                        |                                                             |                                                            |  |  |
|------------------------|-------------------------------------------------------------|------------------------------------------------------------|--|--|
| 02                     | What does Paragraph (2) say about qualitative observations? |                                                            |  |  |
| تجميعات<br>STEP<br>يلو | A                                                           | They help explain why we use table salt.                   |  |  |
|                        | B                                                           | They mainly deal with the air temperature outside.         |  |  |
|                        | C                                                           | They explain what happens by carefully watching things.    |  |  |
|                        | D                                                           | They use numbers to discover the reason something happens. |  |  |

|                        |                                                      |                                                                                                       |  |  |
|------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--|--|
| 03                     | Which sentence gives the main idea of Paragraph (2)? |                                                                                                       |  |  |
| تجميعات<br>STEP<br>يلو | A                                                    | Observations can be qualitative or quantitative.                                                      |  |  |
|                        | B                                                    | Qualitative observations describe properties or occurrences in ways that do not rely on numbers.      |  |  |
|                        | C                                                    | Often, this data can be collected through observation.                                                |  |  |
|                        | D                                                    | The outside air temperature is cooler during the winter season and table salt is a crystalline solid. |  |  |

|                        |                                                      |                                                                                                                       |  |  |
|------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--|--|
| 04                     | Which sentence gives the main idea of Paragraph (3)? |                                                                                                                       |  |  |
| تجميعات<br>STEP<br>يلو | A                                                    | Quantitative observations are measurements, which by definition consist of both a number and a unit.                  |  |  |
|                        | B                                                    | Examples of quantitative observations include the following.                                                          |  |  |
|                        | C                                                    | The melting point of crystalline sulfur is 115.21 degrees Celsius.                                                    |  |  |
|                        | D                                                    | 35.9 grams of table salt-whose chemical name is sodium chloride dissolve in 100 grams of water at 20 degrees Celsius. |  |  |

|                        |                                               |                                                   |  |  |
|------------------------|-----------------------------------------------|---------------------------------------------------|--|--|
| 05                     | What does Paragraph (4) say about hypothesis? |                                                   |  |  |
| تجميعات<br>STEP<br>يلو | A                                             | It is the same as an observation.                 |  |  |
|                        | B                                             | It is where scientists start their search.        |  |  |
|                        | C                                             | It always comes at the end of an experiment.      |  |  |
|                        | D                                             | It helps other people to do what a scientist did. |  |  |

|                        |                                       |                                                              |   |                                                               |
|------------------------|---------------------------------------|--------------------------------------------------------------|---|---------------------------------------------------------------|
| 06                     | What is the main idea of the Passage? |                                                              |   |                                                               |
| تجميعات<br>STEP<br>يلو | A                                     | Observations can only be made by scientists.                 | B | Observations can use numbers to measure things.               |
|                        | C                                     | Observations are an important step in the scientific method. | D | Observations are only performed once in the scientific method |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| D  | C  | B  | A  | B  | C  |

## 281. لغز نوم الحيوانات The Mystery of Animal Sleep

(1) All animals must rest, but do they really sleep as we know it? The answer to this question seems obvious. If an animal regularly stops its activity and stays quiet and unmoving — if it looks as though it is sleeping — then why not simply assume that it is in fact sleeping? But how can observers be sure that an animal is sleeping?

(2) They can watch the animal and notice whether its eyes are open or closed, whether it is active or lying quietly, and whether it responds to light or sound. These factors are important **clues**, but they often are not enough. Horses and cows, for example, rarely close their eyes whereas fish and snakes cannot close them. Yet this does not necessarily mean that they do not sleep. Have you ever seen a cat **dozing** with one eye partly open? Even humans have occasionally been observed sleeping with one eye or both eyes partially open. Animals don't necessarily lie down to sleep either. Elephants, for example, often sleep standing up with their tusks resting in the form of a tree. Finally, while sleeping animals often seem unaware of changes in sound and light and other **stimulus** around them, that does not really prove they are sleeping either.

(3) Observation alone cannot fully answer the question of whether animals sleep. The answers come from scientists doing experiments in sleep laboratories using a machine called the electroencephalograph (EEG). The machine is connected to the animals and measures **their** brain signals, breathing, heartbeat, and muscle activity. The measurements are different when the animals appear to be sleeping than when they appear to be awake. Using the EEG, scientists have confirmed that all birds and mammals studied in laboratories do sleep.

(4) There is some evidence that reptiles, such as snakes and turtles, do not truly sleep, although they do have periods of rest each day, in which they are quiet and unmoving. They also have discovered that some animals, like chimpanzees, cats, and moles (who live underground), are good sleepers while others, like sheep, goats, and donkeys, are poor sleepers. Interestingly, the good sleepers are nearly all hunters with resting places that are safe from their enemies. Nearly all the poor sleepers are animals hunted by other animals; they must always be afraid.

|                        |                                                                       |                                                                   |   |                                                                |
|------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------|---|----------------------------------------------------------------|
| 01                     | Which of the following statements gives the main idea of the Passage? |                                                                   |   |                                                                |
| تجميعات<br>STEP<br>يلو | A                                                                     | Animals and humans differ with regard to their sleeping behavior. | B | Some animals lie down to sleep while others sleep standing up. |
|                        | C                                                                     | How animals rest and sleep                                        | D | Scientists have been able to study animals' sleeping behavior. |

|                        |                |                               |   |                          |
|------------------------|----------------|-------------------------------|---|--------------------------|
| 02                     | All animals... |                               |   |                          |
| تجميعات<br>STEP<br>يلو | A              | react to sound while sleeping | B | sleep some time each day |
|                        | C              | spend some time resting       | D | close their eyes to rest |

|                        |                                                            |         |   |            |
|------------------------|------------------------------------------------------------|---------|---|------------|
| 03                     | The word "clues" in Paragraph(2) is closest in meaning to: |         |   |            |
| تجميعات<br>STEP<br>يلو | A                                                          | signs   | B | results    |
|                        | C                                                          | factors | D | procedures |

|                        |                                                                                               |                         |   |                         |
|------------------------|-----------------------------------------------------------------------------------------------|-------------------------|---|-------------------------|
| 04                     | According to Paragraph(2), cows and horses, while sleeping, are two examples of animals that: |                         |   |                         |
| تجميعات<br>STEP<br>يلو | A                                                                                             | NEVER close their eyes  | B | always close their eyes |
|                        | C                                                                                             | usually open their eyes | D | seldom open their eyes  |

|                        |                                                              |                      |   |           |
|------------------------|--------------------------------------------------------------|----------------------|---|-----------|
| 05                     | The word "dozing" in Paragraph (2) is closest in meaning to: |                      |   |           |
| تجميعات<br>STEP<br>يلو | A                                                            | opening only one eye | B | waking up |
|                        | C                                                            | dreaming             | D | sleeping  |

|                        |                                                                          |                           |   |                                  |
|------------------------|--------------------------------------------------------------------------|---------------------------|---|----------------------------------|
| 06                     | According to Paragraph(2), the elephant is an example of an animal that: |                           |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                                        | is a good sleeper         | B | sleeps with its eyes open        |
|                        | C                                                                        | wakes to dangerous sounds | D | does NOT always sleep lying down |

|                        |                                                               |                                             |   |                                                     |
|------------------------|---------------------------------------------------------------|---------------------------------------------|---|-----------------------------------------------------|
| 07                     | The word "stimulus" in Paragraph(2) is closest in meaning to: |                                             |   |                                                     |
| تجميعات<br>STEP<br>يلو | A                                                             | animal reaction to sound                    | B | reactions produced by living things                 |
|                        | C                                                             | light changes to which animals do not react | D | things which produce a reaction in living organisms |

|                        |                                                                         |                                                                                        |   |                                                                   |
|------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---|-------------------------------------------------------------------|
| 08                     | Which of the following sentences is NOT TRUE according to Paragraph(2)? |                                                                                        |   |                                                                   |
| تجميعات<br>STEP<br>يلو | A                                                                       | In order to study animals' sleeping manners, the EEG must be attached to their bodies. | B | Scientists have used the EEG to study animals' sleeping behavior. |
|                        | C                                                                       | Fish and snakes sleep with their eyes open because they DON'T like to close them.      | D | Snakes have some resting periods during the day.                  |

|                        |                                                                                 |                                |   |                                       |
|------------------------|---------------------------------------------------------------------------------|--------------------------------|---|---------------------------------------|
| 10                     | According to Paragraph(3), what is the best way to tell if an animal is asleep? |                                |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                                                               | Observe if it's moving.        | B | See if its eyes are open.             |
|                        | C                                                                               | Use the electroencephalograph. | D | Check if it reacts to light or sound. |

|                        |                                    |                                |   |                                       |
|------------------------|------------------------------------|--------------------------------|---|---------------------------------------|
| 11                     | According to Paragraph(4), snakes: |                                |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                  | may NOT really sleep           | B | may NOT need to rest                  |
|                        | C                                  | CANNOT be studied with the EEG | D | are NOT studied in sleep laboratories |

|                        |                                                                             |       |   |             |
|------------------------|-----------------------------------------------------------------------------|-------|---|-------------|
| 12                     | According to Paragraph(4), which of the following animals DON'T sleep much? |       |   |             |
| تجميعات<br>STEP<br>يلو | A                                                                           | cats  | B | sheep       |
|                        | C                                                                           | moles | D | chimpanzees |

|                        |                                                                                        |                                 |   |                                   |
|------------------------|----------------------------------------------------------------------------------------|---------------------------------|---|-----------------------------------|
| 13                     | According to Paragraph (4), some animals are better sleepers than others because they: |                                 |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                                                                      | can lie down                    | B | have safe places to sleep         |
|                        | C                                                                                      | sleep faster than other animals | D | are often tired from being hunted |

|                        |                                                           |                              |   |                                    |
|------------------------|-----------------------------------------------------------|------------------------------|---|------------------------------------|
| 14                     | Examples of animals that sleep in groups to get warm are: |                              |   |                                    |
| تجميعات<br>STEP<br>يلو | A                                                         | lions, penguins and monkeys. | B | elephants, lions and squirrels.    |
|                        | C                                                         | penguins, lions and snakes.  | D | elephants, flamingoes and monkeys. |

|                        |                                              |                        |   |                             |
|------------------------|----------------------------------------------|------------------------|---|-----------------------------|
| 15                     | Examples of animals that sleep standing are: |                        |   |                             |
| تجميعات<br>STEP<br>يلو | A                                            | bats and lions.        | B | flamingos and monkeys.      |
|                        | C                                            | squirrels and baboons. | D | horses and large elephants. |

|                        |                                      |                  |   |                |
|------------------------|--------------------------------------|------------------|---|----------------|
| 16                     | The word "nocturnal" probably means: |                  |   |                |
| تجميعات<br>STEP<br>يلو | A                                    | active at night. | B | active at day. |
|                        | C                                    | bats.            | D | dry.           |

|                        |                                             |             |   |              |
|------------------------|---------------------------------------------|-------------|---|--------------|
| 09                     | The word "their" in Paragraph(3) refers to: |             |   |              |
| تجميعات<br>STEP<br>يلو | A                                           | animals     | B | scientists   |
|                        | C                                           | experiments | D | laboratories |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| C  | C  | A  | C  | D  | D  | D  | C  | A  | C  | A  | B  | B  | A  | D  | A  |

## 282. Memory is the power to gather roses in winter

Memory is the power to gather roses in winter.

|                        |                                             |                                         |   |                                |
|------------------------|---------------------------------------------|-----------------------------------------|---|--------------------------------|
| 01                     | What do you understand from this statement? |                                         |   |                                |
| تجميعات<br>STEP<br>يلو | A                                           | We need to gather roses in winter.      | B | No roses grow in winter.       |
|                        | C                                           | Good memories help in solving problems. | D | Happy memories come in winter. |

|    |
|----|
| 01 |
| C  |

## 283. Preserving the Ktunaxa Language الحفظ على لغة كتنأكس

The Ktunaxa language is in danger. It is mainly spoken by elders in a small community, and many young people no longer speak it. Some believe that it may soon disappear. One reason it is difficult to record the language now is that most fluent speakers are old. That is why some people say it may be too late to save it.

Marina is a young member of the Ktunaxa community. She wants to help **preserve** the language before it is lost. She believes that the internet can play a strong role in this effort. She chose to use online tools because young people understand and enjoy technology, and it is an easy way to share the language.

Marina and her team have created many digital materials. These include recordings, games for children, and the written version of the Ktunaxa language. The team also plans to publish more materials. All of this content will be available online for anyone who wants to use it.

The author supports this project and believes it is important to save languages. Using technology in this way can help people learn and protect their culture for future generations.

|                        |                                            |                                       |   |                                  |
|------------------------|--------------------------------------------|---------------------------------------|---|----------------------------------|
| 01                     | Why is it too late to record the language? |                                       |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                          | Because it is too difficult           | B | Because nobody wants to learn it |
|                        | C                                          | Because it is mainly spoken by elders | D | Because it is not useful anymore |

|                        |                                                                                |                             |   |                          |
|------------------------|--------------------------------------------------------------------------------|-----------------------------|---|--------------------------|
| 02                     | The materials that will be published and the recordings will be available for? |                             |   |                          |
| تجميعات<br>STEP<br>يلو | A                                                                              | Only for schools            | B | Only for the elderly     |
|                        | C                                                                              | Anyone who wishes to use it | D | Only for native speakers |

|                        |                                |                                                            |   |                                     |
|------------------------|--------------------------------|------------------------------------------------------------|---|-------------------------------------|
| 05                     | Why Marina chose the internet? |                                                            |   |                                     |
| تجميعات<br>STEP<br>يلو | A                              | To save money                                              | B | To reach the elders                 |
|                        | C                              | To use technology, the younger generation is familiar with | D | Because the language is not written |

|                        |                                                                                                          |            |   |              |
|------------------------|----------------------------------------------------------------------------------------------------------|------------|---|--------------|
| 06                     | The pronoun "it" in "She wants to help preserve the language before it is lost" (Paragraph 2) refers to? |            |   |              |
| تجميعات<br>STEP<br>يلو | A                                                                                                        | The elders | B | The language |
|                        | C                                                                                                        | Material   | D | The internet |

|                        |                                               |         |   |              |
|------------------------|-----------------------------------------------|---------|---|--------------|
| 03                     | The author's opinion on the Ktunaxa language? |         |   |              |
| تجميعات<br>STEP<br>يلو | A                                             | Opposed | B | Supportive   |
|                        | C                                             | Neutral | D | Uninterested |

|                        |                                     |           |   |           |
|------------------------|-------------------------------------|-----------|---|-----------|
| 04                     | What does the word "preserve" mean? |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                   | Destroyed | B | Forgotten |
|                        | C                                   | Protected | D | Hidden    |

|                        |                             |                           |   |                                                         |
|------------------------|-----------------------------|---------------------------|---|---------------------------------------------------------|
| 07                     | How is it available online? |                           |   |                                                         |
| تجميعات<br>STEP<br>يلو | A                           | Only videos               | B | As recordings, games for children, and written language |
|                        | C                           | Only as written documents | D | Just for researchers                                    |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| C  | C  | B  | C  | C  | B  | B  |

## 284. Celebration and Consequences الاحتفال والعواقب

(1) Charles (or Khaled) had a reason to celebrate. He passed all his exams, and as a reward for passing all his exams, his father bought him his dream car. Charles was overjoyed and wanted to see how fast his new car could go. Unfortunately, his excitement led to a dangerous situation. Suddenly, a dog was crossing the street. Charles tried to control his car, but at that speed, it was impossible. He **smashed** (destroyed) his car into a big tree.

(2) Thankfully, nobody was injured in the accident. However, the car itself was badly damaged. Its windows were **shattered** (broken into many pieces), and the vehicle was in a terrible state. Charles apologized to his father for not listening and for his careless actions. His father, though likely disappointed, used the moment to impart an important lesson. He reminded his son that the car was a gift, but it came with responsibilities. He said something to the effect of, "The car was yours, but for you to do the family's responsibilities, not to use it carelessly." From this experience, Charles/Khaled understood from the gift that it was to be used for family responsibilities, not just for reckless enjoyment.

|                        |                                                |                          |   |                                   |
|------------------------|------------------------------------------------|--------------------------|---|-----------------------------------|
| 01                     | Why did Charles' father buy a car for his son? |                          |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                              | as a birthday present    | B | as a reward for passing his exams |
|                        | C                                              | Because he asked for it. | D | To help him with his chores       |

|                        |                           |           |   |            |
|------------------------|---------------------------|-----------|---|------------|
| 02                     | What does "smashed" mean? |           |   |            |
| تجميعات<br>STEP<br>يلو | A                         | destroyed | B | drove fast |
|                        | C                         | injured   | D | brakes     |

|                        |                             |           |   |                             |
|------------------------|-----------------------------|-----------|---|-----------------------------|
| 03                     | What does "shattered" mean? |           |   |                             |
| تجميعات<br>STEP<br>يلو | A                           | windows   | B | drove fast                  |
|                        | C                           | gather it | D | broken into too many pieces |

|                        |                                           |                                                |   |                                |
|------------------------|-------------------------------------------|------------------------------------------------|---|--------------------------------|
| 04                     | What did Khaled understand from the gift? |                                                |   |                                |
| تجميعات<br>STEP<br>يلو | A                                         | It was for racing.                             | B | It was inexpensive.            |
|                        | C                                         | It was to be used for family responsibilities. | D | It was only for Charles's use. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | A  | D  | C  |

## 285. العمل الجماعي والمسؤولية Teamwork and Responsibility

Dave was a young man who experienced different situations. On one occasion, Dave was one of a team of three students who won an award in recognition of their outstanding work. The win was not Dave's alone; rather, it was a collective effort that resulted in this honor for the team of three students.

In another instance from his working life, Dave and his childhood friend, Tommy, were at a construction site. They were in the final stages of building a house. Tommy was about to paint the roof while Dave was fixing the electric plugs. Tommy put the ladder to climb, but because it was very old, he asked Dave to hold it for him until he finished the ceiling. Dave looked at him and said, "I'm sorry; can't you see I am working?", and he continued fixing the plugs. Dave's explicit and direct response to the request for help was: "I'm working."

|                        |                           |                            |   |                               |
|------------------------|---------------------------|----------------------------|---|-------------------------------|
| 01                     | What was Dave's response? |                            |   |                               |
| تجميعات<br>STEP<br>يلو | A                         | I'm tired.                 | B | I'm working.                  |
|                        | C                         | I'll help you in a minute. | D | I don't know how to help you. |

|                        |                                                                              |                         |   |                          |
|------------------------|------------------------------------------------------------------------------|-------------------------|---|--------------------------|
| 02                     | Dave is one of a team of three students who won an award, Who won the award? |                         |   |                          |
| تجميعات<br>STEP<br>يلو | A                                                                            | Dave alone              | B | A team of three students |
|                        | C                                                                            | Dave and three students | D | Dave and three teams.    |

|    |    |
|----|----|
| 01 | 02 |
| B  | B  |

## 286. تسوق المرح Shopping Joy

Sara enjoys shopping. Every weekend, she goes to the mall with her friends. She likes to look at new clothes, shoes, and bags. Shopping makes her happy and helps her relax after a long week at work.

Sara always checks the size before she buys something. She usually wears small or medium size. She also looks at the color. Her favorite colors are blue, red, and green. Sometimes she buys bright colors for special events, and other times she chooses simple colors for daily use.

Sara does not always buy expensive things. She looks at the price and waits for sales. She says that shopping is fun, but it is also important to spend money wisely.

|                        |                                   |          |   |         |
|------------------------|-----------------------------------|----------|---|---------|
| 01                     | What does the passage talk about? |          |   |         |
| تجميعات<br>STEP<br>يلو | A                                 | shopping | B | clothes |
|                        | C                                 | size     | D | colours |

|                        |                                   |         |   |          |
|------------------------|-----------------------------------|---------|---|----------|
| 03                     | Small and medium are words about: |         |   |          |
| تجميعات<br>STEP<br>يلو | A                                 | price.  | B | size.    |
|                        | C                                 | colour. | D | clothes. |

|                        |                                       |         |   |          |
|------------------------|---------------------------------------|---------|---|----------|
| 02                     | Blue, red, and green are words about: |         |   |          |
| تجميعات<br>STEP<br>يلو | A                                     | price.  | B | sizes.   |
|                        | C                                     | colour. | D | clothes. |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | C  | B  |

## 287. Unusual Substances in Nature – المواد الغريبة في الطبيعة

Scientists sometimes encounter unknown substances in unusual locations. For example, a strange, orange-colored gel-like material was once found in the environment between Kotzebue and Point Hope. The notable orange color of this particular 'liquid' material was attributed to the oil it contained. Initially, scientists did not know the species of animal that might have produced this strange gel, and some theories about its origin were considered far-fetched or difficult to believe.

Separately, the familiar egg yolk itself presents interesting properties. The yolk is the yellow, inner liquid part of an egg, and its color can also range to a deep orange, again, primarily because it contains oil. The egg yolk is classified as a liquid. Historically, a distinct unknown substance essential for nutrition was identified within the egg yolk by researchers like Nicolai Lunin. The idea of extracting oil directly from egg yolk was once thought to be far-fetched, but this challenging concept eventually became a consummated reality, meaning the process was successfully concluded or achieved.

|                        |                                                                                                                        |                                                                             |   |                           |
|------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---|---------------------------|
| 01                     | Which of the following is true regarding the strange gel found between Kotzebue and Point Hope?                        |                                                                             |   |                           |
| تجميعات<br>STEP<br>يلو | A                                                                                                                      | Scientists immediately knew its origin.                                     | B | It was blue in color.     |
|                        | C                                                                                                                      | Scientists do not know the species of animal that produced the strange gel. | D | It was easily understood. |
| 02                     | Why is the 'liquid' material (referring to the strange gel found between Kotzebue and Point Hope) described as orange? |                                                                             |   |                           |
| تجميعات<br>STEP<br>يلو | A                                                                                                                      | It contains sugar.                                                          | B | It contains oil.          |
|                        | C                                                                                                                      | It is a type of fruit.                                                      | D | It reflects sunlight.     |
| 03                     | What does the pronoun "it" refer to in the context of the orange-colored gel-like material found in the environment?   |                                                                             |   |                           |
| تجميعات<br>STEP<br>يلو | A                                                                                                                      | a scientist                                                                 | B | Kotzebue                  |
|                        | C                                                                                                                      | the unknown substance (the gel)                                             | D | Point Hope                |
| 04                     | What does the word "far-fetched" mean, as used in the passage?                                                         |                                                                             |   |                           |
| تجميعات<br>STEP<br>يلو | A                                                                                                                      | easily achieved                                                             | B | very common               |
|                        | C                                                                                                                      | difficult to believe                                                        | D | quickly understood        |

|                        |                                                                                                                                       |                      |   |                                  |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------|---|----------------------------------|
| 05                     | Where did they find the strange, orange-colored gel-like substance mentioned in the first part of the passage?                        |                      |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                                                                                                     | In the egg yolk only | B | Between Kotzebue and Point Hope  |
|                        | C                                                                                                                                     | Inside a laboratory  | D | In milk                          |
| 06                     | What is the nearest meaning of the word "classify" as used in the context of the egg yolk?                                            |                      |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                                                                                                     | reference            | B | source of cholesterol            |
|                        | C                                                                                                                                     | substance            | D | classify into groups             |
| 07                     | What is the nearest meaning of the word "concluded" or "consummated" as used to describe the reality of oil extraction from egg yolk? |                      |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                                                                                                     | extract              | B | achieved or completed            |
|                        | C                                                                                                                                     | essential            | D | substance                        |
| 08                     | Where was the "unknown substance" essential for nutrition (mentioned by Lunin) specifically found?                                    |                      |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                                                                                                                     | Only in milk         | B | In the strange environmental gel |
|                        | C                                                                                                                                     | In the egg yolk      | D | In the egg white                 |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| C  | B  | C  | C  | B  | D  | B  | C  |

## 288. Creative Air Travel تجربة سفر جوية مبتكرة

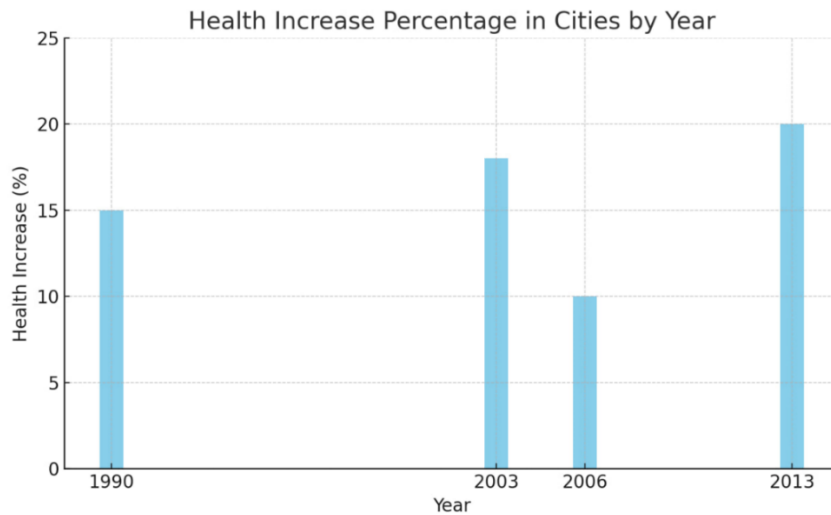
We are a small company committed to giving you a creative and unforgettable experience, starting from our comfortable and safe fleet of aircraft. Relax, enjoy and leave the planning for us! We offer customized personalized tours experiences, completely catered to your preferences!" This announcement suggests the agency focuses on air travel and emphasizes that the weather is fine for travelling with them.

|                        |                                             |       |   |        |
|------------------------|---------------------------------------------|-------|---|--------|
| 01                     | This travel agency offers journeys through: |       |   |        |
| تجميعات<br>STEP<br>يلو | A                                           | land. | B | air.   |
|                        | C                                           | sea.  | D | train. |

|                        |                                      |                      |   |                       |
|------------------------|--------------------------------------|----------------------|---|-----------------------|
| 02                     | What kind of services do they offer? |                      |   |                       |
| تجميعات<br>STEP<br>يلو | A                                    | development services | B | community services    |
|                        | C                                    | old services         | D | personalized services |

|    |    |
|----|----|
| 01 | 02 |
| B  | D  |

## 289. Graph – Health Percentage in Cities



|                        |                                                           |      |   |      |
|------------------------|-----------------------------------------------------------|------|---|------|
| 01                     | When was lowest percentage of health increase in cities ? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                                         | 1990 | B | 2003 |
|                        | C                                                         | 2013 | D | 2006 |

01  
D

## 290. Job Opportunity at Ocean Blue Travels - فرصة عمل في أوشن بلو ترافيلز

Ocean Blue Travels, a travel and tourism company, is seeking individuals to join their reservation staff. The role involves assisting Ocean Blue Travels members in the planning of their vacation travel, with a focus on first-call resolution in a fast-paced call center environment. Candidates must have a bachelor's degree and be fluent in English. It is preferable if candidates also speak French or Spanish. Additionally, candidates should possess communication skills. The announcement details the position and qualifications but does not mention the salary.

|                        |                                            |                              |   |                                       |
|------------------------|--------------------------------------------|------------------------------|---|---------------------------------------|
| 01                     | What are the skills required for the jobs? |                              |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                          | Fluent in English and Arabic | B | Master's degree                       |
|                        | C                                          | Work experience              | D | Bachelor degree and fluent in English |

|                        |                                         |        |   |                |
|------------------------|-----------------------------------------|--------|---|----------------|
| 02                     | What is not mentioned in the job offer? |        |   |                |
| تجميعات<br>STEP<br>يلو | A                                       | Skills | B | Qualifications |
|                        | C                                       | Salary | D | Position       |

|                        |                                                |                   |   |                   |
|------------------------|------------------------------------------------|-------------------|---|-------------------|
| 03                     | Which company is offering these job positions? |                   |   |                   |
| تجميعات<br>STEP<br>يلو | A                                              | A travel agency   | B | A sailing company |
|                        | C                                              | A fishing company | D | A university      |

01 02 03  
D C A

## 291. The Dangers of Excessive TV Watching مخاطر مشاهدة التلفاز المفرطة

Nowadays, TV has captured a great deal of time from many individuals. Many people are happily spending their leisure time on TV, primarily spending more enjoyable time on entertainment (have fun). However, did you know that every hour you spend watching it can take 22 minutes off your life? This means that viewing for an average of six hours a day can cut short your life by five years! This is because you stay long hours without moving.

The above information is based on a study done by a group of researchers in Australia. The inactivity associated with TV viewing is dangerous and gives greater opportunities for unhealthy overeating. People who watch too much TV are also likely to eat plenty of food.

An earlier study associated television viewing with the risk of developing type 2 diabetes and heart disease, as well as with the risk of premature (early) death. That research showed that these risks rose by 20% for people who spend just two hours a day in front of the TV.

The good news is that exercising for just 15 minutes a day can increase your lifespan by up to three years. It can also reduce the risk of **premature** death by 14%.

|                        |                         |                                |   |                              |
|------------------------|-------------------------|--------------------------------|---|------------------------------|
| 01                     | Why do people watch TV? |                                |   |                              |
| تجميعات<br>STEP<br>يلو | A                       | to spend a more enjoyable time | B | to learn new things          |
|                        | C                       | to educate themselves          | D | to reduce smoking cigarettes |

|                        |                                         |                                   |   |                       |
|------------------------|-----------------------------------------|-----------------------------------|---|-----------------------|
| 02                     | How does watching TV shorten your life? |                                   |   |                       |
| تجميعات<br>STEP<br>يلو | A                                       | entertainment time                | B | smoke more cigarettes |
|                        | C                                       | staying long hours without moving | D | captured a great deal |

|                        |                                                  |                                     |   |                        |
|------------------------|--------------------------------------------------|-------------------------------------|---|------------------------|
| 03                     | People who watch too much TV are also likely to: |                                     |   |                        |
| تجميعات<br>STEP<br>يلو | A                                                | cut 11 minutes from their lifespan. | B | get too much exercise. |
|                        | C                                                | Eat plenty of food.                 | D | smoke cigarettes.      |

|                        |                                                                                    |                                 |   |                                |
|------------------------|------------------------------------------------------------------------------------|---------------------------------|---|--------------------------------|
| 04                     | What activity can increase the health risks of diabetes and heart diseases by 20%? |                                 |   |                                |
| تجميعات<br>STEP<br>يلو | A                                                                                  | watching TV for two hours a day | B | a generally inactive lifestyle |
|                        | C                                                                                  | unhealthy overeating            | D | smoking                        |

|                        |                                                                 |        |   |             |
|------------------------|-----------------------------------------------------------------|--------|---|-------------|
| 05                     | The word "premature" in paragraph (4) is closest in meaning to: |        |   |             |
| تجميعات<br>STEP<br>يلو | A                                                               | late.  | B | final.      |
|                        | C                                                               | early. | D | developing. |

|                        |                                                                  |                                         |   |                                   |
|------------------------|------------------------------------------------------------------|-----------------------------------------|---|-----------------------------------|
| 06                     | According to paragraph (4), exercising for 15 minutes daily can: |                                         |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                                                | Add three years to your total lifetime. | B | lengthen your life by 22 minutes. |
|                        | C                                                                | decrease the risk of death by 4%.       | D | lower heart disease by 4%.        |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| A  | C  | C  | A  | C  | A  |

## 292. Wood Structure - هيكل الخشب

Wood is a fibrous structural tissue found in the stems and roots of trees and other woody plants. With lighting and appropriate architecture, we truly have wood. It is wood that makes trees. In practice, it is mainly the cells of the conducting vessels that become lignified, and they (the cells of the conducting vessels) and their surrounding supporting cells are the main ingredient in timber. Some trees have great wood. **They** (the trees) are cut for their timber.

|                        |                               |        |   |         |
|------------------------|-------------------------------|--------|---|---------|
| 01                     | The pronoun "they" refers to: |        |   |         |
| تجميعات<br>STEP<br>يلو | A                             | wood.  | B | cells.  |
|                        | C                             | trees. | D | timber. |

|    |
|----|
| 01 |
| C  |

## 293. Native American Studies Overview دراسة الأمريكيين الأصليين

An index page (or table of contents) for a book or course about Native Americans was presented with the following unit titles:

Unit 1: The religion of the Native Americans

Unit 2: The Society of Native Americans

Unit 3: The Diversity of Native American Religion

Unit 4: Native American culture areas

Unit 5: Native American History

Based on these titles, one could infer where specific topics would be discussed. For instance, praying rituals would likely be covered under units discussing religion, and societal changes would fall under units about society or potentially history if they refer to historical changes.

| 01                     | Which unit would talk about the praying rituals of Native Americans? |        |   |        |
|------------------------|----------------------------------------------------------------------|--------|---|--------|
| تجميعات<br>STEP<br>يلو | A                                                                    | Unit 1 | B | Unit 2 |
|                        | C                                                                    | Unit 3 | D | Unit 4 |

| 02                     | Which unit would talk about the dramatic change in the society of the Native Americans? |        |   |        |
|------------------------|-----------------------------------------------------------------------------------------|--------|---|--------|
| تجميعات<br>STEP<br>يلو | A                                                                                       | Unit 1 | B | Unit 2 |
|                        | C                                                                                       | Unit 3 | D | Unit 4 |

| 01 | 02 |
|----|----|
| A  | B  |

## 294. A Doctor's Life حياة الطبيب

My uncle is a medical doctor. He works at a hospital in the city and sees many patients every day. I sometimes visit him at work and watch what he does. When a patient comes in, the doctor starts by **examining** them. This means he looks carefully at their body to check for signs of sickness. He listens to their heartbeat, checks their temperature, and asks questions about how they feel.

My uncle always stays calm and focused, even when the hospital is busy. He writes notes about each patient and gives them advice or medicine. He also tells them how to take care of themselves after they go home.

He says being a doctor is not easy, but it is important. Helping people feel better makes him happy. He studied for many years to become a doctor, and he still learns new things all the time.

I think my uncle's job is interesting. One day, I hope I can also work in a hospital and help others, just like he does.

| 01                     | What does "examining" mean in paragraph (1)? |         |   |           |
|------------------------|----------------------------------------------|---------|---|-----------|
| تجميعات<br>STEP<br>يلو | A                                            | hearing | B | Looking   |
|                        | C                                            | asking  | D | answering |

| 02                     | What is this passage about? |                |   |           |
|------------------------|-----------------------------|----------------|---|-----------|
| تجميعات<br>STEP<br>يلو | A                           | Medical doctor | B | Physicist |
|                        | C                           | Teacher        | D | Engineer  |

| 01 | 02 |
|----|----|
| B  | A  |

## 295. All-Inclusive Resorts: A Stress-Free Vacation المنتجعات الشاملة: عطلة خالية من التوتر

**All-inclusive resorts** are becoming popular for travelers who want a simple and relaxing vacation. At these resorts, one price usually includes food, drinks, lodging, and many activities. Guests can eat all meals, enjoy shows, and take part in sports like golf, tennis, and swimming without paying extra.

Some activities may require extra payment, especially those that need special equipment. For example, rental equipment for scuba diving or fishing may cost more, even though the instruction or guided tours are included in the price. In many cases, children's programs and sightseeing tours are also part of the package.

Travelers often choose all-inclusive resorts because they do not want to worry about separate bills. This type of vacation can save time and make the trip more enjoyable.

|         |                                           |                                |   |                                          |
|---------|-------------------------------------------|--------------------------------|---|------------------------------------------|
| 01      | What does an "all-inclusive" resort mean? |                                |   |                                          |
| تجميعات | A                                         | All activities only.           | B | Does not include food.                   |
| STEP    | C                                         | Includes the rental equipment. | D | It covers food, lodging, and activities. |
| يلو     |                                           |                                |   |                                          |

|         |                                          |                  |   |                  |
|---------|------------------------------------------|------------------|---|------------------|
| 02      | Which of the following might cost extra? |                  |   |                  |
| تجميعات | A                                        | rental equipment | B | resort           |
| STEP    | C                                        | activities       | D | food and lodging |
| يلو     |                                          |                  |   |                  |

|    |    |
|----|----|
| 01 | 02 |
| D  | A  |

## 296. A Busy Mother's Routine روتين أم مشغولة

A mother of 3, Janet, has a very busy routine. She wakes up at about 6 am to prepare her children's breakfast and lunch boxes. Then she wakes up her children at about 6:30. During their breakfast, she makes sure their bags are ready. When her kids finish their breakfast, she helps them get dressed. At about 7:30, she drives them to school. When she goes back home, she starts some housework. She does the dishes, tidies the living room, and washes the floor.

|         |                    |       |   |       |
|---------|--------------------|-------|---|-------|
| 01      | How is the person? |       |   |       |
| تجميعات | A                  | busy. | B | happy |
| STEP    | C                  | sad   | D | angry |
| يلو     |                    |       |   |       |

|         |                          |                |   |                       |
|---------|--------------------------|----------------|---|-----------------------|
| 02      | An example of housework? |                |   |                       |
| تجميعات | A                        | washing floor  | B | Teaching the children |
| STEP    | C                        | going shopping | D | sit with her family.  |
| يلو     |                          |                |   |                       |

|    |    |
|----|----|
| 01 | 02 |
| A  | A  |

## 297. تركيا: تقاطع الثقافات Turkey: A Crossroads of Cultures

Turkey is a country located mainly in Western Asia, with a small portion in Southeast Europe. Its most populous city is Istanbul, formerly known as Byzantium and Constantinople. Istanbul is the economic, cultural, and historical center of the country. It is an intercontinental city in Eurasia, stretching across the Bosphorus, which separates Europe and Asia between the Sea of Marmara and the Black Sea. The commercial and historical center is located on the European side, and about one-third of its population lives in the suburbs on the Asian side.

Historically, the region saw significant growth under the Ottoman Empire. In 1514, Sultan Selim I expanded the empire's borders, and by 1517, he further extended the **reign** of the empire into Algeria and Egypt. A significant event that **happened** later was in 1991, with the independence of the Turkic states of the Soviet Union, allowing Turkey to extend its relations into Central Asia.

|         |                                   |                |   |                       |
|---------|-----------------------------------|----------------|---|-----------------------|
| 01      | What is the old name of Istanbul? |                |   |                       |
| تجميعات | A                                 | Populous city  | B | Eurasia               |
| STEP    | C                                 | Constantinople | D | Intercontinental city |
| يلو     |                                   |                |   |                       |

|         |                                  |        |   |        |
|---------|----------------------------------|--------|---|--------|
| 04      | What does the word "reign" mean? |        |   |        |
| تجميعات | A                                | rule   | B | suburb |
| STEP    | C                                | battle | D | create |
| يلو     |                                  |        |   |        |

|         |                                     |         |   |         |
|---------|-------------------------------------|---------|---|---------|
| 02      | What does the word "happened" mean? |         |   |         |
| تجميعات | A                                   | real    | B | destroy |
| STEP    | C                                   | history | D | occur   |
| يلو     |                                     |         |   |         |

|         |                                        |                            |   |                   |
|---------|----------------------------------------|----------------------------|---|-------------------|
| 05      | What is the best title of the passage? |                            |   |                   |
| تجميعات | A                                      | The civilization of Turkey | B | Othman Empire     |
| STEP    | C                                      | Turkish Republic           | D | Historical center |
| يلو     |                                        |                            |   |                   |

|         |                               |            |   |       |
|---------|-------------------------------|------------|---|-------|
| 03      | What kind of passage is this? |            |   |       |
| تجميعات | A                             | historical | B | real  |
| STEP    | C                             | culture    | D | drama |
| يلو     |                               |            |   |       |

|         |                                                        |            |   |               |
|---------|--------------------------------------------------------|------------|---|---------------|
| 06      | What is the goal of the speaker, or is it directed at? |            |   |               |
| تجميعات | A                                                      | historians | B | geographers   |
| STEP    | C                                                      | tourists   | D | European side |
| يلو     |                                                        |            |   |               |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| C  | D  | A  | A  | A  | C  |

## 298. تنظيم الاجتماعات بفعالية Effective Meeting Planning

Meetings are a fundamental part of professional and academic environments. To ensure that a meeting is productive, it is essential to approach it with clear planning and thoughtful organization. Without preparation, meetings often become unproductive and fail to achieve their goals.

One of the first steps in organizing a meeting is to determine who should attend. It is not necessary to invite a large number of people. Instead, the focus should be on including individuals who can contribute valuable insights or ideas. These are the people whose presence will have a meaningful impact on the discussion and the decisions being made.

Scheduling the meeting at a suitable time and sharing the agenda in advance also helps participants prepare. Identifying key individuals who are relevant to the meeting topic improves the efficiency of the discussion. During the meeting, it is advisable to keep track of what is being said by taking **notes**. These remarks can include comments, suggestions, or observations made by the attendees. Keeping a record of these can prove useful for later reference. After the meeting concludes, it is good practice to write a short summary that outlines the major points discussed and any decisions made. This summary ensures that everyone is on the same page and that action steps are clearly understood. Finally, expressing appreciation to participants for their comments and time helps maintain positive communication and encourages active participation in future meetings, regardless of how many people attended.

|                        |                        |                              |   |                                              |
|------------------------|------------------------|------------------------------|---|----------------------------------------------|
| 01                     | What is the main idea? |                              |   |                                              |
| تجميعات<br>STEP<br>يلو | A                      | Meetings are not important.  | B | The meeting should be planned and organised. |
|                        | C                      | How to get away with a crime | D | You must be careful with kids.               |

|                        |                                    |                                                     |   |                         |
|------------------------|------------------------------------|-----------------------------------------------------|---|-------------------------|
| 02                     | How to give a meeting effectively? |                                                     |   |                         |
| تجميعات<br>STEP<br>يلو | A                                  | through drawing                                     | B | by not taking any notes |
|                        | C                                  | through the process of identifying important people | D | by inviting more people |

|                        |                                      |                      |   |             |
|------------------------|--------------------------------------|----------------------|---|-------------|
| 03                     | Who should you invite for a meeting? |                      |   |             |
| تجميعات<br>STEP<br>يلو | A                                    | More people          | B | no one      |
|                        | C                                    | not necessary people | D | less people |

|                        |                                   |       |   |         |
|------------------------|-----------------------------------|-------|---|---------|
| 04                     | What does the word "remark" mean? |       |   |         |
| تجميعات<br>STEP<br>يلو | A                                 | idea  | B | comment |
|                        | C                                 | laugh | D | sleep   |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | C  | D  | B  |

## 299. عملية الهضم Digestive Process

Food enters the mouth, then it passes through the digestive system into the stomach.

|                        |                         |         |  |  |
|------------------------|-------------------------|---------|--|--|
| 01                     | Where does the food go? |         |  |  |
| تجميعات<br>STEP<br>يلو | A                       | stomach |  |  |
|                        | B                       | mouth   |  |  |
|                        | C                       | brain   |  |  |
|                        | D                       | kidneys |  |  |

|    |
|----|
| 01 |
| A  |

## 300. السمك: الفقاريات المائية المتنوعة Fish: The Diverse Aquatic Vertebrates

Fish are aquatic vertebrates that usually have gills, paired fins, a long body covered with scales, and are cold-blooded. Fish come in different colors and shapes, with many kinds: the small, the big, the black, and the colored, making them fascinating animals.

There are actually three main classes, groups, or types of fish: bony fish, jawless fish, and cartilaginous fish. Fish are the most diverse group among the vertebrates, with over 33,000 different types of fish species. However, not all aquatic creatures that **resemble** fish are considered fish; whales, dolphins, and porpoises, for example, are aquatic mammals.

All fish take oxygen from the water they swim in. They take **it** with their gills. Fish scientists, called Ichthyologists, have discovered many types of strange fish, and they are expected to discover new species of fish in the coming years.

|         |                                       |                               |   |                                 |
|---------|---------------------------------------|-------------------------------|---|---------------------------------|
| 01      | What is the main idea of the passage? |                               |   |                                 |
| تجميعات | A                                     | the types of fish             | B | The colors of fish              |
| STEP    | C                                     | Fish are fascinating animals. | D | How fish live and play in water |
| يلو     |                                       |                               |   |                                 |

|         |                                                                                                    |                   |   |                               |
|---------|----------------------------------------------------------------------------------------------------|-------------------|---|-------------------------------|
| 02      | According to Paragraph (3), it is expected that in the near future, the scientists will find more: |                   |   |                               |
| تجميعات | A                                                                                                  | fish.             | B | animals.                      |
| STEP    | C                                                                                                  | kinds of animals. | D | new species of living things. |
| يلو     |                                                                                                    |                   |   |                               |

|         |                                                                |              |   |            |
|---------|----------------------------------------------------------------|--------------|---|------------|
| 03      | The word "resemble" in Paragraph (2) is closest in meaning to: |              |   |            |
| تجميعات | A                                                              | differ from. | B | look like. |
| STEP    | C                                                              | live in.     | D | move.      |
| يلو     |                                                                |              |   |            |

|         |                                           |          |   |         |
|---------|-------------------------------------------|----------|---|---------|
| 04      | The word "it" in Paragraph (3) refers to: |          |   |         |
| تجميعات | A                                         | fish.    | B | water.  |
| STEP    | C                                         | a river. | D | oxygen. |
| يلو     |                                           |          |   |         |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | A  | B  | D  |

## 301. حديقة الدلافين Dolphin Park

**Welcome** to the dolphin park. Today we will have fun together and will know everything about dolphins." This welcome phrase is directed to visitors watching dolphins in what could be described as a "Dolphins City" or park. Known for their playful behavior, dolphins are very smart (intelligent). The evolution of their larger brains is surprisingly similar to that of humans. It is suggested that because of their intelligence, they avoid eating animals. Dolphins are part of the family of whales. They are very social, living in groups.

|         |                                              |                         |   |                         |
|---------|----------------------------------------------|-------------------------|---|-------------------------|
| 01      | Which of the following is true for dolphins? |                         |   |                         |
| تجميعات | A                                            | They avoid eating fish. | B | They have many colours. |
| STEP    | C                                            | They are smart.         | D | They are aggressive.    |
| يلو     |                                              |                         |   |                         |

|         |                                                           |                                     |   |                                    |
|---------|-----------------------------------------------------------|-------------------------------------|---|------------------------------------|
| 02      | The word "welcome" in the first paragraph is directed to: |                                     |   |                                    |
| تجميعات | A                                                         | visitors watching dolphins.         | B | People who attended the museum     |
| STEP    | C                                                         | For people who came to see the fish | D | people who love strange creatures. |
| يلو     |                                                           |                                     |   |                                    |

|         |                           |                                                      |   |                                                        |
|---------|---------------------------|------------------------------------------------------|---|--------------------------------------------------------|
| 03      | What are they explaining? |                                                      |   |                                                        |
| تجميعات | A                         | explaining how dolphins eat and breathe like mammals | B | They are explaining Dolphins City                      |
| STEP    | C                         | explaining how dolphins suck up water                | D | explaining how dolphins hunt, and the risk of drowning |
| يلو     |                           |                                                      |   |                                                        |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | A  | B  |

## 302. The Legend of the Princess and the Salt Mine أسطورة الأميرة ومنجم الملح

(1) According to an old **legend** that dates back more than seven centuries, a noble princess once found herself in a fierce battle against giants. During the conflict, she lost her precious ring in a vast salt mine. When peace returned, and she began her journey home, she passed through the area now known as Wieliczka. There, she asked her servants to dig a well, hoping to find fresh water to drink. However, to their surprise, they struck a rich deposit of salt instead. Inside the first block of salt pulled from the ground, the princess's missing ring was discovered. Since then, this tale has been told in various forms across different cultures, becoming part of the region's mythical heritage.

(2) Although the events of this tale may seem like fantasy, the town of Wieliczka does, in fact, sit atop a large underground salt deposit. For over 700 years, salt has been extracted from beneath its surface. The mine played a vital role in the region's economy, providing a valuable resource for generations. This blend of legend and history gives the site its unique charm and historical significance.

(3) Life in the salt mines was not without its challenges. Miners worked in dark, narrow tunnels, always aware of the risks. The constant danger led many workers to develop strong spiritual beliefs. In time, they began to build chapels deep underground, where they could gather and pray. Sadly, in 1960, a fire destroyed one of the largest wooden chapels. Following this, wooden items were banned from use underground due to safety concerns.

(4) As a result, the miners turned to the very material **they** extracted—rock salt. Unlike wood, salt is not flammable, making it a safer option for artistic and spiritual expression. The miners began carving beautiful sculptures, altars, and decorations directly into the salt walls. These carvings remain in the mine today, attracting thousands of visitors who marvel at their craftsmanship and devotion.

(5) Today, the Wieliczka Salt Mine is known not only for its historical significance but also for the story that gave it legendary status. Whether one believes in the tale of the lost ring or sees it as pure fiction, the combination of myth and reality gives the mine a sense of wonder that continues to inspire those who hear about it or visit its chambers.

|                        |                                          |           |   |          |
|------------------------|------------------------------------------|-----------|---|----------|
| 01                     | What is the type of the first paragraph? |           |   |          |
| تجميعات<br>STEP<br>يلو | A                                        | Epic Tale | B | Fictions |
|                        | C                                        | Mystery   | D | Real     |

|                        |                                                          |                 |   |                 |
|------------------------|----------------------------------------------------------|-----------------|---|-----------------|
| 02                     | Miners began to carve sculptures from rock salt because: |                 |   |                 |
| تجميعات<br>STEP<br>يلو | A                                                        | Easy to burn    | B | Safer than wood |
|                        | C                                                        | Chamber destroy | D | less dangerous  |

|                        |                                                    |                    |   |                       |
|------------------------|----------------------------------------------------|--------------------|---|-----------------------|
| 03                     | What happened to them while they were in the mine? |                    |   |                       |
| تجميعات<br>STEP<br>يلو | A                                                  | Burned out         | B | Found gold            |
|                        | C                                                  | The queen returned | D | They discovered water |

|                        |                                                             |                      |   |                                     |
|------------------------|-------------------------------------------------------------|----------------------|---|-------------------------------------|
| 04                     | What is the best title for this passage from the following? |                      |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                           | blessed King's Ring. | B | The Story of the Discovery of Salt. |
|                        | C                                                           | Chapels Underground. | D | Rock Salt Sculptures.               |

|                        |                                                |         |   |           |
|------------------------|------------------------------------------------|---------|---|-----------|
| 05                     | The pronoun "they" in paragraph (4) refers to: |         |   |           |
| تجميعات<br>STEP<br>يلو | A                                              | miners. | B | chambers. |
|                        | C                                              | lakes.  | D | visitors. |

|                        |                                     |                |   |          |
|------------------------|-------------------------------------|----------------|---|----------|
| 06                     | What kind of story is in section 2? |                |   |          |
| تجميعات<br>STEP<br>يلو | A                                   | Real/realistic | B | romantic |
|                        | C                                   | sport/fantasy  | D | drama    |

|                        |                                   |                        |   |             |
|------------------------|-----------------------------------|------------------------|---|-------------|
| 07                     | What does the word "legend" mean? |                        |   |             |
| تجميعات<br>STEP<br>يلو | A                                 | Mythical story or tale | B | mine        |
|                        | C                                 | salt                   | D | a biography |

|                        |                                       |                     |   |                   |
|------------------------|---------------------------------------|---------------------|---|-------------------|
| 08                     | Where did they find the queen's ring? |                     |   |                   |
| تجميعات<br>STEP<br>يلو | A                                     | in an old salt mine | B | in a heap of salt |
|                        | C                                     | in a sand pile      | D | in the lakes      |

|                        |                                                     |                         |   |                      |
|------------------------|-----------------------------------------------------|-------------------------|---|----------------------|
| 09                     | Why did the queen ask the servants to dig the well? |                         |   |                      |
| تجميعات<br>STEP<br>يلو | A                                                   | to bring her some water | B | to discover salt     |
|                        | C                                                   | to dig a mine           | D | to look for her ring |

|    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 |
| A  | B  | A  | B  | A  | A  | A  | B  | A  |

## 303. مواصفات العنصر Item Specifications

The table below demonstrates specifications for an item. These specifications include:

Model: 2015

Number of cylinders: Inline 4

Fuel type: Petrol

Number of seats: 5

Tire Condition: New

| 01                     | Whose specifications are these? |        |   |       |
|------------------------|---------------------------------|--------|---|-------|
| تجميعات<br>STEP<br>يلو | A                               | houses | B | cars  |
|                        | C                               | phones | D | bikes |

| 02                     | What is the order of the information? |                                                                        |  |  |
|------------------------|---------------------------------------|------------------------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                                     | Model, Number of Cylinders, Fuel Type, Number of Seats, Tire Condition |  |  |
|                        | B                                     | Model, Fuel Type, Number of Cylinders, Tire Condition, Number of Seats |  |  |
|                        | C                                     | Fuel Type, Tire Condition, Number of Seats, Model, Number of Cylinders |  |  |
|                        | D                                     | Tire Condition, Model, Number of Seats, Number of Cylinders, Fuel Type |  |  |

| 01 | 02 |
|----|----|
| B  | A  |

## 304. احتضان الفرح تحت المطر Embracing Joy in the Rain

One rainy day, a mother and her young daughter were at a mall. Many people were inside, likely to avoid the rain. The daughter wanted to go out and play in the rain, but her mother initially hesitated, perhaps not wanting them to get wet.

The girl then said something profound that caught the attention of the onlookers. She spoke about her father, mentioning that he had a dangerous disease (like cancer). Her words, delivered with a certain confidence, made people wonder and perhaps reflect. She might have implied that life is short and one should embrace joyful moments. Eventually, inspired by her daughter or the mood, the mother decided to join her. As they ran out into the rain, some people who were watching started laughing, not in a mocking way, but perhaps because it reminded them of their own childhood and happy, carefree moments. The falling rain seemed to wash over the city, and the experience left a lasting impression, like happy memories, for those who witnessed it. (The detail about someone chasing their car is uncertain and will be omitted unless a clear question refers to it.)

| 01                     | What were the people doing in the mall? |                        |   |                    |
|------------------------|-----------------------------------------|------------------------|---|--------------------|
| تجميعات<br>STEP<br>يلو | A                                       | Shopping for umbrellas | B | Waiting for a bus  |
|                        | C                                       | Avoid the rain         | D | Attending an event |

| 02                     | Why didn't the mother (initially) go out with her daughter? |                           |   |                       |
|------------------------|-------------------------------------------------------------|---------------------------|---|-----------------------|
| تجميعات<br>STEP<br>يلو | A                                                           | She was tired             | B | Not to get wet        |
|                        | C                                                           | She didn't like the rain. | D | She was on the phone. |

| 03                     | What did the girl say about her father? |                   |   |                                           |
|------------------------|-----------------------------------------|-------------------|---|-------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                       | He was at work    | B | He has a dangerous disease (e.g., cancer) |
|                        | C                                       | He loved the rain | D | He was waiting in the car.                |

| 05                     | What did some people do at last (after seeing the mother and daughter)? |                                  |   |                                                      |
|------------------------|-------------------------------------------------------------------------|----------------------------------|---|------------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                       | They complained about the noise. | B | They went out laughing and remembering happy things. |
|                        | C                                                                       | They called security             | D | They continued shopping                              |

| 06                     | Why were people laughing when the mother ran with the daughter? |                                   |   |                                       |
|------------------------|-----------------------------------------------------------------|-----------------------------------|---|---------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                                               | Because they fell down            | B | Because they remember their childhood |
|                        | C                                                               | Because the rain suddenly stopped | D | Because they looked funny             |

| 07                     | What will wash the city (in the context of the story)? |                     |   |                  |
|------------------------|--------------------------------------------------------|---------------------|---|------------------|
| تجميعات<br>STEP<br>يلو | A                                                      | The street cleaners | B | The rain falling |
|                        | C                                                      | A big flood         | D | Soap and water   |

|                  |                                                           |                                                                     |  |
|------------------|-----------------------------------------------------------|---------------------------------------------------------------------|--|
| 04               | Why did people wonder about her words (the girl's words)? |                                                                     |  |
| تجميعات STEP يلو | A They couldn't hear her.                                 | B They were surprised by her confidence and the depth of her words. |  |
|                  | C They thought she was lost.                              | D She was singing loudly.                                           |  |

|                  |                                                                    |             |  |
|------------------|--------------------------------------------------------------------|-------------|--|
| 08               | What effect did the scene leave on the same speaker (or observer)? |             |  |
| تجميعات STEP يلو | A Sadness                                                          | B Anger     |  |
|                  | C Happy memories                                                   | D Confusion |  |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| C  | B  | B  | B  | B  | B  | B  | C  |

### 305. استكشاف حقل شيبه النفطى - Exploring Shaybah Oil Field

My name is Bertram Thomas, and I travelled with a group of scientists on a Saudi Aramco-run trip to Shaybah on 4th October and wrote about this visit. Shaybah oil field is a major crude oil production site in Saudi Arabia, located approximately 40 kilometers from the northern edge of the Rub Al-Khali ("Empty Quarter") desert and about 10 kilometers south of the border to Abu Dhabi, United Arab Emirates. The field we visited, as described by Thomas, is located in the middle of the Rub al-Khali Desert.

Shaybah was developed by Saudi Aramco during the 1990s for the purposes of exploiting the Shaybah oilfield; prior to this, only rough roads used by early exploration teams existed in this isolated desert region. All materials for the establishment and construction of Shaybah were transported 800 kilometers from Dhahran to Shaybah by road. It includes housing facilities, administrative offices, an airstrip, and other support infrastructure.

It was quite amazing for the scientists with Thomas to see a huge number of birds living there and how they get food. The region has a hot desert climate. Daily maximum temperatures can reach as high as 51 °C, but the temperature drops to zero degrees Celsius on winter nights.

When established, the Shaybah oil field had estimated reserves of over 14 billion barrels of crude oil. As of January 2007, Saudi Arabia's proven reserves were estimated at 259.9 billion barrels, comprising about 24% of the world's total. However, the Ghawar oil field is the largest oil field in the world, holding over 70 billion barrels, making it larger than Shaybah.

|                  |                                               |                                  |  |
|------------------|-----------------------------------------------|----------------------------------|--|
| 01               | What did Bertram Thomas do?                   |                                  |  |
| تجميعات STEP يلو | A went home.                                  | B visited the Shaybah Oil field. |  |
|                  | C missed the travel to the Shaybah Oil field. | D went to Aramco.                |  |

|                  |                                                                         |                           |  |
|------------------|-------------------------------------------------------------------------|---------------------------|--|
| 05               | Why were the scientists amazed when they visited the Shaybah Oil field? |                           |  |
| تجميعات STEP يلو | A How birds live there                                                  | B the weather             |  |
|                  | C The annual rainfall                                                   | D the width of the desert |  |

|                  |                                                        |                                              |  |
|------------------|--------------------------------------------------------|----------------------------------------------|--|
| 02               | What is the main idea of the 1st paragraph?            |                                              |  |
| تجميعات STEP يلو | A Importance of the Shaybah oil field to Saudi Aramco. | B Where the Shaybah oil field is located.    |  |
|                  | C Why Saudi Aramco discovered the Shaybah oil field.   | D The weather in the Shaybah oil field area. |  |

|                  |                                                                    |        |  |
|------------------|--------------------------------------------------------------------|--------|--|
| 06               | What is the temperature at night (in winter in the Empty Quarter)? |        |  |
| تجميعات STEP يلو | A 47C.                                                             | B 51C. |  |
|                  | C 0C.                                                              | D 10C. |  |

|                  |                                                         |                      |  |
|------------------|---------------------------------------------------------|----------------------|--|
| 03               | The underlined pronoun "it" in paragraph (2) refers to: |                      |  |
| تجميعات STEP يلو | A Shaybah.                                              | B Saudi Aramco.      |  |
|                  | C 1990.                                                 | D Shaybah oil field. |  |

|                  |                                                         |             |  |
|------------------|---------------------------------------------------------|-------------|--|
| 07               | Saudi Arabia has about _____ of the world oil reserves. |             |  |
| تجميعات STEP يلو | A half                                                  | B quarter   |  |
|                  | C one-fifth                                             | D one-third |  |

|                  |                                                                               |            |  |
|------------------|-------------------------------------------------------------------------------|------------|--|
| 04               | How far is it from Dhahran to Shaybah Oil Field (for transporting materials)? |            |  |
| تجميعات STEP يلو | A 800 km.                                                                     | B 1000 km. |  |
|                  | C 650 km.                                                                     | D 638 km.  |  |

|                  |                                                                                            |                                                         |  |
|------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------|--|
| 08               | If we compare the reserves of oil in the oil fields of Shaybah and Ghawar, we notice that: |                                                         |  |
| تجميعات STEP يلو | A The Shaybah oil field has more reserves than Ghawar.                                     | B Shaybah and Ghawar oil fields have little oil.        |  |
|                  | C The Ghawar oil field has more reserves of oil than Shaybah.                              | D Shaybah and Ghawar oil fields have the same reserves. |  |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| B  | B  | A  | A  | A  | C  | B  | C  |

## 306. رحلة إلى باريس A Trip to Paris

A woman and her husband went on a trip to Paris for the purpose of shopping and sightseeing. When they arrived at the airport, their bus to the hotel was delayed, so by the time they reached their accommodation, they were very tired. They rested and ended up waking too late to have breakfast at the hotel on their first morning. As a result, they left and had breakfast at a nearby restaurant.

Later that day, they went shopping in the city center and bought a few items. On their way back to the hotel, they stopped at an Indian restaurant for a meal. In the evening, they **headed up to** the Seine River, where they took a walk and enjoyed the pleasant weather. They noted that the local people they met were friendly and polite.

On the second day of their stay, they managed to have breakfast at the hotel. After that, they visited one of Paris's most famous landmarks—the Eiffel Tower.

|                        |                                                                    |                                                                                                                                      |  |
|------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--|
| 01                     | What is not true according to the paragraph (about the first day)? |                                                                                                                                      |  |
| تجميعات<br>STEP<br>يلو | A                                                                  | They stayed near the hotel on the first day. (They went to a restaurant, the city center, an Indian restaurant, and the Seine River) |  |
|                        | B                                                                  | They missed breakfast (at the hotel).                                                                                                |  |
|                        | C                                                                  | They had to go to a restaurant to have breakfast on their first day.                                                                 |  |
|                        | D                                                                  | They went shopping.                                                                                                                  |  |

|                        |                               |                          |            |
|------------------------|-------------------------------|--------------------------|------------|
| 02                     | Why did they travel to Paris? |                          |            |
| تجميعات<br>STEP<br>يلو | A                             | for food                 | B family   |
|                        | C                             | shopping and sightseeing | D for work |

|                        |                              |        |                           |
|------------------------|------------------------------|--------|---------------------------|
| 03                     | What does "head up to" mean? |        |                           |
| تجميعات<br>STEP<br>يلو | A                            | walk   | B went to the city center |
|                        | C                            | arrive | D move towards            |

|                        |                                                         |                               |                    |
|------------------------|---------------------------------------------------------|-------------------------------|--------------------|
| 04                     | Did they have breakfast at the hotel on the second day? |                               |                    |
| تجميعات<br>STEP<br>يلو | A                                                       | Yes, they did.                | B No, they didn't. |
|                        | C                                                       | It is not stated in the text. | D Nobody can tell. |

|                        |                                      |                     |                            |
|------------------------|--------------------------------------|---------------------|----------------------------|
| 05                     | Where did they go on the second day? |                     |                            |
| تجميعات<br>STEP<br>يلو | A                                    | to the Eiffel Tower | B to the Indian restaurant |
|                        | C                                    | to the river        | D to the airport           |

|                        |                                                |                                     |                                          |
|------------------------|------------------------------------------------|-------------------------------------|------------------------------------------|
| 06                     | Choose the correct sentence based on the text: |                                     |                                          |
| تجميعات<br>STEP<br>يلو | A                                              | They didn't visit the Eiffel Tower. | B They had breakfast twice at the hotel. |
|                        | C                                              | They couldn't find anything to buy. | D They visited the Seine River at night. |

|                        |                                         |              |                   |
|------------------------|-----------------------------------------|--------------|-------------------|
| 07                     | What does the pronoun "there" refer to? |              |                   |
| تجميعات<br>STEP<br>يلو | A                                       | Paris        | B The hotel       |
|                        | C                                       | Seine River. | D The city center |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| A  | C  | D  | A  | A  | D  | C  |

## 307. دعوة حفل الزفاف Wedding Ceremony Invitation

Families Mr. Al-Ali and Mr. Al-Nasser  
request the pleasure of your presence  
at the marriage of our children  
Ali  
to  
Maha  
Saturday, the 17th of May  
At six o'clock in the evening  
Plaza Hotel  
New York

|                        |                                 |                    |   |                    |
|------------------------|---------------------------------|--------------------|---|--------------------|
| 01                     | Who was invited to the wedding? |                    |   |                    |
| تجميعات<br>STEP<br>يلو | A                               | The groom's family | B | The bride's family |
|                        | C                               | Michael and Marie  | D | Both families      |

01

D

### 308. The Inspiring Journey of Juliette Gordon Low رحلة جولييت غوردون لو الملهمة

Juliette Gordon Low was the founder of the Girl Scouts of America. She began to lose her hearing around age 17. She was born in Savannah, Georgia.

She married William Mackay Low, and they moved to England. Her husband was often occupied with his work, leaving Juliette with free time. While there, she became interested in the Girl Guides Association. On one occasion in Scotland, she faced a stream where the only way to cross was a narrow log. Though afraid, she crossed it alone.

Later, when she visited America, she wanted to create Girl Scout troops across the country. She worked toward this goal and started the organization. Today, Girl Scouts are found in many places around the world.

|                        |                                 |                        |   |                    |
|------------------------|---------------------------------|------------------------|---|--------------------|
| 01                     | What is the title of the story? |                        |   |                    |
| تجميعات<br>STEP<br>يلو | A                               | Girl Scout             | B | William Mackay Low |
|                        | C                               | Juliette's Family Life | D | Juliette's Profile |

|                        |                                                 |         |   |      |
|------------------------|-------------------------------------------------|---------|---|------|
| 02                     | What does the underlined pronoun "it" refer to? |         |   |      |
| تجميعات<br>STEP<br>يلو | A                                               | stream  | B | log  |
|                        | C                                               | peddler | D | road |

|                        |                                    |                     |   |                        |
|------------------------|------------------------------------|---------------------|---|------------------------|
| 03                     | What isn't mentioned in the story? |                     |   |                        |
| تجميعات<br>STEP<br>يلو | A                                  | Juliette's death    | B | Juliette's travels     |
|                        | C                                  | Juliette's deafness | D | Juliette's persistence |

|                        |                           |                                                            |  |  |
|------------------------|---------------------------|------------------------------------------------------------|--|--|
| 04                     | Choose the correct order: |                                                            |  |  |
| تجميعات<br>STEP<br>يلو | A                         | married, travelled, met girls, established Girl Scouts     |  |  |
|                        | B                         | established Girl Scouts, married, travelled, and met girls |  |  |
|                        | C                         | married, met girls, travelled, established Girl Scouts     |  |  |
|                        | D                         | married, met girls, established Girl Scouts, travelled     |  |  |

|                        |                                   |                          |   |                                |
|------------------------|-----------------------------------|--------------------------|---|--------------------------------|
| 05                     | What do you think of her husband? |                          |   |                                |
| تجميعات<br>STEP<br>يلو | A                                 | busy with his work       | B | had free time.                 |
|                        | C                                 | established Girl Guides. | D | helped Juliette in her School. |

01

02

03

04

05

D

B

A

A

A

### 309. Customer Appreciation for Repair Service شكر العميل لخدمة الإصلاح

(1) Yesterday, Mohamed received a message from a customer who had visited the repair store a week earlier. The message expressed appreciation for the service the man had received. He explained that he had been concerned about his device after noticing an unfamiliar application installed on it — one he didn't remember downloading. Unsure whether it posed a threat, he decided to take the device to a specialist.

(2) At the store, Mohamed, who leads the team there, listened carefully to the customer's concerns. After examining the device, the team took it for further inspection. As part of their support, they decided to install an antivirus application to ensure the device was protected from any harmful software. The process went smoothly, and the customer was relieved to know that his device was safe again.

(3) The man expressed his satisfaction with how the issue had been handled. He thanked the staff for their help and said he felt confident about their service. He mentioned in his message that he would recommend the store to his friends and family, praising the professionalism and attention he had received during his visit.

(4) Mohamed was pleased to receive such positive feedback. As the person responsible for overseeing the team's work, he always encourages high standards and ensures that each customer is supported properly. Feedback like this, he believes, helps motivate the entire team and reminds them why their work is important.

|                        |                                                                  |                      |   |                        |
|------------------------|------------------------------------------------------------------|----------------------|---|------------------------|
| 01                     | What is the relationship between Mohammed and the other workers? |                      |   |                        |
| تجميعات<br>STEP<br>يلو | A                                                                | He is their manager. | B | He is their friend.    |
|                        | C                                                                | He is their brother. | D | He is their assistant. |

|                        |                                                     |           |   |           |
|------------------------|-----------------------------------------------------|-----------|---|-----------|
| 02                     | What was the message that the man sent to the shop? |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                                   | complaint | B | order     |
|                        | C                                                   | return    | D | thank you |

|                        |                                       |              |   |           |
|------------------------|---------------------------------------|--------------|---|-----------|
| 03                     | What does the word "device" refer to? |              |   |           |
| تجميعات<br>STEP<br>يلو | A                                     | mobile phone | B | microwave |
|                        | C                                     | laptop       | D | watch     |

|                        |                                       |                                               |   |                       |
|------------------------|---------------------------------------|-----------------------------------------------|---|-----------------------|
| 04                     | What was the problem with his device? |                                               |   |                       |
| تجميعات<br>STEP<br>يلو | A                                     | It wasn't working.                            | B | It was old.           |
|                        | C                                     | They found an application he didn't download. | D | There was no problem. |

|                        |                                 |                    |   |           |
|------------------------|---------------------------------|--------------------|---|-----------|
| 05                     | What does the word "head" mean? |                    |   |           |
| تجميعات<br>STEP<br>يلو | A                               | director - manager | B | friend    |
|                        | C                               | technician         | D | assistant |

|                        |                               |                          |   |                                           |
|------------------------|-------------------------------|--------------------------|---|-------------------------------------------|
| 06                     | What did they do for the man? |                          |   |                                           |
| تجميعات<br>STEP<br>يلو | A                             | They couldn't fix it.    | B | They downloaded an antivirus application. |
|                        | C                             | They gave him a new one. | D | They downloaded the application again.    |

|                        |                       |                             |   |                            |
|------------------------|-----------------------|-----------------------------|---|----------------------------|
| 07                     | What will the man do? |                             |   |                            |
| تجميعات<br>STEP<br>يلو | A                     | He will not come again.     | B | He will go to other shops. |
|                        | C                     | He will recommend the shop. | D | He will return his device. |

|                        |                                        |                             |   |                                  |
|------------------------|----------------------------------------|-----------------------------|---|----------------------------------|
| 08                     | What is true according to the passage? |                             |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                      | The customer was not happy. | B | They took the phone.             |
|                        | C                                      | Mohamed was the assistant.  | D | They couldn't help the customer. |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| A  | D  | A  | C  | A  | B  | C  | B  |

### 310. ROAD CLOSED



|                        |                                                 |                                   |   |                                             |
|------------------------|-------------------------------------------------|-----------------------------------|---|---------------------------------------------|
| 01                     | What do you understand from this sentence sign? |                                   |   |                                             |
| تجميعات<br>STEP<br>يلو | A                                               | The road opens from 8 pm to 5 am. | B | It's an idiom that means you won't make it. |
|                        | C                                               | You can't use the road.           | D | You can drive there if you have permission. |

|    |
|----|
| 01 |
| C  |

## 311. Tailgating and Road Rage: Understanding the Risks

## التقارب في القيادة والغضب على الطريق: فهم المخاطر

**Tailgating** happens when a driver follows another vehicle without keeping a safe distance. If the vehicle in front stops suddenly, the close distance makes it harder to avoid a collision. This driving behavior increases the chances of rear-end accidents. It is considered risky and can **escalate** into more serious situations, especially when it leads to injuries or major crashes. Many people find it uncomfortable or frightening when another car is too close behind them.

Road rage is a form of aggressive driving. It includes angry actions by drivers that may lead to dangerous situations or even harm to others. One way to improve road safety and avoid such behavior is by using defensive driving. This kind of driving reduces risky habits and helps create safer roads, leading to fewer traffic accidents.

|                        |                     |                                                    |   |                                                   |
|------------------------|---------------------|----------------------------------------------------|---|---------------------------------------------------|
| 01                     | What is tailgating? |                                                    |   |                                                   |
| تجميعات<br>STEP<br>يلو | A                   | driving too closely to the vehicle in front of you | B | texting while driving and not looking at the road |
|                        | C                   | speed driving, exceeding the speed limit           | D | injured victims and causing accidents             |

|                        |                            |          |   |           |
|------------------------|----------------------------|----------|---|-----------|
| 02                     | What does "escalate" mean? |          |   |           |
| تجميعات<br>STEP<br>يلو | A                          | decrease | B | increase  |
|                        | C                          | issue    | D | dangerous |

|                        |                                          |                             |   |                              |
|------------------------|------------------------------------------|-----------------------------|---|------------------------------|
| 03                     | Why are all people afraid of tailgating? |                             |   |                              |
| تجميعات<br>STEP<br>يلو | A                                        | It doesn't cause accidents. | B | It escalates serious issues. |
|                        | C                                        | They aren't afraid.         | D | It's mysterious.             |

|                        |                                                |                  |   |           |
|------------------------|------------------------------------------------|------------------|---|-----------|
| 04                     | What is the main idea of the second paragraph? |                  |   |           |
| تجميعات<br>STEP<br>يلو | A                                              | Passengers' fear | B | Accidents |
|                        | C                                              | Rear point       | D | Road Rage |

|                        |                                    |                 |   |                |
|------------------------|------------------------------------|-----------------|---|----------------|
| 05                     | What does the defensive driver do? |                 |   |                |
| تجميعات<br>STEP<br>يلو | A                                  | more fear       | B | more accidents |
|                        | C                                  | fewer accidents | D | dangerous act  |

|                        |                                                   |             |   |        |
|------------------------|---------------------------------------------------|-------------|---|--------|
| 06                     | What does "tailgating" mean (in terms of safety)? |             |   |        |
| تجميعات<br>STEP<br>يلو | A                                                 | Safe        | B | Unsafe |
|                        | C                                                 | Recommended | D | Normal |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| A  | B  | B  | D  | C  | B  |

## 312. A Grateful Student شكرًا للمعلم

Dear Mr. Saud,

This year, I struggled to take the class seriously because of the problems I was having at home. You never gave up on me, and I want to thank you for being the best teacher. I will always remember you.

|                        |                                  |               |   |             |
|------------------------|----------------------------------|---------------|---|-------------|
| 01                     | Who is the message addressed to? |               |   |             |
| تجميعات<br>STEP<br>يلو | A                                | his dad       | B | his teacher |
|                        | C                                | his classmate | D | His school. |

01

B

## 313. Lemurs: Unique Mammals of Madagascar ليَمُور: ثدييات فريدة من مدغشقر

Lemurs are mammals, divided into eight families and consisting of 15 genera and around 100 existing species. They are native only to the island of Madagascar. Most existing lemurs, including the long-tailed lemurs, which are among the most common, are small, have a pointed snout, large eyes, and a long tail. **They** chiefly live in trees and are active at night (nocturnal).

|                        |                                    |             |   |                    |
|------------------------|------------------------------------|-------------|---|--------------------|
| 01                     | What does the pronoun "they" mean? |             |   |                    |
| تجميعات<br>STEP<br>يلو | A                                  | species.    | B | lemurs.            |
|                        | C                                  | large eyes. | D | long-tailed lemurs |

01

B

### 314. The Role of Lateen Sails in Navigation دور الأشرعة اللاتينية في الملاحة

Lateen sails were developed by the Arabs, then adopted in the Eastern Mediterranean. **They** played an important role in the history of navigation as links. They were the transitional phase between square sails and fore-and-aft sails.

A lateen sail is a triangular sail set on a long yard mounted at an angle on the mast, and running in a fore-and-aft direction.

The effective use of Arab Lateen sails by Arabs caused their rapid spread throughout the Mediterranean, contributing significantly to the revival of medieval commerce. **This improvement** proves the important role Arabs played in European civilization.

|                        |                                                               |                    |   |               |
|------------------------|---------------------------------------------------------------|--------------------|---|---------------|
| 01                     | What does the pronoun "they" in the first paragraph refer to? |                    |   |               |
| تجميعات<br>STEP<br>يلو | A                                                             | lateen sails       | B | square sails  |
|                        | C                                                             | fore-and-aft sails | D | the Europeans |

|                        |                                      |             |   |            |
|------------------------|--------------------------------------|-------------|---|------------|
| 02                     | What is the purpose of this passage? |             |   |            |
| تجميعات<br>STEP<br>يلو | A                                    | critique    | B | persuasion |
|                        | C                                    | description | D | narrative  |

|                        |                               |                   |   |                    |
|------------------------|-------------------------------|-------------------|---|--------------------|
| 03                     | "This improvement" refers to: |                   |   |                    |
| تجميعات<br>STEP<br>يلو | A                             | civilization.     | B | ships.             |
|                        | C                             | square sailboats. | D | Arab Lateen sails. |

01

A

02

C

03

D

### 315. Healthy vs Unhealthy Food الغذاء الصحي مقابل الغذاء غير الصحي

(1) Many people around the world eat hamburgers every day. One main reason is that they are cheap and easy to get. Fast food restaurants are found in almost every city, and burgers are one of the most famous and affordable items on the menu. This makes them a popular choice, especially for people in a hurry or those who want to save money.

(2) However, eating too many burgers or fast food items can lead to bad eating habits. These types of meals are usually considered unhealthy food because they are high in fats, sugars, and salt, and they contain low amounts of nutrients. Many fast foods are also made from highly processed ingredients, which can harm the body if eaten too often.

(3) In a scientific experiment, a teacher bought a hamburger and left it on a plate for six months without touching it. Surprisingly, the burger didn't rot or smell bad. This result was shocking because normally, fresh food goes bad after a few days. But this burger stayed the same for a long time. The reason it didn't rot was that it was full of chemicals and preservatives used to keep it looking fresh. It was not real, healthy food.

(4) This shows that while fast food may be cheap and tasty, it is **essentially** made from artificial and processed materials. People should be more careful with what they eat and try to avoid fast food often. Eating natural, fresh meals is better for health and gives the body the nutrients it truly needs.

|                        |                               |                                 |   |                                |
|------------------------|-------------------------------|---------------------------------|---|--------------------------------|
| 01                     | Why do people eat hamburgers? |                                 |   |                                |
| تجميعات<br>STEP<br>يلو | A                             | Because it is highly processed. | B | Because it is good for health. |
|                        | C                             | Because it is healthy.          | D | Because it is cheap.           |

|                        |                                        |                                                    |   |                                                |
|------------------------|----------------------------------------|----------------------------------------------------|---|------------------------------------------------|
| 02                     | What is true according to the passage? |                                                    |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                      | We must change our healthy food to unhealthy food. | B | Burgers or fast food are cheap and famous.     |
|                        | C                                      | The burger didn't rot because it was healthy food. | D | Healthy food can be found at many restaurants. |

|                        |                                                                                      |             |   |             |
|------------------------|--------------------------------------------------------------------------------------|-------------|---|-------------|
| 03                     | In which paragraph does the author talk about bad eating (or define unhealthy food)? |             |   |             |
| تجميعات<br>STEP<br>يلو | A                                                                                    | paragraph 1 | B | paragraph 2 |
|                        | C                                                                                    | paragraph 3 | D | paragraph 4 |

|                        |                                                |           |   |          |
|------------------------|------------------------------------------------|-----------|---|----------|
| 04                     | What is the meaning of the word "essentially"? |           |   |          |
| تجميعات<br>STEP<br>يلو | A                                              | closely   | B | strongly |
|                        | C                                              | basically | D | harmful  |

|                        |                          |         |   |           |
|------------------------|--------------------------|---------|---|-----------|
| 05                     | Who did this experiment? |         |   |           |
| تجميعات<br>STEP<br>يلو | A                        | teacher | B | doctor    |
|                        | C                        | father  | D | scientist |

|                        |                                           |          |   |          |
|------------------------|-------------------------------------------|----------|---|----------|
| 06                     | How long does this scientific study take? |          |   |          |
| تجميعات<br>STEP<br>يلو | A                                         | 6 months | B | 4 months |
|                        | C                                         | A year   | D | 5 months |

|                        |                                            |                                              |   |                                         |
|------------------------|--------------------------------------------|----------------------------------------------|---|-----------------------------------------|
| 07                     | Why did the burger not rot after studying? |                                              |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                          | Because it consisted of chemicals.           | B | Because it was healthy food.            |
|                        | C                                          | Because it contained proteins and good fats. | D | Because it was a highly processed food. |

|                        |                                         |                                    |   |                       |
|------------------------|-----------------------------------------|------------------------------------|---|-----------------------|
| 08                     | What is the best title for the passage? |                                    |   |                       |
| تجميعات<br>STEP<br>يلو | A                                       | Unhealthy food                     | B | Fast food is popular. |
|                        | C                                       | Be more careful with what you eat. | D | Burgers               |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| D  | B  | C  | C  | A  | A  | A  | C  |

### 316. الجبال وأهميتها Mountains and Their Importance

A mountain is a natural rise of the Earth's surface that usually has a summit. It is usually steeper and taller than a hill. Therefore, hills are lower than mountains. Mountains are important to life on Earth, as most rivers begin in mountains and carry water down to the sea.

Mountains cover one-fifth of the earth's land surface and occur in 75% of the world's countries. Most of the world's rivers are fed from mountain sources.

|                        |                                                     |                                 |   |                                          |
|------------------------|-----------------------------------------------------|---------------------------------|---|------------------------------------------|
| 01                     | What is the difference between mountains and hills? |                                 |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                   | Hills are lower than mountains. | B | Mountains are lower than hills.          |
|                        | C                                                   | Hills are artificial.           | D | Hills are more important than mountains. |

|                        |                                                  |     |   |     |
|------------------------|--------------------------------------------------|-----|---|-----|
| 02                     | How much of the land surface do mountains cover? |     |   |     |
| تجميعات<br>STEP<br>يلو | A                                                | 75% | B | 20% |
|                        | C                                                | 3%  | D | 64% |

|    |    |
|----|----|
| 01 | 02 |
| A  | B  |

### 317. الرأسمالية والماركسية Capitalism and Marxism

Capitalism is an economic system with a social and political philosophy based on the development and preservation of individual property, expanding on the concept of freedom. As capitalism strengthens individual ownership, it tends to reduce public property.

Karl Marx, a German philosopher, politician, and sociologist, is a significant figure often discussed in relation to economic systems. He has written many books. His theory of capitalism and its opposition to the principle of workers' wages earned him international fame. It is stated that Karl Marx, sometimes referred to as the Father of Communism, wrote his book, Communist Manifesto, with Friedrich Engels in 1848. This work emphasized the importance of class struggle in every historical society and highlighted what they saw as the dangerous instability capitalism created. Karl Marx lived in the 19th century, a period characterized by the spread of industrial capitalism.

|                        |               |                                        |   |                                 |
|------------------------|---------------|----------------------------------------|---|---------------------------------|
| 01                     | What is true? |                                        |   |                                 |
| تجميعات<br>STEP<br>يلو | A             | Marx and Engels wrote about communism. | B | Marx supported capitalism.      |
|                        | C             | Capitalism increases public property.  | D | Marx lived in the 20th century. |

|                        |                                       |            |   |          |
|------------------------|---------------------------------------|------------|---|----------|
| 02                     | Karl Marx wrote about communism with: |            |   |          |
| تجميعات<br>STEP<br>يلو | A                                     | society.   | B | Engels.  |
|                        | C                                     | Manifesto. | D | theories |

|    |    |
|----|----|
| 01 | 02 |
| A  | B  |

### 318. هاواي: الجزر الديناميكية Hawaii: The Dynamic Islands

Hawaii is the newest of the 50 U.S. states and is unique because it is made up entirely of a **pile** of islands. These islands, called an archipelago, formed one by one as the Pacific tectonic plate slowly moved over a hotspot in the Earth's mantle. The island of Hawaii is the largest and youngest in the group, made from five volcanoes, with Mauna Loa being the biggest volcano. The oldest island still above water, Kure Atoll, formed about 30 million years ago.

The Hawaiian Islands continue to change because of movements in the tectonic plate. When a new island forms, this can cause a volcanic eruption. **It** is an ongoing and active process. In addition to volcanic eruptions, Hawaii experiences many earthquakes, which usually happen because of volcanic activity. **Tsunamis**, which are great waves, may also occur in Hawaii. These tsunamis can be caused by explosive volcanic activity or underwater landslides.

|                        |                                          |                          |   |                         |
|------------------------|------------------------------------------|--------------------------|---|-------------------------|
| 01                     | The author in paragraph (1) talks about: |                          |   |                         |
| تجميعات<br>STEP<br>يلو | A                                        | The volcanoes of island. | B | History of earthquakes. |
|                        | C                                        | Tsunamis.                | D | Lava.                   |

|                        |                          |                |   |            |
|------------------------|--------------------------|----------------|---|------------|
| 05                     | The word "it" refers to: |                |   |            |
| تجميعات<br>STEP<br>يلو | A                        | an earthquake. | B | a volcano. |
|                        | C                        | an ocean.      | D | a tsunami  |

|                        |                                                       |                                            |   |                                                          |
|------------------------|-------------------------------------------------------|--------------------------------------------|---|----------------------------------------------------------|
| 02                     | How did the islands form at the surface of the water? |                                            |   |                                                          |
| تجميعات<br>STEP<br>يلو | A                                                     | one by one, less than 30 million years     | B | one by one, more than 30 billion years                   |
|                        | C                                                     | all of them together for millions of years | D | All of them together are less than 30 million years old. |

|                        |                           |              |   |            |
|------------------------|---------------------------|--------------|---|------------|
| 06                     | The word "Tsunami" means: |              |   |            |
| تجميعات<br>STEP<br>يلو | A                         | great waves. | B | volcanoes. |
|                        | C                         | earthquakes. | D | climate.   |

|                        |                                     |                     |   |                  |
|------------------------|-------------------------------------|---------------------|---|------------------|
| 03                     | What can cause a volcanic eruption? |                     |   |                  |
| تجميعات<br>STEP<br>يلو | A                                   | climate changes     | B | more Earthquakes |
|                        | C                                   | forming new islands | D | pollutions       |

|                        |                        |                     |   |                  |
|------------------------|------------------------|---------------------|---|------------------|
| 07                     | The word "pile" means: |                     |   |                  |
| تجميعات<br>STEP<br>يلو | A                      | a group of islands. | B | a Pacific plate. |
|                        | C                      | a stack.            | D | a hotspot.       |

|                        |                                        |                                                                 |  |  |
|------------------------|----------------------------------------|-----------------------------------------------------------------|--|--|
| 04                     | What is the main topic of the Passage? |                                                                 |  |  |
| تجميعات<br>STEP<br>يلو | A                                      | How geologists discovered volcanoes in the Hawaiian Islands     |  |  |
|                        | B                                      | How the Hawaiian Islands appeared and were formed in the sea    |  |  |
|                        | C                                      | How a beautiful semi-circle reef surrounds the Hawaiian Islands |  |  |
|                        | D                                      | How mountains can be seen underwater near the Hawaiian shores   |  |  |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| A  | A  | C  | B  | B  | A  | C  |

## 319. Traveling for Work and Opportunity السفر للعمل والفرصة

Michael was travelling to Riyadh by plane to renew his **accommodation**. On the same day, he received an email regarding a job he had applied for. The plane was scheduled to fly at 1:00 pm, and the interview for the job was at 12:00 pm. Michael decided that he would have the interview at the airport. He had to go to work first before his trip, but he didn't want to spend 50 riyals on a taxi. So, he asked his friend, Ahmed, to drive him to work.

|         |                                 |      |   |        |
|---------|---------------------------------|------|---|--------|
| 01      | What does "accommodation" mean? |      |   |        |
| تجميعات | A                               | car  | B | trip   |
| STEP    | C                               | home | D | salary |
| يلو     |                                 |      |   |        |

|         |                              |         |   |          |
|---------|------------------------------|---------|---|----------|
| 02      | How did he travel to Riyadh? |         |   |          |
| تجميعات | A                            | by car  | B | by Bus   |
| STEP    | C                            | by taxi | D | by plane |
| يلو     |                              |         |   |          |

|         |                                    |                                 |   |                                             |
|---------|------------------------------------|---------------------------------|---|---------------------------------------------|
| 03      | Why did he not want to use a taxi? |                                 |   |                                             |
| تجميعات | A                                  | So he could get to the airport. | B | So that he did not have to spend 50 riyals. |
| STEP    | C                                  | So he could catch his plane.    | D | So that he renewed his accommodation.       |
| يلو     |                                    |                                 |   |                                             |

|         |                            |             |   |                |
|---------|----------------------------|-------------|---|----------------|
| 04      | Where was their interview? |             |   |                |
| تجميعات | A                          | in the taxi | B | at work        |
| STEP    | C                          | at home     | D | in the airport |
| يلو     |                            |             |   |                |

|         |                                   |                     |   |                       |
|---------|-----------------------------------|---------------------|---|-----------------------|
| 05      | What did Michael ask Ahmed to do? |                     |   |                       |
| تجميعات | A                                 | to take him to work | B | to lend him 50 riyals |
| STEP    | C                                 | to give him his car | D | None of the above     |
| يلو     |                                   |                     |   |                       |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | D  | B  | D  | A  |

## 320. The Importance of Play أهمية اللعب

Playing is usually felt to be a universal activity, and children are often portrayed as having an inherent desire and capacity to play. This activity is important in childhood. Play allows children to use their creativity while developing their imagination, along with physical, cognitive, and emotional strength. Playing is important to healthy brain development and supports various skills, including communication, imagination, creativity, and even reading, writing, and mathematics.

Playing at a very early age allows children to explore nature, interact with others, and learn to take care of themselves; this is why it's important to care about kids' education through such experiences. Unstructured play, when child-driven, helps develop children's social skills as they engage fully in their passions. One reason to encourage learning in children is that they often do not feel the embarrassment adults might. Encouraging unstructured play can also be an exceptional way to increase physical activity levels in children, who are very active, which is an important strategy in addressing issues like the obesity epidemic. Thus, games can increase activity. **It** is crucial because playing helps discover the desires and dispositions of the child.

|         |                                                    |                                                                                |  |  |
|---------|----------------------------------------------------|--------------------------------------------------------------------------------|--|--|
| 01      | Why is it important to care about kids' education? |                                                                                |  |  |
| تجميعات | A                                                  | Because they learn how to care about themselves and others through experience. |  |  |
| STEP    | B                                                  | Because they only play and do nothing else.                                    |  |  |
| يلو     | C                                                  | Because education is only about formal schooling.                              |  |  |
|         | D                                                  | Because they are not active.                                                   |  |  |

|         |                                            |                                      |   |                                         |
|---------|--------------------------------------------|--------------------------------------|---|-----------------------------------------|
| 02      | Why did he advise him to learn as a child? |                                      |   |                                         |
| تجميعات | A                                          | Because they do not feel embarrassed | B | Because they are forced to learn        |
| STEP    | C                                          | Because children learn faster        | D | Because adult learning is not effective |
| يلو     |                                            |                                      |   |                                         |

|         |                             |             |   |          |
|---------|-----------------------------|-------------|---|----------|
| 05      | The pronoun "it" refers to: |             |   |          |
| تجميعات | A                           | learning.   | B | playing. |
| STEP    | C                           | engagement. | D | passion. |
| يلو     |                             |             |   |          |

|         |                                              |                                                              |  |  |
|---------|----------------------------------------------|--------------------------------------------------------------|--|--|
| 06      | Why is playing important during that period? |                                                              |  |  |
| تجميعات | A                                            | Children should have fun.                                    |  |  |
| STEP    | B                                            | Children are too young to learn anything.                    |  |  |
| يلو     | C                                            | Playing is good for intelligent children.                    |  |  |
|         | D                                            | Playing discovers the desires and dispositions of the child. |  |  |

|                        |                         |                                 |   |                                          |
|------------------------|-------------------------|---------------------------------|---|------------------------------------------|
| 03                     | What do you understand? |                                 |   |                                          |
| تجميعات<br>STEP<br>يلو | A                       | Children are very active.       | B | Children are mostly passive.             |
|                        | C                       | Play has no impact on children. | D | Education is not important for children. |

|                        |                                    |                                    |   |                                          |
|------------------------|------------------------------------|------------------------------------|---|------------------------------------------|
| 04                     | What is the title of this passage? |                                    |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                  | Children's Education               | B | Learning is More Important than Playing. |
|                        | C                                  | Playing is important in childhood. | D | Kids Games                               |

|                        |                                      |                             |   |                                     |
|------------------------|--------------------------------------|-----------------------------|---|-------------------------------------|
| 07                     | Do games affect children's activity? |                             |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                    | Playing decreases activity. | B | Playing makes children exhausted.   |
|                        | C                                    | Playing increases activity. | D | Playing makes children hyperactive. |

|                        |                                           |                                                                      |   |                             |
|------------------------|-------------------------------------------|----------------------------------------------------------------------|---|-----------------------------|
| 08                     | Why is early learning important for kids? |                                                                      |   |                             |
| تجميعات<br>STEP<br>يلو | A                                         | Because they learn how to care about people, themselves, and nature. | B | to get high grades          |
|                        | C                                         | to go to college                                                     | D | to be engineers and doctors |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| A  | A  | A  | C  | B  | D  | C  | A  |

### 321. Image – Quiet, please



|                        |                                                                        |          |   |               |
|------------------------|------------------------------------------------------------------------|----------|---|---------------|
| 01                     | When someone says "Please be quiet," what are you requested NOT to do? |          |   |               |
| تجميعات<br>STEP<br>يلو | A                                                                      | Read     | B | Make noise    |
|                        | C                                                                      | Sit down | D | Pay attention |

|    |
|----|
| 01 |
| B  |

### 322. Killing Animals for Meat: Risks and Consequences: قتل الحيوانات من أجل اللحم: المخاطر والنتائج

(1) In different countries, people use various methods to kill animals, either for food or for other purposes. In the United States, for example, many animals are killed using a bullet from a gun. This method is often used in farming or hunting. However, using bullets can have serious environmental impacts. It may lead to disruption in the ecological balance when certain species are removed from the system too quickly, or when dangerous chemicals from bullets enter the food chain.

(2) In contrast, Saudi Arabia follows a different approach. Animals are usually slaughtered using a knife in accordance with religious practices. This method is seen as more controlled and purposeful. It avoids the risks of gunfire and is deeply rooted in local tradition.

(3) A real story shows how methods of killing animals can have dangerous results. In one case, an American man tried to shoot a cow on a farm, but the bullet bounced off a metal rail and hit him, leading to his death. In another story, a man in Saudi Arabia accidentally injured himself with a knife while slaughtering a sheep. Although he survived, it showed how even traditional methods can be risky if not handled properly.

(4) These examples suggest that while killing animals for meat may seem normal, the methods used can lead to serious and sometimes deadly consequences. Whether through guns or knives, care and awareness are always necessary to avoid harm to people and the environment.

|                        |                                        |      |   |        |
|------------------------|----------------------------------------|------|---|--------|
| 01                     | What does America use to kill animals? |      |   |        |
| تجميعات<br>STEP<br>يلو | A                                      | rope | B | bullet |
|                        | C                                      | fire | D | knives |

|                        |                                          |                                  |   |                                      |
|------------------------|------------------------------------------|----------------------------------|---|--------------------------------------|
| 02                     | Killing animals using bullets can cause? |                                  |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                        | spreading diseases               | B | healthy food for people              |
|                        | C                                        | balance in the ecological system | D | disruption in the ecological balance |

|                        |                            |               |   |                   |
|------------------------|----------------------------|---------------|---|-------------------|
| 03                     | What does Saudi Arabia do? |               |   |                   |
| تجميعات<br>STEP<br>يلو | A                          | hangs animals | B | slaughter animals |
|                        | C                          | use bullets   | D | electrocution     |

|                        |                                                                       |                                                                                   |  |  |
|------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------|--|--|
| 04                     | What is the general idea of the passage, illustrated by the examples? |                                                                                   |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                     | Killing animals for meat is a normal action that can turn into dangerous results. |  |  |
|                        | B                                                                     | It is healthy for the ecological balance to use bullets.                          |  |  |
|                        | C                                                                     | It's fun to slaughter and kill farm animals.                                      |  |  |
|                        | D                                                                     | Saudi Arabia's methods of killing animals are the only ones discussed.            |  |  |

|                        |                                                        |                  |   |                    |
|------------------------|--------------------------------------------------------|------------------|---|--------------------|
| 05                     | What did the American in the anecdotal story die from? |                  |   |                    |
| تجميعات<br>STEP<br>يلو | A                                                      | A knife wound    | B | A deflected bullet |
|                        | C                                                      | An animal attack | D | Food poisoning     |

|                        |                                                          |                                       |   |                                                      |
|------------------------|----------------------------------------------------------|---------------------------------------|---|------------------------------------------------------|
| 06                     | What did the Saudi individual in the anecdotal story do? |                                       |   |                                                      |
| تجميعات<br>STEP<br>يلو | A                                                        | He successfully hunted a wild animal. | B | He harmed himself while trying to slaughter a sheep. |
|                        | C                                                        | He invented a new way to cook meat.   | D | He decided to become a vegetarian.                   |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 |
| B  | D  | B  | A  | B  | B  |

### 323. شجرة جوز الهند: شجرة الحياة Coconut Tree: The Tree of Life

In many tropical regions, the coconut tree is known as the "tree of life" because it provides so many things that are useful for daily living. Each part of the tree offers something helpful, whether for food, shelter, or practical use. If someone were ever stranded in a remote or deserted area, the coconut tree could help in many ways. A person could drink the liquid inside the coconut, eat the soft flesh, and even use the leaves and bark to build shelter.

The inside of the coconut holds water that is refreshing and sweet. This liquid is found in a natural **bowl**-like space inside the nut. Coconut milk, made from its flesh, can be used to create coconut oil, which is used for cooking and also for personal care. It can help moisturize the skin, lips, and hair, making it popular in natural beauty products.

Another important part of the tree is the coir fiber, which comes from the outer part of the coconut. It is strong and flexible, making it ideal for many uses. People often twist it into short strands and roll them together to form rope. Because of its strength, it can be used in building, carrying loads, or creating everyday tools.

People also use the hard shells of the coconut in creative ways, such as turning them into compost or using them in decoration. The many parts of the tree serve different functions: food, oil, building material, and even items for daily comfort. While some uses are explained clearly, others are only suggested through the many practical possibilities the tree offers.

|                        |                                          |                                       |   |                             |
|------------------------|------------------------------------------|---------------------------------------|---|-----------------------------|
| 01                     | Choose a suitable title for the passage: |                                       |   |                             |
| تجميعات<br>STEP<br>يلو | A                                        | Desert Survival Skills                | B | Uses of Coconut Fibres      |
|                        | C                                        | How a coconut tree can save your life | D | How to climb a coconut tree |

|                        |                             |       |   |        |
|------------------------|-----------------------------|-------|---|--------|
| 05                     | The pronoun "it" refers to: |       |   |        |
| تجميعات<br>STEP<br>يلو | A                           | coir. | B | piece. |
|                        | C                           | rope. | D | soles. |

|                        |                        |           |   |       |
|------------------------|------------------------|-----------|---|-------|
| 02                     | What does "bowl" mean? |           |   |       |
| تجميعات<br>STEP<br>يلو | A                      | container | B | diet  |
|                        | C                      | food      | D | basic |

|                        |                                                       |                                                            |   |                                    |
|------------------------|-------------------------------------------------------|------------------------------------------------------------|---|------------------------------------|
| 03                     | Why is it thought that Coconut is important for life? |                                                            |   |                                    |
| تجميعات<br>STEP<br>يلو | A                                                     | Because its oil and milk are staple foods for many people. | B | Because each part of it serves us. |
|                        | C                                                     | Although it is inedible, we can use it to build houses.    | D | Because of its milk.               |

|                        |                                                                                                                       |                              |   |                     |
|------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------|---|---------------------|
| 04                     | Which of the following is a use of the coconut tree that is not clearly mentioned in paragraph 3 but is only implied? |                              |   |                     |
| تجميعات<br>STEP<br>يلو | A                                                                                                                     | using fronds to make pillows | B | using it in make-up |
|                        | C                                                                                                                     | making building material     | D | using it for fuel   |

|                        |                                          |                                       |   |              |
|------------------------|------------------------------------------|---------------------------------------|---|--------------|
| 06                     | What is the point of the last paragraph? |                                       |   |              |
| تجميعات<br>STEP<br>يلو | A                                        | Coconut leaves                        | B | Night falls  |
|                        | C                                        | Uses of all parts of the coconut tree | D | Coconut bark |

|                        |                                                                                    |                         |   |                              |
|------------------------|------------------------------------------------------------------------------------|-------------------------|---|------------------------------|
| 07                     | What are the benefits of the coconut tree that are mentioned in the 4th paragraph? |                         |   |                              |
| تجميعات<br>STEP<br>يلو | A                                                                                  | using for Personal care | B | using for a cure from cancer |
|                        | C                                                                                  | using for fertilizers   | D | used to build houses         |

|                        |                                                              |                                                                                 |  |  |
|------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------|--|--|
| 08                     | How can coconut save our lives if we were in an empty place? |                                                                                 |  |  |
| تجميعات<br>STEP<br>يلو | A                                                            | Coconut oil is very healthy.                                                    |  |  |
|                        | B                                                            | Drink coconut water, eat its flesh, and build a house from its bark and leaves. |  |  |
|                        | C                                                            | Coconut can moisturize your skin and hair.                                      |  |  |
|                        | D                                                            | Coconut milk keeps you hydrated.                                                |  |  |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| C  | A  | B  | A  | A  | C  | A  | B  |

### 324. طلب إصلاح اللابتوب Laptop Repair Request

Jack bought a new laptop about two months ago. He was very upset when his device stopped working. He couldn't repair it by himself. He decided to contact the IT (Information Technology) department of the company from which he had bought his laptop. He wrote an email complaining about what had happened, explaining how much he needed his device. The **risk** of delay was too much to take. So, he urged them to send a technician to repair it any time before 11 a.m., Sunday through Thursday. He also mentioned that if the technician were to come the next weekend, he wouldn't be available as he would be out with his family, but he would arrange for one of his colleagues to open the room for the technician to see the computer.

|                        |                                 |                                        |   |                  |
|------------------------|---------------------------------|----------------------------------------|---|------------------|
| 01                     | Who did he send the message to? |                                        |   |                  |
| تجميعات<br>STEP<br>يلو | A                               | secretary                              | B | manger           |
|                        | C                               | IT (Information Technology) department | D | printing Section |

|                        |                                                         |             |   |                               |
|------------------------|---------------------------------------------------------|-------------|---|-------------------------------|
| 02                     | What is the day that he set for the technician to come? |             |   |                               |
| تجميعات<br>STEP<br>يلو | A                                                       | at any time | B | anytime before 11 on weekdays |
|                        | C                                                       | at night    | D | before 11 on the weekend      |

|                        |               |          |   |          |
|------------------------|---------------|----------|---|----------|
| 03                     | Repair means: |          |   |          |
| تجميعات<br>STEP<br>يلو | A             | fix.     | B | create.  |
|                        | C             | destroy. | D | prepare. |

|                        |               |         |   |         |
|------------------------|---------------|---------|---|---------|
| 04                     | "Risk" means: |         |   |         |
| تجميعات<br>STEP<br>يلو | A             | safety. | B | danger. |
|                        | C             | change. | D | repair. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | B  | A  | B  |

## 325. اختيار الكلمة الصحيحة - Choose the Correct Word

"Look at the picture, in Paris. Look then choose the correct word."

|         |                                      |            |   |             |
|---------|--------------------------------------|------------|---|-------------|
| 01      | This text is most likely found in a: |            |   |             |
| تجميعات | A                                    | classroom. | B | shop.       |
| STEP    | C                                    | office.    | D | supermarket |
| يلو     |                                      |            |   |             |

01  
A

## 326. الصيد وتأثيره على الحياة البرية Hunting and Its Impact on Wildlife

Hunting is the practice of seeking, pursuing, and capturing, or killing, wildlife or feral animals. People tend to overhunt animals for different purposes, but this causes a lot of issues. Today, some types of animals are endangered. This means there are very few animals of that kind left on Earth, and these animal species could face extinction or **extermination**. When animal species go extinct, **they** are gone forever, and this can cause a lot of issues.

The most common reasons for people to kill animals are to remove predators dangerous to humans or domestic animals, and eliminate pests and nuisance animals that damage crops or spread diseases. But even killing these "harmful" animals is very dangerous, as it affects the food chain for all living creatures. The food chain involves all plant and animal species creating intricate webs of wildlife, with all species dependent on one another, making it important for our planet to survive and thrive.

|         |                                                |         |   |                 |
|---------|------------------------------------------------|---------|---|-----------------|
| 01      | The pronoun "they" in paragraph (1) refers to: |         |   |                 |
| تجميعات | A                                              | plants. | B | humans.         |
| STEP    | C                                              | pests.  | D | animal species. |
| يلو     |                                                |         |   |                 |

|         |                                         |                            |   |                              |
|---------|-----------------------------------------|----------------------------|---|------------------------------|
| 02      | Killing harmful animals is bad because: |                            |   |                              |
| تجميعات | A                                       | It affects the food chain. | B | It increases disease.        |
| STEP    | C                                       | It causes fires.           | D | It is beneficial for humans. |
| يلو     |                                         |                            |   |                              |

|         |                                                    |            |   |              |
|---------|----------------------------------------------------|------------|---|--------------|
| 03      | The word "Extermination" is closest in meaning to? |            |   |              |
| تجميعات | A                                                  | Protection | B | Conservation |
| STEP    | C                                                  | Kill       | D | Study        |
| يلو     |                                                    |            |   |              |

|         |                      |                        |   |                                  |
|---------|----------------------|------------------------|---|----------------------------------|
| 04      | Killing animals can: |                        |   |                                  |
| تجميعات | A                    | always benefit humans. | B | strengthen the food chain.       |
| STEP    | C                    | affect the food chain. | D | have no impact on the ecosystem. |
| يلو     |                      |                        |   |                                  |

01 D 02 A 03 C 04 C

## 327. الاستعمار وتأثيره Colonialism and Its Impact

Colonialism is a practice or policy of control by one person or power over other people or areas, often by establishing colonies and generally with the aim of economic dominance. Colonial rulers then controlled the economy of the colonized people, and this was mostly done by the British and other governments. These **great powers** controlled and benefited from this and expanded their dominance.

Although this was beneficial for the powers, it was very bad for the colonized people. One of the biggest issues was the poverty they faced. It was then suggested that globalization helped solve this, as it came to light, making every inhumane treatment they were receiving come to light. The culture that drew a line between the rich and the poor was demolished as it contradicted the moral ethics of any human being. With this, colonialism was reduced to its minimum.

|         |                                    |                  |   |                   |
|---------|------------------------------------|------------------|---|-------------------|
| 01      | The words "Great powers" refer to: |                  |   |                   |
| تجميعات | A                                  | colonial rulers. | B | colonized people. |
| STEP    | C                                  | countries.       | D | one person.       |
| يلو     |                                    |                  |   |                   |

|         |                                                 |                           |   |                    |
|---------|-------------------------------------------------|---------------------------|---|--------------------|
| 02      | What solved poverty (according to the passage)? |                           |   |                    |
| تجميعات | A                                               | least developed countries | B | advanced countries |
| STEP    | C                                               | globalization             | D | government         |
| يلو     |                                                 |                           |   |                    |

|         |                                                                      |                                        |   |                                |
|---------|----------------------------------------------------------------------|----------------------------------------|---|--------------------------------|
| 03      | What is wrong according to moral ethics (as implied by the passage)? |                                        |   |                                |
| تجميعات | A                                                                    | the line between the rich and the poor | B | spreading peace between people |
| STEP    | C                                                                    | globalization solving poverty          | D | Rulers helping citizens        |
| يلو     |                                                                      |                                        |   |                                |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | C  | A  |

### 328. Table of Contents جدول المحتويات

| Contents             | Pages   |
|----------------------|---------|
| Section              | 3 - 13  |
| Cover Story          | 14 - 24 |
| National news        | 25 - 31 |
| Economy and business | 32 - 40 |
| World news           | 41 - 45 |
| Entertainment        | 46 - 55 |
| Sport                | 56      |
| Editorial            |         |

|         |                                                                      |               |   |                      |
|---------|----------------------------------------------------------------------|---------------|---|----------------------|
| 01      | If the question is about stock prices, what is the suitable section? |               |   |                      |
| تجميعات | A                                                                    | National news | B | Economy and business |
| STEP    | C                                                                    | World news    | D | Sport                |
| يلو     |                                                                      |               |   |                      |

|         |                                                                        |    |   |    |
|---------|------------------------------------------------------------------------|----|---|----|
| 02      | On which page is it most likely to find information about a new movie? |    |   |    |
| تجميعات | A                                                                      | 22 | B | 45 |
| STEP    | C                                                                      | 30 | D | 55 |
| يلو     |                                                                        |    |   |    |

|         |                                                    |            |   |               |
|---------|----------------------------------------------------|------------|---|---------------|
| 03      | Where can you find information about stock prices? |            |   |               |
| تجميعات | A                                                  | World News | B | Economic News |
| STEP    | C                                                  | Editorial  | D | Cover Story   |
| يلو     |                                                    |            |   |               |

|         |                                                                               |               |   |                      |
|---------|-------------------------------------------------------------------------------|---------------|---|----------------------|
| 04      | Information about an "International Day" event would most likely be found in? |               |   |                      |
| تجميعات | A                                                                             | Entertainment | B | Sport                |
| STEP    | C                                                                             | World news    | D | Economy and business |
| يلو     |                                                                               |               |   |                      |

|         |                                                             |               |   |             |
|---------|-------------------------------------------------------------|---------------|---|-------------|
| 05      | Turkish series would most likely be found in which section? |               |   |             |
| تجميعات | A                                                           | National news | B | Editorial   |
| STEP    | C                                                           | Entertainment | D | Cover Story |
| يلو     |                                                             |               |   |             |

|         |                                                                        |         |   |         |
|---------|------------------------------------------------------------------------|---------|---|---------|
| 06      | On which page range would you find information about the stock's rate? |         |   |         |
| تجميعات | A                                                                      | 1 - 14  | B | 31 - 41 |
| STEP    | C                                                                      | 25 - 31 | D | 41 - 45 |
| يلو     |                                                                        |         |   |         |

|         |                                                                                                                 |    |   |    |
|---------|-----------------------------------------------------------------------------------------------------------------|----|---|----|
| 07      | Which page is most likely to have information about a new movie (based on the "Today's World" table structure)? |    |   |    |
| تجميعات | A                                                                                                               | 56 | B | 35 |
| STEP    | C                                                                                                               | 21 | D | 45 |
| يلو     |                                                                                                                 |    |   |    |

|         |                                                                                          |               |   |               |
|---------|------------------------------------------------------------------------------------------|---------------|---|---------------|
| 08      | Which section should have editors' opinions regarding published books (or other topics)? |               |   |               |
| تجميعات | A                                                                                        | editorial     | B | sports        |
| STEP    | C                                                                                        | entertainment | D | cover stories |
| يلو     |                                                                                          |               |   |               |

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| B  | B  | B  | C  | C  | C  | D  | A  |

## 329. Milk Safety: The Risks of Raw and Homogenized Milk | سلامة الحليب: مخاطر الحليب الخام والمتجانس

Going to the farm and drinking raw milk is a dream for everyone. But **that** can be harmful to our health. Raw milk is an excellent medium for microbial growth, and when it is stored at ambient temperature, bacteria and other pathogens soon grow rapidly. To prevent such diseases and loss of life, raw milk needs to be pasteurized to make it safer to drink.

Although homogenizing milk makes the digestion of milk easier and improves its taste and smell, it is considered hazardous to your health. Homogenized milk has smaller particles than non-homogenized milk. As a result, during digestion, these tiny particles (molecules of fat) enter the bloodstream directly, thereby causing harm to your health. Homogenized milk is also known to cause cancer and heart disease.

If a guest visits you, what you offer might depend on various factors, but considering the information, offering pasteurized milk would be a safer choice than raw milk. People have different tastes, so coffee or other beverages might also be offered.

|                        |                                    |                                                                                       |   |                                       |
|------------------------|------------------------------------|---------------------------------------------------------------------------------------|---|---------------------------------------|
| 01                     | Why is pasteurized milk healthier? |                                                                                       |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                  | Because it is boiled, harmful bacteria that can leak into the blood have been killed. | B | Because it tastes better              |
|                        | C                                  | Because it has added nutrients                                                        | D | Because it is stored in clean bottles |

|                        |                                              |                                        |   |                                |
|------------------------|----------------------------------------------|----------------------------------------|---|--------------------------------|
| 02                     | Why is homogenized milk dangerous to health? |                                        |   |                                |
| تجميعات<br>STEP<br>يلو | A                                            | Because fat molecules enter the blood. | B | Because it contains more sugar |
|                        | C                                            | Because it has artificial flavors      | D | Because it spoils quickly      |

|                        |                               |                                          |   |                   |
|------------------------|-------------------------------|------------------------------------------|---|-------------------|
| 03                     | The Pronoun "That" refers to: |                                          |   |                   |
| تجميعات<br>STEP<br>يلو | A                             | going to the farm and drinking raw milk. | B | pasteurized milk. |
|                        | C                             | homogenizing milk.                       | D | digesting milk.   |

|                        |                          |                     |   |                                     |
|------------------------|--------------------------|---------------------|---|-------------------------------------|
| 04                     | Why is milk pasteurized? |                     |   |                                     |
| تجميعات<br>STEP<br>يلو | A                        | to make it smoother | B | to give it a better taste and smell |
|                        | C                        | to reduce fat       | D | to make milk safer to drink         |

|                        |                                             |                       |   |                  |
|------------------------|---------------------------------------------|-----------------------|---|------------------|
| 05                     | If a guest visits you, what will you offer? |                       |   |                  |
| تجميعات<br>STEP<br>يلو | A                                           | Only raw cow's milk   | B | Any kind of milk |
|                        | C                                           | Only homogenized milk | D | Only water       |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| A  | A  | A  | D  | B  |

## 330. Resilient Herbs الأعشاب القوية

Herbs are a widely distributed and widespread group of plants. They can endure significant stress such as being stepped on in sports like football and rugby, or experiencing drought and flood, and being constantly chopped back. Despite this, they are uncomplaining and require little in return. Herbs are largely made of lignin, which is a grass plant cell. These cells are usually put under water pressure, which makes the Herbs strong and sturdy. That's why herbs can make strong fibers and can be stepped on or torn without dying quickly.

| 01                     | Herbs are strong because their cells are: |                       |   |                           |
|------------------------|-------------------------------------------|-----------------------|---|---------------------------|
| تجميعات<br>STEP<br>يلو | A                                         | pressurized by water. | B | largely made of lignin.   |
|                        | C                                         | made of water.        | D | used for medical purposes |

| 02                     | What are Herbs? |          |   |        |
|------------------------|-----------------|----------|---|--------|
| تجميعات<br>STEP<br>يلو | A               | Animals  | B | Plants |
|                        | C               | Minerals | D | Fungi  |

| 01 | 02 |
|----|----|
| A  | B  |

## 331. Family Vaccine Trials تجارب اللقاح العائلية

Someone discovered a vaccine and decided to try it on his family first. The first person to receive the vaccine was his mother, then his sister, and finally his dad. His brother, however, refused to take the vaccine. Therefore, the vaccine was tried on three family members.

| 01                     | How many people was the vaccine tried on? |       |   |        |
|------------------------|-------------------------------------------|-------|---|--------|
| تجميعات<br>STEP<br>يلو | A                                         | six   | B | five   |
|                        | C                                         | three | D | no one |

| 01 |
|----|
| C  |

## 332. Wind Power: A Clean Energy Source الطاقة الريحية: مصدر نظيف للطاقة

## Passage A: How Wind Power Works and Its Early Use

Wind power is an alternative energy source. This means that the power of the wind can be used in place of other energy sources such as coal, oil, and nuclear reactions. Wind can be used to produce electricity that heats homes, lights streets, and buildings.

Wind power is harnessed by a machine called a wind turbine. Wind turbines are tall towers topped with blades connected to a vertical shaft. When wind causes the blades to spin, they turn the shaft, which provides power to a generator, producing electricity. A group of wind turbines, called a wind farm, can be used to provide electricity to a community. Small turbines provide power for individual homes. Wind turbines used to be called windmills; the earliest known windmills were built more than 1,000 years ago, and people used them to grind grain. The Dutch used windmills to pump water.

## Passage B: The Benefits of Wind Energy Today

Wind power is also cost-effective. Land-based utility-scale wind is one of the lowest-priced energy sources available today. Because the electricity from wind farms is sold at a fixed price over a long period and its fuel is free, wind energy mitigates price uncertainty. Furthermore, wind creates jobs. The US wind sector employs more than 100,000 workers, and wind turbine technician is one of the fastest-growing American jobs, with the potential for over 600,000 jobs by 2050.

Importantly, wind energy is a clean fuel source. It doesn't pollute the air like power plants that rely on combustion of fossil fuels (such as coal or gas), which emit particulate matter and other pollutants, causing health problems. Wind turbines don't produce atmospheric emissions that cause acid rain, smog, or greenhouse gases, making wind energy environmentally friendly.

|                        |                                          |                                          |   |                                            |
|------------------------|------------------------------------------|------------------------------------------|---|--------------------------------------------|
| 01                     | What do Passages A and B say about wind? |                                          |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                        | Wind energy is free in some places.      | B | In the past, wind was used to crush grain. |
|                        | C                                        | Wind energy is environmentally friendly. | D | Wind can be used to produce electricity.   |

|                        |                                                                    |                                                         |   |                                                     |
|------------------------|--------------------------------------------------------------------|---------------------------------------------------------|---|-----------------------------------------------------|
| 02                     | What can we understand from Passages A and B about energy sources? |                                                         |   |                                                     |
| تجميعات<br>STEP<br>يلو | A                                                                  | Burning fossil fuels is expensive and causes pollution. | B | Energy sources include, for example, wind and coal. |
|                        | C                                                                  | Wind is a traditional source of energy.                 | D | Wind is an alternative energy source.               |

|                        |                                                                |                                                                                 |  |  |
|------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------|--|--|
| 03                     | What can we understand from Passages A and B about wind farms? |                                                                                 |  |  |
| تجميعات<br>STEP<br>يلو | A                                                              | A wind farm is easy to build and can provide power to a large number of people. |  |  |
|                        | B                                                              | Wind farms produce power more cheaply than individual wind turbines.            |  |  |
|                        | C                                                              | Wind farms can provide both power and employment for a community.               |  |  |
|                        | D                                                              | A wind farm consists of several wind turbines, typically on a seashore.         |  |  |

|                        |                                                                                                       |                                                                                        |  |  |
|------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--|--|
| 04                     | Which of the following best summarizes the usefulness of wind power for people from Passages A and B? |                                                                                        |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                                                     | The industry that wind power has created is likely to grow in the near future.         |  |  |
|                        | B                                                                                                     | Wind power is primarily useful for historical purposes, like grinding grain.           |  |  |
|                        | C                                                                                                     | The main benefit of wind power is its ability to replace nuclear energy completely.    |  |  |
|                        | D                                                                                                     | Wind power's usefulness is limited to providing electricity for individual homes only. |  |  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | D  | C  | A  |

### 333. الاحتكاك وأنواعه Friction and Its Types

(1) In general, smooth surfaces **produce** less friction than rough surfaces. The strength of the force of friction depends on two factors: how hard the surfaces push together and the types of surfaces involved. Friction also **increases** if surfaces push hard against each other. If you rub your hands together forcefully, there is more friction than if you rub them together lightly.

(2) Even the smoothest objects have irregular, bumpy surfaces. When the irregularities of one surface come into contact with those of another surface, friction occurs. Friction acts in a direction opposite to the direction of the object's motion. Without friction, a moving object might not stop until it strikes another object.

#### Static Friction

(3) The friction that acts on objects that are not moving is called static friction. Because of static friction, you must use extra force to start the motion of stationary objects. For example, think about what happens when you try to push a heavy desk across a floor. If you push on the desk with a force less than the force of static friction between the desk and the floor, the desk will not move.

#### Rolling Friction

(4) When an object rolls across a surface, rolling friction occurs. This type of friction is important to engineers who design certain products. For example, skates, skateboards, and bicycles need wheels that move freely. So, engineers use ball bearings to reduce the friction between the wheels and the rest of the product. These ball bearings are small, smooth steel balls that reduce friction by rolling between moving parts.

|                        |                                                               |      |   |      |
|------------------------|---------------------------------------------------------------|------|---|------|
| 01                     | The word "produce" in Paragraph (1) is closest in meaning to: |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                                             | need | B | use  |
|                        | C                                                             | push | D | make |

|                        |                                                                   |          |   |                  |
|------------------------|-------------------------------------------------------------------|----------|---|------------------|
| 03                     | What does the use of extra force with stationary objects lead to? |          |   |                  |
| تجميعات<br>STEP<br>يلو | A                                                                 | friction | B | nothing          |
|                        | C                                                                 | motion   | D | rolling friction |

|                        |                                                                 |        |   |       |
|------------------------|-----------------------------------------------------------------|--------|---|-------|
| 02                     | The word "increases" in Paragraph (1) is closest in meaning to: |        |   |       |
| تجميعات<br>STEP<br>يلو | A                                                               | grows  | B | stops |
|                        | C                                                               | starts | D | moves |

|                        |                                                               |          |   |          |
|------------------------|---------------------------------------------------------------|----------|---|----------|
| 04                     | What happens when two surfaces are rubbed against each other? |          |   |          |
| تجميعات<br>STEP<br>يلو | A                                                             | stop     | B | force    |
|                        | C                                                             | friction | D | movement |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | A  | C  | C  |

### 334. Preserving Ecosystems الحفاظ على النظم البيئية

Preserving habitat is very important for life to exist on Earth without facing **extinction**. That's why ecologists **concentrated** on protecting the Ecosystems to help maintain every creature's habitat. This effort can only build on **trust** from the public. The main **thrust** of these efforts is to ensure biodiversity.

|                        |                                                       |          |   |             |
|------------------------|-------------------------------------------------------|----------|---|-------------|
| 01                     | What is the closest meaning to the word "extinction"? |          |   |             |
| تجميعات<br>STEP<br>يلو | A                                                     | creation | B | destruction |
|                        | C                                                     | build    | D | start       |

|                        |                         |             |   |              |
|------------------------|-------------------------|-------------|---|--------------|
| 03                     | The word "trust" means: |             |   |              |
| تجميعات<br>STEP<br>يلو | A                       | intention   | B | circumstance |
|                        | C                       | independent | D | guarantee    |

|                        |                                                         |            |   |        |
|------------------------|---------------------------------------------------------|------------|---|--------|
| 02                     | What is the closest meaning to the word "concentrated"? |            |   |        |
| تجميعات<br>STEP<br>يلو | A                                                       | distracted | B | opened |
|                        | C                                                       | emphasized | D | left   |

|                        |                                             |                 |   |                  |
|------------------------|---------------------------------------------|-----------------|---|------------------|
| 04                     | The word "thrust" is closest in meaning to? |                 |   |                  |
| تجميعات<br>STEP<br>يلو | A                                           | A physical push | B | Intention        |
|                        | C                                           | Doubt           | D | A type of engine |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | C  | D  | B  |

### 335. Types of Academic Writing أنواع الكتابة الأكاديمية

The four main types of academic writing are descriptive, analytical, persuasive, and critical. This indicates that academic writing uses different types of writing styles. In descriptive/expository writing, the writer should describe an issue to the reader.

|                        |                                       |                                  |   |                                                          |
|------------------------|---------------------------------------|----------------------------------|---|----------------------------------------------------------|
| 01                     | What is the main idea of the passage? |                                  |   |                                                          |
| تجميعات<br>STEP<br>يلو | A                                     | Descriptive writing only         | B | History of Writing                                       |
|                        | C                                     | Academic writing used in Schools | D | Academic writing uses different types of writing styles. |

|                        |                                                                   |                                              |   |                                                         |
|------------------------|-------------------------------------------------------------------|----------------------------------------------|---|---------------------------------------------------------|
| 02                     | What does the paragraph say about expository/descriptive writing? |                                              |   |                                                         |
| تجميعات<br>STEP<br>يلو | A                                                                 | It is like analytical writing.               | B | It tells the writer to describe an issue to the reader. |
|                        | C                                                                 | It tells the writer to criticize the reader. | D | It tells the writer to analyze the data given to them.  |

|    |    |
|----|----|
| 01 | 02 |
| D  | B  |

### 336. Project Essentials - أساسيات المشروع

When starting a project, there are two features that are always there: administration and procurement. These two will help to start and continue until the goal is reached. The people who do the project's activities should be rewarded not only with a salary but also with extra benefits.

|                        |                                                   |                              |   |                                |
|------------------------|---------------------------------------------------|------------------------------|---|--------------------------------|
| 01                     | What are the two important features of a project? |                              |   |                                |
| تجميعات<br>STEP<br>يلو | A                                                 | sales                        | B | marketing                      |
|                        | C                                                 | marketing and administration | D | administration and procurement |

|                        |                                                         |                 |   |                           |
|------------------------|---------------------------------------------------------|-----------------|---|---------------------------|
| 02                     | What should be the reward for the project's activities? |                 |   |                           |
| تجميعات<br>STEP<br>يلو | A                                                       | salary only     | B | salary and benefits       |
|                        | C                                                       | Extra work only | D | Recognition but no salary |

|    |    |
|----|----|
| 01 | 02 |
| D  | B  |

### 337. System Architecture and Its Importance في أهمية هندسة النظام

Could you build an information system without an architecture? Yes, it is possible to build small. Isolated information systems without a formal architecture, just as it is possible to build a log cabin without one. But as soon as you want to build a building which is larger or has **multiple** components – an energy efficient home, an apartment complex, an office high-rise – you need an architect to show where the electric wiring, the plumbing, heating and air conditioning, the stairs, and the elevators should go and how they should work together. The main role of a system architecture is to help manage the complexity and size of modern business information systems. The architecture embodies important design decisions that have already been made. This is a constraint on the team, which is not free to make decisions that run counter to the architecture, but it also means that there is some kind of support within the organization, including knowledgeable people and development **guidelines**. Reusable code and implementation experience with the architecture – making the team's job easier.

|                        |                                                              |      |   |        |
|------------------------|--------------------------------------------------------------|------|---|--------|
| 01                     | The word "multiple" in the Passage is closest in meaning to: |      |   |        |
| تجميعات<br>STEP<br>يلو | A                                                            | few  | B | enough |
|                        | C                                                            | some | D | many   |

|                        |                                                                |               |   |             |
|------------------------|----------------------------------------------------------------|---------------|---|-------------|
| 03                     | The word "guidelines" in the Passage is closest in meaning to: |               |   |             |
| تجميعات<br>STEP<br>يلو | A                                                              | entertainment | B | imagination |
|                        | C                                                              | instructions  | D | complaints  |

|                        |                                                                |         |   |         |
|------------------------|----------------------------------------------------------------|---------|---|---------|
| 02                     | The word "constraint" in the Passage is closest in meaning to: |         |   |         |
| تجميعات<br>STEP<br>يلو | A                                                              | limit   | B | opinion |
|                        | C                                                              | attempt | D | doub    |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | A  | C  |

### 338. Business Structures - هياكل الأعمال

(1) A sole trader is a business owned by one person. They are usually small in size. Hairdressers, butchers, and electricians often operate as sole traders. Sole traders often use their own savings, bank loans, or loans from friends and family to help them start and finance their business. There are several benefits of being a sole trader. They keep all the profit they make for themselves and get to run the business as they see fit, making all the key decisions by themselves. It is also simple to start a business as a sole trader, as there are very few rules and regulations to follow.

(2) However, sole traders take on all the risks of starting their own business and have the disadvantage of unlimited liability, meaning that the sole trader is personally responsible for the organization's debt. This means that personal assets such as a car or house are at risk of being sold to pay off business debts. Moreover, sole traders tend to work long hours. This is because they have full responsibility for all their business. To keep labor costs to a minimum, they will often avoid delegating tasks such as purchasing or advertising to others, preferring to save money by doing the work themselves. Sole traders can only raise limited finance; they will receive money from family and friends or use savings.

(3) Partnerships can have a minimum of 2 and a maximum of 20 partners. Lawyers, estate agents, and doctors and dental practices often operate as partnerships. Partnerships can raise more finance than sole traders. Banks are more likely to lend money to an organization that has many partners than to a sole trader. Partners can share the workload and responsibility of the business between them. In comparison, a sole trader has no one with whom to share their workload and responsibilities. Partners may disagree and argue about the future direction of their business. In contrast, a sole trader has the advantage of being the only decision maker. Any profit made is shared between two and twenty people. A sole trader has the advantage of receiving all the profit.

(4) Like sole traders, partnerships have unlimited liability. All partners have the worry of being liable for any business debt the partnership has. Unlimited liability can be a major disadvantage for sole traders and partnerships. Private limited companies have limited liability, meaning an investor only loses the initial stake if a company goes bust. In law, a private limited company is separate from the people who own it. Its finances are separate from their personal finances. Because limited companies have their own legal identity, their owners are not personally liable for the firm's debts.

|                        |                                                                                                      |                                                          |   |                                                    |
|------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---|----------------------------------------------------|
| 01                     | <b>What is one advantage that partnerships and private limited companies have over sole traders?</b> |                                                          |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                                                                    | It is easier to motivate people working in the business. | B | It is easier to make decisions about the business. |
|                        | C                                                                                                    | It is easier to find money to grow the business.         | D | It is easier to find customers for the business.   |

|                        |                                                                                                 |                                               |   |                                          |
|------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------|---|------------------------------------------|
| 02                     | <b>What is one advantage sole traders and partnerships have over private limited companies?</b> |                                               |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                                                               | They can share the work.                      | B | They are less expensive to establish     |
|                        | C                                                                                               | It is easier to agree on a business strategy. | D | Business owners can find more free time. |

|                        |                                                                                         |                                |   |                                |
|------------------------|-----------------------------------------------------------------------------------------|--------------------------------|---|--------------------------------|
| 03                     | <b>How is a partnership different from a Sole trader and a private limited company?</b> |                                |   |                                |
| تجميعات<br>STEP<br>يلو | A                                                                                       | It usually has two owners.     | B | It can be a family business.   |
|                        | C                                                                                       | It always has multiple owners. | D | It must have a legal document. |

|                        |                                                                                                    |                                  |   |                                                |
|------------------------|----------------------------------------------------------------------------------------------------|----------------------------------|---|------------------------------------------------|
| 04                     | <b>In which business(es) do the owners have to use their personal money if the business fails?</b> |                                  |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                                                                                  | Sole trader only.                | B | Sole trader and partnership.                   |
|                        | C                                                                                                  | Partnership and limited company. | D | Sole trader, partnership, and limited company. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | B  | C  | B  |

### 339. إدارة المخزون Inventory Management Strategies

(1) Inventory, or the amount of material a company holds, can affect customer satisfaction. Here, managers must maintain the delicate balance between carrying too little inventory and carrying too much. With too little stock, the firm risks not having products that customers want to buy. To remedy this, the firm may need costly emergency shipments or production. Carrying too much inventory results in higher-than-necessary inventory-carrying costs and out-of-date stock. **Thus**, in managing inventory, firms must balance the costs of carrying larger inventories against the resulting sales and profits.

(2) Many companies have greatly reduced their inventories and related costs through just-in-time logistics systems. With such systems, producers and retailers carry only small inventories of points or merchandise, often only enough for a few days of operations. New stock arrives exactly when needed, rather than being stored in inventory until being used. Just-in-time systems require accurate forecasting along with fast, frequent, and flexible delivery so that new supplies will be available when needed. However, these systems result in substantial savings in inventory-carrying and handling costs.

(3) Marketers are always looking for new ways to make inventory management more efficient in the not-too-distant future. Handling inventory might even become fully automated. For example, smart tag technology, by which small transmitter clips are embedded or placed on products and packaging, on everything from flowers and razors to tires. Smart products could make the entire supply chain - which accounts for nearly 75 percent of a product's cost - intelligent and automated.

|                        |                                                                      |                                                        |   |                                                    |
|------------------------|----------------------------------------------------------------------|--------------------------------------------------------|---|----------------------------------------------------|
| 01                     | What does Paragraph (1) say about inventories?                       |                                                        |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                                    | They help firms reduce costs and increase profits.     | B | They help customers find the right items faster.   |
|                        | C                                                                    | They make customers and managers happy.                | D | They always result in more profits.                |
| 02                     | What do firms do to avoid keeping higher than necessary inventories? |                                                        |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                                    | They balance the costs against the sales and profits.  | B | They reduce their costs through logistics systems. |
|                        | C                                                                    | They call customers to determine their needs.          | D | They make their inventories automated.             |
| 03                     | Why does the writer use the word "However" in Paragraph (2)?         |                                                        |   |                                                    |
| تجميعات<br>STEP<br>يلو | A                                                                    | To show that just-in-time systems are actually useful. | B | To explain the process of just-in-time systems.    |
|                        | C                                                                    | To give an example of just-in-time systems.            | D | To list the benefits of just-in-time systems.      |

|                        |                                                           |                                                                          |   |         |
|------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------|---|---------|
| 04                     | Which word can we use to replace "Thus" in Paragraph (1)? |                                                                          |   |         |
| تجميعات<br>STEP<br>يلو | A                                                         | Particularly                                                             | B | However |
|                        | C                                                         | Therefore                                                                | D | Though  |
| 05                     | How does the writer feel about the future of inventories? |                                                                          |   |         |
| تجميعات<br>STEP<br>يلو | A                                                         | He believes future inventories will cost more.                           |   |         |
|                        | B                                                         | He believes future inventories will require more forecasting.            |   |         |
|                        | C                                                         | He believes future inventories will make customers happier.              |   |         |
|                        | D                                                         | He believes future inventories will soon be smarter and fully automated. |   |         |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| A  | A  | A  | C  | D  |

### 340. Taxation and Behavior تغيير السلوك من خلال الضرائب

(1) Taxes can be used to change people's behavior and are often used to reduce the amount of demerit goods people buy. Demerit goods are products that can cause negative effects in an economy. Cigarette smoking is one example, and taxing smokers should, in theory, reduce the demand for cigarettes. Taxes are also used to protect the natural environment by charging those who pollute or damage it. For example, countries such as the UK and China tax cars based on the engine size because vehicles with larger engines tend to cause more pollution.

(2) Another example is the tax on plastic bags. Before July 2009, Hong Kong used an average of 30 million plastic bags every day! For a population of 7 million people, this meant the average person in Hong Kong was using more than four plastic bags every day, often just using each plastic bag once. This amazing figure meant that the country's landfills would be unable to cope with the bags when they were thrown away.

(3) Hong Kong's introduction of a small tax (6.5 US cents) on the use of plastic bags has encouraged people to use recycled shopping bags. In fact, demand for plastic bags fell by 85 percent within the first 2 days of the tax being introduced. This follows similar moves made by other countries, such as China (in 2007) and Ireland (in 2002).

|                        |                                                                                     |                                                     |   |             |
|------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------|---|-------------|
| 01                     | What is one important idea related to demerit goods mentioned in Paragraph (1)?     |                                                     |   |             |
| تجميعات<br>STEP<br>يلو | A                                                                                   | the environment                                     | B | taxes       |
|                        | C                                                                                   | behavior                                            | D | engine size |
| 02                     | What important idea related to plastic bags is mentioned in Paragraphs (2) and (3)? |                                                     |   |             |
| تجميعات<br>STEP<br>يلو | A                                                                                   | Hong Kong followed the examples of other countries. |   |             |
|                        | B                                                                                   | The tax was introduced in Hong Kong in July 2009.   |   |             |
|                        | C                                                                                   | The tax worked almost immediately in Hong Kong.     |   |             |
|                        | D                                                                                   | Hong Kong has a population of 7 million people.     |   |             |

|                        |                                        |                                                                             |  |
|------------------------|----------------------------------------|-----------------------------------------------------------------------------|--|
| 03                     | What is the main topic of the Passage? |                                                                             |  |
| تجميعات<br>STEP<br>يلو | A                                      | More countries should follow the examples of Hong Kong, China, and Ireland. |  |
|                        | B                                      | Taxes help change people's behavior and protect the environment.            |  |
|                        | C                                      | Demerit goods are generally bad for a country's economy.                    |  |
|                        | D                                      | Good ideas are usually copied by other countries.                           |  |

|                        |                                                       |                                  |   |                          |
|------------------------|-------------------------------------------------------|----------------------------------|---|--------------------------|
| 04                     | In which of the following are examples of excise tax? |                                  |   |                          |
| تجميعات<br>STEP<br>يلو | A                                                     | cigarettes, drinks, and tobacco. | B | cigarettes and services. |
|                        | C                                                     | books.                           | D | services.                |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | C  | B  | A  |

## 341. Advantages and Disadvantages of a Private Limited Company مزايا الشركات المحدودة

### Passage A: Advantages of a private limited company

(1) Shares can be sold to a large number of people (in some countries, there is a maximum number). These can include friends and relatives - they cannot advertise the shares for sale to the general public. The sale of shares could lead to much larger sums of capital to invest in the business than the original partners could manage to raise themselves. The business could therefore expand more rapidly.

(2) All shareholders have limited liability. This is an important advantage. It means that if the company failed with debts owing to creditors, the shareholders could not be forced to sell their possessions to pay the debts. The shareholders could only lose their original investment in the shares; their liability is limited to the original investment. Shareholders in a company have less risk than sole traders and partners. Limited liability encourages people to buy shares, knowing that the amount they pay is the maximum they could lose if the business is unsuccessful. It is important that the people and other businesses that deal with a private limited company know that it is not a sole trader or a partnership. Creditors, for example, need to be aware that if the business fails, then they cannot take the owners to court to demand payment from their savings. For this reason, all private limited company names must end with 'Limited', or 'Ltd' as an abbreviation. In some countries, although not the UK, this title is amended to 'Proprietary Limited' or (Pty) Ltd. There can be many shareholders, but they need permission from other shareholders to sell their shares.

### Passage B: Disadvantages of a private limited company

(1) There are significant legal matters that have to be dealt with before a company can be formed. In particular, two important forms or documents have to be sent to the Registrar of Companies.

(2) The Articles of Association - This contains the rules under which the company will be managed - the rights and duties of all of the directors; rules concerning the election of directors and the holding of official meetings; and the procedure to be followed for the issuing of shares.

(3) The Memorandum of Association - This contains very important information about the company and the directors. The official name and the address of the registered offices of the company must be stated. The objectives of the company must be stated, as well as the number of shares to be bought by each of the directors.

(4) Both of these documents are intended to make sure that companies are correctly run and to reassure shareholders about the purpose and structure of the company. Once these documents have been received by the Registrar of Companies, a Certificate of Incorporation will be issued to allow the company to start trading.

(5) The shares in a private limited company cannot be sold or transferred to anyone else without the agreement of the other shareholders. This rule can make some people reluctant to invest in such a company because they may not be able to sell their shares quickly if they require their investment back.

(6) The accounts of a company are less secret than those of either a sole trader or a partnership. Each year, the latest accounts must be sent to the Registrar of Companies, and members of the public can inspect them. Owners have to be prepared to allow more information about their business to be known to other people.

(7) Most importantly for rapidly expanding businesses, the company cannot offer its shares to the general public. Therefore, it will not be possible to raise really large sums of capital to invest back into the business.

| 01                                                                                                         | What do Passages A and B say about a private limited company?                                           |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|  تجميعات<br>STEP<br>يلو | A Its shareholders have low personal financial risk, but they must get permission to sell their shares. |
|                                                                                                            | B Its shareholders can be a large number of people, but they must be friends and relatives.             |
|                                                                                                            | C It must write articles of association and publish the names and addresses of all its workers.         |
|                                                                                                            | D It must use the word 'Limited' or 'Ltd' after its name and create a company logo.                     |

| 03                                                                                                         | What do Passages A and B say about a private limited company obtaining capital investment?   |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|  تجميعات<br>STEP<br>يلو | A It can sell shares to the general public and expand more rapidly than a sole trader.       |
|                                                                                                            | B It must become a Pty Ltd company if it really needs large sums for rapid expansion.        |
|                                                                                                            | C It can raise more than a sole trader, but it is difficult to raise extremely large sums.   |
|                                                                                                            | D It must offer new shares to family and friends before offering them to the general public. |

|                        |                                                                                          |                                                                                                             |
|------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 02                     | <b>What do Passages A and B say about the shareholders of a private limited company?</b> |                                                                                                             |
| تجميعات<br>STEP<br>يلو | A                                                                                        | They must also be directors of the company and go to official meetings.                                     |
|                        | B                                                                                        | They have limited liability and so must sell their possessions if the company fails.                        |
|                        | C                                                                                        | There can be many shareholders, but they need permission from other shareholders to sell their shares.      |
|                        | D                                                                                        | They find it difficult to sell shares quickly because they need permission from the Registrar of Companies. |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | C  | C  |

### 342. Stages of Economic Activity مراحل النشاط الاقتصادي

- (1) There are three main stages of economic activity. These stages are typical of nearly all production, and they are called the levels of economic or business activity:
- (2) Stage 1 is called the primary stage of production. This stage involves the earth's natural resources. Activities in the primary sector of industry include farming, fishing, forestry, and the extraction of natural materials, such as oil and copper ore.
- (3) Stage 2 is called the secondary stage of production. This stage involves taking the materials and resources provided by the primary sector and converting them into manufactured or processed goods. Activities in the secondary sector of industry include building and construction, car manufacturing, and computer assembly.
- (4) Stage 3 is called the tertiary stage of production. This stage involves providing services to both consumers and other businesses. Activities in the tertiary sector of industry include transport, banking, retail, insurance, hotels and hairdressing.
- (5) In some countries, primary industries such as mining employ many more people than manufacturing or service industries. These tend to be countries — often called developing countries — where manufacturing industry has only recently been established. As most people still live in the rural areas with low incomes, there is little demand for services such as transport, hotels and insurance. The levels of both employment and output in the primary sector in these countries are likely to be high. In countries which started up manufacturing industries many years ago, the secondary and tertiary sectors are likely to employ many more workers than the primary sector. The level of output in the primary sector is often small compared to the other two sectors.

|                        |                                               |                                               |
|------------------------|-----------------------------------------------|-----------------------------------------------|
| 01                     | <b>What is the main topic of the Passage?</b> |                                               |
| تجميعات<br>STEP<br>يلو | A                                             | Production is the first stage                 |
|                        | B                                             | Employment is highest in stage two            |
|                        | C                                             | Economic activity occurs in three stages      |
|                        | D                                             | The level of output is highest in stage three |

|                        |                                                                                                  |            |
|------------------------|--------------------------------------------------------------------------------------------------|------------|
| 02                     | <b>What is one important idea related to the secondary stage of production in Paragraph (3)?</b> |            |
| تجميعات<br>STEP<br>يلو | A                                                                                                | elementary |
|                        | B                                                                                                | primary    |
|                        | C                                                                                                | secondary  |
|                        | D                                                                                                | tertiary   |

|                        |                                                            |            |
|------------------------|------------------------------------------------------------|------------|
| 03                     | <b>Which stage of production are hotels an example of?</b> |            |
| تجميعات<br>STEP<br>يلو | A                                                          | elementary |
|                        | B                                                          | primary    |
|                        | C                                                          | secondary  |
|                        | D                                                          | tertiary   |

|                        |                                                                                            |                               |
|------------------------|--------------------------------------------------------------------------------------------|-------------------------------|
| 04                     | <b>What is one important idea related to jobs in developing countries in Paragraph(5)?</b> |                               |
| تجميعات<br>STEP<br>يلو | A                                                                                          | They are equal in all stages. |
|                        | B                                                                                          | Most are in stage 1.          |
|                        | C                                                                                          | Most are in stage 2.          |
|                        | D                                                                                          | Most are in stage 3.          |

|                        |                                                                                                  |                                |
|------------------------|--------------------------------------------------------------------------------------------------|--------------------------------|
| 05                     | <b>What is one important idea in Paragraph (3) related to the secondary stage of production?</b> |                                |
| تجميعات<br>STEP<br>يلو | A                                                                                                | Employment is high             |
|                        | B                                                                                                | Services are performed         |
|                        | C                                                                                                | New goods are made             |
|                        | D                                                                                                | It is the most important stage |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| C  | C  | D  | B  | C  |

### 343. The Effects of Sleep Deprivation on Health and Productivity تأثير نقص النوم على الصحة والإنتاجية

The impact of sleep deprivation on health and workplace productivity is significant. The average person spends around a third of their life asleep, a period crucial for the body to replenish energy, make repairs, and store memories. Generally, adults aged 18-65 should aim for 7-9 hours of sleep per day. Lack of sleep can erode concentration and problem-solving ability and has been found to raise mortality risk.

A study analyzing sickness absence in relation to sleep duration revealed distinct patterns. According to data, the group with the lowest number of days absent from work was consistently men and women who sleep between 7 and 8 hours per night.

Conversely, the study indicated that groups with the most absences were those at the extremes of sleep duration. Specifically, men and women who sleep under 5 hours a night showed a high number of absent days. Similarly, though perhaps to a different extent, those who sleep over 10 hours also experienced more absences than the optimal 7-8 hour sleepers. The Rand Europe report also found that insufficient sleep reduced workplace productivity and led to more lost days per year compared to those sleeping seven to eight hours.

|                        |                                                   |                                                 |   |                                                |
|------------------------|---------------------------------------------------|-------------------------------------------------|---|------------------------------------------------|
| 01                     | Which group has the lowest number of days absent? |                                                 |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                                 | Men who sleep between 7 and 8 hours.            | B | Women who sleep between 7 and 8 hours.         |
|                        | C                                                 | Men and women who do not stay up late at night. | D | Men and women who sleep between 7 and 8 hours. |

|                        |                                                               |                         |   |                                |
|------------------------|---------------------------------------------------------------|-------------------------|---|--------------------------------|
| 03                     | What is one impact of lack of sleep mentioned in the passage? |                         |   |                                |
| تجميعات<br>STEP<br>يلو | A                                                             | Increased concentration | B | Reduced workplace productivity |
|                        | C                                                             | Stronger immune system  | D | Lower mortality risk           |

|                        |                                      |                                       |   |                                       |
|------------------------|--------------------------------------|---------------------------------------|---|---------------------------------------|
| 02                     | Which groups have the most absences? |                                       |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                    | Men and women who sleep 5 hours       | B | Men and women who sleep 10 hours      |
|                        | C                                    | Men and women who sleep under 5 hours | D | Men and women who sleep over 10 hours |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | C  | B  |

### 344. Forms of Matter أشكال المادة

(1) Matter exists in two **principal** forms: solid and fluid. Fluid is further sub-divided into liquid and gas. Distinguishing features among these are:

(2) The solids, liquids and gases **exhibit** different characteristics on account of their different molecular structure. Spacing and the latitude of the motion of molecules is large in a gas, small in a liquid and extremely small in a solid. Accordingly, the intermolecular bonds are very weak in a gas, weak in a liquid and very strong in a solid. It is due to these aspects that solid is very compact and rigid in form, liquid **accommodates** itself to the shape of its container, and gas fills up the whole of the vessel containing it.

|                        |                                                               |         |   |         |
|------------------------|---------------------------------------------------------------|---------|---|---------|
| 01                     | The word "exhibit" in Paragraph (2) is closest in meaning to: |         |   |         |
| تجميعات<br>STEP<br>يلو | A                                                             | display | B | view    |
|                        | C                                                             | share   | D | include |

|                        |                                                                 |         |   |       |
|------------------------|-----------------------------------------------------------------|---------|---|-------|
| 03                     | The word "principal" in Paragraph (1) is closest in meaning to: |         |   |       |
| تجميعات<br>STEP<br>يلو | A                                                               | primary | B | large |
|                        | C                                                               | weak    | D | whole |

|                        |                                                                    |          |   |         |
|------------------------|--------------------------------------------------------------------|----------|---|---------|
| 02                     | The word "accommodates" in Paragraph (2) is closest in meaning to: |          |   |         |
| تجميعات<br>STEP<br>يلو | A                                                                  | attaches | B | allows  |
|                        | C                                                                  | fits     | D | divides |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | C  | A  |

## 345. Vitamin D and Its Importance فيتامين د وأهميته

(1) Vitamin D is the only vitamin that the body can manufacture when the skin is **exposed** to sunlight. However, for 6 months of the year (October to April), much of Western Europe does not receive enough UV rays in sunlight to make vitamin D in the skin. So, many people living there are at risk of not getting enough vitamin D unless they get it in their diet. Also, people who have darker skin, such as people of African, African-Caribbean, and South Asian origin, are at risk because their skin reduces UV light absorption.

(2) Foods that provide vitamin D includes oily fish such as sardines and mackerel, fish liver oil, butter, milk, cheese and egg-yolk. In addition, many manufactured food products contain vitamin D supplements.

(3) Vitamin D helps in the absorption of calcium and phosphorus through the gut wall. Bone is made of the mineral calcium phosphate. A lack of the vitamin therefore results in poor calcium and phosphorus deposition in bones, leading to softening. The weight of the body can deform bones in the legs, causing the condition called rickets in children. Adults deficient in vitamin D can suffer from osteo-Malacia; they are very vulnerable to fracturing bones if they fall.

|                        |                                                         |                   |   |                     |
|------------------------|---------------------------------------------------------|-------------------|---|---------------------|
| 01                     | What causes Western Europeans to have little vitamin D? |                   |   |                     |
| تجميعات<br>STEP<br>يلو | A                                                       | lighter skin      | B | unhealthy diet      |
|                        | C                                                       | indoor lifestyles | D | NOT enough sunlight |

|                        |                                                              |                 |   |                    |
|------------------------|--------------------------------------------------------------|-----------------|---|--------------------|
| 02                     | What can happen when your body DOESN'T get enough vitamin D? |                 |   |                    |
| تجميعات<br>STEP<br>يلو | A                                                            | skin problems   | B | weaker bones       |
|                        | C                                                            | weight problems | D | old people falling |

|                        |                                                              |           |   |          |
|------------------------|--------------------------------------------------------------|-----------|---|----------|
| 03                     | The word "expose" in Paragraph (1) is closest in meaning to: |           |   |          |
| تجميعات<br>STEP<br>يلو | A                                                            | shown     | B | closed   |
|                        | C                                                            | connected | D | responds |

|                        |                                         |              |   |              |
|------------------------|-----------------------------------------|--------------|---|--------------|
| 04                     | What does vitamin D deficiency lead to? |              |   |              |
| تجميعات<br>STEP<br>يلو | A                                       | denser bones | B | weaker bones |
|                        | C                                       | relaxation   | D | adolescence  |

|                        |                                                             |                                          |   |                                |
|------------------------|-------------------------------------------------------------|------------------------------------------|---|--------------------------------|
| 05                     | Why do countries in Antarctica have a vitamin D deficiency? |                                          |   |                                |
| تجميعات<br>STEP<br>يلو | A                                                           | because it is the southernmost continent | B | because it has a lot of snow   |
|                        | C                                                           | There isn't enough sunlight              | D | People there eat a lot of fish |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | B  | A  | B  | C  |

## 346. Food and Farming: A Global Perspective الغذاء والزراعة: منظور عالمي

(1) Food and farming is one of the biggest economic sectors in the world. We are no longer in the 14th century, when as much as 76% of the population worked in agriculture but farming still employs more than 26% of all workers globally. And that does not include the people who work along the meat supply chain: the slaughterers, packagers, retailers and chefs.

(2) Recently, the world's meat production was estimated at 317 metric tons, and that is expected to continue to grow. Figures for the value of the global meat industry vary wildly from \$90bn to as much as \$741bn, but it is in fact, closer to the upper end.

(3) Although the number of people directly employed by farming is currently less than 2% in the UK, the food chain now includes the agribusiness companies, the retailers, and the entertainment sector. According to the UK Department for Environment, in 2014 the food and drink manufacturing sector contributed £27bn to the economy, and employed 3.8 million people.

(4) Is meat still crucial to human life? Some nutritionists argue that, just because we've always eaten meat, that doesn't mean we always have to. If we can get all the dietary nutrients and protein that we need elsewhere, should we?

(5) Well, cooked meat may have been partially responsible for the large brains that characterize humans and put us where we are now. Cooking made calories from meat (and from vegetables) easier to consume and absorb than in a raw form.

(6) The old-fashioned vision of a mixed farm with wheat and chickens and cattle still exists. More than half of the farms in the US, for example, were small enough in 2012 to have sales of less than \$10,000 dollars. But the 20th century saw the application of the principles of the industrial revolution to agriculture - how could inputs be minimized and profits be maximized?

(7) The result was the factory farm, first for chickens, and more recently cattle. Producers discovered that animals could be kept inside, and fed grain, and could be bred to grow more quickly and get fatter in the right places.

|                        |                                                                                 |                                        |   |                                          |
|------------------------|---------------------------------------------------------------------------------|----------------------------------------|---|------------------------------------------|
| 01                     | <b>What can we understand about modern farming from Paragraphs (6) and (7)?</b> |                                        |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                                               | More can be produced for less effort.  | B | It is part of the industrial revolution. |
|                        | C                                                                               | Profits for farmers have been falling. | D | All animals are now kept inside.         |

|                        |                                                                                |                     |   |                           |
|------------------------|--------------------------------------------------------------------------------|---------------------|---|---------------------------|
| 02                     | <b>What two words does the writer use to talk about 14th century industry?</b> |                     |   |                           |
| تجميعات<br>STEP<br>يلو | A                                                                              | farming and chefs   | B | agriculture and retailers |
|                        | C                                                                              | retailers and chefs | D | farming and agriculture   |

|                        |                                              |                                                     |   |                                                                                  |
|------------------------|----------------------------------------------|-----------------------------------------------------|---|----------------------------------------------------------------------------------|
| 03                     | <b>Which of the following is an opinion?</b> |                                                     |   |                                                                                  |
| تجميعات<br>STEP<br>يلو | A                                            | Meat production will continue to grow.              | B | Few people work farming in the UK.                                               |
|                        | C                                            | The meat industry is worth closer to \$174 million. | D | In the UK, 3.8 million are employed and 27 billion is made by the food industry. |

|                        |                                                                                         |                                                   |   |                                                         |
|------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------|---|---------------------------------------------------------|
| 04                     | <b>How is the writer's view on eating meat different from some nutritionists' view?</b> |                                                   |   |                                                         |
| تجميعات<br>STEP<br>يلو | A                                                                                       | He believed meat is not essential.                | B | He believes humans cannot function at all without meat. |
|                        | C                                                                                       | He believes meat negatively affects human health. | D | He believes meat is important for human development.    |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | D  | A  | D  |

### 347. استبيان الأنشطة الأكاديمية للطلاب Student Academic Activities Survey

This year, the Office of Admission and Registration at our university, with the help of the professors, distributed a questionnaire to the students to answer. The questionnaire aims at studying the students' academic activities and course participation.

|                        |                                                  |                              |   |                                          |
|------------------------|--------------------------------------------------|------------------------------|---|------------------------------------------|
| 01                     | <b>Who should respond to the questionnaires?</b> |                              |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                | the professors               | B | the students                             |
|                        | C                                                | both students and professors | D | the Office of Admission and Registration |

|    |
|----|
| 01 |
| B  |

### 348. تأثير The Impact of Hygiene on Health: A Case Study of Indian Immigrants النظافة على الصحة: دراسة حالة للمهاجرين الهنود

Vegetarian Indian immigrants to Great Britain began to suffer from pernicious anemia not long after their arrival. It was discovered that the cause of the disease was the overly-hygienic dried fruits and packaged foods they were consuming in Britain. Back in India, there were minute amounts of insect parts in the dried fruits, and this provided them with enough Vitamin B<sub>12</sub> to prevent anemia. Once food is sterilized, sanitized, freeze-dried, artificially colored, and preserved (all untouched by human hands), it is probably no longer fit for consumption anyway.

|                        |                                       |                      |   |                       |
|------------------------|---------------------------------------|----------------------|---|-----------------------|
| 01                     | <b>What causes pernicious anemia?</b> |                      |   |                       |
| تجميعات<br>STEP<br>يلو | A                                     | freeze-dried foods   | B | lack of Vitamin B12   |
|                        | C                                     | insect parts in food | D | too many dried fruits |

|    |
|----|
| 01 |
| B  |

## 349. Graduate Study Personal Statement العليات للدراسات العليا

(1) All applicants for graduate study at Central Institute of Technology (CIT) are required to submit a personal statement of educational objectives.

(2) You may wish to **address**: One why you are applying to your chosen degree program, two what you hope to achieve through your education, three how your degree program will relate to your long-range career objectives, four what personal or non-academic qualities you will contribute to the learning environment in your program, five what (if any) prior experience you have with respect to your chosen program, and six specifically, why you want to attend CIT.

|                        |                                                               |                      |   |                        |
|------------------------|---------------------------------------------------------------|----------------------|---|------------------------|
| 01                     | The word "address" in Paragraph (2) is closest in meaning to: |                      |   |                        |
| تجميعات<br>STEP<br>يلو | A                                                             | Talk about something | B | Send to a destination. |
|                        | C                                                             | Research             | D | Conclude               |

|                        |                                                    |                                  |   |                           |
|------------------------|----------------------------------------------------|----------------------------------|---|---------------------------|
| 02                     | What is NOT included in the list in Paragraph (2)? |                                  |   |                           |
| تجميعات<br>STEP<br>يلو | A                                                  | Reasons for choosing the program | B | Future professional goals |
|                        | C                                                  | Teaching experience              | D | Personal qualities        |

|    |    |
|----|----|
| 01 | 02 |
| A  | C  |

## 350. Personal Growth and Time Management تحسين الذات وإدارة الوقت

Last year, I attended a workshop about personal growth and time management. The workshop helped me realize how much time I was wasting on small tasks. After that, I began making changes in my daily routine. I planned better, worked faster, and used a calendar for important tasks.

This year, I decided to attend the workshop again. I still need to improve how I manage my time, and I believe going back will help me focus more on that. The workshop is open to anyone who would like to attend, not just professionals or students.

At the end of the last workshop, I felt very thankful to my wife for encouraging me to join. To show my appreciation, I bought her a beautiful necklace and earrings. She was very happy, and I was glad to do something kind for her.

I'm looking forward to learning more this time and continuing to improve my daily habits.

|                        |                                                               |                                                     |   |                                 |
|------------------------|---------------------------------------------------------------|-----------------------------------------------------|---|---------------------------------|
| 01                     | Why did this person decide to attend the workshop once again? |                                                     |   |                                 |
| تجميعات<br>STEP<br>يلو | A                                                             | Because he needs to focus more on controlling time. | B | Because he found it interesting |
|                        | C                                                             | Because he wanted to meet others                    | D | Because it was free             |

|                        |                             |                                                   |   |                              |
|------------------------|-----------------------------|---------------------------------------------------|---|------------------------------|
| 03                     | What did he do to his wife? |                                                   |   |                              |
| تجميعات<br>STEP<br>يلو | A                           | He brought her a beautiful necklace and earrings. | B | He planned a trip for her.   |
|                        | C                           | He wrote her a letter.                            | D | He took her to the workshop. |

|                        |                           |                                              |   |                     |
|------------------------|---------------------------|----------------------------------------------|---|---------------------|
| 02                     | Who is allowed to attend? |                                              |   |                     |
| تجميعات<br>STEP<br>يلو | A                         | Any kind of people who would like to attend. | B | Only professionals  |
|                        | C                         | Only students                                | D | Only invited guests |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | A  | A  |

## 351. تعلم كالأطفال Learning Like a Child

I have a friend who speaks several languages, and he once gave me 10 tips for learning better. Now, I want to share them with you.

First, learn like a child. Children don't worry about making mistakes. They don't care what other people think. That's why they learn faster. If you want to improve, stop trying to be perfect and just start speaking.

I became interested in how children learn because they speak with confidence. Adults often stay silent because they're afraid of being wrong. But children try, and that helps them improve.

Here are some ideas that really help. **They** include speaking early, listening carefully, and not focusing too much on grammar in the beginning. Also, pay attention to how you pronounce words. To **pronounce** means to say the word clearly and correctly.

If you learn like a child, you'll speak more, worry less, and enjoy the process. Don't wait until you feel ready. Make mistakes, learn from them, and keep going. That's the best way to become fluent.

|                        |                                              |                                              |   |                                      |
|------------------------|----------------------------------------------|----------------------------------------------|---|--------------------------------------|
| 01                     | Why was he interested in educating children? |                                              |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                            | Because they learn not to care about people. | B | Because they are easy to teach       |
|                        | C                                            | Because they are more curious                | D | Because they retain more information |

|                        |                                           |                                                  |   |                                   |
|------------------------|-------------------------------------------|--------------------------------------------------|---|-----------------------------------|
| 02                     | Why is it important to learn as children? |                                                  |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                         | Because they do not worry about making mistakes. | B | Because they are quicker learners |
|                        | C                                         | Because they enjoy studying                      | D | Because they are more disciplined |

|                        |                                                     |                        |   |                                |
|------------------------|-----------------------------------------------------|------------------------|---|--------------------------------|
| 03                     | The ideas in the passage are given by a person who: |                        |   |                                |
| تجميعات<br>STEP<br>يلو | A                                                   | learns a new language. | B | teaches languages.             |
|                        | C                                                   | speaks many languages. | D | understands only one language. |

|                        |                                           |            |   |          |
|------------------------|-------------------------------------------|------------|---|----------|
| 04                     | The word "They" in the passage refers to: |            |   |          |
| تجميعات<br>STEP<br>يلو | A                                         | ideas.     | B | notes.   |
|                        | C                                         | languages. | D | masters. |

|                        |                                      |                                     |   |                                     |
|------------------------|--------------------------------------|-------------------------------------|---|-------------------------------------|
| 05                     | "Learning like children" means that: |                                     |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                    | You DON'T write stories.            | B | You listen, then speak.             |
|                        | C                                    | You DON'T worry about other people. | D | You talk to anybody about anything. |

|                        |                             |         |   |              |
|------------------------|-----------------------------|---------|---|--------------|
| 06                     | The word "pronounce" means: |         |   |              |
| تجميعات<br>STEP<br>يلو | A                           | listen. | B | speak (say). |
|                        | C                           | write.  | D | memorize.    |

|                        |                           |                                                                        |  |  |
|------------------------|---------------------------|------------------------------------------------------------------------|--|--|
| 07                     | What is he talking about? |                                                                        |  |  |
| تجميعات<br>STEP<br>يلو | A                         | His own language learning journey.                                     |  |  |
|                        | B                         | About his friend who speaks more than nine languages (and his advice). |  |  |
|                        | C                         | The best schools for learning languages.                               |  |  |
|                        | D                         | The difficulties of learning a new language.                           |  |  |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| A  | A  | C  | A  | C  | B  | B  |

## 352. العواطف الثقافية: عالمية أم منشأة؟ Cultural Emotions: Universal or constructed?

(1) Take a moment and imagine you are traveling in a country you have never been to before. Everything about the sights, the smells, and the sounds seems strange. People are speaking a language you do not understand and wearing clothes unlike yours. But they greet you with a smile, and you sense that, despite the differences you observe, deep down inside these people have the same feelings as you. But is this true? Do people from **opposite ends of the world** really feel the same emotions? While most scholars agree that members of different cultures may vary in the foods they eat, the languages they speak, and the holidays they celebrate, there is disagreement about how much culture shapes people's emotions and feelings, including what people feel, what they express, and what they do during an emotional event.

(2) Social scientists tend to fall into either one of two camps. The Universalist camp claims that, despite cultural differences in customs and traditions, at a fundamental level, all humans feel similarly. These universalists believe that emotions developed as a response to the environments of our ancestors, so they are the same across all cultures. Indeed, people often describe their emotions as “automatic,” “natural,” “physiological,” and “instinctual,” supporting the view that emotions are hard-wired and universal.

(3) The social constructivist camp, however, claims that despite a common heritage, different groups of humans developed to adapt to their different environments. And because human environments are so different, people’s emotions are also different in different cultures. For instance, Lutz (1988) argued that many Western views of emotion assume that emotions are about the individual and how she or he feels. However, people from Ifaluk (a small island in the Pacific Ocean) view emotions as “exchanges between individuals.” Social constructivists claim that because people are completely immersed in their own culture, they are often unaware of how their feelings are shaped by it. Therefore, emotions can feel automatic, natural, physiological, and instinctual, and yet still be shaped by culture.

|                        |                                                                                     |                    |   |                              |
|------------------------|-------------------------------------------------------------------------------------|--------------------|---|------------------------------|
| 01                     | What idea does the expression “opposite ends of the world” in Paragraph (1) repeat? |                    |   |                              |
| تجميعات<br>STEP<br>يلو | A                                                                                   | disagreement       | B | strange things               |
|                        | C                                                                                   | different cultures | D | Countries not visited before |

|                        |                                                       |                                                                       |  |  |
|------------------------|-------------------------------------------------------|-----------------------------------------------------------------------|--|--|
| 02                     | Which of the following does the writer say are facts? |                                                                       |  |  |
| تجميعات<br>STEP<br>يلو | A                                                     | People eat different foods and speak different languages.             |  |  |
|                        | B                                                     | People express their feelings and celebrate holidays differently.     |  |  |
|                        | C                                                     | People eat different foods and express their feelings differently     |  |  |
|                        | D                                                     | People speak different languages and experience emotions differently. |  |  |

|                        |                                                                                             |                                                                |  |  |
|------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------|--|--|
| 03                     | How is the Universalists’ view of emotions different from the social constructivists’ view? |                                                                |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                                           | Universalists believe emotions are different between cultures. |  |  |
|                        | B                                                                                           | Universalists believe emotions are common between cultures.    |  |  |
|                        | C                                                                                           | Universalists believe emotions are shared between siblings.    |  |  |
|                        | D                                                                                           | Universalists believe emotions are different according to age. |  |  |

|                        |                                                                                                     |                                                                        |  |  |
|------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--|--|
| 04                     | How is the social constructivists’ view of automatic feelings different from that of universalists? |                                                                        |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                                                   | Constructivists believe women and men experience feelings differently. |  |  |
|                        | B                                                                                                   | Constructivists believe we are born with automatic feelings.           |  |  |
|                        | C                                                                                                   | Constructivists believe feelings cannot be easily measured.            |  |  |
|                        | D                                                                                                   | Constructivists believe we are not aware of how feelings are formed.   |  |  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | A  | B  | D  |

### 353. تسربات النفط وتأثيرها Oil Spills and Their Impact

#### Passage A:

(1) Humans have used petroleum (or oil) for thousands of years in medicine and weapons of war. However, the use of this material did not truly surge until the Industrial Revolution, when oil became valuable as both a fuel for illumination and a lubricant before it became a replacement for wood, coal, animal power, and other sources of energy. Liquid petroleum had some significant advantages over other energy sources of the time: it was concentrated, and it could be transported easily from one place to another.

(2) As oil use boomed, its refined products (such as gasoline and diesel) came to be used to fuel automobiles, ships, and other vehicles, and a worldwide system of wells, ships, storage terminals, and pipelines grew. As a result of old and damaged equipment, human error, and bad luck, extracting oil from the ground and moving it to refineries and beyond occasionally releases oil into the environment. The largest spills have released tens of millions of gallons of oil and have resulted in fouled coastlines, polluted fisheries, dead and injured wildlife, and lost tourism revenue. The top nine most destructive oil spills are listed below.

## Passage B:

(1) The Amoco Cadiz, a very large crude carrier (VLCC) stocked with nearly 69 million gallons of light crude oil, ran aground on shallow rocks off the coast of Brittany, France, on the morning of March 16, 1978. The ship was navigating the rough seas of the English Channel when its rudder and hydraulic system were damaged by a large wave. Rescue tugs attempted to secure towlines to Cadiz, but sea conditions made the operation difficult. The first of the towlines broke only a few hours after being secured. By the time a second line could be attached, the Cadiz had been driven by winds and waves toward the Brittany coast, where the stem and midsection clipped shallow underwater rocks. The impact slashed holes in the hull and container tanks and released the oil. About 200 miles (321 km) of the French coast was polluted by the oil slick, which killed millions of invertebrates, such as mollusks and crustaceans, and an estimated 20,000 birds, and contaminated oyster beds in the region. In 1990, Amoco Corporation, the owner of the Cadiz, agreed to pay \$120 million to French claimants, along with an additional \$35 million to Royal Dutch Shell, which had owned the lost oil.

|                        |                                                      |                                                    |   |                                          |
|------------------------|------------------------------------------------------|----------------------------------------------------|---|------------------------------------------|
| 01                     | What do Passages A and B say about liquid petroleum? |                                                    |   |                                          |
| تجميعات<br>STEP<br>يلو | A                                                    | It was released in accidents in Europe and Africa. | B | It replaced coal, wood, and wind energy. |
|                        | C                                                    | It can be transported across countries.            | D | It can be used as a fuel.                |

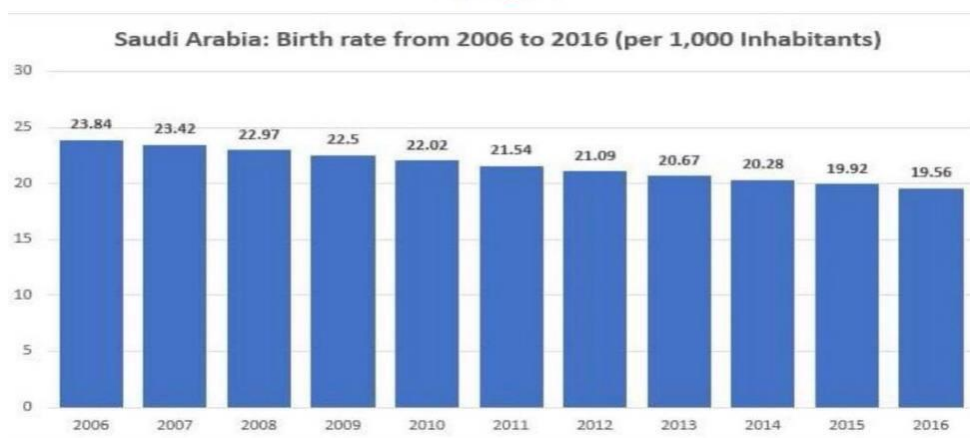
|                        |                                                                              |                                |   |                                       |
|------------------------|------------------------------------------------------------------------------|--------------------------------|---|---------------------------------------|
| 02                     | According to Passages A and B, how can oil be released into the environment? |                                |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                                                            | through large ships and planes | B | through increased tourism             |
|                        | C                                                                            | through weapons and factories  | D | through damaged equipment and systems |

|                        |                                                               |                                |   |                                   |
|------------------------|---------------------------------------------------------------|--------------------------------|---|-----------------------------------|
| 03                     | According to Passages A and B, what have oil releases led to? |                                |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                                             | polluted coasts                | B | decreased tourism revenue         |
|                        | C                                                             | payment of millions of dollars | D | polluted fisheries and vegetables |

|                        |                                                            |                        |   |                         |
|------------------------|------------------------------------------------------------|------------------------|---|-------------------------|
| 04                     | According to Passages A and B, how can oil be transported? |                        |   |                         |
| تجميعات<br>STEP<br>يلو | A                                                          | by automobiles         | B | by ships                |
|                        | C                                                          | by carriers and trains | D | by pipelines and planes |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | D  | A  | B  |

## 354. Graph – Saudi Birth Rate



|                        |                                                  |       |   |       |
|------------------------|--------------------------------------------------|-------|---|-------|
| 01                     | What was the birth rate in Saudi Arabia in 2015? |       |   |       |
| تجميعات<br>STEP<br>يلو | A                                                | 19.56 | B | 19.92 |
|                        | C                                                | 19.99 | D | 20.28 |

|                        |                                                        |      |   |      |
|------------------------|--------------------------------------------------------|------|---|------|
| 02                     | Which year had the highest birth rate in Saudi Arabia? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                                      | 2006 | B | 2007 |
|                        | C                                                      | 2015 | D | 2016 |

|    |    |
|----|----|
| 01 | 02 |
| B  | A  |

## 355. Ketchup Flowing Techniques طرق سكب الكاتشب

1) Since 1876, when Henry Heinz first started selling ketchup in glass bottles, people have been arguing over the best way to get the condiment out of the packaging and onto their plates. According to Heinz scientists, the smooth surface of glass bottles was believed to help the ketchup slide more easily compared to other materials available at the time. This idea influenced the company's choice to continue using glass bottles, even though pouring from them can still be challenging.

(2) **While** it may look like a liquid, ketchup is actually a non-Newtonian fluid. Instead of flowing consistently, the viscosity of these substances changes with the amount of force put on them.

(3) Because of the physics that govern ketchup's viscosity, packaging it in glass bottles makes it much harder to hit that pressure sweet spot. But if you're dedicated to sticking to the classics and not switching to squeeze bottles, Stickland has developed a method based on physics for coaxing ketchup out of the bottle, Daisy Meager reports for *Munchies*.

(4) "You have to start by giving the sauce a good shake," Stickland says in a statement.

(5) The next step is to flip the bottle upside-down (with the lid still on). **Then**, shake the bottle until the ketchup has slid into its neck. Lastly, turn the bottle so that it's pointing towards your meal at a 45-degree angle and uncap. If needed, Stickland says to give the ketchup a little "encouragement" by tapping on the bottom of the bottle—gently at first, but with increasing force until it finally slides out and onto the plate. "The trick is to get the sauce flowing, but not too fast."

|                        |                                                             |                                         |   |                               |
|------------------------|-------------------------------------------------------------|-----------------------------------------|---|-------------------------------|
| 01                     | What is the most important step in getting ketchup to flow? |                                         |   |                               |
| تجميعات<br>STEP<br>يلو | A                                                           | holding the bottle at a 45-degree angle | B | mixing the ketchup with water |
|                        | C                                                           | keeping the ketchup warm                | D | shaking the bottle well       |

|                        |                                                                     |         |   |          |
|------------------------|---------------------------------------------------------------------|---------|---|----------|
| 02                     | Which word can we use to replace the word "While" in Paragraph (2)? |         |   |          |
| تجميعات<br>STEP<br>يلو | A                                                                   | Because | B | Although |
|                        | C                                                                   | However | D | Besides  |

|                        |                                                                |                                                                           |  |  |
|------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------|--|--|
| 03                     | What does the Passage say about ketchup sold in glass bottles? |                                                                           |  |  |
| تجميعات<br>STEP<br>يلو | A                                                              | Large amounts are easier to get out of a glass bottle than small amounts. |  |  |
|                        | B                                                              | Henry Heinz suggested the best way to get ketchup out of a glass bottle.  |  |  |
|                        | C                                                              | A scientist designed a glass bottle that makes ketchup flow more easily.  |  |  |
|                        | D                                                              | Getting ketchup out of a glass bottle can be made easier by science.      |  |  |

|                        |                                                         |                                                            |   |                                                              |
|------------------------|---------------------------------------------------------|------------------------------------------------------------|---|--------------------------------------------------------------|
| 04                     | Why does the writer use the word then in Paragraph (5)? |                                                            |   |                                                              |
| تجميعات<br>STEP<br>يلو | A                                                       | to show that shaking the bottle is part of a list of steps | B | to give an example of how you should shake the bottle        |
|                        | C                                                       | to give more information about the making of ketchup       | D | to show that tapping the bottle is different from shaking it |

|                        |                                                 |                               |   |                           |
|------------------------|-------------------------------------------------|-------------------------------|---|---------------------------|
| 05                     | Why is it difficult for the ketchup to get out? |                               |   |                           |
| تجميعات<br>STEP<br>يلو | A                                               | Because of the gravity.       | B | Because of its viscosity. |
|                        | C                                               | It differs from water or oil. | D | It slides easily.         |

|                        |                                                                   |                                                    |   |                   |
|------------------------|-------------------------------------------------------------------|----------------------------------------------------|---|-------------------|
| 06                     | Why is ketchup in a glass bottle (according to Heinz scientists)? |                                                    |   |                   |
| تجميعات<br>STEP<br>يلو | A                                                                 | to be able to see how much is left                 | B | to see its colour |
|                        | C                                                                 | Because the smooth bottle helps the ketchup slide. | D | It's healthier.   |

|                        |                                               |                      |   |             |
|------------------------|-----------------------------------------------|----------------------|---|-------------|
| 07                     | How do you get ketchup (as a primary action)? |                      |   |             |
| تجميعات<br>STEP<br>يلو | A                                             | shake it.            | B | tilt it.    |
|                        | C                                             | turn it upside down. | D | squeeze it. |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |
| D  | B  | D  | A  | B  | C  | A  |

### 356. Impact of Ultrafine Aerosols on Amazon Climate تأثير الجسيمات النانوية على مناخ الأمازون

- (1) Ultrafine aerosol particles—tiny pollutants often released from vehicles and factories—are now believed to influence the weather in remote regions like the Amazon rainforest. These particles can contribute to stronger storms, affecting not just the rainforest but possibly weather patterns in other parts of the world.
- (2) Recent research has shown that ultrafine aerosol particles, especially those smaller than 50 nanometers, play an important role in cloud formation in the Amazon. This discovery is significant because the Amazon rainforest is a key factor in regulating the global climate. Scientists found that even very small particles, once considered harmless, can influence cloud development and rainfall in this region.
- (3) For years, experts assumed that such particles were too small to affect cloud formation. However, recent studies have overturned this idea. In the specific environment of the Amazon, even these extremely small pollutants can trigger cloud development. This finding has changed how researchers view ultrafine aerosols and their impact on the environment.
- (4) The research was conducted in Manaus, a large city in the Amazon rainforest. Manaus is known for its industrial pollution, making it an ideal location for studying how urban emissions influence nearby natural environments. Scientists chose this city because of its high pollution levels rather than areas affected by forest fires.

|                        |                                                                                                |                                      |   |                                                |
|------------------------|------------------------------------------------------------------------------------------------|--------------------------------------|---|------------------------------------------------|
| 01                     | What important information about ultrafine particles does the writer mention in Paragraph (2)? |                                      |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                                                                              | They are common in urban areas.      | B | They are more dangerous than CO <sub>2</sub> . |
|                        | C                                                                                              | They help form clouds in the Amazon. | D | They are a type of space dust.                 |

|                        |                                                                                                      |                                                      |   |                                                              |
|------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------|---|--------------------------------------------------------------|
| 02                     | What is one important idea related to ultrafine particles that the writer mentions in Paragraph (3)? |                                                      |   |                                                              |
| تجميعات<br>STEP<br>يلو | A                                                                                                    | There are many of them in the air in the Amazon.     | B | They help produce bigger storms in the Amazon.               |
|                        | C                                                                                                    | They are too small to have an effect on the weather. | D | The Brazilian Institute for Space Research is studying them. |

|                        |                                        |                                                 |   |                                         |
|------------------------|----------------------------------------|-------------------------------------------------|---|-----------------------------------------|
| 03                     | What is the main topic of the Passage? |                                                 |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                      | Effects of aerosol use on weather in the Amazon | B | pollution and aerosol use in the Amazon |
|                        | C                                      | weather forecasting in the Amazon               | D | storms in the Amazon                    |

|                        |                               |                             |   |                               |
|------------------------|-------------------------------|-----------------------------|---|-------------------------------|
| 04                     | What is Manaus an example of? |                             |   |                               |
| تجميعات<br>STEP<br>يلو | A                             | a large university city     | B | a large Amazon rainforest     |
|                        | C                             | an area with high pollution | D | an ultrafine aerosol particle |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | B  | A  | C  |

### 357. Accounting Discrepancies in Major Corporations تباينات المحاسبة في الشركات الكبرى

- (1) According to a recent study in The Analyst's Accounting Observer, 90 percent of companies in the Standard & Poor's 500-stock index **reported** nonstandard accounting results last year, up from 72 percent in 2009.
- (2) Regulations still require corporations to report their financial results under accounting rules. But companies often steer investors instead to massaged calculations that produce a better outcome.
- (3) Among 380 companies that were in existence both last year and in 2009, the study showed net income was up 6.6 percent in 2015 compared with the previous year when non-standard accounting was used.
- (4) However, under **generally** accepted accounting principles, net income at the same 380 companies in 2015 actually declined almost 11 percent from 2014.
- (5) Another striking fact: Thirty companies in the study generated losses under accounting rules in 2015 but magically produced profits when they did the math their own way. Most were in the energy sector, which has been devastated by plummeting oil prices, but health care companies and information technology businesses were also in this group.

|                        |                                                                                        |                                                      |   |                                                     |
|------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------|---|-----------------------------------------------------|
| 01                     | <b>According to the text, what is one important effect of non-standard accounting?</b> |                                                      |   |                                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                      | It reduces the cost of doing business.               | B | It increases the number of employees.               |
|                        | C                                                                                      | It allows companies to choose the results they show. | D | It has mainly helped companies that produce energy. |

|                        |                                                                     |                                             |   |                                                 |
|------------------------|---------------------------------------------------------------------|---------------------------------------------|---|-------------------------------------------------|
| 02                     | <b>What is the reason for companies hiding some business costs?</b> |                                             |   |                                                 |
| تجميعات<br>STEP<br>يلو | A                                                                   | It makes them seem more successful.         | B | It is common when prices are falling.           |
|                        | C                                                                   | It is easier for them to do their own math. | D | It gives them more time to pay for these costs. |

|                        |                                                                        |         |   |            |
|------------------------|------------------------------------------------------------------------|---------|---|------------|
| 03                     | <b>The word “generally” in Paragraph (4) is closest in meaning to:</b> |         |   |            |
| تجميعات<br>STEP<br>يلو | A                                                                      | finally | B | especially |
|                        | C                                                                      | quickly | D | usually    |

|                        |                                                                       |           |   |           |
|------------------------|-----------------------------------------------------------------------|-----------|---|-----------|
| 04                     | <b>The word “reported” in Paragraph (1) is closest in meaning to:</b> |           |   |           |
| تجميعات<br>STEP<br>يلو | A                                                                     | opened    | B | believed  |
|                        | C                                                                     | described | D | explained |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| C  | A  | D  | C  |

### 358. الاحتكاك: قوة المقاومة Friction: The Force of Resistance

(1) Friction is the force that opposes one surface moving, or trying to move, over another. It can be a help or a hindrance. We could not walk if there was no friction between the soles of our shoes and the ground. Our feet would slip backwards, as they tend to if we walk on ice. On the other hand, engineers try to reduce friction to a minimum in the moving parts of machinery by using lubricating oils and ball bearings.

(2) When a gradually increasing force (P) is applied through a spring balance to a block on a table, the block does not move at first. This is because an equally increasing but opposing frictional force (F) acts where the block and table touch. At any instant, P and F are equal and opposite.

(3) If P is increased further, the block eventually moves; as it does so, F has its maximum value, called starting or static friction. When the block is moving at a steady speed, the balance reading is slightly less than that for starting friction. Sliding or dynamic friction is therefore less than starting or static friction.

(4) Placing a mass on the block increases the force pressing the surfaces together and increases friction. When work is done against friction, the temperatures of the bodies in contact rise (as you can test by rubbing your hands together): mechanical energy is being changed into heat energy.

|                        |                                                                                                       |                               |   |                                      |
|------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------|---|--------------------------------------|
| 01                     | <b>What important point does the writer make about ‘starting friction’ in Paragraphs (3) and (4)?</b> |                               |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                                                                                     | It creates heat in bodies.    | B | In Math, it is the letter F.         |
|                        | C                                                                                                     | It presses surfaces together. | D | It is greater than sliding friction. |

|                        |                                                                                                  |                                              |   |                                     |
|------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------|---|-------------------------------------|
| 02                     | <b>What important idea related to frictional force does the writer mention in Paragraph (1)?</b> |                                              |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                                                                | It needs lubricating oils and ball bearings. | B | It brings advantages for engineers. |
|                        | C                                                                                                | It is both useful and a problem.             | D | It is zero when walking on ice.     |

|                        |                                                                                            |                                                      |   |                                                 |
|------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------|---|-------------------------------------------------|
| 03                     | <b>What point does the writer support with the example of rubbing your hands together?</b> |                                                      |   |                                                 |
| تجميعات<br>STEP<br>يلو | A                                                                                          | Friction and movement make objects hotter.           | B | There is little friction when we walk on ice.   |
|                        | C                                                                                          | Sliding friction is less than the starting friction. | D | The block moves at the same speed all the time. |

|                        |                                               |                   |   |                   |
|------------------------|-----------------------------------------------|-------------------|---|-------------------|
| 04                     | <b>What is the main topic of the Passage?</b> |                   |   |                   |
| تجميعات<br>STEP<br>يلو | A                                             | Frictional energy | B | Starting friction |
|                        | C                                             | Sliding friction  | D | Frictional force  |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| D  | C  | A  | D  |

### 359. التغذية والتمثيل الغذائي Nutrition and Metabolism

- (1) Our food is primarily made of carbohydrates, proteins, fats, minerals, vitamins, and water. We need to regularly ingest food to sustain ourselves.
- (2) Living things do not follow the pattern of decay seen in the rest of the natural world. Unlike non-living things (such as rocks), living things maintain themselves. They build new cells, tissues, and organs in the process of development. Once mature, organisms can sustain existing biological structures by cellular division. This process, also called mitosis, allows cells to use molecules such as water, amino acids (building blocks of proteins), carbohydrates, and lipids to create new cells. This process requires the transfer of energy among chemical bonds.
- (3) Our cells are regularly being replaced and recycled, and this requires a regular influx of energy and matter. We obtain energy in the form of food calories: new matter in the form of the molecules contained in our food. Not all of these molecules are digestible by all animals. These unneeded molecules may be eaten along with more desirable molecules. This is part of the reason why animals must have an opening in their digestive system.
- (4) A balanced diet for humans includes several servings of breads, cereals, fruits, and vegetables every day. Also essential are smaller servings of milk, dairy, meat, and eggs. Fats, oils, and sweets should make up a very small portion of a balanced diet.
- (5) Human beings eat several hundred pounds of food a year. From this food we obtain all the molecules we need so our bodies can operate, grow, and replace the cells lost to wear, old age, or damage.
- (6) Animals, such as humans, have evolved intricate strategies of intercellular communication. Feedback, feed-forward, and inhibition allow us to maintain a steady state, or homeostasis. We get hungry because we want to eat. This seemingly simple cause and effect is the result of the empty stomach secreting the peptide hormone ghrelin into the bloodstream. When this hormone is received by the hypothalamus, it stimulates the release of growth hormones, which makes us want to eat. After eating to satiation, the release of the peptide hormone leptin causes the hypothalamus to inhibit hunger sensations. Leptin is released by a variety of tissues, including adipose (fat cells), stomach, bone, pituitary, and the liver.
- (7) The word metabolism comes from the Greek root "change" and involves the building up or breaking down of molecules to be used by the body. These molecules will be used for cell growth, fuel, and other processes. If the process involves breaking down molecules into simpler ones, usually to release energy, it is called catabolic. If building up complex molecules, for structures or energy storage, it is called anabolic.
- (8) Developed and less active bodies do not need as many energy calories as developing and active bodies. Developing bodies are adding cells at a rapid rate, and this requires an infusion of both new material (molecules) and energy. Active bodies, likewise, need more calories to sustain the energetic demands of more motion.
- (9) Proteins are molecules made of nitrogen, carbon, oxygen, and hydrogen, and sometimes sulfur. These molecules are found in animal tissue such as meat (including fish), eggs, cheese, and legumes, and many other plant foods.
- (10) Proteins are large molecules assembled from smaller units called amino acids and serve many important roles in living things. Amino acids are linked by covalent bonds called peptide bonds. Proteins can serve as enzymes, hormones, and the building blocks of complex physical features. Proteins comprise teeth, bone, muscle, tendon, cartilage, and skin - most of what makes up an organism.
- (11) As enzymes, proteins facilitate chemical reactions that would not otherwise happen in the short time or at the lower temperatures required by living things. Hormones (such as the previously mentioned appetite inhibitor leptin) are protein messengers that deliver information around the body.
- (12) Carbohydrates are made of hydrogen, oxygen, and carbon that combine to form monosaccharides. These simple sugars are made of five (pentose) or six (hexose) carbon rings. Additional hydrogen and oxygen atoms allow these rings to form disaccharides ("two sugars") such as sucrose and lactose or polysaccharides ("many sugars") such as starch.
- (13) Sugars are essential to living things. They provide a way to store chemical energy to operate living things. They are also the structural backbone to the information storage molecules DNA and RNA, as well as many of the other essential molecules in living things. Sugar is transported through the bloodstream in the form of the simple sugar glucose. They have four calories of energy per gram.

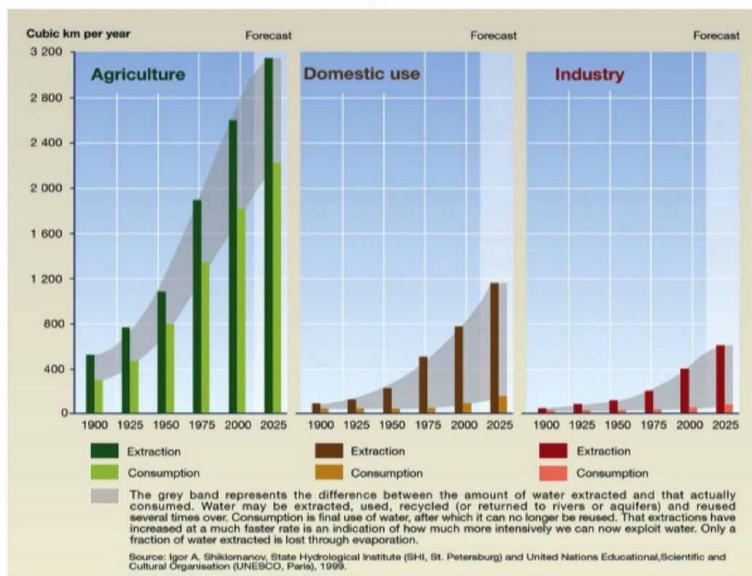
|                        |                                                  |                                 |   |                                       |
|------------------------|--------------------------------------------------|---------------------------------|---|---------------------------------------|
| 01                     | What two things happen to the cells in our body? |                                 |   |                                       |
| تجميعات<br>STEP<br>يلو | A                                                | They divide and are digested.   | B | They are replaced and recycled.       |
|                        | C                                                | They are replaced and digested. | D | They build new cells and give energy. |

|                        |                                           |                        |   |                            |
|------------------------|-------------------------------------------|------------------------|---|----------------------------|
| 02                     | What two things do cells use for mitosis? |                        |   |                            |
| تجميعات<br>STEP<br>يلو | A                                         | water and dairy        | B | lipids and cereals         |
|                        | C                                         | amino acids and lipids | D | amino acids and vegetables |

|                        |                                            |                             |   |                                  |
|------------------------|--------------------------------------------|-----------------------------|---|----------------------------------|
| 03                     | What two hormones make people feel hungry? |                             |   |                                  |
| تجميعات<br>STEP<br>يلو | A                                          | Ghrelin and growth hormones | B | Leptin and ghrelin               |
|                        | C                                          | Ghrelin and peptide         | D | Hypothalamus and growth hormones |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | C  | A  |

### 360. Graph – Cubic Km per year



|                        |                                                  |                            |   |                               |
|------------------------|--------------------------------------------------|----------------------------|---|-------------------------------|
| 01                     | Which two fields extract and use the most water? |                            |   |                               |
| تجميعات<br>STEP<br>يلو | A                                                | Agriculture and Energy.    | B | Agriculture and Industry.     |
|                        | C                                                | Domestic use and Industry. | D | Agriculture and Domestic use. |

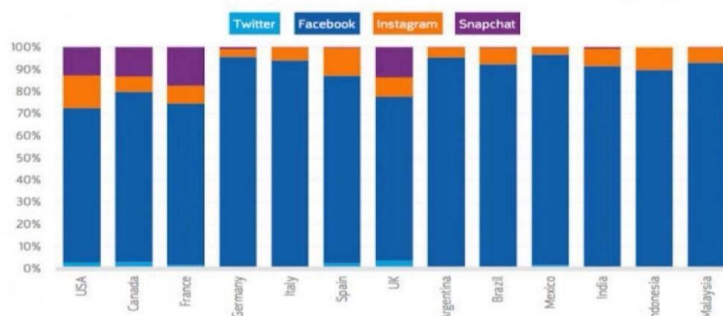
|                        |                                                                         |      |   |      |
|------------------------|-------------------------------------------------------------------------|------|---|------|
| 02                     | Which year will have the highest consumption of water for industry use? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                                                       | 2025 | B | 2015 |
|                        | C                                                                       | 2000 | D | 1975 |

|    |    |
|----|----|
| 01 | 02 |
| D  | A  |

## 361. Graph – Social Networks' Share of Time

Social Networks' Share of Time

Share of Combined Minutes for 4 Major Social Networking Apps



|         |                                                                           |      |   |     |
|---------|---------------------------------------------------------------------------|------|---|-----|
| DI      | What percentage of social media minutes did Indians spend using Snapchat? |      |   |     |
| تجميعات | A                                                                         | 100% | B | 20% |
| STEP    | C                                                                         | 2%   | D | 0%  |
| يلو     |                                                                           |      |   |     |

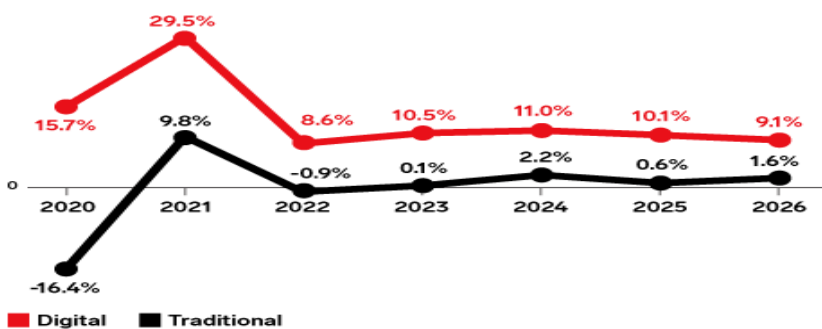
DI

C

## 362. Graph – Digital vs Traditional Ads

Digital vs. Traditional Ad Spending Growth Worldwide, 2020-2026

% change



Note: digital includes advertising that appears on desktop and laptop computers as well as mobile phones, tablets, and other internet-connected devices; traditional includes TV, magazines, newspapers, out-of-home, and radio

Source: eMarketer, Oct 2022

279262

eMarketer | InsiderIntelligence.com

|         |                                                    |      |   |      |
|---------|----------------------------------------------------|------|---|------|
| DI      | In which year is the percentage change the lowest? |      |   |      |
| تجميعات | A                                                  | 2013 | B | 2014 |
| STEP    | C                                                  | 2019 | D | 2020 |
| يلو     |                                                    |      |   |      |

DI

D

## 363. Herbs and Lignin الأعشاب واللجنين

Plants that lack lignin (or have only small amounts of it) are called herbs. They can stay upright because each of their cells is filled with water under pressure. This water pressure or “turgor” makes them rigid like a well-inflated football. But such plants wilt when their water supply fails. Vascular plants with lignin, however, can survive dry periods and can grow far bigger than any herb. Many herbs have some lignin that toughens them here and there, yet they remain primarily herby. True wood requires special architecture—the lignin-toughened cells are very well organized and arranged.

| 01                     | Herbs are plants that are |                             |   |                        |
|------------------------|---------------------------|-----------------------------|---|------------------------|
| تجميعات<br>STEP<br>يلو | A                         | bigger than vascular plants | B | made largely of lignin |
|                        | C                         | specialized in architecture | D | pressurized by water   |

01  
D

### 364. Global Inequality and Poverty الفقر وعدم المساواة العالمية

(1) In the recent past, a handful of colonial rulers allowed wealth to be accumulated in the hands of a few. The **great powers**, in turn, enriched themselves lavishly at the expense of the colonized peoples who were subjected to poverty, hardship, and deprivation. Because of these policies, poverty remained the lot of the majority. But now that globalization has become the frame of reference, there is no justification for an ever-smaller minority to become richer while the majority, poor, become even poorer. A situation in which one segment of the global population lives in opulence while most of the rest live in dire poverty is morally reprehensible. We can, and in fact we must work to reduce the number of those who live in extreme poverty so that this will be a better world for all.

| 01                     | The words “great” powers in the Passage refer to: |                    |   |                    |
|------------------------|---------------------------------------------------|--------------------|---|--------------------|
| تجميعات<br>STEP<br>يلو | A                                                 | colonial rulers    | B | colonized peoples  |
|                        | C                                                 | accumulated wealth | D | global development |

| 02                     | The frame of reference that can help solve poverty is |               |   |               |
|------------------------|-------------------------------------------------------|---------------|---|---------------|
| تجميعات<br>STEP<br>يلو | A                                                     | education     | B | technology    |
|                        | C                                                     | globalization | D | birth control |

| 03                     | What is considered to be a moral evil? |                                          |   |                                         |
|------------------------|----------------------------------------|------------------------------------------|---|-----------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                      | The role of knowledge and behavior       | B | The rift between the rich and the poor  |
|                        | C                                      | The high agenda of the wealthy countries | D | the development of many global concerns |

01    02    03  
A    C    B

### 365. The Value of Water قيمة الماء

"When the well's dry, we know the worth of water."

| 01                     | The Passage is closest in meaning to ... |                                                                     |  |  |
|------------------------|------------------------------------------|---------------------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                                        | Nothing lasts forever, but we DON'T normally think about that.      |  |  |
|                        | B                                        | We DON'T know how valuable something is until it is NOT available.  |  |  |
|                        | C                                        | It is a good idea to start a business storing water for the future. |  |  |
|                        | D                                        | Water is especially important in desert areas.                      |  |  |

| 02                     | You understand from this proverb that... |                                                  |   |                                                  |
|------------------------|------------------------------------------|--------------------------------------------------|---|--------------------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                        | You know the value of something if you lose it.  | B | People only like water when it is expensive.     |
|                        | C                                        | It is better to drink less water during the day. | D | You should always choose water instead of juice. |

01    02  
B    A

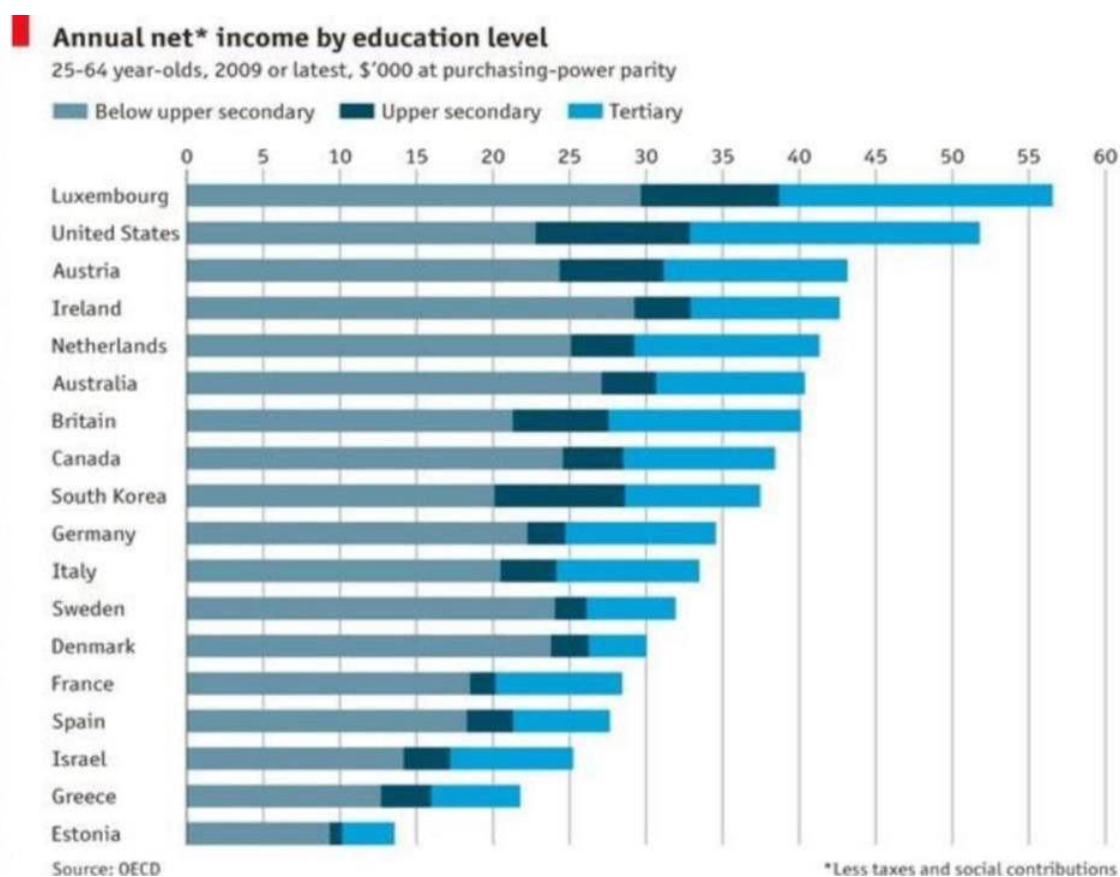
### 366. Insufficient Funds for University Duties نقص التمويل للمهام الجامعية

"Khalid says that sometimes he is ordered by the University to undertake certain duties but is given insufficient funds to accomplish the task."

|         |                                                  |       |   |            |
|---------|--------------------------------------------------|-------|---|------------|
| 01      | Khalid says he is unsuccessful because he lacks: |       |   |            |
| تجميعات | A                                                | time  | B | manpower   |
| STEP    | C                                                | money | D | confidence |
| يلو     |                                                  |       |   |            |

01  
C

### 367. Graph – Annual net income by education level



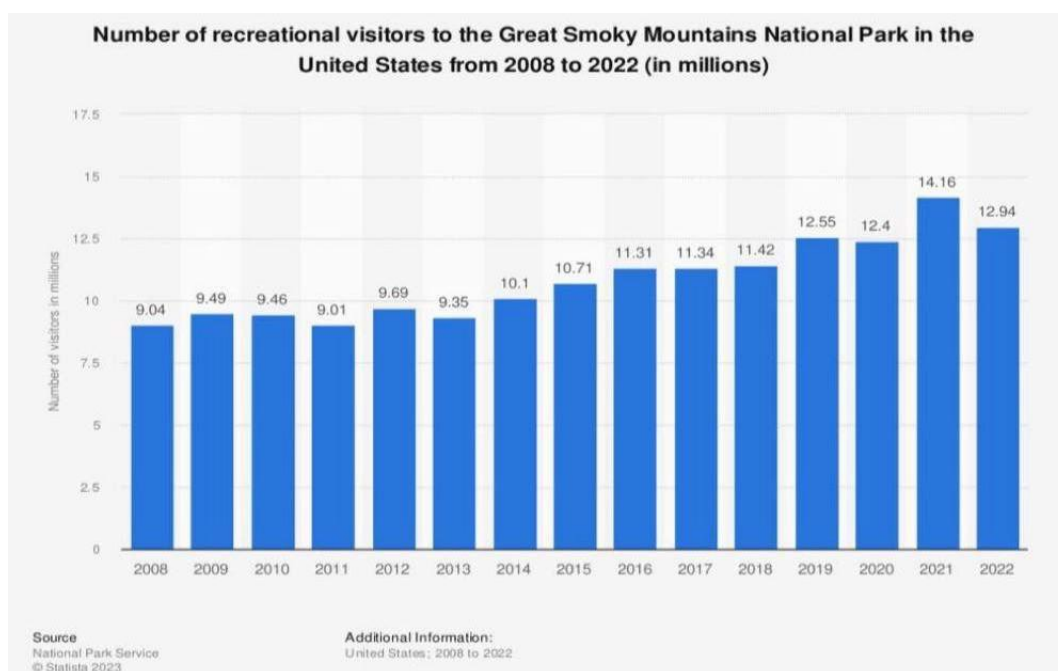
|         |                                                                          |                   |   |                   |
|---------|--------------------------------------------------------------------------|-------------------|---|-------------------|
| 01      | What was the salary of graduates of upper secondary education in France? |                   |   |                   |
| تجميعات | A                                                                        | \$4,000-\$12,000  | B | \$18,000-\$20,000 |
| STEP    | C                                                                        | \$20,000-\$28,000 | D | \$29,000-\$41,000 |
| يلو     |                                                                          |                   |   |                   |

|         |                                                                         |                    |   |                    |
|---------|-------------------------------------------------------------------------|--------------------|---|--------------------|
| 02      | What was the typical salary of graduates of upper secondary in Ireland? |                    |   |                    |
| تجميعات | A                                                                       | more than \$60,000 | B | more than \$45,000 |
| STEP    | C                                                                       | more than \$33,000 | D | more than \$29,000 |
| يلو     |                                                                         |                    |   |                    |

01  
B

02  
D

## 368. Graph – numbers of recreational visitors



|         |                                                  |      |   |      |
|---------|--------------------------------------------------|------|---|------|
| 01      | In which year was the lowest number of visitors? |      |   |      |
| تجميعات | A                                                | 2008 | B | 2011 |
| STEP    | C                                                | 2013 | D | 2018 |
| يلو     |                                                  |      |   |      |

01

B

## 369. Tables – fast food

How many fast food meals do you eat per week?

|     | Children 5-12 | Young Adults 13-17 | Adults 18-49 | Elderly 50+ | Total |
|-----|---------------|--------------------|--------------|-------------|-------|
| 0   | 8             | 2                  | 4            | 9           | 23    |
| 1-3 | 24            | 4                  | 26           | 31          | 85    |
| 4-6 | 10            | 28                 | 14           | 6           | 58    |
| 7+  | 8             | 16                 | 6            | 4           | 34    |

Which fast food restaurants have you visited in the last year?

|             | Children 5-12 | Young Adults 13-17 | Adults 18-49 | Elderly 50+ | Total |
|-------------|---------------|--------------------|--------------|-------------|-------|
| McDonalds   | 44            | 42                 | 41           | 42          | 169   |
| Burger King | 36            | 41                 | 32           | 28          | 137   |
| Herfy       | 11            | 43                 | 32           | 3           | 89    |
| Hardees     | 9             | 46                 | 25           | 10          | 90    |
| KFC         | 24            | 36                 | 43           | 42          | 145   |

|         |                                                        |             |   |           |
|---------|--------------------------------------------------------|-------------|---|-----------|
| 01      | Which fast food restaurant is most popular for adults? |             |   |           |
| تجميعات | A                                                      | Burger King | B | McDonalds |
| STEP    | C                                                      | Hardees     | D | KFC       |
| يلو     |                                                        |             |   |           |

|         |                                             |           |   |         |
|---------|---------------------------------------------|-----------|---|---------|
| 02      | Which fast food restaurant is most popular? |           |   |         |
| تجميعات | A                                           | McDonalds | B | Hardees |
| STEP    | C                                           | Herfy     | D | KFC     |
| يلو     |                                             |           |   |         |

01

D

02

A

### 370. The Queen of Sheba and Her Visit to Prophet Suleiman ملكة سبأ وزيارتها للنبي سليمان

Sheba was an 8th-century B.C civilization that lasted for a thousand years. They prospered by trading in incense and spices throughout the Middle East and the Roman Empire. The Holy Quran describes the visit of the Queen of Sheba to Prophet Suleiman (peace be upon him). It tells us that she brought him presents, no doubt including gold from her fabulous mines. Balqis, as she was known, was so impressed by the wisdom and power of Prophet Suleiman (peace be upon him) and the beauty of his palace that she immediately accepted Islam for herself and her people.

|                        |                                   |                                      |   |                                      |
|------------------------|-----------------------------------|--------------------------------------|---|--------------------------------------|
| 01                     | What is the topic of the Passage? |                                      |   |                                      |
| تجميعات<br>STEP<br>يلو | A                                 | A description of the gold mines      | B | The history of Sheba and Balqis      |
|                        | C                                 | The archaeology at the site of Sheba | D | Prophet Suleiman (peace be upon him) |

01

B

### 371. A Journey to Eating Variety رحلة إلى تناول التنوع

(1) Most of us love some foods and hate others. But what if there is someone who only eats one kind of food and doesn't eat anything else? Is that even possible? The answer is yes. 20-year-old Anna Smith from Cornwall in Southwest England did just that.

(2) Anna has eaten potato chips every day since she was five years old. When she was a little girl, she didn't want to eat anything. In the end, she started to eat potato chips, but wouldn't eat anything else. With Anna's diet of only potato chips, however, her body became weak. Actually, she was so ill that she couldn't work and lost her job in the local factory. It was then that she decided to do something.

(3) A friend told Anna to look for help online. Anna went online and searched for someone to help her. She found a man who helped people like her. After her first visit to this man's clinic, she was able to eat a mango, which is now her favorite fruit. Next time, she was able to eat pizza, then some vegetables, and so on.

(4) Now, one year later, Anna still eats potato chips every day, but also many other foods. She feels a lot better, and she has found a new job. Also, if a friend invites her to dinner in a restaurant or at her place, she no longer has to say, "Could I just have some potato chips, please?"

|                        |                                         |                                         |   |                                        |
|------------------------|-----------------------------------------|-----------------------------------------|---|----------------------------------------|
| 01                     | What is the main idea in Paragraph (1)? |                                         |   |                                        |
| تجميعات<br>STEP<br>يلو | A                                       | Anna hates English food.                | B | Most people DON'T eat everything.      |
|                        | C                                       | Most people only like one kind of food. | D | English people DON'T like normal food. |

|                        |                                                                                 |                                    |   |                                        |
|------------------------|---------------------------------------------------------------------------------|------------------------------------|---|----------------------------------------|
| 02                     | According to Paragraph (2), why did Anna finally decide to eat different foods? |                                    |   |                                        |
| تجميعات<br>STEP<br>يلو | A                                                                               | She became older                   | B | She did NOT feel well.                 |
|                        | C                                                                               | She liked the food in the factory. | D | She did NOT like potato chips anymore. |

|                        |                                                            |      |   |          |
|------------------------|------------------------------------------------------------|------|---|----------|
| 03                     | The word "diet" in Paragraph (2) is closest in meaning to: |      |   |          |
| تجميعات<br>STEP<br>يلو | A                                                          | Job  | B | Time     |
|                        | C                                                          | Food | D | Medicine |

|                        |                                  |                            |   |                             |
|------------------------|----------------------------------|----------------------------|---|-----------------------------|
| 04                     | According to Paragraph (3), Anna |                            |   |                             |
| تجميعات<br>STEP<br>يلو | A                                | Decided to help herself    | B | Asked her friends for help  |
|                        | C                                | Found help on the internet | D | Got help from a restaurant. |

|                        |                             |                                      |   |                                       |
|------------------------|-----------------------------|--------------------------------------|---|---------------------------------------|
| 05                     | According to Paragraph (4), |                                      |   |                                       |
| تجميعات<br>STEP<br>يلو | A                           | Anna now has a better life.          | B | Anna is afraid to eat at restaurants. |
|                        | C                           | Anna is going to look for a new job. | D | Anna has stopped eating potato chips. |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| B  | B  | C  | C  | A  |

## 372. أهمية تنظيم الخطاب The Importance of Speech Organization

(1) In 1960, a college professor took a well-organized speech and scrambled it by randomly changing the order of sentences. He had a speaker deliver the original version to one group of listeners and the scrambled version to another group. After the speeches, he gave a test to see how well each group understood what they had heard. Not surprisingly, the group that heard the original, unscrambled speech scored much higher.

(2) A few years later, two professors repeated the same experiment at other schools. But instead of testing how well the listeners comprehended each speech, **they** tested to see what effects the speeches had on the listeners' attitudes toward the speakers. The professors found that people who heard the well-organized speech believed the speaker to be much more competent and trustworthy than those who heard the scrambled speech. In other words, listeners demand clear organization. They have little patience with speakers who jump from one idea to another. They cannot flip back to a previous page to try to understand a speaker's idea. This requires that speeches be organized strategically.

|                        |                                                              |             |   |               |
|------------------------|--------------------------------------------------------------|-------------|---|---------------|
| 01                     | According to Paragraph (1), the test was given to check the: |             |   |               |
| تجميعات<br>STEP<br>يلو | A                                                            | Length      | B | Delivery      |
|                        | C                                                            | Suitability | D | Comprehension |

|                        |                                                     |         |   |            |
|------------------------|-----------------------------------------------------|---------|---|------------|
| 02                     | The pronoun <b>they</b> in Paragraph (2) refers to: |         |   |            |
| تجميعات<br>STEP<br>يلو | A                                                   | Years   | B | Professors |
|                        | C                                                   | Schools | D | Listeners  |

|                        |                                          |                           |   |                      |
|------------------------|------------------------------------------|---------------------------|---|----------------------|
| 03                     | This Passage is about the importance of: |                           |   |                      |
| تجميعات<br>STEP<br>يلو | A                                        | The speaker's personality | B | Speech organization  |
|                        | C                                        | Listening strategies      | D | Listener's attitudes |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | B  | B  |

## 373. الأوكسدة الهوائية وإنتاج الطاقة Aerobic Oxidation and Energy Production

(1) The word aerobic means that oxygen is needed for a chemical reaction. The food molecules are combined with oxygen. The process is called oxidation, and the food is said to be oxidized. All food molecules contain carbon, hydrogen, and oxygen atoms. The process of oxidation converts the carbon to carbon dioxide (CO<sub>2</sub>) and the hydrogen to water (H<sub>2</sub>O) and, at the same time, sets free energy, which the cell can use to drive other reactions.

(2) The amount of energy you would get by completely oxidizing 180 grams (g) of glucose to carbon dioxide and water is 2830 kilojoules (kJ). In the cells, the energy is not released all at once. The oxidation takes place in a series of small steps and not in one jump as the equation suggests. Each small step needs its own enzyme, and at each stage a little energy is released. Although the energy is used for the processes mentioned above, some of it always appears as heat. In "warm-blooded" animals (birds and mammals), some of this heat is stored to help **maintain** body temperature at the correct level.

(3) In "cold-blooded" animals (e.g., reptiles and fish), the heat may **build up** for a time in the body and allow the animal to move about more quickly. In plants, the heat is lost to the surroundings (by conduction, convection, and evaporation) as fast as it is produced.

|                        |                                           |            |   |             |
|------------------------|-------------------------------------------|------------|---|-------------|
| 01                     | What process releases energy in the cell? |            |   |             |
| تجميعات<br>STEP<br>يلو | A                                         | oxidation  | B | conduction  |
|                        | C                                         | convection | D | evaporation |

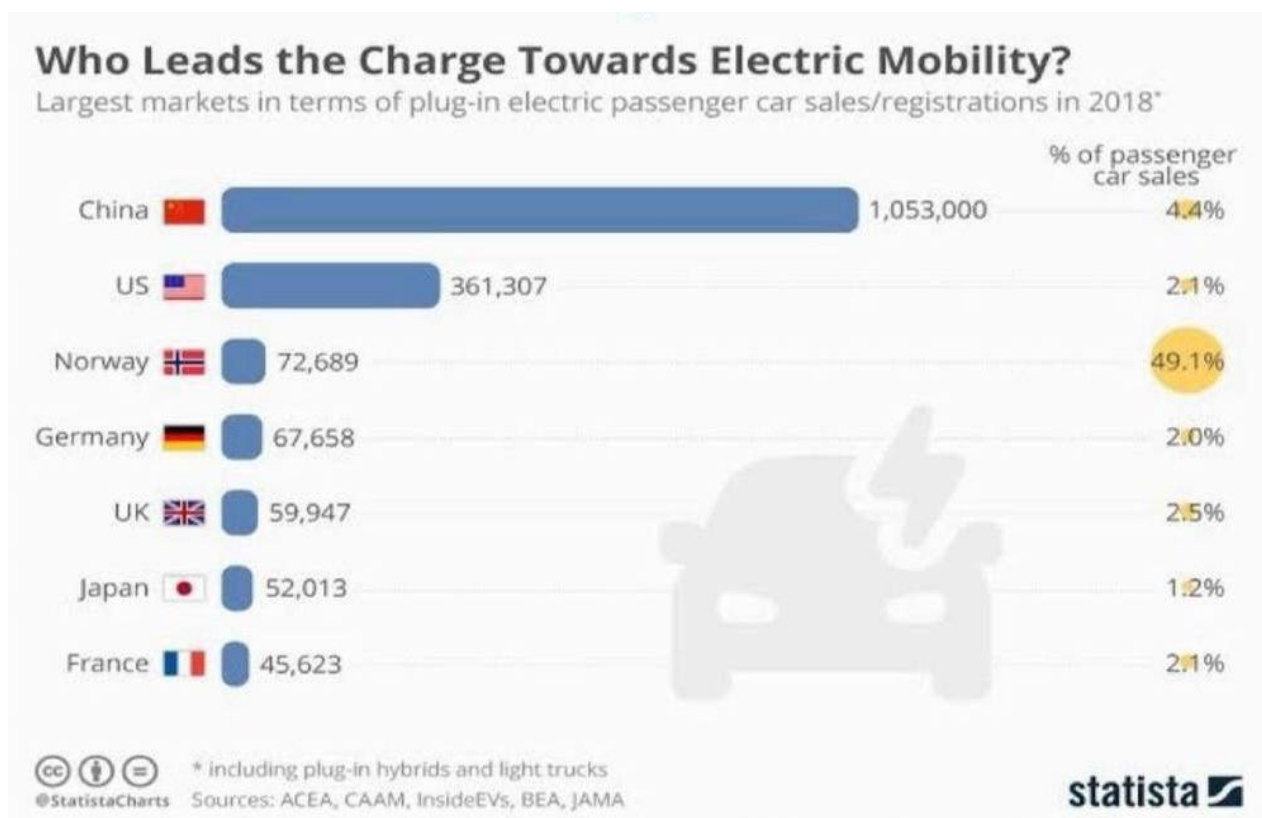
|                        |                                                                                |                                       |   |                                        |
|------------------------|--------------------------------------------------------------------------------|---------------------------------------|---|----------------------------------------|
| 02                     | What is an important effect of the increase in heat in "cold-blooded" animals? |                                       |   |                                        |
| تجميعات<br>STEP<br>يلو | A                                                                              | They save energy.                     | B | They move faster.                      |
|                        | C                                                                              | They release heat to the environment. | D | Their body temperature stays the same. |

|                        |                                                                  |        |   |        |
|------------------------|------------------------------------------------------------------|--------|---|--------|
| 03                     | The word "maintain" in Paragraph (2) is closest in meaning to... |        |   |        |
| تجميعات<br>STEP<br>يلو | A                                                                | keep   | B | show   |
|                        | C                                                                | reduce | D | change |

|                        |                                                                  |        |   |          |
|------------------------|------------------------------------------------------------------|--------|---|----------|
| 04                     | The word "build up" in Paragraph (3) is closest in meaning to... |        |   |          |
| تجميعات<br>STEP<br>يلو | A                                                                | drop   | B | increase |
|                        | C                                                                | escape | D | change   |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | B  | A  | B  |

## 374. Graph – Who Leads the Charge Towards Electric Mobility



|                        |                                                                                       |        |   |        |
|------------------------|---------------------------------------------------------------------------------------|--------|---|--------|
| 01                     | Which country had the highest percentage of electric car sales/registrations in 2018? |        |   |        |
| تجميعات<br>STEP<br>يلو | A                                                                                     | China  | B | US     |
|                        | C                                                                                     | Norway | D | Sweden |

|                        |                                                                 |        |   |         |
|------------------------|-----------------------------------------------------------------|--------|---|---------|
| 02                     | Which country sold the highest number of electric cars in 2018? |        |   |         |
| تجميعات<br>STEP<br>يلو | A                                                               | China  | B | US      |
|                        | C                                                               | Norway | D | England |

|    |    |
|----|----|
| 01 | 02 |
| C  | A  |

## 375. Customer Value-Based Pricing and Good-Value Pricing

## تسعير قائم على قيمة العميل

## Passage A: Customer Value-Based Pricing

(1) The price a company charges will fall somewhere between one that is too high to produce any demand and one that is too low to produce any profit.

(2) In the end, the customer will decide whether a product's price is right. Pricing decisions, like other marketing mix decisions, must start with customer value. When customers buy a product, they exchange something of value (the

Benefits of having or using the product. Effective, customer-oriented pricing involves understanding how much value consumers place on the benefits they receive from the product and setting a price that captures this value.

(3) Customer value-based pricing uses buyers' perceptions of value, not the seller's cost, as the key to pricing. Value-based pricing means that the marketer cannot design a product and marketing program and then set the price. Price is considered along with the other marketing mix variables before the marketing program is set.

(4) Although costs are an important consideration in setting prices, cost-based pricing is often product-driven. The company designs what it considers to be a good product, adds up the cost of making the product, and sets a price that covers costs plus a target profit. Marketing must then convince buyers that the product's value at that price justifies its purchase. If the price turns out to be too high, the company must settle for lower markups or lower sales, both resulting in disappointing profits.

## Passage B: Good-Value Pricing

(1) Recent economic events have caused a fundamental shift in consumer attitudes towards price and quality. In response, many companies have changed their pricing approaches to bring them into line with changing economic conditions and consumer price perceptions. More and more, marketers have adopted good-value pricing strategies - offering just the right combination of quality and good service at a fair price.

(2) In many cases, this has involved introducing less-expensive versions of established, brand-name products. To meet the tougher economic times and more frugal consumer spending habits, fast-food restaurants such as Taco Bell and McDonald's offer value meals and dollar menu items. Armani offers a less-expensive, more casual Armani Exchange fashion line. Alberto-Culver's TRESemme hair care line promises 'A salon look and feel at a fraction of the price.' And every car company now offers small, inexpensive models better suited to the strapped consumer's budget.

(3) In other cases, good-value pricing has involved redesigning existing brands to offer more quality for a given price or the same quality for less. Some companies even succeed by offering less value but at rock-bottom prices. For example, passengers flying low-cost European airline Ryanair won't get much in the way of free amenities, but they'll like the airline's unbelievably low prices.

|    |                                                                                      |
|----|--------------------------------------------------------------------------------------|
| 01 | <b>What do Passages A and B say about consumer price perceptions?</b>                |
| A  | It is as important as changing economic conditions in determining pricing decisions. |
| B  | It made companies introduce less-expensive versions of brand-name products.          |
| C  | It is the key factor in determining pricing decisions.                               |
| D  | It makes products less expensive.                                                    |

|    |                                                                               |
|----|-------------------------------------------------------------------------------|
| 02 | <b>According to Passages A and B, what role do marketers play in pricing?</b> |
| A  | setting fair prices                                                           |
| B  | designing products, then setting the price                                    |
| C  | justifying the price and offering good quality products for a fair price      |
| D  | redesigning some products to offer more quality products for lower prices     |

|    |                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------|
| 03 | <b>Which of the following statements best summarizes pricing strategies from Passages A and B?</b>                    |
| A  | Customers' and sellers' perception of quality determines price.                                                       |
| B  | Customers' perception of value means good products for less money.                                                    |
| C  | Customers' perception of value and economic conditions are both important in determining price.                       |
| D  | Customers' perception of value helps companies produce good products or redesign brand-name products at a fair price. |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | C  | C  |

## 376. Vaccination Efforts in the Americas جهود التطعيم في الأمريكتين

### Vaccination efforts are advancing throughout the Americas.

(1) A year after the first news of the novel coronavirus, the nations of the Americas are asking themselves if widespread vaccination will be the only way out of the pandemic. They are doing this in the middle of a new wave of infections that have demonstrated the vulnerability of their backup plans, particularly in Latin America. The vaccine now seems to be the only reasonable bet for governments that have not managed to place extreme restrictions on the movements of their citizens, particularly in economies with high levels of informal (or unofficial) employment.

(2) Countries in Latin America that have announced the start of mass vaccination plans include Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Panama, Paraguay, Peru, the Dominican Republic, Uruguay, and Venezuela. To the north, the United States and Canada both have their vaccination campaigns well underway. The U.S., having distributed over 39 doses for every 100 inhabitants, has the highest level of vaccination in North America. Chile, having distributed over 47 doses per 100 people, has the highest level of vaccination in South America and overall throughout the region.

Dominant vaccines in the region

(3) The Pfizer-BioNTech COVID-19 vaccine, which requires two doses and has proven 95% effective in clinical trials (with “effective” referring to the vaccine’s ability to prevent serious illness), is currently the most widely used throughout the Americas. Canada, Chile, Costa Rica, Ecuador, the U.S., and Mexico are already using the shot, and Colombia plans to begin large-scale use by the end of February. In Argentina, plans are underway to begin use of the AstraZeneca vaccine, which requires two doses and has proven 70% effective at preventing any level of infection. This is in addition to the Russian vaccine, Sputnik V, which is being used currently. AstraZeneca, of English origin, has not yet received approval in the United States. The Moderna vaccine has been approved and is being widely used and distributed throughout the U.S. and Canada, but has been left out of most vaccine packages purchased in Latin America, likely due to its high cost per unit. Only Mexico has confirmed a significant purchase of 10 million doses from Moderna. In addition, the Colombian Government went ahead with the vaccine developed by Johnson & Johnson, whose trial results in the large countries of Latin America have demonstrated an efficacy of around 66%.

(4) Although AstraZeneca and Pfizer are the two most used vaccines throughout the Americas, some Latin American countries have also made purchases of vaccines of Chinese and Russian origin. Chile has acquired as many as 60 million doses of Coronavac, developed by the Chinese laboratory Sinovac. The efficacy of this vaccine is registered as 50.3%, although studies carried out in Brazil initially placed it at higher levels. Brazil has begun to immunize its health personnel with it. Argentina chose the Russian Sputnik V vaccine from the beginning, whose efficacy was recently shown to be over 90%, of which the country has already received more than 600,000 doses. Before the results were released publicly, Argentine President Alberto Fernández was one of the first people to receive the vaccine in his country to try to eliminate the distrust of a sector of the population. In Mexico, around 24 million doses of Sputnik V have been purchased, 200,000 of which are expected shortly. The Bolivian population is now also being treated with Sputnik V, following the arrival of 20,000 doses from Moscow. Follow-up data reporting the percentage of the population that has already received the vaccine is not yet available.

(5) The vaccines differ not only in their ability to reduce or prevent symptoms, but also in the way they work. The vaccines produced by Pfizer and Moderna send genetic instructions to cells to create a specific protein that fights the coronavirus. These vaccines must be kept extremely cold and require special freezers for storage. The vaccines produced by AstraZeneca, Johnson & Johnson, and Gamaleya use a similar technique known as “vector vaccines” to fight the coronavirus, but this technology allows the vaccines to be stored in a common refrigerator. China’s Sinovac is a vaccine that works by using harmless particles of Covid-19 itself, which, when injected, are expected to produce an immune reaction (like the one actually registered in the tests) in the body. These vaccines are all unique in some ways, but what is most important is the way in which they all resemble one another. So far, they have all demonstrated the ability to almost eliminate the probability of death from causes associated with COVID-19. In the clinical trials of AstraZeneca, Coronavac, Johnson & Johnson, Moderna, Pfizer, and Sputnik V registered to date, no person has died whose death could be directly related to the treatment.

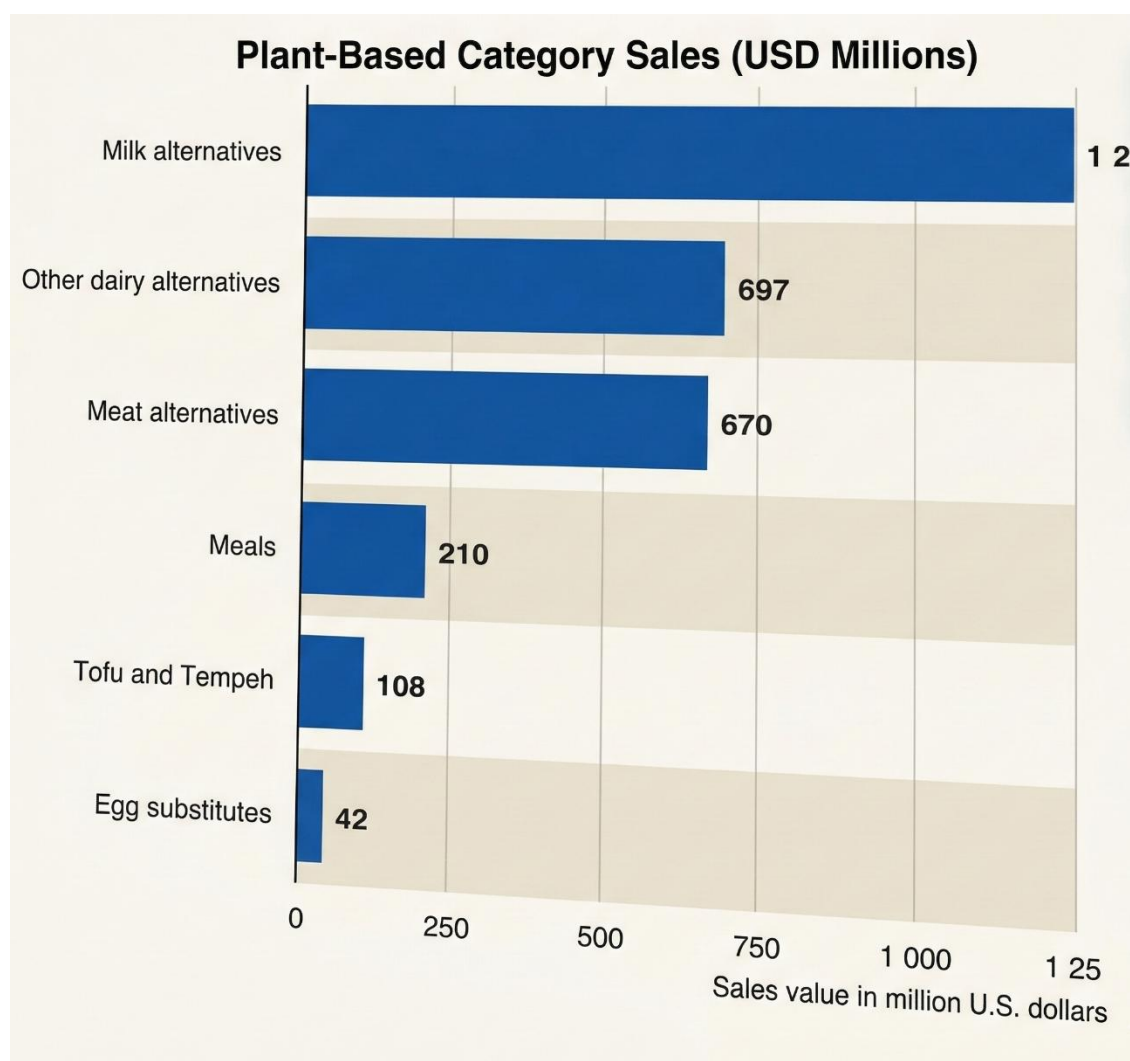
|                        |                                                                     |                                   |   |                         |
|------------------------|---------------------------------------------------------------------|-----------------------------------|---|-------------------------|
| 01                     | <b>What are the two most used vaccines throughout the Americas?</b> |                                   |   |                         |
| تجميعات<br>STEP<br>يلو | A                                                                   | AstraZeneca and Johnson & Johnson | B | Coronavac and Sputnik V |
|                        | C                                                                   | Moderna and Pfizer                | D | Astrazeneca and Pfizer  |

|                        |                                                                                                                    |                    |   |                                   |
|------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------|---|-----------------------------------|
| 02                     | <b>Which vaccines send genetic instructions to cells to create a specific protein that fights the coronavirus?</b> |                    |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                                                                                                  | Pfizer and Sinovac | B | Moderna and Astrazeneca           |
|                        | C                                                                                                                  | Pfizer and Moderna | D | AstraZeneca and Johnson & Johnson |

|                        |                                                                                |                                 |   |                                 |
|------------------------|--------------------------------------------------------------------------------|---------------------------------|---|---------------------------------|
| 03                     | <b>Which Latin American countries are using the Russian Sputnik V vaccine?</b> |                                 |   |                                 |
| تجميعات<br>STEP<br>يلو | A                                                                              | Argentina, Mexico, and Bolivia. | B | Brazil, Argentina, and Bolivia. |
|                        | C                                                                              | Chile, Brazil, and Argentina.   | D | Columbia, Ecuador, and Brazil.  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| D  | C  | A  |

## 377. Graph - plant-based food

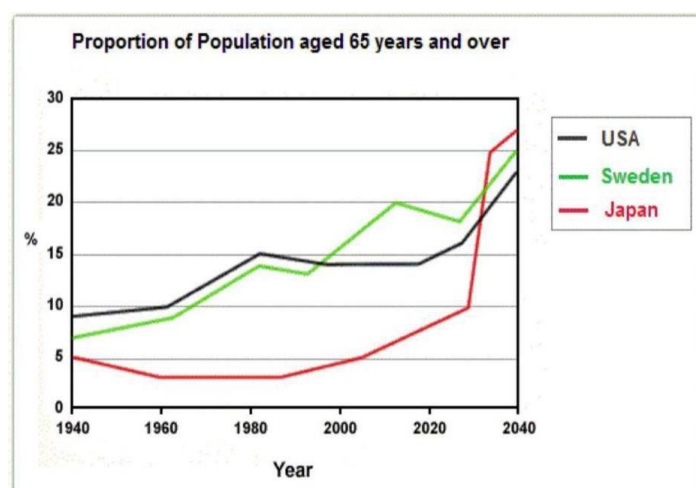


|         |                                                    |                       |   |                     |
|---------|----------------------------------------------------|-----------------------|---|---------------------|
| 01      | What was the value of meat alternatives in the US? |                       |   |                     |
| تجميعات | A                                                  | 1,600 million dollars | B | 697 million dollars |
| STEP    | C                                                  | 670 million dollars   | D | 671 million dollars |
| يلو     |                                                    |                       |   |                     |

|         |                                                                 |                 |   |                   |
|---------|-----------------------------------------------------------------|-----------------|---|-------------------|
| 02      | Which type of plant-based food scored the lowest value in 2018? |                 |   |                   |
| تجميعات | A                                                               | egg substitutes | B | dairy alternative |
| STEP    | C                                                               | tofu and tempeh | D | meat alternative  |
| يلو     |                                                                 |                 |   |                   |

|    |    |
|----|----|
| 01 | 02 |
| C  | A  |

## 378. Graph – Population



|                        |                                                                          |     |   |     |
|------------------------|--------------------------------------------------------------------------|-----|---|-----|
| 01                     | In 1980, what percentage of the US population was age 65 years or older? |     |   |     |
| تجميعات<br>STEP<br>يلو | A                                                                        | 3%  | B | 14% |
|                        | C                                                                        | 15% | D | 35% |

|    |
|----|
| 01 |
| C  |

### 379. حركة الغلاف الجوي وأنماط الطقس Atmospheric Circulation and Weather Patterns

(1) Atmospheric circulation is the movement of air across the planet, and this occurs in a pattern. The Equator is the hottest part of the Earth. When air rises at the Equator, this leads to low pressure and rainfall. When the air reaches the edge of the atmosphere, it is unable to go any further, and so it travels to the north and south. The air becomes cold and then falls, creating high pressure and dry conditions at around 30° north and south of the Equator. Large cells of air are created in this way. Air rises again at around 60° north and south and descends again around 90° north and south.

(2) Global atmospheric circulation creates winds across the planet and leads to areas of high rainfall, like tropical rainforests, and areas of dry air, like deserts. Another example is a tropical cyclone, which is a very powerful low-pressure weather system that results in strong winds (over 120 km/h) and heavy rainfall (up to 250 mm in one day). Tropical cyclones have different names depending on where they occur in the world. In the US and the Caribbean, they are known as hurricanes, in South Asia-cyclones, in East Asia, typhoons.

|                        |                                    |             |   |                    |
|------------------------|------------------------------------|-------------|---|--------------------|
| 01                     | What is the writer's main purpose? |             |   |                    |
| تجميعات<br>STEP<br>يلو | A                                  | To explain  | B | To argue           |
|                        | C                                  | To convince | D | To study geography |

|                        |                                                      |                               |   |                                         |
|------------------------|------------------------------------------------------|-------------------------------|---|-----------------------------------------|
| 02                     | What is one important idea that the writer mentions? |                               |   |                                         |
| تجميعات<br>STEP<br>يلو | A                                                    | Air moves in patterns.        | B | There is no air in space.               |
|                        | C                                                    | Cold air makes high pressure. | D | All air movement starts at the Equator. |

|                        |                                                      |                                                                            |  |  |
|------------------------|------------------------------------------------------|----------------------------------------------------------------------------|--|--|
| 03                     | What is one important idea that the writer mentions? |                                                                            |  |  |
| تجميعات<br>STEP<br>يلو | A                                                    | Tropical rainstorms have different names.                                  |  |  |
|                        | B                                                    | Forests with heavy rainfall are called rainforests.                        |  |  |
|                        | C                                                    | Low air pressure causes strong winds and heavy rain.                       |  |  |
|                        | D                                                    | Winds moving across the planet produce areas of high rainfall and dry air. |  |  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| A  | A  | D  |

### 380. التلوث البلاستيكي والحلول Plastic Pollution and Solutions

(1) Plastics that are non-biodegradable are not broken down by decomposers when dumped in landfill sites or left as litter. This means that they remain in the environment, taking up valuable space or causing visual pollution. Moreover, discarded plastic bottles can trap small animals, nylon fishing lines and nets can trap birds and mammals such as seals and dolphins. As the plastic in water gradually deteriorates, it fragments into tiny pieces, which are eaten by fish and birds, making them ill **as a result**. When plastic is burned, it can release toxic gases.

(2) Plastic bags are a big problem, taking up a lot of space in landfill sites. In 2002, the Republic of Ireland introduced a plastic bag fee, called a PlasTax, to try to control the problem. It had a dramatic effect, cutting the use of single-use bags from 1.2 billion to 230 million a year and reducing the litter problem that plastic bags create. Revenue raised from the fee is used to support environmental projects.

(3) Since then, bans have spread rapidly. More than 400 laws across the United States ban or tax plastic bags, according to Jennie Romer, an attorney at the Surfrider Foundation and a leading advocate and expert on plastic bag policies. The bans actually started outside places like the United States and Ireland, with Bangladesh banning them

Countrywide in 2002, Pakistan announced that it, too, would ban single-use plastic bags. "Our slight change in habits will do miracles for future generations," one politician wrote.

|                        |                                                  |                                                                         |  |
|------------------------|--------------------------------------------------|-------------------------------------------------------------------------|--|
| 01                     | What does Paragraph (1) say about plastic waste? |                                                                         |  |
| تجميعات<br>STEP<br>يلو | A                                                | Plastic is liked for its low cost and many uses.                        |  |
|                        | B                                                | Plastic is good because it DOES NOT break down easily.                  |  |
|                        | C                                                | By 2050, there will be more plastic than fish in the oceans.            |  |
|                        | D                                                | Plastic waste creates a lot of problems for the planet and its animals. |  |

|                                                                                                            |                                                                                       |                                                                                   |   |                                                        |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---|--------------------------------------------------------|
| 02                                                                                                         | How did the government of Ireland reduce the use of single-use plastic shopping bags? |                                                                                   |   |                                                        |
| <br>تجميعات<br>STEP<br>يلو | A                                                                                     | They stopped the use of single-use shopping bags.                                 | B | They introduced a charge for single-use shopping bags. |
|                                                                                                            | C                                                                                     | They allowed the use of paper bags that break down more easily than plastic ones. | D | -----                                                  |

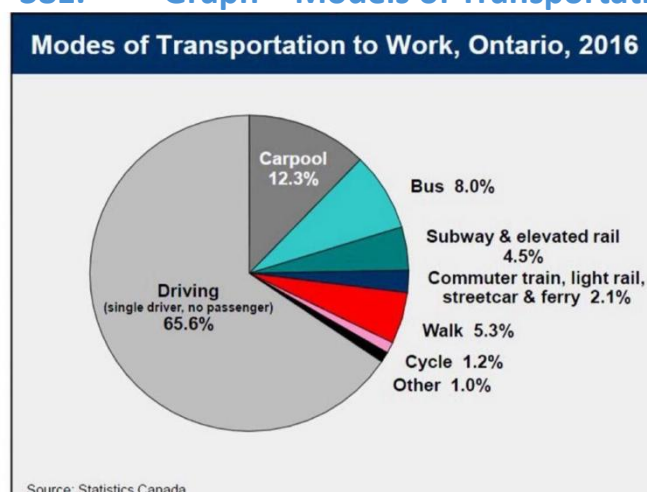
|                                                                                                            |                                                               |                                                                  |   |                                                                           |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------|---|---------------------------------------------------------------------------|
| 03                                                                                                         | Why does the writer use the word “Moreover” in Paragraph (1)? |                                                                  |   |                                                                           |
| <br>تجميعات<br>STEP<br>يلو | A                                                             | To give examples of the types of plastic pollution.              | B | To show that the animals are hurt as a result of pollution.               |
|                                                                                                            | C                                                             | To give more information about the problem of plastic pollution. | D | To show that visual pollution is different from other kinds of pollution. |

|                        |                                                                  |                                                                                       |  |
|------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|
| 04                     | Why does the writer use the word "as a result" in Paragraph (1)? |                                                                                       |  |
| تجميعات<br>STEP<br>يلو | A                                                                | To let readers know the list of everything that happened.                             |  |
|                        | B                                                                | To give more information about the problem of plastic pollution.                      |  |
|                        | C                                                                | To show that the fish and birds got sick from eating the plastic pieces.              |  |
|                        | D                                                                | To give examples of what happened to the plastic after breaking up into small pieces. |  |

|                        |                                                                           |                                                                                                            |  |
|------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--|
| 05                     | What does the writer think about the efforts to reduce plastic pollution? |                                                                                                            |  |
| تجميعات<br>STEP<br>يلو | A                                                                         | The writer believes the efforts are helpful.                                                               |  |
|                        | B                                                                         | The writer believes the efforts are NOT doing much.                                                        |  |
|                        | C                                                                         | The writer believes that more countries need to take action.                                               |  |
|                        | D                                                                         | The writer is NOT sure about the efforts, as hundreds of millions of bags are still thrown out in Ireland. |  |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| D  | B  | C  | C  | A  |

### 381. Graph – Models of Transportation



|                        |                                                |      |   |      |
|------------------------|------------------------------------------------|------|---|------|
| 01                     | What percentage of people went to work by car? |      |   |      |
| تجميعات<br>STEP<br>يلو | A                                              | 65.6 | B | 12.3 |
|                        | C                                              | 8    | D | 1    |

|                        |                                             |     |   |     |
|------------------------|---------------------------------------------|-----|---|-----|
| 02                     | What percentage of people traveled on foot? |     |   |     |
| تجميعات<br>STEP<br>يلو | A                                           | 1   | B | 1.2 |
|                        | C                                           | 4.5 | D | 5.3 |

|    |    |
|----|----|
| 01 | 02 |
| A  | D  |

## 382. إدارة النفايات السامة Toxic Waste Management

(1) The unwanted, poisonous by-products of human activity, toxic wastes, can arise from many sources. Atmospheric pollution, for example, is caused by automobiles, power plants, and incinerators. Acid rain is produced when oxides of sulfur, carbon, and nitrogen from burning fossil fuels combine with moisture in the air, producing hazardous acids. Discarded industrial solvents include low-molecular-weight materials such as benzene and carbon tetrachloride, and high-molecular-weight organic materials such as PCBs (polychlorinated biphenyls), which were used in the past for hydraulic fluids and in electrical transformers and capacitors. Dioxins are the unwanted by-products of the manufacture of herbicides. Heavy-metal residues from copper or silver mining can contaminate groundwater or streams and lakes and become concentrated in fish. Radioactive wastes are generated by nuclear power reactors, the manufacture of nuclear weapons, and, at low levels, by the industrial and medical application of radioisotopes.

(2) In 1981, approximately 264 million tons of waste were produced in the United States—about 5.5 million tons were considered hazardous. During 1986, the United States generated about 1,770,000 cubic feet (50,000 cubic meters) of low-level solid and liquid radioactive waste.

(3) Many toxic wastes can harm humans, animals, or plants. Significant exposure to lead in paints and gasoline can lead to nervous disorders. Organic toxic wastes can lead to liver and kidney inflammation. Others, such as PCBs, are suspected of causing birth defects. Some organic materials, such as benzene, are known to cause cancer in laboratory animals and are listed as possible cancer-producing agents in humans. Moderately high levels of copper, silver, and other heavy metals are detrimental to the growth of algae.

(4) Some toxic wastes cause ecological imbalances. The insecticide DDT (dichloro-diphenyl-trichloroethane), for example, almost wiped out the American bald eagle population and reduced many other bird populations. It destroyed the birds' ability to develop a sufficiently strong egg shell to assure hatching. Because of DDT's threat to bird populations, severe restrictions were imposed in 1972 on its use in the United States. Other laws required the reduction of lead in gasoline and the termination of PCB production. DDT is still used in developing countries for its effectiveness against the malaria-carrying mosquito.

(5) Depending on the type of waste, toxic wastes can be treated chemically, biologically, or by combustion. (See also garbage and refuse disposal.) An acid spill, for example, may be treated with lime or bicarbonate to neutralize the acid. Oil spills at sea are often treated with an emulsifier to disperse the oil in the water, thereby reducing the adverse effects on beaches and on wildlife. Effective methods of biological treatment of toxic wastes are still undergoing development. Organisms that can survive the toxicity and degrade the toxic wastes in a reasonable amount of time have not been found, but advances in genetic engineering may change this situation.

(6) Combustion and other high-temperature treatments are the major methods used to reduce the toxicity of wastes. Processes involving plasma technology are used for specific toxic wastes. These processes use high temperatures to ionize a mixture of air and fuel gases. When combined with these ionized gases, hot, toxic gases from the waste are decomposed into relatively harmless components. Plasma treatment at temperatures above 1,650° F (900° C) can diminish the toxicity of gas emissions such as dioxin vapor by about ten times the reduction that results from conventional combustion treatments.

|                        |                                                                                             |                    |   |                      |
|------------------------|---------------------------------------------------------------------------------------------|--------------------|---|----------------------|
| 01                     | <b>According to the Passage, what are the heavy metals that affect the growth of algae?</b> |                    |   |                      |
| تجميعات<br>STEP<br>يلو | A                                                                                           | Copper and DDT     | B | Copper and silver    |
|                        | C                                                                                           | Silver and benzene | D | Gasoline and benzene |

|                        |                                                                        |                                                                                                   |  |  |
|------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--|--|
| 02                     | <b>What are three things needed for generating radioactive wastes?</b> |                                                                                                   |  |  |
| تجميعات<br>STEP<br>يلو | A                                                                      | Nuclear power reactors, the manufacture of nuclear weapons, and the application of radioisotopes. |  |  |
|                        | B                                                                      | The application of radioisotopes, the manufacture of herbicides, and nuclear power reactors.      |  |  |
|                        | C                                                                      | The manufacture of nuclear weapons, acid rain, and industrial boilers.                            |  |  |
|                        | D                                                                      | Gas emissions, carbon tetrachloride, and nuclear.                                                 |  |  |

|                        |                                                                         |                                                 |   |                                                      |
|------------------------|-------------------------------------------------------------------------|-------------------------------------------------|---|------------------------------------------------------|
| 03                     | <b>What are three methods currently used for toxic waste treatment?</b> |                                                 |   |                                                      |
| تجميعات<br>STEP<br>يلو | A                                                                       | Combustion, ocean dumping, and vitrification.   | B | Vitrification, landfills, and biological treatment.  |
|                        | C                                                                       | Combustion, biological, and chemical treatment. | D | Combustion, biological treatment, and vitrification. |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | A  | C  |

## 383. Graph – Where Employees Have the Most and Least Holidays

## Where Employees Have the Most and Least Holidays

Selected major cities by average paid vacation days



|         |                                                           |          |   |          |
|---------|-----------------------------------------------------------|----------|---|----------|
| 01      | What was the lowest number of paid holidays for any city? |          |   |          |
| تجميعات | A                                                         | 4.2 days | B | 6.1 days |
| STEP    | C                                                         | 8.0 days | D | 9.7 days |
| يلو     |                                                           |          |   |          |

01

B

## 384. Typhoid Mary – موري التيفوئيد

Typhoid is a serious illness caused by bacteria. It spreads when people drink contaminated water or eat food that has not been handled properly. Common symptoms include high fever, weakness, and stomach pain. If not treated quickly, typhoid can be very dangerous.

Many years ago, there was a woman named Mary Mallon. She worked as a cook for several families in New York. Even though she appeared perfectly healthy, she carried the typhoid bacteria in her body. She did not feel sick herself, but many of the people who ate her food became ill. Because of this, she became known in history as "Typhoid Mary."

Mary Mallon was a famous example of a "healthy carrier." This means she was able to **spread** the disease to others without showing any symptoms of being sick. Today, the word "spread" in this context means to pass the bacteria from one person to another.

Fortunately, modern medicine can now treat typhoid effectively. Clean water, good hygiene, and proper cooking are the best ways to prevent the disease from spreading.

|         |                        |             |   |                       |
|---------|------------------------|-------------|---|-----------------------|
| 01      | How is typhoid caused? |             |   |                       |
| تجميعات | A                      | By a virus  | B | By contaminated water |
| STEP    | C                      | By bacteria | D | By fungi              |
| يلو     |                        |             |   |                       |

|         |                                                |                                                |   |                                      |
|---------|------------------------------------------------|------------------------------------------------|---|--------------------------------------|
| 02      | Why was Mallory Manson called Typhoid Mallory? |                                                |   |                                      |
| تجميعات | A                                              | She was a famous chef.                         | B | She passed typhoid through her food. |
| STEP    | C                                              | She was the only one who transmitted bacteria. | D | ----                                 |
| يلو     |                                                |                                                |   |                                      |

|         |                                                   |        |   |          |
|---------|---------------------------------------------------|--------|---|----------|
| 03      | What does the word "spread" mean in this Passage? |        |   |          |
| تجميعات | A                                                 | passed | B | traveled |
| STEP    | C                                                 | kept   | D | left     |
| يلو     |                                                   |        |   |          |

01

C

02

B

03

A

## 385. علم الفلك القديم Ancient Astronomy

Ancient civilizations were deeply interested in the sky. Astronomy, the study of stars and planets, was important for timekeeping and understanding the world. The Babylonians and Egyptians were among the earliest groups to observe the sky closely. They used simple tools such as the Merkhet, which helped them measure the altitude of stars at night.

The Babylonians and Chinese believed that both the earth and the sun rotated on an axis. These early ideas helped shape how people thought about space and movement in the sky.

In 364 BC, a Chinese astronomer named Gan De made important observations. He studied the five visible planets and also wrote about Jupiter's moons. His work is considered one of the oldest known records of planetary observation.

These early astronomers did not have modern equipment, but their careful studies helped future scientists learn more about the universe.

| 01                     | Who used the "Merkhet" to measure altitude? |                                      |   |                                   |
|------------------------|---------------------------------------------|--------------------------------------|---|-----------------------------------|
| تجميعات<br>STEP<br>يلو | A                                           | Babylonian and Egyptian astronomers. | B | Babylonian and Greek astronomers. |
|                        | C                                           | Greek and Egyptian astronomers.      | D | Greek and Chinese astronomers.    |

| 02                     | What two objects did the Babylonians and Chinese believe rotated on an axis? |                         |   |                        |
|------------------------|------------------------------------------------------------------------------|-------------------------|---|------------------------|
| تجميعات<br>STEP<br>يلو | A                                                                            | The sun and the moon.   | B | The Earth and the Sun. |
|                        | C                                                                            | The Earth and the Moon. | D | The sun and Venus.     |

| 03                     | What did Gan De make in 364 BC? |                                                       |  |  |
|------------------------|---------------------------------|-------------------------------------------------------|--|--|
| تجميعات<br>STEP<br>يلو | A                               | A star map and observations of Jupiter's moons.       |  |  |
|                        | B                               | A star catalogue and observations of five planets.    |  |  |
|                        | C                               | Observations of five planets and Jupiter's moons.     |  |  |
|                        | D                               | Observations of Jupiter's moons and a star catalogue. |  |  |

| 01 | 02 | 03 |
|----|----|----|
| A  | B  | C  |

## 386. الكساد العظيم - The Great Depression

The Great Depression was one of the most difficult periods in modern economic history. It began in the United States and affected many other countries. Between 1920 and 1929, the amount of money in the economy almost doubled. People were spending, investing, and borrowing more than ever before.

However, this growth did not last. In October 1929, the stock market crashed. Over the next few years, banks started to fail. In the spring of 1932, a large number of banks were failed, and people could not get their money back. Many businesses closed, and people lost their life savings.

By 1933, the effects of the depression were clear. Around 15 million people in the United States had lost their jobs. Many families were left without food or homes, and people stood in long lines to get free meals.

Governments later introduced new policies to improve the economy, but it took many years for full recovery. The Great Depression remains an important example of how economic systems can collapse when there is too much risk and not enough planning.

| 01                     | When was the money doubled? |           |   |           |
|------------------------|-----------------------------|-----------|---|-----------|
| تجميعات<br>STEP<br>يلو | A                           | 1920-1929 | B | 1930-1935 |
|                        | C                           | 1910-1919 | D | 1940-1945 |

| 02                     | When were the banks crushed? |                |   |                |
|------------------------|------------------------------|----------------|---|----------------|
| تجميعات<br>STEP<br>يلو | A                            | Spring of 1932 | B | Fall of 1931   |
|                        | C                            | Winter of 1931 | D | Summer of 1931 |

| 03                     | How many people lost their job in 1933? |                 |   |                     |
|------------------------|-----------------------------------------|-----------------|---|---------------------|
| تجميعات<br>STEP<br>يلو | A                                       | Over 50 million | B | Around 15 million   |
|                        | C                                       | About 5 million | D | Less than 1 million |

| 01 | 02 | 03 |
|----|----|----|
| A  | A  | B  |

## 387. Universal Health Care النظام الرعاية الصحية الشاملة

Many people believe that health care should be available to everyone. A universal health care system means that all people in a country can visit doctors and hospitals without paying a high cost each time. It helps poor families and people who are sick but cannot afford private care.

**However**, not all governments can support such systems easily. Some countries, especially **wealthy** ones, are able to pay for health care through taxes. Others find it more difficult to give free health care to everyone. To make this system work, everyone in the society must support it, including by paying extra taxes.

Some people think the government should reduce spending on other important services. But many experts believe it is better to ask all people to pay a little more in taxes. That way, no one is left without medical help when they need it.

Doctors and nurses in public hospitals can still see many patients each day, but the goal is to help more people receive care, not reduce contact between physicians and patients.

|                        |                                                                   |                                                             |   |                                     |
|------------------------|-------------------------------------------------------------------|-------------------------------------------------------------|---|-------------------------------------|
| 01                     | How should the government pay for a universal health care system? |                                                             |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                                                 | By reducing funding to other essential government services. | B | By making everyone pay extra taxes. |
|                        | C                                                                 | By cutting doctors' salaries.                               | D | By allowing only private hospitals. |

|                        |                                    |                                                                                                               |  |  |
|------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------|--|--|
| 02                     | What does the word "however" mean? |                                                                                                               |  |  |
| تجميعات<br>STEP<br>يلو | A                                  | Signifies that governments find it easy to finance universal health care systems.                             |  |  |
|                        | B                                  | That governments do struggle with paying for universal health care systems - Not all governments can do this. |  |  |
|                        | C                                  | That all people should go to private hospitals.                                                               |  |  |
|                        | D                                  | That health care is not important.                                                                            |  |  |

|                        |                           |      |   |         |
|------------------------|---------------------------|------|---|---------|
| 03                     | What does "wealthy" mean? |      |   |         |
| تجميعات<br>STEP<br>يلو | A                         | Rich | B | Poverty |
|                        | C                         | Poor | D | Good    |

|                        |                                                         |                                            |   |                                                           |
|------------------------|---------------------------------------------------------|--------------------------------------------|---|-----------------------------------------------------------|
| 04                     | What does the Passage say about the health care system? |                                            |   |                                                           |
| تجميعات<br>STEP<br>يلو | A                                                       | It works best with private hospitals only. | B | It does not need government support.                      |
|                        | C                                                       | It should only be for people with jobs.    | D | Everyone in the society should support to make it better. |

|                        |                                       |                                                                   |   |                                                |
|------------------------|---------------------------------------|-------------------------------------------------------------------|---|------------------------------------------------|
| 05                     | What is the main idea of the Passage? |                                                                   |   |                                                |
| تجميعات<br>STEP<br>يلو | A                                     | Universal health care requires funding and support from everyone. | B | Health care should only be for rich countries. |
|                        | C                                     | Patients should see fewer doctors.                                | D | Hospitals should be private, not public.       |

|    |    |    |    |    |
|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 |
| B  | B  | A  | D  | A  |

## 388. الثدييات: ميزات فريدة وتنوع Mammals: Unique Features and Diversity

Mammals are a group of animals that share special features. Most mammals give birth to live young and feed them with milk. They also have hair or fur on their bodies. One of the most interesting facts about mammals is that some of them can fly.

For example, bats are mammals with wings. They are the only mammals that can fly. On the other hand, whales are also mammals, but they live in the ocean. These examples show that mammals live in very different environments and come in many forms.

Another reason mammals are special is their intelligence. The brain of a mammal is one of the most complex organs in the animal world. This allows mammals to learn, solve problems, and communicate in different ways.

Mammals are found all over the world, and they play important roles in many ecosystems.

|                        |                                          |                            |   |                          |
|------------------------|------------------------------------------|----------------------------|---|--------------------------|
| 01                     | What does the Passage say about mammals? |                            |   |                          |
| تجميعات<br>STEP<br>يلو | A                                        | All mammals can fly.       | B | Some mammals have wings. |
|                        | C                                        | Mammals only live on land. | D | Mammals lay eggs.        |

|                        |                                               |                                       |   |                              |
|------------------------|-----------------------------------------------|---------------------------------------|---|------------------------------|
| 02                     | Why does the Passage mention whales and bats? |                                       |   |                              |
| تجميعات<br>STEP<br>يلو | A                                             | To show different species of mammals. | B | To compare birds and fish.   |
|                        | C                                             | To describe dangerous animals.        | D | To explain animal migration. |

|                        |                                                         |                                                                  |  |  |
|------------------------|---------------------------------------------------------|------------------------------------------------------------------|--|--|
| 03                     | How does the Passage show that mammals are intelligent? |                                                                  |  |  |
| تجميعات<br>STEP<br>يلو | A                                                       | By mentioning that the mammal's brain is the most complex organ. |  |  |
|                        | B                                                       | By mentioning lives.                                             |  |  |
|                        | C                                                       | By describing how mammals fly.                                   |  |  |
|                        | D                                                       | By explaining animal speed.                                      |  |  |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| B  | A  | A  |

### 389. Graduation Celebration دعوة لحفل التخرج

You are kindly invited to attend the graduation party of our friend, Sara Al-Qahtani.

Location: Al-Rawda Hall, Riyadh

Date: Friday, June 14

Time: 7:00 PM

We will celebrate this special moment with family, friends, and classmates. The evening will include music, light food, and joyful memories.

Note: Each guest is kindly requested to buy a small gift bag as part of the event. The bag costs 8 Riyals and includes a thank-you card and a graduation souvenir.

We look forward to celebrating with you!

|                        |                       |                        |   |                    |
|------------------------|-----------------------|------------------------|---|--------------------|
| 01                     | How much was the bag? |                        |   |                    |
| تجميعات<br>STEP<br>يلو | A                     | It was about 8 Riyals. | B | It was 500 riyals. |
|                        | C                     | It was 450 riyals.     | D | It was 42 riyals.  |

|    |
|----|
| 01 |
| A  |

### 390. Image – SLOW PLAYGROUND



|                        |                                                     |                      |   |                 |
|------------------------|-----------------------------------------------------|----------------------|---|-----------------|
| 01                     | What should drivers NOT do when they see this sign? |                      |   |                 |
| تجميعات<br>STEP<br>يلو | A                                                   | Drive fast.          | B | Drive Slow.     |
|                        | C                                                   | Open the car lights. | D | Stop Completely |

|    |
|----|
| 01 |
| A  |

### 391. اكتشاف موريشيوس The Discovery of Mauritius

The islands of Mauritius were first discovered by Arabian sailors, who called it Dunya al-Uruba. The Arabs, who are described in related contexts as the **former** people of the Arabian Desert, were followed by the Portuguese in the 16th century. Later, the Dutch arrived and forced Africans from Madagascar to work in logging from the Ebene forests. The Dutch abandoned this island in 1710. In 1715, France extended its control over Mauritius, naming it the 'island of France.' French colonists subsequently moved from Bourbon Island to Mauritius in 1722.

|                        |                         |                |   |            |
|------------------------|-------------------------|----------------|---|------------|
| 01                     | The "former" refers to? |                |   |            |
| تجميعات<br>STEP<br>يلو | A                       | The Portuguese | B | The Arabs  |
|                        | C                       | The Dutch      | D | The French |

|                        |                                |                  |   |            |
|------------------------|--------------------------------|------------------|---|------------|
| 02                     | What did Arabs call Mauritius? |                  |   |            |
| تجميعات<br>STEP<br>يلو | A                              | Island of France | B | Ebene      |
|                        | C                              | Dunya al-Uruba   | D | Madagascar |

|    |    |
|----|----|
| 01 | 02 |
| B  | C  |

### 392. برامج أبحاث الحيوانات Animal Research Programs

Last week, TV programs about tamed animal research were watched. One program was about squirrels, and three programs were about dogs. The content of these pet programs on TV varied.

In an experiment conducted in Moscow, Russia, 20 cows were divided into two groups. One group listened to music without a video, while the other group watched a video of green spaces. After a month, the group of cows watching the video produced 3 liters more milk than those who only listened to music. It was concluded that cows needed a relaxing and happy environment to produce more milk. Some research also explores the benefits of showing dogs videos, suggesting it might make them calm when they are alone or help them understand more sounds and colors.

|                        |                                   |                   |   |                                   |
|------------------------|-----------------------------------|-------------------|---|-----------------------------------|
| 01                     | What is the topic of paragraph 1? |                   |   |                                   |
| تجميعات<br>STEP<br>يلو | A                                 | Programs for dogs | B | The content of pet programs on TV |
|                        | C                                 | Green spaces      | D | Tv programs                       |

|                        |                                    |          |   |                       |
|------------------------|------------------------------------|----------|---|-----------------------|
| 02                     | What makes cows produce more milk? |          |   |                       |
| تجميعات<br>STEP<br>يلو | A                                  | relaxing | B | TV programs, showing. |
|                        | C                                  | music    | D | green spaces          |

|                        |                          |               |   |               |
|------------------------|--------------------------|---------------|---|---------------|
| 03                     | What's a suitable title? |               |   |               |
| تجميعات<br>STEP<br>يلو | A                        | Cats and dogs | B | Cow praises   |
|                        | C                        | Pets          | D | Tamed animals |

|                        |                                                 |                                                   |   |                                            |
|------------------------|-------------------------------------------------|---------------------------------------------------|---|--------------------------------------------|
| 04                     | What's the benefit of showing dogs some videos? |                                                   |   |                                            |
| تجميعات<br>STEP<br>يلو | A                                               | They make dogs understand more sounds and colors. | B | Scientists conduct experiments on animals. |
|                        | C                                               | It makes them calm when they are alone.           | D | It helps them produce more milk.           |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| B  | A  | D  | C  |

## 393. Graphite: A Versatile Mineral - الجرافيت: معدن متعدد الاستخدامات

Graphite is one of the minerals available and widely spread on the surface of the earth. It is considered one of the main forms of allotropic carbon, meaning this mineral primarily contains carbon, in addition to being related to diamonds and fullerenes. Under high pressures and temperatures, graphite can **turn** into diamond. Despite this transformation relationship, the passage states that graphite is much stronger than diamond. Graphite is also used in pencils and lubricants and is a good conductor of heat and electricity, making it useful in electronic products such as electrodes, batteries, and solar panels.

Rosalind Elsie Franklin (25 July 1920 – 16 April 1958) was an English chemist who lived and worked in England. Her work in England was central to the understanding of the molecular structures of DNA, utilizing graphite in her research.

| 01                     | What is graphite made of? |         |   |             |
|------------------------|---------------------------|---------|---|-------------|
| تجميعات<br>STEP<br>يلو | A                         | diamond | B | carbon      |
|                        | C                         | sodium  | D | bee network |

| 02                     | What does "turn" mean? |          |   |         |
|------------------------|------------------------|----------|---|---------|
| تجميعات<br>STEP<br>يلو | A                      | consider | B | contain |
|                        | C                      | spread   | D | change  |

| 03                     | What is true about Graphite from the following? |                             |   |                                    |
|------------------------|-------------------------------------------------|-----------------------------|---|------------------------------------|
| تجميعات<br>STEP<br>يلو | A                                               | It's stronger than diamond. | B | It's more precious than a diamond. |
|                        | C                                               | It looks like a diamond.    | D | It's a good conductor of heat.     |

| 04                     | Where did Rosalind Elsie Franklin work? |        |   |         |
|------------------------|-----------------------------------------|--------|---|---------|
| تجميعات<br>STEP<br>يلو | A                                       | Europe | B | England |
|                        | C                                       | France | D | Central |

| 01 | 02 | 03 | 04 |
|----|----|----|----|
| B  | D  | D  | B  |

## 394. Life in Doha حياة في الدوحة

Ahmed is a teacher. He moved to Doha ten years ago to work at an international school. He enjoys teaching and has many students from different countries. He also likes living in Doha because it is a clean and modern city.

Since moving to Doha, Ahmed has been living in the same apartment near his school. It is a quiet area, and he can walk to work in just a few minutes. He says that the city has changed a lot in the past ten years, but he still enjoys it.

Ahmed often visits parks, shops, and restaurants in his free time. He also talks to his family back home and sometimes travels during holidays.

Ahmed says he feels comfortable in Doha, and he plans to continue living there. He believes that living in a new country has helped him learn and grow.

| 01                     | What is the correct sentence? |                                               |   |                                       |
|------------------------|-------------------------------|-----------------------------------------------|---|---------------------------------------|
| تجميعات<br>STEP<br>يلو | A                             | Ahmed has been living in Doha for 10 years.   | B | Ahmed lives far away from his school. |
|                        | C                             | Ahmed is a doctor at an international school. | D | Ahmed hates the changes in the city.  |

| 01 |
|----|
| A  |

395. **Timbuktu: A Historical Trade Hub** تمبكتو: مركز تاريخي للتجارة

Timbuktu is a city in the western African country of Mali, situated at the southern edge of the Sahara, 20 kilometers (12 miles) north of the Niger River. The Niger River is the main river that links most of West Africa. It has its headwaters near the Atlantic coast and journeys northeast, running in a crescent through African countries like Mali and Niger, then through Nigeria, before flowing west into the Gulf of Guinea in the Atlantic Ocean. Thus, the river connects parts of Africa to the Gulf of Guinea across the Atlantic.

The town, Timbuktu, is the capital of the Tombouctou Region. It is especially important as it links the west of Africa to its north. Timbuktu's historical riches were due to its position as a southern terminus of the trans-Saharan trade.

|                        |                                          |                               |   |                                    |
|------------------------|------------------------------------------|-------------------------------|---|------------------------------------|
| 01                     | <b>Why is the Niger River important?</b> |                               |   |                                    |
| تجميعات<br>STEP<br>يلو | A                                        | It links most of West Africa. | B | It protects Timbuktu from drought. |
|                        | C                                        | It links two continents.      | D | It helps in the trade of Timbuktu. |

|                        |                                     |                    |   |                                                  |
|------------------------|-------------------------------------|--------------------|---|--------------------------------------------------|
| 02                     | <b>What does the river connect?</b> |                    |   |                                                  |
| تجميعات<br>STEP<br>يلو | A                                   | Africa and Europe  | B | Africa to the Gulf of Guinea across the Atlantic |
|                        | C                                   | the Sahara to Asia | D | from the Atlantic to the Indian Ocean            |

|                        |                                           |                                       |   |                                                        |
|------------------------|-------------------------------------------|---------------------------------------|---|--------------------------------------------------------|
| 03                     | <b>Why is Timbuktu an important city?</b> |                                       |   |                                                        |
| تجميعات<br>STEP<br>يلو | A                                         | It suffers from drought and flooding. | B | It is one of the eight administrative regions of Mali. |
|                        | C                                         | It trades through the Niger River.    | D | It connects north and west Africa.                     |

|                        |                                    |                    |   |         |
|------------------------|------------------------------------|--------------------|---|---------|
| 04                     | <b>The pronoun "it" refers to:</b> |                    |   |         |
| تجميعات<br>STEP<br>يلو | A                                  | Tombouctou Region. | B | Mali.   |
|                        | C                                  | Timbuktu.          | D | Sahara. |

|    |    |    |    |
|----|----|----|----|
| 01 | 02 | 03 | 04 |
| A  | B  | D  | C  |

396. **The Difference Between Historic and Prehistoric Periods** الفرق بين الفترة التاريخية والفترة ما قبل التاريخ

The difference between the Historic period and the Prehistoric period is that people didn't know how to read or write in the Prehistoric period. Therefore, in the Prehistoric period, people could not read.

|                        |                                          |                 |   |                          |
|------------------------|------------------------------------------|-----------------|---|--------------------------|
| 01                     | <b>People in the prehistoric period:</b> |                 |   |                          |
| تجميعات<br>STEP<br>يلو | A                                        | couldn't draw.  | B | couldn't read.           |
|                        | C                                        | couldn't dance. | D | couldn't feed themselves |

|    |
|----|
| 01 |
| B  |

397. **Clever Crows: Tool Use in New Zealand** الغربان الذكية: استخدام الأدوات في نيوزيلندا

Scientists in New Zealand have studied crows and found that they are very intelligent birds. These crows can use simple tools to get food. For example, they can use a stick to pull food out of a small hole. Some crows have also been seen bending wires to make hooks.

The scientists were surprised by how quickly the crows learned new skills. They were able to solve problems after just a few tries. In some cases, they even taught other crows how to do the same thing.

Many people believe that only humans and a few animals can use tools. But the crows in New Zealand show that birds can also be clever. The scientists are now doing more tests to understand how the crows learn and remember information.

|                        |                                   |          |   |                       |
|------------------------|-----------------------------------|----------|---|-----------------------|
| 01                     | <b>What does "They" refer to?</b> |          |   |                       |
| تجميعات<br>STEP<br>يلو | A                                 | evidence | B | New Zealand scientist |
|                        | C                                 | crows    | D | birds                 |

|    |
|----|
| 01 |
| C  |

## 398. Investment Goals and Risk Assessment أهداف الاستثمار وتقييم المخاطر

Any investor has to decide their main goal for their investments. A **crucial** plan must be put in place and worked on. Knowing your ability and willingness to take risks, along with your time horizon, is the key to determining how much risk you should take—before you invest. The writer, in outlining these considerations, is providing guidance for potential investors.

|                        |                                          |             |   |                    |
|------------------------|------------------------------------------|-------------|---|--------------------|
| 01                     | What is the writer doing in the passage? |             |   |                    |
| تجميعات<br>STEP<br>يلو | A                                        | criticizing | B | arguing            |
|                        | C                                        | questioning | D | giving information |

|                        |                                    |           |   |            |
|------------------------|------------------------------------|-----------|---|------------|
| 02                     | What does the word "crucial" mean? |           |   |            |
| تجميعات<br>STEP<br>يلو | A                                  | easy      | B | strongly   |
|                        | C                                  | important | D | excitement |

|    |    |
|----|----|
| 01 | 02 |
| D  | C  |

## 399. Revival of Traditional Cuisine إحياء المأكولات التقليدية

In many countries, traditional food is becoming popular again. For some years, many people preferred fast food and ready-made meals. These meals were quick to prepare but often lacked important nutrients and used many artificial ingredients.

Now, people are starting to choose traditional dishes again. These foods are usually made from fresh, local ingredients and do not contain many chemicals. Some people believe that traditional food is healthier and better for the body. Others enjoy it because it reminds them of their culture and family.

Restaurants and stores are also bringing back traditional recipes. In some areas, schools are even teaching students how to cook traditional meals at home.

Although modern food is still common, more people are returning to the meals their grandparents once made.

|                        |                      |                    |   |                           |
|------------------------|----------------------|--------------------|---|---------------------------|
| 01                     | Traditional food is: |                    |   |                           |
| تجميعات<br>STEP<br>يلو | A                    | not healthy.       | B | popular again.            |
|                        | C                    | bad for your body. | D | doesn't provide nutrients |

|    |
|----|
| 01 |
| B  |

## 400. Making Tea صنع الشاي

Today, we are going to learn how to make tea.  
First: Heat the water to just about the boiling point.  
Second: Add your tea bag to your pot or cup.  
Third: Pour the water directly onto the tea bags.  
Fourth: Stir the tea and remove the tea bags.  
Your tea is now ready to drink!

|                        |                                       |          |   |         |
|------------------------|---------------------------------------|----------|---|---------|
| 01                     | _____ is mentioned in the first step. |          |   |         |
| تجميعات<br>STEP<br>يلو | A                                     | Boiling  | B | Pouring |
|                        | C                                     | Stirring | D | Adding  |

|    |
|----|
| 01 |
| A  |

## 401. Meeting Invitation دعوة للاجتماع

Dr. Smith is inviting all staff members to attend a meeting on Monday at 10:00 a.m. The meeting will be held in the main conference room. The goal of the meeting is to discuss the new program that was recently introduced in the department.

Some staff members have already shared their opinions about the program. While many support it, some people have contradictory opinions. Dr. Smith believes it is important to hear from everyone and answer any questions they may have.

All staff are encouraged to attend the meeting and participate in the discussion. Light refreshments will be served at the end.

|                        |                                                       |                  |   |                 |
|------------------------|-------------------------------------------------------|------------------|---|-----------------|
| 01                     | Some people had contradictory opinions regarding ____ |                  |   |                 |
| تجميعات<br>STEP<br>يلو | A                                                     | the new program. | B | the department. |
|                        | C                                                     | Mr. Smith.       | D | the people      |

01

A

## 402. Khalid's Financial Struggles صعوبات خالد المالية

Khalid is a university student. He studies hard and attends all his classes. He enjoys learning and wants to do well in his future job. However, Khalid is not always happy. The reason is that he does not have enough money.

Khalid's parents help him when they can, but he still finds it difficult to pay for everything. He needs to buy books, pay for transport, and sometimes eat outside. He also wants to join some activities at the university, but many of them cost money.

He has clothes, food, and a place to live. He also does not need a car because the university is close to his home. What he needs most is enough money to manage his basic needs and enjoy student life.

Khalid is now looking for a part-time job to earn extra money. He hopes this will help him focus better on his studies without always worrying about expenses.

|                        |                                       |         |   |       |
|------------------------|---------------------------------------|---------|---|-------|
| 01                     | Khalid is not happy because he lacks: |         |   |       |
| تجميعات<br>STEP<br>يلو | A                                     | clothes | B | food  |
|                        | C                                     | a car   | D | money |

01

D

## 403. Understanding Personality: فهم الشخصية

(1) Psychologists use the term 'personality' to refer to the features of our **psyche** that make each and every one of us psychologically unique.

(2) One of the first personality theorists was Sigmund Freud. Freud is the best-known figure ever to emerge from psychology, and his theory of personality development has had a major impact on society and the way we think. He introduced the concept of the **ego**, which represents the conscious self that tries to balance our hidden desires with the demands of the real world.

(3) Among other things, Freud is responsible for our concern about the meaning of dreams and the embarrassment we experience concerning what slips of the tongue reveal about our unconscious thoughts. He drew attention to the **irrational** side of human behavior, which had been largely neglected by others.

|                        |                                                            |         |   |              |
|------------------------|------------------------------------------------------------|---------|---|--------------|
| 01                     | The word "psyche" in the Passage is closest in meaning to: |         |   |              |
| تجميعات<br>STEP<br>يلو | A                                                          | faculty | B | ability      |
|                        | C                                                          | mind    | D | intelligence |

|                        |                                                                |              |   |           |
|------------------------|----------------------------------------------------------------|--------------|---|-----------|
| 02                     | The word "irrational" in the Passage is closest in meaning to: |              |   |           |
| تجميعات<br>STEP<br>يلو | A                                                              | unreasonable | B | laughable |
|                        | C                                                              | ridiculous   | D | unknown   |

|                        |                                                         |             |   |           |
|------------------------|---------------------------------------------------------|-------------|---|-----------|
| 03                     | The word "ego" in the Passage is closest in meaning to: |             |   |           |
| تجميعات<br>STEP<br>يلو | A                                                       | personality | B | character |
|                        | C                                                       | pride       | D | self      |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | A  | D  |

## 404. Regulation of Food and Drugs تنظيم الغذاء والدواء

The Saudi Food and Drug Authority (SFDA) was established under the Council of Ministers in 2004, as an independent body corporate that directly reports to the President of the Council of Ministers. The Authority's objective is to regulate, oversee, and control food, drugs, and medical devices, as well as to set their mandatory standard specifications, whether they are imported or locally manufactured.

|                        |                                                                                |                   |   |                   |
|------------------------|--------------------------------------------------------------------------------|-------------------|---|-------------------|
| 01                     | You can understand from the Passage that the SFDA deals with goods that are... |                   |   |                   |
| تجميعات<br>STEP<br>يلو | A                                                                              | controlled        | B | foreign only      |
|                        | C                                                                              | Saudi and foreign | D | manufactured only |

|                        |                       |                |   |                       |
|------------------------|-----------------------|----------------|---|-----------------------|
| 02                     | Who benefits from it? |                |   |                       |
| تجميعات<br>STEP<br>يلو | A                     | Saudis only    | B | Saudis and foreigners |
|                        | C                     | the government | D | doctors               |

|                        |                                                     |                           |   |                  |
|------------------------|-----------------------------------------------------|---------------------------|---|------------------|
| 03                     | Where does the authority receive its supplies from? |                           |   |                  |
| تجميعات<br>STEP<br>يلو | A                                                   | Arabs                     | B | Arabs and Europe |
|                        | C                                                   | internally and externally | D | Saudi Arabia     |

|    |    |    |
|----|----|----|
| 01 | 02 | 03 |
| C  | B  | C  |

## 405. Dinner Invitation دعوة للعشاء

Omar sent a letter to his friend, Ali, in which he wrote, "Dear Ali, I would like to invite you to dinner. Friday night. It would be great if you could come. Be sure to reply before tonight.

|                        |                 |              |   |                  |
|------------------------|-----------------|--------------|---|------------------|
| 01                     | When is dinner? |              |   |                  |
| تجميعات<br>STEP<br>يلو | A               | tonight      | B | today            |
|                        | C               | Friday night | D | Friday afternoon |

|                        |                               |                     |   |              |
|------------------------|-------------------------------|---------------------|---|--------------|
| 02                     | What did Omar want Ali to do? |                     |   |              |
| تجميعات<br>STEP<br>يلو | A                             | to write an email   | B | to reply     |
|                        | C                             | to have lunch today | D | to visit him |

|    |    |
|----|----|
| 01 | 02 |
| C  | B  |

## 406. Weather Experience in Iceland تجربة الطقس في آيسلندا

(1) A man wrote an article about the weather in Iceland. He aimed to give information about the weather for everyone who wanted to go to a particular city. This man always travels in the summer to places by the sea, where he relaxes. But last year, he decided to travel to Iceland instead.

(2) He knew that Iceland was cold and rainy. But when he arrived there, the weather got colder and rainier than he expected, and he was not ready for the weather. He really wanted to see the sun, but it remained hidden behind the dark clouds. The rain continued for seven continuous days, meaning it rained for a week.

(3) He went on a tour with a group of people, and a tour guide was with them to teach them how to keep their things dry and not **dabble**, which means to get wet. He was **exhausted**, or tired, but he learned a lot from the guide, such as how to keep their objects dry. In the last four days, the weather changed and improved. It became sunny, and he was so happy. This experience suggests that in difficult times, you learn new things.

|                        |                                            |                                                                                                     |
|------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 01                     | Why did the writer talk about the weather? |                                                                                                     |
| تجميعات<br>STEP<br>يلو | A                                          | He wanted to give information about the weather for everyone who wanted to go to a particular city. |
|                        | B                                          | He just wrote that for fun.                                                                         |
|                        | C                                          | He was dreaming about Iceland.                                                                      |
|                        | D                                          | He loves the cold weather and wanted to share it with everyone.                                     |

|                        |                                    |               |
|------------------------|------------------------------------|---------------|
| 02                     | What does the man do every summer? |               |
| تجميعات<br>STEP<br>يلو | A                                  | dancing       |
|                        | B                                  | reading books |
|                        | C                                  | relaxing      |
|                        | D                                  | camping       |

|                        |                                     |                                              |
|------------------------|-------------------------------------|----------------------------------------------|
| 03                     | What is correct from the following? |                                              |
| تجميعات<br>STEP<br>يلو | A                                   | The man did not know anything about Iceland. |
|                        | B                                   | The man was not ready for the weather.       |
|                        | C                                   | The man didn't learn anything from the trip. |
|                        | D                                   | The man went to a deserted island.           |

|                        |                                                               |                       |
|------------------------|---------------------------------------------------------------|-----------------------|
| 04                     | What did you understand from paragraph (2) about the weather? |                       |
| تجميعات<br>STEP<br>يلو | A                                                             | It rained for a week. |
|                        | B                                                             | It was so sunny.      |
|                        | C                                                             | It was cloudy.        |
|                        | D                                                             | It rained for 8 days. |

|                        |                                   |                |
|------------------------|-----------------------------------|----------------|
| 05                     | What does the word "it" refer to? |                |
| تجميعات<br>STEP<br>يلو | A                                 | the rain       |
|                        | B                                 | Iceland        |
|                        | C                                 | the tour guide |
|                        | D                                 | the Sun        |

|                        |                                   |      |
|------------------------|-----------------------------------|------|
| 06                     | What does the word "dabble" mean? |      |
| تجميعات<br>STEP<br>يلو | A                                 | dry  |
|                        | B                                 | hot  |
|                        | C                                 | wet  |
|                        | D                                 | cold |

|                        |                                      |            |
|------------------------|--------------------------------------|------------|
| 07                     | What does the word "exhausted" mean? |            |
| تجميعات<br>STEP<br>يلو | A                                    | happy      |
|                        | B                                    | tired      |
|                        | C                                    | surprised  |
|                        | D                                    | interested |

|                        |                                                 |                               |
|------------------------|-------------------------------------------------|-------------------------------|
| 08                     | What did the man and the people with him learn? |                               |
| تجميعات<br>STEP<br>يلو | A                                               | How to hunt animals           |
|                        | B                                               | How to climb mountains        |
|                        | C                                               | how to camp in the desert     |
|                        | D                                               | How to keep their objects dry |

|                        |                                    |                               |
|------------------------|------------------------------------|-------------------------------|
| 09                     | Why was he happy in the last days? |                               |
| تجميعات<br>STEP<br>يلو | A                                  | Because the weather improved. |
|                        | B                                  | Because the trip ended.       |
|                        | C                                  | Because he met new people.    |
|                        | D                                  | Because it was raining.       |

|                        |                                 |                                           |
|------------------------|---------------------------------|-------------------------------------------|
| 10                     | Choose a title for the passage. |                                           |
| تجميعات<br>STEP<br>يلو | A                               | The worst vacation of my life             |
|                        | B                               | I advise you not to travel to Iceland.    |
|                        | C                               | In difficult times, you learn new things. |
|                        | D                               | Iceland is very cold in winter.           |

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| A  | C  | B  | A  | D  | C  | B  | D  | A  | C  |

## 407. The Joy of Ice Cream سعادة الآيس كريم

(1) In New York City, an antique ice cream truck moves slowly through the crowded streets. The driver is calm and cheerful. While other drivers grow frustrated in traffic, he simply smiles and continues his route. Many say he is one of the best drivers because of his patience and the joy he spreads to children.

(2) Ice cream has a long history. Early versions of frozen desserts were developed in Asia, combining snow, milk, and rice. In the 13th century, Marco Polo brought these ideas to Europe. Later, the Arabs were the first to mix dried fruits into these frozen treats to make them taste better.

(3) During World War II, sugar shortages made it difficult to produce ice cream. However, it remained popular. Today, modern ice cream is made mostly from milk (about 60%), sugar, and cream. It remains a favorite treat, especially on hot days.

|                        |                          |                    |   |                         |
|------------------------|--------------------------|--------------------|---|-------------------------|
| 01                     | What is the type of car? |                    |   |                         |
| تجميعات<br>STEP<br>يلو | A                        | candy car          | B | ice cream car           |
|                        | C                        | new York candy Car | D | antique ice cream truck |

|                        |                             |                                |   |                  |
|------------------------|-----------------------------|--------------------------------|---|------------------|
| 02                     | Who is the best car driver? |                                |   |                  |
| تجميعات<br>STEP<br>يلو | A                           | the driver of an ice cream car | B | candy car driver |
|                        | C                           | taxi driver                    | D | bus driver       |

|                        |                                         |                  |   |                                     |
|------------------------|-----------------------------------------|------------------|---|-------------------------------------|
| 03                     | What is the main idea of paragraph (1)? |                  |   |                                     |
| تجميعات<br>STEP<br>يلو | A                                       | A nervous driver | B | Ice cream drivers complain a lot.   |
|                        | C                                       | New York streets | D | A good driver (who sells ice cream) |

|                        |                                                 |                                    |   |                               |
|------------------------|-------------------------------------------------|------------------------------------|---|-------------------------------|
| 04                     | What is right about the ice cream's car driver? |                                    |   |                               |
| تجميعات<br>STEP<br>يلو | A                                               | He is happy and does not complain. | B | He is a sad man.              |
|                        | C                                               | He is a nervous driver.            | D | He is a very complaining man. |

|                        |                                         |                    |   |                         |
|------------------------|-----------------------------------------|--------------------|---|-------------------------|
| 05                     | What is the best title of this passage? |                    |   |                         |
| تجميعات<br>STEP<br>يلو | A                                       | Types of ice cream | B | How to make ice cream   |
|                        | C                                       | Ice cream history  | D | Additions for ice cream |

|                        |                           |            |   |          |
|------------------------|---------------------------|------------|---|----------|
| 06                     | Who discovered ice cream? |            |   |          |
| تجميعات<br>STEP<br>يلو | A                         | Marco Polo | B | Asians   |
|                        | C                         | Arabs      | D | Smithson |

|                        |                                                     |                                |   |                                |
|------------------------|-----------------------------------------------------|--------------------------------|---|--------------------------------|
| 07                     | What happened to the ice cream during World War II? |                                |   |                                |
| تجميعات<br>STEP<br>يلو | A                                                   | didn't have enough sugar.      | B | increased the number of sales. |
|                        | C                                                   | create new types of ice cream. | D | Added dried fruits.            |

|                        |                                      |        |   |             |
|------------------------|--------------------------------------|--------|---|-------------|
| 08                     | Who added dried fruits to ice cream? |        |   |             |
| تجميعات<br>STEP<br>يلو | A                                    | Arabs  | B | Marco Polo  |
|                        | C                                    | Asians | D | The Chinese |

|                        |                                    |            |   |              |
|------------------------|------------------------------------|------------|---|--------------|
| 09                     | The frozen desert includes 60% of: |            |   |              |
| تجميعات<br>STEP<br>يلو | A                                  | fruits.    | B | milk.        |
|                        | C                                  | ice cream. | D | dried fruits |

|    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|
| 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 |
| D  | A  | D  | A  | C  | B  | A  | A  | B  |