



Reading Comprehension (40 points)

Question Number One: (20 points)

Read the text then do the tasks below:

Information and Communications Technology businesses could be the best hope for the economic future of Palestine, according to experts inside and outside the country. A recent report said that the ICT sector makes up over **5%** of the Palestinian economy.

Why ICT? For Mustafa Jawad, the 23-year-old head of an online graphic design company, the answer is simple: 'For an ICT start-up, all you need is a computer and a connection. You can distribute your final product by exporting it to the Internet cloud.' There are still problems, though. The main one is a lack of 3G networks in Palestine, because access to the necessary wavebands is not available yet.

Mustafa was always good at art and languages, and when he finished school everyone advised him to study English at university. Instead, he taught himself how to programme and started making his own software programmes, his first attempt was a game. It was so popular with his fellow students that he decided starting his own company might be a real possibility.

His big breakthrough came when he attended a 'start-up weekend' in Ramallah. He managed to get a small amount of financial support, which gave him the time to develop more ideas. Perhaps more importantly, he met other business people, both Palestinian and from other countries. He learnt a lot about the practical side of running a business and about how to get his products noticed.

Mustafa is currently working on a programme that makes the teaching of chemistry in schools more fun. He has already had interest from within Palestine and from other countries in the Arab world. Like a lot of other young Palestinian business people, he wants to do something positive to help **his country**, but he stresses that his company isn't a humanitarian operation. 'It's a business, ' he says, 'and the aim is to get good returns on the investment.'

One way he believes he can help is to pass on what he's learnt to others even younger than he is. 'I learnt a lot from that start-up weekend. When I go to the **next one**, I hope I'll learn more, but I'll also be able to advise others.'

A. Answer the following questions:

(8 points)

1. Why is it simple to start up an ICT company according to Mustafa Jawad?

2. What is the biggest problem for ICT companies in Palestine?

3. How did Mustafa learn to make computer software?

4. How did the start-up weekend help Mustafa in his work?

a. _____ b. _____

B. Decide whether the following statements are True or False regarding Mustafa Jawad: (6 points)

1. Mustafa is head of an online graphic design company. ()
2. Mustafa studied art and languages at university. ()
3. One of Mustafa's programs is about teaching Chemistry. ()
4. Mustafa doesn't care about investing money through his company. ()

C. Complete the following sentences: (3 points)

1. According to experts, ICT businesses could be _____ future of Palestine.
2. ICT stands for _____ .
3. Mustafa believes he can help others by _____ .

D. Write what the followings might refer to: (3 points)

1. 5% (line 3) _____
2. his country (line 18) _____
3. next one (line 22) _____

Question Number Two: (20 points)

Read the text then do the tasks below:

There are many ways students can improve their time management skills .Some students are gifted at managing their time and using it to great effect. Managing your time effectively means understanding your areas of strengths and limitations, as well as being honest with yourself and with others. One of these important skills is planning. Short- and long-term planning can help students set goals, prioritize tasks and ensure the most critical responsibilities that are handled first. It also allows them to complete more in less time, this is because their attention is focused and they are not wasting time on distractions or useless activities such as surfing the internet or spending time chatting with virtual people.

A specific agenda may help well in managing your time. It would be helpful for students to work on a daily "to do" list showing things needed to be done. For example, if anything is not completed as scheduled, it gets moved to the next day's priority list. As students tick off items from their to-do list, they could gain a sense of achievement as they are able to fulfill their desired goals.

Efficient use of time reduces stress, students can complete their work on time, stay engaged with their learning, and have more free time for practicing activities that are important to them, such as sports, hobbies, youth groups and spending time with family and friends. If you feel stressed and find yourself having trouble staying on a task, set the timer for a specific amount of time, such as 30 minutes. The timer serves as a visual reminder on your computer screen as it counts down and sounds as an alarm when time is up. You can also block certain websites or programs if you think you'll have a temptation to visit them in the middle of your productivity session. Though, for students who seek success, the skill of managing time has become a must.

A. Answer the following questions: (8 points)

1. What does managing time effectively mean?

2. How is planning important?
a. _____ b. _____
3. Why is it important to have a specific agenda with you?

4. How do students feel when they tick off items from their to-do list?
a. _____
b. _____

B. Decide whether the following statements are True or False? (6 points)

1. Managing time effectively is an easy task for all students. ()
2. Surfing the internet is one form of the useless activities mentioned in the text. ()
3. Students feel stressed when they use their time effectively. ()
4. Managing time effectively is an important matter for success. ()

C. Complete the following sentences:

(3 points)

1. Planning could take two forms: a. _____ b. _____
2. You can set the timer for a specific time if you _____

D. Write what the following pronouns might refer to:

(3 points)

1. **this** (line 6) _____
2. **it** (line 11) _____
3. **them** (line 19) _____

Vocabulary (25 points)

Question Number Three: (25 points)

A. Fill in the following sentences by replacing the words in brackets with words from the box:
(5 points)

participate attempt revealed reluctant criteria

1. What _____ do you use when judging the quality of a student's work? (**qualifications**)
2. A survey of 500 companies in Palestine has _____ the need for more qualified staff. (**shown**)
3. There are regular class discussions, but some of the students never _____. (**take part**)
4. Some of the older staff were _____ to use the new equipment. (**not willing**)
5. It was a good _____ to fix the machine but unfortunately, it failed. (**try**)

B. Complete the following sentences with words from the box:

(5 points)

terror personal remote stranger fantasy

1. The people I stayed with were very kind, so I did not feel like a _____ for long.
2. She was trembling from _____ after the explosion.
3. I believe that the colour and style are a matter of _____ taste.
4. Children sometimes can't distinguish between _____ and reality.
5. Adam needed to be alone, so he moved to a _____ farmhouse in the North.

C. Complete the sentences with the suitable phrasal verbs from the box:

(5 points)

come across take over put up cutting back standing by

1. They _____ me _____ in a spare room for a few days while I was visiting the town.
2. Some hospitals are _____ on staff because of serious financial problems.
3. I've never _____ anyone quite like her before.
4. Fire fighters were _____ in case of emergencies.
5. Ibrahim has been selected to _____ the principal's duties till the end of the year.

D. Circle the correct answer:

(5 points)

1. Maram was aware (**for \ of**) a tall dark figure watching her last night.
2. My university teacher wrote a letter of recommendation to support my (**job application \ job prospect**).
3. The meeting will start at 3:00, please be (**on time \ in time**).
4. I arrived to the airport half an hour before the (**takeoff \ take off**).
5. If you are not satisfied (**from \ with**) the life you are living, do not just complain. Do something about it.

E. Complete the sentences using the words in the box with (co –mis –over –under) (5 points)

behaving

working

use

confident

pilot

1. The teacher said, any child caught _____ would be punished.
2. Two men in blue came out of the plane, the pilot and the. _____
3. The whole staff seemed very tired, probably from _____ .
4. In her interviews, Amani is always brave, she never seems _____ .
5. The _____ of the equipment could endanger the lives of staff and students.

Language: (25 points)

Section A: (15 points)

Question Number Four:

A. Complete the sentences with the correct tense of the verbs in brackets: (5 points)

1. Rania _____ (feel) a little better after she had taken the medicine.
2. The house is dirty. We _____ (not \ clean) it for weeks.
3. We _____ (watch) television when the power went off .
4. What _____ you _____ (do) at the moment?
5. It _____ (snow) all day. I wonder when it will stop.

B. Choose the correct answer: (5 points)

1. Our school has announced that the exams (will / might) start next month.
2. I can't be sure, but this idea (will / will probably) solve the problem.
3. Watch out! You (are going to / will) fall down the stairs.
4. Sami has already made his plans. He (is leaving / is going to leave) tomorrow.
5. Muna is very clever, so she (may / may well) win the competition.

C. Rewrite the followings using the words between brackets: (5 points)

1. 'You'd better not go there alone' (Mum warned me)

2. 'Did you go to Ahmad's party?' (He wanted to know)

3. Ann accepted the offer of a low-paid job. (She regrets)

4. 'How many trees have you planted '? (Fadi asked Sami)

5. The teacher paid for the tickets. (Form a question for the given answer)
_____ The teacher

Section B : (10 points) يتكون هذا القسم من (ثلاثة) أسئلة وعلى المشترك ان يجيب عن (سوالين) منها فقط

Question number Five: (10 points)

1. A. Complete the sentences with the correct form of the verbs in brackets: (3 points)

to + infinitive or -ing form

- I don't like that house. I'd hate _____ in big houses. (live)
- My mother enjoys _____ to classical music. (listen)
- Did you remember _____ the stove before leaving the house? (turn off)

B. Complete the following sentences with (a , an , the or X): (2 points)

- Tom wants to be _____ engineer when he grows up.
- I think _____ man over there is very ill. He can't stand on his feet.
- Mary often goes hiking on _____ Fridays.
- Have you ever seen _____ real crocodile ?

2. A. Add tag questions to the sentences below: (3 points)

- My sister sat next to you yesterday, _____ ?
- He'd never seen you before, _____ ?
- Your parents won't come to the party, _____ ?

B. Rewrite the sentences replacing the underlined part with **causative structure**: (2 points)

- You'd better ask the electrician to repair the fridge.

- You need to cut your hair before the wedding party.

3. Correct the following sentences: (There is only **one mistake** in each sentence): (5 points)

- While I was doing my homework, someone knocks on the door.

- Fatima raises chicken in her yard.

- I am sure scientists are going to find a solution to the problem of climate change.

- Linda offered looking after my baby while I was preparing dinner.

- I didn't tell him about the accident yet.

Writing: (10 points)

Question Number Six:

(10 points)

Choose one of the following writing tasks: اكتب موضوعا واحدا من احد الموضوعين

- You are Khalil living in Ramallah . You want to apply for a course in ' Computer Programming' at Al-Nawras Tech. Center in Ramallah. Write a Personal Statement focusing on the following points:**
 - Reasons for choosing this course.
 - Your experiences, academic and non-academic skills, qualifications and ambitions.
 - Your future goals and plans in this field.
- You are Nidal , write a letter to your friend Rami telling him about your future job.**
Make use of the followings :
 - Reasons for choosing this job.
 - Good and bad points about it .
 - The difficulties that you may face , and suggestions to overcome them.

The End