

**SECTION A**

**INSTRUCTIONS:** Read the following passage carefully and answer all the questions on your ANSWER SHEET.

In most kibbutzim the child spends most of the day in the nursery, kindergarten or school and sleeps at night in a special house with children of his own age. Because of this, many parents outside (parents who do not live in kibbutzim) say that the parents in a kibbutz do not spend enough time with their children. This makes these kibbutz parents very angry. Kibbutz parents say that they work harder than parents outside, but that they spend two or three hours every day with their children. They also say that during these hours they do not work but that they play and talk with their children. Parents outside are sometimes too tired to do this because they work even when their children are with them. Kibbutz parents say that on a kibbutz there are no tired mothers who tell their children not to disturb them while they are cooking or doing the housework.

**QUESTIONS:**

Decide whether these sentences are TRUE or FALSE according to the information given in the text. Answer **TRUE** or **FALSE** on your ANSWER SHEET.

1. Kibbutz mothers do not work when their children are with them.
2. Most kibbutz children sleep in their parents' house.
3. Kibbutz parents are angry with their children.
4. Kibbutz mothers are not too tired to play with their children.
5. Kibbutz parents say that they are hard workers.
6. Parents who live outside the kibbutz say they spend too much time playing with their children.

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7. In the kibbutz the children do all the cooking and housework.
8. Parents who live outside the kibbutz work harder than kibbutz parents.
9. The writer is not writing about all kibbutzim.

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## SECTION B

**INSTRUCTIONS:** Fill in the missing words with words taken from the list following the text. Circle the number (1,2,3 or 4) in the space provided on your ANSWER SHEET.

On television last week, experts (10) the problem of road accidents in Israel. The experts said that the (11) is getting worse every day. The experts, (12) were professors and police inspectors, agreed that the government must do (13) to make them safer. One of the professors said that drivers must learn (14) more carefully. A policeman said that (15) believed there must be new laws. But I strongly (16) with what they said. There (17) too many cars on the roads and this is the reason why there are so many accidents. (18) ever happened to our trains? Why are we not using them (19) than cars?

Travelling by car can be extremely dangerous but trains can be 100 percent (20). There has not been one accident on Tokyo's new Tokaido railway since they built (21) 17 years ago. Trains travel a distance of 515 kilometres at a speed of 250 k.p.h. About 240,000 passengers (22) on it every day. We should build more and (23) railways. This will take the cars (24) the roads and there will be (25) road accidents.

	1	2	3	4
10	discussing	discussed	discuss	will discuss
11	problem	accidents	Israel	television
12	what	them	who	which
13	something	traffic	policeman	nothing
14	drive	drive to	to drive	drove
15	it	his	she	he
16	disagree	agree	disagreement	agreement
17	is	are	been	am
18	Who	Why	Where	What
19	more	little	less	much
20	accident	cheap	safe	dangerous
21	her	it	them	him
22	travelling	traveller	travel	travels
23	best	better	worse	good
24	off	by	to	on
25	more	much	little	fewer

**SECTION C**

**INSTRUCTIONS:** Read the following passage and answer all the questions on your ANSWER SHEET.

People today have become used to expecting war at almost any time. Most of us agree that because there have always been wars as long as the world has existed, there will be wars in the future as well.

War is often defined as strife between groups. But this does not mean that strife began as soon as groups were formed. We cannot actually speak of war until the time when people had weapons to fight with. By that time, states and kingdoms had developed. Therefore we can say that wars did not truly begin until the creation of states.

Some people say that war has its roots in the natural aggressiveness which exists in all human beings. But when human beings united into states, their individual aggressiveness became less important. In simple societies war is often caused by the desire either for power or property. But as states became more complex and impersonal, the reasons for war became more complicated. We can say that in a modern state, the individual's natural aggressiveness is never responsible for starting a war.

**QUESTIONS:**

**26.** The author believes that since states were created, man's aggressiveness

1. has not been the main cause of war
2. has led to a more complex society
3. has prevented wars from starting
4. has been the main cause of war

**27.** Most people today

1. expect no more war
2. are against war
3. must have wars
4. expect more wars

**28.** War began when

1. nations developed
2. groups were formed
3. people became aggressive
4. strife began

**29.** The causes of war in a modern state are

1. not given in the text
2. complex and impersonal states
3. desire for power or property
4. individual aggressiveness

**30.** There are three central ideas in this text; what are they?

**31.** Do you agree with the author's last sentence? Write your opinion in two or three sentences.

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## SECTION D

**INSTRUCTIONS:** Fill in each of the numbered spaces in the following passage with the suitable word or words from the list below the text.

Many animals protect themselves from (32) enemies by changing their colour (33) fit their environment or by (34) advantage of their extremely small (35). Man, on the other hand, (36) not have these physical advantages. Yet he has been able to (37), and indeed to become the (38) species in most parts of the world. This is (39) his special characteristics. He can survive (40) all types of climate. In fact, he has a pair of (41) and a developed brain. His manual skill allows him not (42) to make tools for domestic (43) (or, alternatively, weapons for use in (44) ) but also to control them. His mental skills have (45) him to develop his power (46) communication, his power of organization (47), above all, his power of thought. (48), if man uses his powers (49) these powers would work to destroy man (50) of promoting his welfare. Man (51) use his superior brain either to (52) deadly bombs, or alternatively he can use his powers to (53) disease and foster goodwill and harmony.

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	1	2	3	4
32	their	his	the	there
33	for	that	so	to
34	take	taking	to take	taken
35	enemies	colour	size	number
36	has	does	do	should
37	survive	protect	die	know
38	physical	dominated	dominant	educated
39	in addition to	because of	to sum up	in spite of
40	to	from	for	in
41	hands	fingers	feet	ears
42	really	only	necessarily	even
43	houses	experience	use	animals
44	work	life	war	religion
45	enabled	given	prevented	made
46	as	from	to	of
47	although	which	and	so
48	Therefore	However	Moreover	Despite
49	unwisely	rightly	slowly	quickly
50	in spite	indeed	in view	instead
51	cannot	should	has	can
52	prevent	fight	produce	destroy
53	have	fight	suffer	spread

## SECTION E

**INSTRUCTIONS:** Read the passage carefully and answer all the questions on your ANSWER SHEET

- Scholars and students have always been great travellers. The official argument for 'academic mobility' is now often stated in impressive terms as a fundamental necessity for economic and social progress in the world, but it is certainly nothing new. Serious students were always ready to go abroad in search of the most stimulating teachers and the most famous academies; in search of the purest philosophy, the most effective medicine, the likeliest road to gold.
- Mobility of this kind meant also mobility of ideas, their transference across

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frontiers, their simultaneous impact upon many groups of people. The point of learning is to share it, whether with students or with colleagues; one presumes that only eccentrics have no interest in being credited with a startling discovery, or a new technique. It must have been reassuring to know that other people in other parts of the world were about to make the same discovery or were thinking along the same lines, and that one was not quite alone, confronted by inquisition, ridicule or neglect.

3. In the twentieth century, and particularly in the last twenty years, the old footpaths of the wandering scholars have become vast highways. The vehicle which has made this possible has of course been the airplane, making contact between scholars even in the most distant places feasible, and providing for the rapid transmission of knowledge.
4. Apart from the vehicle itself, it is fairly easy to identify the main factors which have brought about the recent explosion in academic movement. Some of these are purely quantitative and require no further mention: there are far more centres of learning and a far greater number of scholars and students. In addition, one must recognize the very considerable multiplication of disciplines, particularly in the sciences, which by widening the total area of advanced studies has produced an enormous number of specialists whose particular interests are precisely defined. These people would work in some isolation if they were not able to keep in touch with similar isolated groups in other countries. Frequently, these specializations lie in areas where very rapid developments are taking place, and also where the research needed for developments is extremely costly and takes a long time. It is precisely in these areas that the advantage of collaboration and sharing of expertise appear most evident.

QUESTIONS:

54. According to the passage, scholars and students are great travellers because
  1. their government encourages them to travel
  2. they are eager for new knowledge
  3. salaries and conditions are better abroad
  4. standards are higher at foreign universities
55. The writer says that travel was important in the past because it
  1. broke down political barriers
  2. made new ideas less shocking

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3. led to economic progress
  4. was a way of spreading ideas
56. According to the passage, the recent growth in air travel has meant
1. scholars can meet each other more easily
  2. textbooks have a wide circulation
  3. more students from remote areas can attend university
  4. universities can be built in more remote places
57. The writer thinks that academic work has recently become more specialized because
1. the number of universities has increased
  2. a greater variety of subjects is studied
  3. more students are doing postgraduate work
  4. more people are studying sciences
58. The writer claims that it is important for specialists to be able to travel because
1. there is a lot of social unrest at universities
  2. their laboratories are in remote places
  3. their fellow experts are scattered throughout the world
  4. there are so many people working in similar fields
59. In paragraph 3, '**...the old footpaths...have become vast highways**' means
1. scholars no longer wander; they know where to go
  2. life has become more sophisticated
  3. far more scholars travel nowadays
  4. scholars no longer walk; they go by car
60. The word '**feasible**' (paragraph 3) means
1. cheap
  2. difficult
  3. educational
  4. possible

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61. '**multiplication of disciplines**' (paragraph 4) means

1. better collaboration among academics
2. stricter teaching methods
3. an increase in the number of areas of knowledge
4. the introduction of statistics to academic subjects

62. Scholars and students

1. never travelled in the past
2. travelled in the past and travel now
3. never travel at all
4. have started travelling recently

**GOOD LUCK !**