

Fayoum University  
Faculty of Education  
History Dept.

Subject : English  
Year :First  
Time : Two Hours

**I Read the following then answer the questions**

Things to be learned can be learned rapidly, slowly or not at all depending on a number of factors governing learning. The educator is interested in such factors because they determine how efficiently education can proceed. Psychologists are interested in them for what they contribute to an understanding of the learning process. The principal factors affecting the rate of the learning can be divided into three main groups: 1. those lying within the individual, 2. the methods used in learning, and 3. the meaningfulness of the material to be learned. We are going to examine the first of these groups.

*Individual factors.* Individuals differ in all sorts of ways, many of which have little to do with learning ability. Those that do influence learning fall into five main categories: intelligence, chronological age, motivation, previous learning and anxiety.

**Attempt the following:**

- 1-Why are educators and psychologists interested in the factors of learning?
- 2-What is motivation?
- 3-Suggest a title for the passage.

***II Do as shown between brackets:***

- 1-We enjoyed ..... at the cinema. (Reflective Pronoun)
- 2-The boys (play) football now. (Correct)
- 3-We use the pen to write. (Passive)
- 4-Mothers look ..... their children. (Preposition)

***III Write a paragraph on ONE of the following:***

- 1-Reading
- 2-The qualities of a good teacher
- 3-University life

***IV Complete the following:***

- 1-In "antibiotic" the prefix "anti" means .....
- 2-The noun from "die" is .....
- 3-The adjective from "importance" is .....
- 4-The verb from "decision" is .....

***V Translate the following into Arabic:***

Language is a part of human behavior .The behavioristic theory focuses on linguistic behaviors as responses to stimuli. If a particular respond is reinforced it then becomes habitual or conditioned. As a result the process of learning is reinforced.