



النموذج التدريبي لامتحان مادة اللغة الانجليزية في الفصل الدراسي الأول للصف الثاني عشر
للعام الدراسي 2012 / 2013 م

ملاحظة: لا تمثل هذه التدريبات انعكاسا لمحتوى أو شكل الامتحان بالضرورة وإنما تشتمل على تدريبات وتطبيقات لغوية تفيد الطلبة بالاستعداد للامتحان.

تدريبات وتطبيقات لغوية لمادة اللغة الانجليزية

Reading

Text 1

Read the following text and answer the questions by circling a, b, c or d.

- Paragraph 1 Most students have started this new academic year with a decision to study harder. Now, science can help them achieve their goal. Recent discoveries in brain research point to **better** ways to learn.
- Paragraph 2 How does the brain save information? Our memory actually has three components. Sensory memory takes in information from our five senses, but this information lasts for just a few seconds. Short-term memory works like a “holding area” for new information - that’s where you keep the phone number while you dial it. But if you can put the phone number into long-term memory, you will remember that same phone number next week. Long-term memory holds everything from irregular verbs to the names of all your cousins.
- Paragraph 3 When you study, you transfer new **information** into long-term memory. Every time we learn something new, the structure of the brain actually changes, as we build new connections to information that we already know. When there are more connections to new information, it is easier to find it again.
- Paragraph 4 For effective study, find the most important information and organize it. Your brain can process only a limited amount of information at one time, so focus on the heading and the main ideas. **[A]** Then remember to make the new brain connections stronger. One technique is to recite the ideas out loud. This is the most powerful way to **transfer** information from short-term to long-term memory. **[B]** It is also wise to give the new material time to soak in because your brain has to build new physical connections. **[C]** It’s better to study for several short sessions than one long session. **[D]** Understanding how the brain works will lead to a successful academic year.

Questions:

1. The text is mainly about _____.
 a. the importance of the five senses
 b. the structure of the human brain
 c. the features of sensory memory
 d. techniques for improving memory
2. The word **better** in paragraph 1 is a/an _____.
 a. verb
 b. noun
 c. adjective
 d. adverb
3. What is the function of a holding area in the brain?
 a. It keeps information for more than a week.
 b. It helps you remember names.
 c. It saves information for a little while.
 d. It stores irregular verb forms.
4. The root of the word **information** in paragraph 3 is _____.
 a. informing
 b. inform
 c. informs
 d. informed
5. The word **transfer** in paragraph 4 is similar in meaning to _____.
 a. move
 b. allow
 c. save
 d. clear
6. Where in paragraph 4 would the following sentence best fit?
 ‘Another method is drawing a picture of the information to activate the visual part of the brain.’
 [A] [B]
 [C] [D]
7. This text is most probably taken from a/an _____.
 a. science fiction story
 b. sports magazine
 c. adventure story
 d. scientific magazine

Fill in the following table with information from paragraph 2.

Types of Memory		
8. _____	9. _____	10. _____

Text 2

Read the following text and answer the questions by circling a, b, c or d.

- Paragraph 1 Man has always been fascinated by the migration of birds since ancient times. And yet, so many thousands of years later, we still don't know all the secrets of their migration. By migration, we mean the movement of birds south in the autumn and north in the spring, or moving from lowlands to highlands, or from inland to the coast.
- Paragraph 2 We know that some birds go to warmer climates because they can't survive winter conditions. Also those birds that feed on insects, or rodents, won't find any food in winter. Whatever the reason is, how do they actually know when to make this long flight? It is believed that birds can tell when the days get shorter in autumn and longer in spring. This fact acts as an alarm clock to tell them that it is time to move along. So it is the change in the length of the day and the **disappearance** of food that makes birds **head** to warmer places. Of course, there may be other factors involved.
- Paragraph 3 You may wonder how far birds actually fly to find better conditions. Most birds make short journeys during their migration. Some birds, however, travel as much as 22,000 miles during the course of the year, going back and forth. It may take these birds 20 weeks to make their trip down to the Antarctic region on an average of 1, 000 miles a week. For example, the American Golden-Plover makes a nonstop flight over the open ocean for a distance of about 2,400 miles. What remains **remarkable** about the migration of birds is that the date of departure and arrival has been found to vary from year to year.

Questions:

- The purpose of this text is to _____.
a. inform
b. argue
c. advise
d. advertise
- According to the text, birds migrate to warmer areas because _____ there.
a. there is plenty of food
b. there is plenty of rain
c. of the stormy weather
d. the day is shorter
- The root of the word **disappearance** in paragraph 2 is _____.
a. appear
b. appeared
c. disappears
d. disappear
- The word **head** in paragraph 2 is a / an _____.
a. noun
b. verb
c. adverb
d. adjective
- As the American Golden Plover is able to fly nonstop, we infer it has _____.
a. sharp eye sight
b. colorful feathers
c. strong wings
d. hooked claws
- The word **remarkable** in paragraph 3 is similar in meaning to _____.
a. incredible
b. manageable
c. acceptable
d. available

7. We can understand that the writer is amazed at the _____ of birds.

- a. food
b. size
c. migration
d. appearance

Complete the following table with information from paragraph 3.

Facts about the Migration of Birds	
Maximum distance covered	8. _____
Time taken	9. _____
Average distance travelled per week	10. _____
Destination	Antarctic region

Text 3

Read the following text and answer the questions by circling a, b, c or d.

- Paragraph 1 Young people have many **demands** on their time, so they often find it hard to be active. As physical activity keeps children's bodies and minds fit and healthy, your child needs at least 60 minutes of physical activity every day. However, many children are spending far too much time in front of screens.
- Paragraph 2 According to a psychologist at the Royal College of Child Health, children born today will have spent a full year of 24-hour days watching screen media by the time they are 7 years old. The average screen time for adolescents is now at 6.1 hours a day and rising, as most young people have access to about 5 screens at home. Research shows that even average levels of daily screen viewing are **clearly** associated with diabetes and heart disease.
- Paragraph 3 Even though it is not possible to stop your child from using electronic media altogether, you can set some limits. For example, you can start by thinking about how much screen time your child has every day. If it is more than you would like, you can work out a daily schedule for using electronic media. The best way to cut down on screen time is to have the television, computers and even the mobile phones in your home's family areas, rather than in the children's bedrooms. Setting boundaries on the use of mobile phones can also help to create **opportunities** for family activities.
- Paragraph 4 However, you may also be worried that homework is to blame. If so, try talking to teachers about how much homework is supposed to be done. Next, look at how much your child is actually doing. Then, if you think your child is being overloaded, talk to the teacher to work out a solution.

Questions:

1. The main purpose of this text is to give readers tips on how to _____.
 - a. use mobile phones properly
 - b. cope with a lot of homework
 - c. plan enjoyable family activities
 - d. limit the use of electronic devices
2. The word ***demands*** in paragraph 1 is a / an _____.
 - a. verb
 - b. noun
 - c. adverb
 - d. adjective
3. How much time will children have spent watching screens by the time they are seven years old?
 - a. 1 year
 - b. 24 hours
 - c. 6.1 hours
 - d. 60 minutes
4. The opposite of the word ***clearly*** in paragraph 2 is _____.
 - a. openly
 - b. directly
 - c. vaguely
 - d. definitely
5. By including detailed facts about research that has been done, the writer wants to _____.
 - a. entertain young readers
 - b. encourage people to use laptops
 - c. show the benefits of homework
 - d. prove that screen-watching is dangerous
6. According to the text, getting children to stop spending time in front of screens _____.
 - a. is an easy and simple task
 - b. depends on the help of teachers
 - c. takes time, but can be done
 - d. is unrealistic and not achievable
7. The word ***opportunities*** in paragraph 3 is similar in meaning to _____.
 - a. problems
 - b. chances
 - c. challenges
 - d. difficulties
8. Keeping all electronic media in the family room is the best way to cut down on screen time because _____.
 - a. parents can monitor what kids are doing
 - b. children can do their homework together
 - c. families can play computer games together
 - d. electronic media can be used in the day
9. In which paragraph would the following sentence fit best?
“However, these limits should apply to you as well as the children.”
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
10. The writer of this text hopes that _____ in particular will read it.
 - a. children
 - b. parents
 - c. teachers
 - d. psychologists

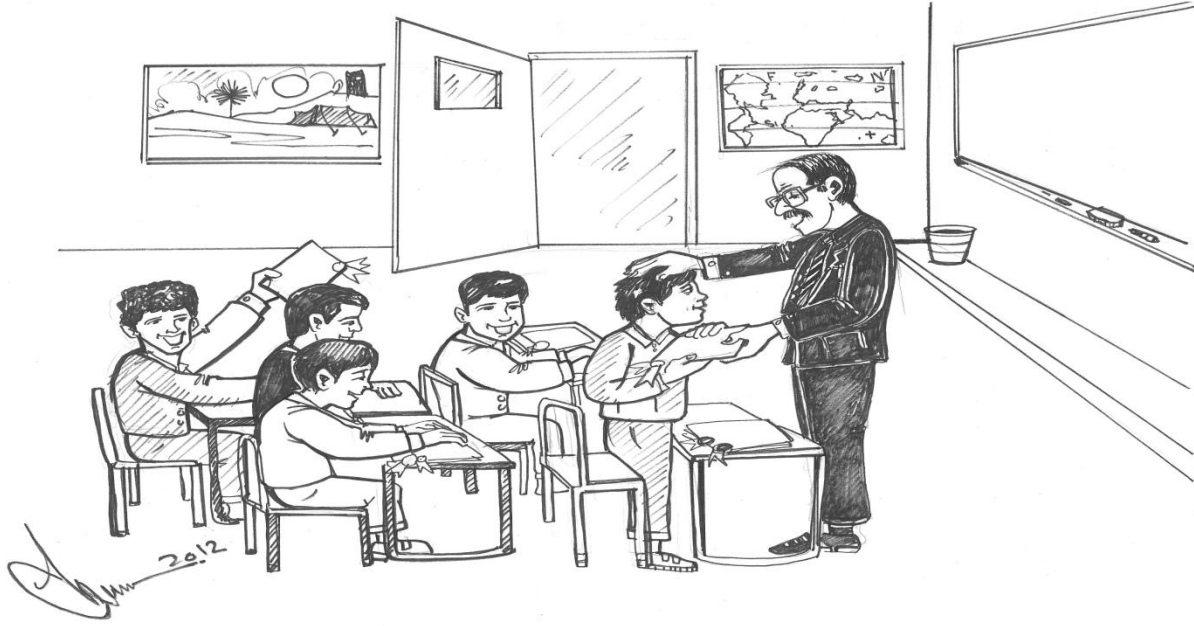
Writing Sentence Writing

- Write **two simple and three complex / compound sentences** describing the picture below.



1. _____
2. _____
3. _____
4. _____
5. _____

- Write **two simple and three complex / compound sentences** describing the picture below.



1. _____
2. _____
3. _____
4. _____
5. _____

