



نموذج امتحان الفصل الدراسي الأول 2009 - 2010 م

Name_____ Grade 11 Section_____ Date_____

Section 1 – Reading Comprehension (30 points)

Reading 1 - Read the text and then answer the following questions:
(7 questions – 1 point each)



Rotating wheels on BENCH GRINDERS can snag, cut, dismember, and entrap, causing serious injury or death.

- Use shields or other safeguards to protect personnel.
- Adjust work rests within 1/8" and tongues within 1/4" of wheels for OSHA and ANSI compliance.
- Use hand tools when grinding small workpieces.
- Keep hands and body clear while operating.
- Restrain loose clothing and long hair.
- Do not wear jewelry.

Flying chips, sparks, coolant, and other particles can cause serious injury or death.

- Use shields or guards to protect personnel.
- Always wear personal protective equipment.

Lock out power before servicing.

This sign is not intended to cover all safety hazards.

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1. Rotating wheels are dangerous because they are -----.
 - a. on benches
 - b. easy to use
 - c. very sharp
 - d. very heavy

2. Which of the following **is not** one of the given instructions?
 - a. Use any of the tools to remove the malfunctioning wheel
 - b. Use shields or other safeguards to protect personnel
 - c. Keep hands and body clear while operating
 - d. Do not wear jewelry

3. This extract is important to workers because it -----.
 - a. tells them about work hours
 - b. explains why they should work faster
 - c. warns them against danger
 - d. describes how to leave the job

4. Shields are used to -----.
 - a. warn workers against all risks
 - b. Keep workers out of harm or injury
 - c. keep hands clean and visible
 - d. switch off the power source

5. The above text is mainly -----.
 - a. a machine manual
 - b. an advertisement brochure
 - c. a warning sign
 - d. a book cover

6. Which of the following words is an adjective?
 - a. protect
 - b. protective
 - c. protection
 - d. To protect

7. When should workers **normally** lock out power?
 - a. before and after breakdowns
 - b. only before breakdowns
 - c. only after breakdowns
 - d. when there are no breakdowns

Reading 2 - Read the passage and then answer the following questions:
(11 questions – 1 point each)

	7
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1. Foxes are wild mammals belonging to the dog family, which have pointed faces and ears, wide furry tails and often reddish-brown furs. **Foxes** usually live in the wild where they can hunt. These animals are **carnivores**. That is, they kill their prey and eat their flesh. They normally have a **multi-link** food chain.
 2. A fox would eat any smaller and some bigger animals he could possibly get. At the top of his own food chain, it would eat a **rattlesnake** for example. Although snakes are so dangerous that they might kill any animal within seconds, a fox has a special technique which helps overcome a snake's rapid response. It holds a snake's neck with its powerful jaws. Thus, a snake **loses** its ability to attack the fox with its powerful poison.
 3. In turn, a normal snake would **grab** a bird for lunch. Once it grabs its prey, the snake starts to swallow it. It takes a long time to **swallow** the whole prey body. To do this, the snake opens its mouth to the full and their elastic body-muscles help push the poor bird into the stomach of the snake.
 4. When birds feed, they would normally gobble up a few bugs, some creepies, crawlies, slimies and slugs. These are all insects that most people find disgusting. Yet birds enjoy feeding on them and normally pick them up and fly to feed their babies in their nests.
 5. These insects, in turn, nibble on the leaves of plants for hours before they are spotted by birds and become a delicious breakfast.
 6. Plants are usually at the bottom of most food chains. When animals such as foxes die, their bodies rot, decay and mix with the soil. Plants absorb water and nutrients from the soil and use the sun rays for **photosynthesis**.
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8. "These animals are **carnivores**." In this sentence, the word **carnivores** means animals that eat ---
 -----.
 a. plants.
 b. plants and other animals
 c. other animals.
 d. anything they get.
 9. What does the prefix "**multi**" mean in the word "**multi-link**" in the following sentence? "They normally have a **multi-link** food chain."
 a. one
 b. no
 c. many
 d. none
 10. The main idea in the whole text is that foxes-----.
 a. have snakes for dinner.
 b. live in the wild to eat snakes
 c. have a multi-link food chain.
 d. Have to kill to live.
 11. "**Foxes** usually live in the wild where they can hunt." The use of "**es**" at the end of the word **Foxes** in the sentence means that the word is -----.
 a. a verb that has a singular subject
 b. a plural noun
 c. a singular noun
 d. an adjective

12. "In turn, a normal snake would **grab** a bird for lunch." **Grab** is a verb which means to
- catch
 - make
 - eat
 - decay
13. "It takes a long time to **swallow** the prey." **Swallow** means to -----.
- catch and cut into pieces
 - make it go deep down the throat
 - eat in small bites
 - throw out of the mouth
14. According to the text who eats what?
- Plants eat insects
 - Insects eat birds
 - Birds eat insects
 - Plants eat foxes
15. "At the top of his own food chain, it would eat a **rattlesnake** for example." The two words **rattle** and **snake** in the sentence are combined to tell the readers -----.
- what the snake does.
 - what the snake looks like
 - where the snake comes from
 - where the snake lives
16. Where does the following sentence BEST FIT in the text? "An example of such disgusting insects would be sticky ones like caterpillars."
- Paragraph #3
 - Paragraph #4
 - Paragraph #1
 - Paragraph #6
17. Why is the phrase **In turn** necessary at the beginning of paragraph # 3?
Because it -----.
- suggests the sequence of feeding within the food chain
 - shows the order in which insects are mentioned in the text
 - shows the result of feeding on plants in the right order
 - suggests the sequence in which animals die in the wild
18. Herbivores are animals which eat only plants. If you were to add a paragraph about them, where would it BEST FIT? It fits after paragraph # -----
- 3
 - 6
 - 2
 - 4

Reading 3 - Read the passage and then answer the following questions:
(12 questions – 1 point each)

	11
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Good morning, everybody. Firstly, I would like to thank the headmaster for inviting me to speak on road safety in conjunction with "Road **Safety** Week".

Lately, there have been many road accidents in our district. In most cases, they occurred due to **carelessness** and **recklessness**: speeding, flouting traffic rules, driving vehicles which were not roadworthy and driving under the influence of drugs or alcohol.

Last week alone, we received about four accident reports per day, with most of the accidents occurring during dusk and peak hours. Out of these, more than half were serious, in which victims had to be hospitalized.

Many of you present here already have driving **licenses** and the rest will get yours soon. What I want to impress upon you today is that you must make road safety your top priority. Do not take your driving license as a license to kill or to use roads as you like.

Drive or ride carefully and be considerate to other road users. When you are on the road, observe traffic rules and road ethics. Above all, be alert and keep calm. There may be times when you have to give way to other vehicles or let cars overtake you. Do not take this as an insult or a challenge to your pride. It could lead to violence on the road.

I know some youngsters enjoy the thrill of speeding and testing the capability of their machines. They enjoy listening to the revving of their bikes, riding at **breakneck** speed and overtaking vehicles dangerously. Tell me, what do you get by speeding? Well, you may reach your destination faster but how much faster? One minute? Two? Is it worth the risk of being involved in accidents or worse still, being maimed or killed? It's not worth it -- not worth the few minutes you gain at your destination, not worth the extra money maintaining your vehicle and definitely not worth your life.

Common sense should prevail at all times. These are some practical rules on road safety you should always bear in mind.

19. The targeted audience for this speech is -----.
- Teachers
 - The public
 - Primary school students
 - Secondary school students
20. Why was the speaker invited to speak on road safety?
- It was "Road safety Week".
 - He is an expert in this field.
 - He had received many accident reports.
 - There had been many accidents near the school.
21. What part of speech is the word **safety** as in the title "Road **Safety** Week"?
- noun
 - verb
 - adverb
 - adjective

22. What does the suffix **-ness** mean in the words **carelessness** and **recklessness**?
- state
 - action
 - process
 - condition
23. What is the meaning of the word **licences** as used in this phrase “ driving **licences**”?
- freedom
 - authority
 - document
 - permit
24. Road users can show that they are considerate on the road by -----.
- driving too slowly
 - driving cautiously
 - driving only on the left
 - hogging the road
25. The speaker is most probably a -----.
- police officer
 - career guidance teacher
 - member of the Red Crescent Society
 - secondary school teacher
26. What is the meaning of the word **breakneck** as in the phrase “riding at **breakneck** speed”?
- very fast
 - very slow
 - very wide
 - very broken
27. Which of the following words can be a noun?
- influence
 - lately
 - enjoy
 - always

Complete the chart to identify the reasons given for many road accidents:

Driving vehicles that are not road worthy
28. Flouting__ traffic rules_____
29. __ speeding_____
30. Driving under the influence of _drugs_____ and __ alcohol_____ any order acceptable
Carelessness and recklessness

Section 2 – Writing (40 Points)

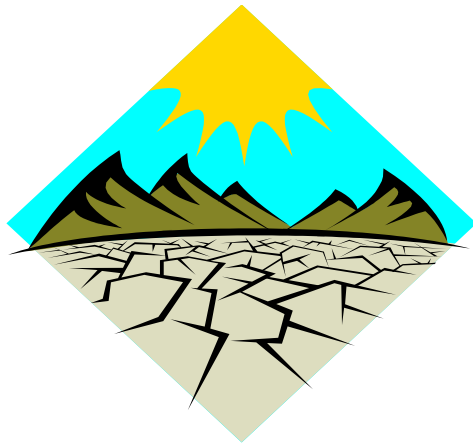
	12
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Writing Sentences

Study the pictures and then write 2 simple sentences and 3 compound sentences about them. (15 points, 3 point each)

Look at the two pictures below. They show an event. You will write five (5) sentences describing the event shown in the two pictures. Three (3) of the sentences should tell what happened **BEFORE** the action in picture #1. Two (2) sentences should tell what happened **AFTER** the action in picture #2.

Your sentences will be marked on vocabulary, grammar, and ability to express meaning.



Picture #1



Picture #2

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

	15
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Writing a Composition – Write a story of about 150 – 200 words using the information below.
(25 points)

Imagine that you had been asked to write a story about a Thunder Storm survivor for a famous magazine.

Make sure your story has a beginning, middle, and end and raises the reader's interest about the events.

Pay attention to content, organization, grammar, vocabulary, punctuation, and spelling.

Use these interview questions to help you write your story:

1. Who was involved? -----
2. Where did the incident happen? -----
3. What happened? -----
4. How did everything turn out? -----
5. How did you feel? -----

Write your plan here

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Write your plan here

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Write your Story here اكتب الموضوع هنا

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