

التاريخ: 2019/03/03

المدة: 02 سا

المادة: اللغة الإنجليزية

المستوى: الأول ثانوي

## اختبار الفصل الثاني

### Read the text carefully and to the activities :

Do you want to be a better reader ? Turn off the television ! a recent study found that kids younger than 10 spend about two hours a day watching TV, playing video games, or using computers. That is about the same amount of time they spend with a book ! the study which was released on Tuesday included more than 1.000 parents of kids between the ages of 4 and 10 years.

Spending a lot of time on the computer, watching TV or playing video games can make it hard to get better at reading. Kids who live in homes where the TV is on most of the time are less likely to be able to read by age 6.

Reading is still popular, though. Almost 80 percent of kids under 6 are exposed to books. In fact, researchers say kids spend an average of 49 minutes a day with a book. And what is the average amount of time spent in front of the TV or computer ? About 2 hours and 22 minutes.

Victoria Rideout, a researcher for the study, says : « kids, who watch TV, use computer, and play video games will have an advantage in their lives. » « media can help their learning but there are disadvantages, too. » she adds.

Dr. Henry Shapiro studies kids' development and behaviours. He says : " reading, playing with toys, and talking with others is much better for kids' learning than watching TV ". He also says : " there is a good side of TV, computers and video games; kids are home, safe, they are learning things ".

Adapted from [www.timeforkids.com](http://www.timeforkids.com) Oct 31 st 2017

### a) Reading comprehension: (08 pts)

#### 1) Choose the correct answer

The text is taken from: A) A newspaper article .

It is about: B) a website article.

A) Proving that reading is the best way to learn.

B) Proving that media are the best way to learn.

## 2) Answer bey true or fals:

- 1) Children spend less time watching TV than reading.
- 2) According to rideout media has disadvantages only.
- 3) TV affects children's reading habits.
- 4) Dr . Shapiro is totally convinced that TV is bad.

## **3) Answer the folloing question from the text:**

- a) When was the case study released?  
.....
- b) How many parents were included in the case study?  
.....
- c) What was the age of their children?  
.....
- d) What is the affect of media on the children?  
.....

## **4) In which paragraph is it mentioned that reading is much better for children's learninge than watching TV?**

## **5) Who or what do the underlined words refer to in the texte?**

They(§1).....Their(§4).....she(§4).

## **B) TEXT EXPLORATION: (7 pts)**

### **1) Find in the text words closest to the folloing:**

Children.....difficult.....

### **2) Complete the folloing chart**

| Verb    | Noun   | Adjective  |
|---------|--------|------------|
| To hope | .....  | .....      |
| .....   | Advice | .....      |
| .....   | .....  | apologised |

### **3) Rewrite sentence"B" so as it means the same as sentence"A"**

4)

1) –A- Dr.Shapiro says:" there is a good dide of TV, computer and video game; kids are hom, saf, they are learning things."

1) - B- Dr.Shapero said.....

2) – A- The researchers enquire: " what is the average amount of time spent in front of the TV or computer?."

2) – B- The researchers enquired .....

3) - A – Cheadked me: “Doyounwant to be a better reader?.”

3) - B – She asked me .....

**4) Mark the stressed syllable of each word in the folloing list.**

Operation - Strategic - Proverbial - Comedian

**5) Fill in the gaps with:** Waching – than – pictur – both.

We can learn a lot from.....books and televition.Howaver, Iprefer .....  
televition because it is mor relaxing .Mpreover, you have the sound and the .....  
which help you understand better. Therefore, I spend more time wachi,g TV .....  
reading books.

**c) WRETEN EXPRESSION: ( 05 pts)**

Coose one of the folloing topics

**Topics one:** Use the folloing questionnaire results to write a report aboutteenagers’  
reading habits.

**Reading habits- Questuionnaire results**

**Number of informants:** 68 ( boys : 34 Girls :34)

**Age:** 15 – 20

**Favourite readin:** Boys: adventur stories (23) – detective stories (9)- newspapers (03)  
Girs: romences (20)- fairy tales (03)- novels (06)- magazines (05)

**Kind of rubrics ( newspaper/magazines):**

Bys: sports events (32)- politics and world news (02)

Girls: hososcope (01)- celebrities’page (33)

**Boys and giris have the same reading habits:** Yes ( ) No ( \* )

**Topic tow:** write a short paragraph in wich you explain the effects the social medea have  
on student’s school achievements.

**Good Luck**

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## تصحيح اختبار الفصل الثاني

### Part one: reading comprehension

#### A) Comprehension

| Ansers                                                                                                                                                                                                                                                                                                  | Points  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>1) Chgoosig the right anszer:</b><br>a) The text is: a web article<br>b) It is about: children, media reading<br>c) The text aims at: proving that reading is the best way to learn.                                                                                                                 | 1.5 pts |
| <b>2) True/ False.</b><br>a) False<br>b) False.<br>c) True<br>d) False                                                                                                                                                                                                                                  | 02 pts  |
| <b>3) Answering the questions:</b><br>a) The survey was released on Tuesday(Oct 17 th,2017).<br>b) 1000 parents were included in the case study.<br>c) Children were between 4 and 10 years old.<br>d) The effect that media can have on children Is that it can make it hard to get better at reading. | 02 pts  |
| <b>4) The idea is mentioned in the fifth paragraph.</b>                                                                                                                                                                                                                                                 | 01 pts  |
| <b>5) Reference words:</b><br>The (§1) → kids younger than 10, Their (§4) → kids'lives<br>She ( §4) → victoria Rideout.                                                                                                                                                                                 | 1.5 pts |

## **B) Text exploration:**

| <b>1) Finding words closest in meaning to the folloaing:</b><br>Children ( §1 ) = kids                      Difficult( §2 ) = hard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 0.5 pts |            |           |         |      |         |           |        |           |              |         |            |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------|-----------|---------|------|---------|-----------|--------|-----------|--------------|---------|------------|---------|
| <b>2) Completing the chart:</b> <table><tr><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>To hope</td><td>hope</td><td>hopeful</td></tr><tr><td>To advise</td><td>advice</td><td>advisable</td></tr><tr><td>To apologize</td><td>apology</td><td>apologised</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Verb    | Noun       | Adjective | To hope | hope | hopeful | To advise | advice | advisable | To apologize | apology | apologised | 1.5 pts |
| Verb                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Noun    | Adjective  |           |         |      |         |           |        |           |              |         |            |         |
| To hope                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | hope    | hopeful    |           |         |      |         |           |        |           |              |         |            |         |
| To advise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | advice  | advisable  |           |         |      |         |           |        |           |              |         |            |         |
| To apologize                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | apology | apologised |           |         |      |         |           |        |           |              |         |            |         |
| <b>3) Rewriting sentence “b” so as it means it means the same as sente-<br/>nce “a”</b><br><b>1.a)</b> Dr Shapiro says: “ there is a good side of TV, computer and video games; kids<br>are home, safe, they are learning thing”.<br><b>1.b)</b> Dr Shapiro said that there was a good sid of TV, computers and video<br>games; kids were home, safe, they were learning things.<br><b>2.a)</b> The researchers enquire: “ What is the average amount of time spent in front of<br>the TV.<br><b>2.b)</b> The researchers enquired what was the avarage amount of time spent in front of<br>TV.<br><b>3.a)</b> She asked me: “ Do you want to be a better reader ?”<br><b>3.b)</b> She asked me if / whether I wanted to be better reader. | 3 pts   |            |           |         |      |         |           |        |           |              |         |            |         |
| <b>4) Marking the stressed syllable of each word in the list.</b><br>Operation – Strategic – proverbial - comedian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 01 pts  |            |           |         |      |         |           |        |           |              |         |            |         |
| <b>5) Fille in the gaps:</b><br>We can learn a lot from <b>both</b> books<br>andtelevision. However, I prefer<br><b>Watching</b> television because it is<br>mor relaxing. Moreover, you hane<br>the sound and the <b>picture</b> which<br>help you understand better.<br>Therefore, I spend more time<br>watching TV <b>than</b> reading books.                                                                                                                                                                                                                                                                                                                                                                                           | 01 pts  |            |           |         |      |         |           |        |           |              |         |            |         |
| <b>Part two:</b> Written Expression<br><b>Topic One:</b> Using the questionnaire results to write a report about teenagers<br>reading.<br><b>Topic Two:</b> Writing a short paragraph shedding light on the effects that social<br>media have on student’ school achievements.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |            |           |         |      |         |           |        |           |              |         |            |         |