

إجابة النموذج التدريبي لامتحان مادة اللغة الانجليزية الفصل الدراسي الثاني للصف الثاني عشر
للقسمين العلمي والأدبي للعام الدراسي 2012 / 2013 م

I. Reading

Text 1

1. a (report)
2. d (noun)
3. a (Irrigation systems)
4. a (importance)
5. d (structure)
6. c (hide)
7. c (use Arabic words)
8. b (official)
9. b (Paragraph 2)
10. c (Transport)

Text 2

11. c (home and restaurant)
12. a (clean)
13. d (adjective)
14. b (consider diet factors)
15. a (provide)
16. d (take time and effort)
17. c (health)
- 18 - 19 - 20 (In any order)
- parking
- waiting (for a table and service)
- driving (back home)

II. Writing

1. Sentence Writing

Please follow the rubrics.

Every sentence gets 3 marks: 0 or 1 for Meaning, 0 or 1 for Vocabulary, 0 or 1 for Grammar

	Meaning	Vocabulary	Grammar
	A complete sentence that has meaning related to the prompt.	Accurate and specific word choice that fully describes the picture, the situation, the cause and effect.	Gender, pronouns, person agreement, tense, plural, etc., must all be correct.
Correct	1	1	1
Incorrect	0	0	0

Remarks:

- * If all the sentences are simple, the first TWO Correct Sentences get full marks and the other THREE sentences half of the mark even if correct.
- * If all or most of the sentences are compound or complex, give full marks for each CORRECT sentence.
- * Any written piece that might reflect any of the following will be scored Zero:
 - Canned (sentences/ essays)
 - Romanized Arabic (sentences/ essays)
 - Memorized (sentences/ essays)
 - Clichés (sentences/ essays)
 - Copying the prompts or chunks from other parts of the text

2. Writing Essay

Points	Content*	Grammar & Syntax	Vocabulary	Organization	Spelling/Punctuation
5	Writes with a clear purpose. A range of ideas that are well structured.	Writes using a combination of sentences – simple, compound and complex where meaning is clear. Maybe be some minor errors.	A wide range of accurate and appropriate word choices that fully express complete ideas. May use idioms.	Logical sequence introduction, body, conclusion Ideas supported in the body of the text.	Uses sentence level punctuation most of the time. Spells complex words correctly most of the time. Spelling of common words is consistently correct.
4	Writes with some understanding of purpose. Presents some ideas on the topic.	Writes using simple sentences. Meaning is mostly clear.	Appropriate vocabulary used but not always clear.	Uses paragraphs with some sequence and organization evident but lacks an element e.g. introduction or conclusion.	Uses some sentence level punctuation e.g. commas. Spells complex words correctly intermittently. Spelling of common words is correct.
3	Presents one idea within the topic with some elaboration.	Writes with some errors of tenses, prepositions, pronouns, subject/verb agreement.	Simple vocabulary choices. Common words used appropriately.	Uses paragraphs with some sequence evident e.g. within the body only.	Uses capital letters and full stops. Spells some common words correctly.
2	Presents only one idea within the topic without any elaboration. Content limited.	Writes simple sentences with some confusion.	Simple vocabulary used appropriately sometimes.	Sequence is not clear.	Punctuation sometimes used correctly. Spelling interferes with meaning.
1	Content vaguely address the topic or question.	Writes a list of words with a little / very confusing meaning.	Limited expression / repeated structures and vocabulary.	Sequence is not evident, could be a list of words.	Capital letters and full stops not used. Spelling interferes with meaning.
0	Non Attempt / Off-point				

* Any written piece that might reflect any of the following will be scored Zero (0 Point):

- Canned (sentences/ essays)
- Romanized Arabic (sentences/ essays)
- Memorized (sentences/ essays)
- Clichés (sentences/ essays)
- Copying the prompts or chunks from other parts of the text

The End