

تدريبات استيعاب مقروء متقدمة حول الطبيعة والبيئة



تم تحميل هذا الملف من موقع المناهج الإماراتية

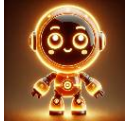
موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر المتقدم ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-10-31 14:42:31

ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثاني عشر المتقدم



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثاني عشر المتقدم والمادة لغة انجليزية في الفصل الأول

نماذج تدريبات استيعاب القراءة المتقدمة

1

تدريبات القراءة المتقدمة لتطوير مهارات التحليل

2

تدريبات مهارات التلخيص والمقارنة

3

تمارين قواعد المتقدمة

4

تحدي متاهة المفردات الإنجليزية

5

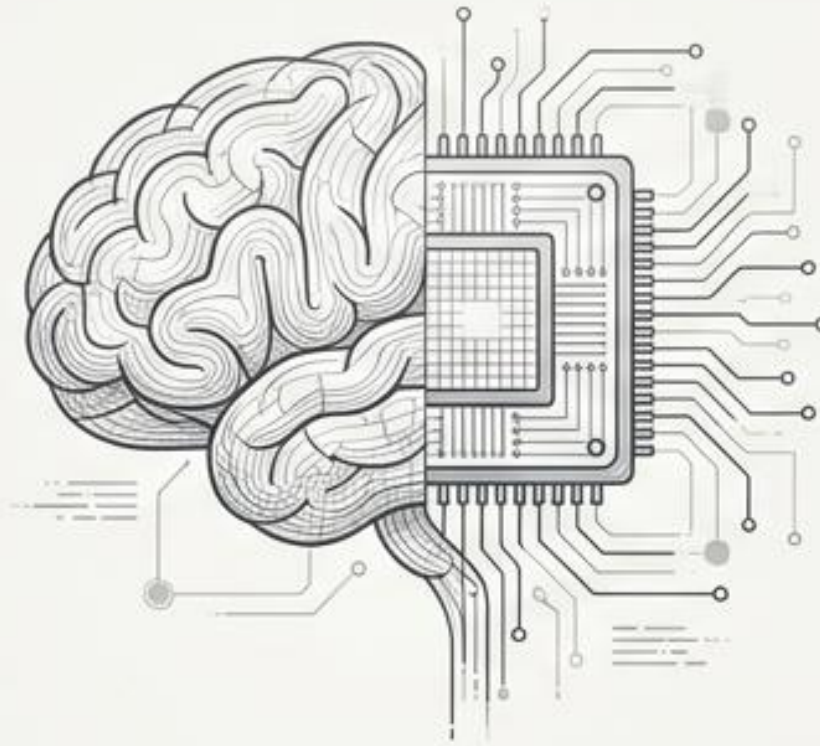
تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

Advanced Reading Comprehension: Pushing Human Boundaries

Diagnostic Assessment File v2.0



- This dossier contains 3 distinct research texts.
- You will be challenged with 24 multiple-choice questions (8 per text).
- Read carefully. No answers are provided in the testing modules.
- The sealed Answer Key is located exclusively on the final page of this document.



CASE FILE 01: THE BIOLOGICAL BOUNDARY

Reading Comprehension – Text 1

The study of human identity has long been dominated by the debate between nature and nurture. Are our personalities hardwired from birth, or do they develop through our surroundings? The famous case of the “Jim twins”—Jim Springer and Jim Lewis, identical twins separated at birth—provided unprecedented insight into this question. Despite being raised in completely different environments, both men grew up to exhibit astonishingly similar behaviors, interests, and even shared specific traits like choice of career.

However, geneticists warn against oversimplifying these findings. A single gene does not determine a complex personality characteristic like shyness, optimism, or thrill-seeking. Instead, the genetic contribution to personality is incredibly complicated, involving networks of genes interacting with one another. Furthermore, our environment plays a crucial role in activating or suppressing these genetic predispositions. Close family and relatives, friendships, teachers, and pleasant or unpleasant life experiences all mold our behavior. Even our physical surroundings, such as the town, neighborhood, or nature we grow up in, leave a lasting imprint on our identity. Ultimately, twin studies aim to identify the exact balance of influence between the genetics we inherit and the education and experiences we encounter throughout our lives.



Reference: Case File 01



CASE FILE 01: THE BIOLOGICAL BOUNDARY Reading Comprehension - Text 1

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However, geneticists warn against complex personality characteristic like contribution to personality is incredibly another. Furthermore, our environment predispositions. Close family and experiences all mold our behavior. or nature we grow up in, leave the exact balance of influence between experiences we encounter throughout

Question 1:

What is the primary purpose of this passage?

- ☐ A) To argue that environmental factors are more important than genetics.
- ☐ B) To explain how the "Jim twins" proved that genetics control our entire lives.
- ☐ C) To discuss the complex interaction between genetics and environment in forming human identity.
- ☐ D) To detail the specific genes responsible for traits like optimism and shyness.

Question 2:

According to the passage, which of the following is TRUE regarding complex personality characteristics?

- ☐ A) They are usually determined by a single, identifiable gene.
- ☐ B) They are unaffected by a person's physical surroundings.
- ☐ C) They are solely the result of education and pleasant experiences.
- ☐ D) They result from incredibly complicated networks of genes interacting together.

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CASE FILE 01: THE BIOLOGICAL BOUNDARY Reading Comprehension - Text 1

The study of human identity has long been dominated by the debate between nature and nurture. Are our personalities hardwired from birth, or do they develop through our surroundings? The famous case of the "Twin Town" - Joss Springer and Jim Lewis, identical twins separated at birth - provided unprecedented insight into this question. Despite being reared in completely different environments, both men grew up to exhibit astonishingly similar behaviors, interests, and even shared specific traits like choices of career.

However, geneticists warn against oversimplifying these findings. A single gene does not determine a complex personality characteristic like shyness, optimism, or loyalty. Instead, the genetic contribution to personality is incredibly complicated, involving networks of genes interacting with one another. Furthermore, our environment plays a crucial role in activating or suppressing these genetic predispositions. Close family and relationships, education, and life experiences all mold our behavior. Even our physical surroundings, such as the town, neighborhood, or nature we grow up in, leave a lasting imprint on our identity. Disturbingly, twin studies tend to identify the exact balance of influence between the genetic we inherit and the experiences we encounter throughout our lives.

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Question 3:

In paragraph 1, what does the word “insight” most closely mean in the context of the sentence?

- ☐ A) A deep understanding of a complex situation
- ☐ B) A sudden feeling of anxiety or stress
- ☐ C) A physical observation of a laboratory experiment
- ☐ D) A rejection of a previously accepted scientific theory

Question 4:

Based on the passage, what can be inferred about identical twins raised in completely different towns?

- ☐ A) They will develop entirely different personalities due to the change in surroundings.
- ☐ B) They may still share similar interests and behaviors despite their different environments.
- ☐ C) They will have different genetic networks but similar educational experiences.
- ☐ D) They will inevitably choose the exact same career path regardless of their teachers.

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CASE FILE 01: THE BIOLOGICAL BOUNDARY Reading Comprehension - Text 1

The study of human identity has long been dominated by the debate between nature and nurture. Are our personalities hardwired from birth, or do they develop through our surroundings? The famous case of the "Jim twins" - Gus Springer and Jim Lewis, identical twins separated at birth - provided unprecedented insight into this question. Despite being reared in completely different environments, both men grew up to exhibit astonishingly similar behaviors, interests, and even shared specific traits like choices of career.

However, geneticists warn against oversimplifying these findings. A single gene does not determine a complex personality characteristic like shyness, curiosity, or loyalty. Instead, the gradual contribution to personality is incredibly complicated, involving networks of genes interacting with one another. Furthermore, our environment plays a crucial role in activating or suppressing these genetic predispositions. Close family and relationships, for example, can nurture and suppress certain traits. Experiences all mold our behavior. Even our physical surroundings, such as the town, neighborhood, or nature we grow up in, leave a lasting impact on our identity. Distinctly, our studies seek to identify the exact balance of influence between experiences we encounter throughout our lives.

However, geneticists warn against complex personality characteristic like contribution to personality is incredibly another. Furthermore, our environment predispositions. Close family and experiences all mold our behavior. or nature we grow up in, leave the exact balance of influence between experiences we encounter throughout

Question 5:

The author mentions "town, neighborhood, or nature" in the second paragraph primarily to provide examples of:

- ☐ A) Genetic predispositions
- ☐ B) Physical surroundings that influence identity
- ☐ C) Behaviors shared by the "Jim twins"
- ☐ D) Networks of interacting genes

Question 6:

Which of the following is NOT explicitly mentioned in the text as an environmental factor that shapes behavior?

- ☐ A) Friendships
- ☐ B) Teachers
- ☐ C) Dietary habits
- ☐ D) Close family and relatives

Reference: Case File 01



CASE FILE 01: THE BIOLOGICAL BOUNDARY Reading Comprehension - Text 1

The study of human identity has long been dominated by the debate between nature and nurture. Are our personalities hardwired from birth, or do they develop through our surroundings? The famous case of the "Twin totem" - Sus Springer and Ilse Lohwig, identical twins separated at birth - provided unprecedented insight into this question. Despite being reared in completely different environments, both women grew up to exhibit remarkably similar behaviors, interests, and even shared specific traits like choices of career.

However, geneticists warn against oversimplifying these findings. A single gene does not determine a complex personality characteristic like introversion, or the ability to connect. Instead, the gradual contribution to personality is incredibly complicated. Interacting networks of genes interacting with our environment. Furthermore, our environment plays a critical role in activating or suppressing these genetic predispositions. Close family and experiences all mold our behavior. Even our physical surroundings, such as the home, neighborhood, or where we grew up, leave a lasting impact on our identity. Ultimately, it is the interplay between the genetic predispositions we inherit and the experiences we encounter throughout our lives.

However, geneticists warn against complex personality characteristic like contribution to personality is incredibly another. Furthermore, our environment predispositions. Close family and experiences all mold our behavior. or nature we grow up in, leave the exact balance of influence between experiences we encounter throughout

Question 7:

In the sentence “activating or suppressing these genetic predispositions,” what does the word “these” refer to?

- ☐ A) The physical surroundings mentioned earlier
- ☐ B) The identical twins separated at birth
- ☐ C) The networks of genes interacting with one another
- ☐ D) The educational experiences encountered in school

Question 8:

What broad conclusion does the author draw regarding human identity?

- ☐ A) It is defined exclusively by the DNA inherited from our parents.
- ☐ B) It is a balance of inherited genetics and lifetime experiences.
- ☐ C) It cannot be understood through the study of identical twins.
- ☐ D) It changes so rapidly that scientific observation is impossible.



CASE FILE 02: THE ATTENTIONAL BOUNDARY

Reading Comprehension – Text 2

For decades, modern society has celebrated the ability to perform multiple demanding tasks simultaneously. However, neuroscientists have uncovered a surprising truth: very few people can actually multitask. When most individuals believe they are multitasking, their brains are not processing parallel streams of information. Instead, they are rapidly shifting their attention back and forth from one thing to another, creating the mere impression that they are able to do two things at the same time.

A landmark 2010 study conducted by the University of Utah investigated the limits of human attention by observing participants' driving abilities while they attempted to do other things—specifically, memorize words and solve math problems. The results were stark. Researchers found that 97.5 percent of the 200 participants showed a significant decrease in both their driving abilities and memory skills when multitasking. The study proved that for the vast majority of people, combining demanding tasks causes performance to suffer across the board. Curiously, researchers identified a statistical anomaly: a tiny handful of individuals, making up just 2.5 percent of the group, showed no decline in performance. A few of them even showed improved performance when the tasks were combined. Scientists dubbed this rare group of individuals “supertaskers.”

Reference: Case File 02



CASE FILE 02: THE ATTENTIONAL BOUNDARY

Reading Comprehension – Text 2

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Question 9:

According to the first paragraph, what is actually happening when most people think they are multitasking?

- ☐ A) They are processing parallel streams of information perfectly.
- ☐ B) They are permanently expanding their brain's cognitive capacity.
- ☐ C) They are rapidly shifting their attention between different tasks.
- ☐ D) They are ignoring all environmental stressors around them.

Question 10:

What specific secondary tasks were participants in the 2010 University of Utah study asked to perform while driving?

- ☐ A) Send text messages and read emails
- ☐ B) Memorize words and solve math problems
- ☐ C) Listen to music and watch computer-based videos
- ☐ D) Search the internet and talk on a cell phone

Reference: Case File 02



CASE FILE 02: THE ATTENTIONAL BOUNDARY

Reading Comprehension - Text 2

For decades, modern society has celebrated the ability to perform multiple demanding tasks simultaneously. However, neuroscientists have uncovered a surprising-- very few people can actually multitask. When most individuals believe they are multitasking, their brains are actually processing parallel streams of information. Instead, they are rapidly shifting attention back and forth from one thing to another, creating the mere impression that they are able to do two things at the same time.

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Question 12:

What was the observed effect of multitasking on 97.5 percent of the participants in the Utah study?

- ☐ A) Their driving ability improved, but their memory skills decreased.
- ☐ B) Their memory skills improved, but their driving ability decreased.
- ☐ C) They showed a significant decrease in both driving abilities and memory skills.
- ☐ D) They showed no measurable change in any of their cognitive abilities.

Question 12:

How did researchers define "supertaskers" in the context of the study?

- ☐ A) The 97.5 percent of people who can rapidly shift their attention.
- ☐ B) The individuals who refused to participate in the memory exercises.
- ☐ C) The 2.5 percent of individuals who showed no decline in performance when combining tasks.
- ☐ D) People who can drive for long hours without experiencing physical fatigue.

Reference: Case File 02



CASE FILE 02: THE ATTENTIONAL BOUNDARY

Reading Comprehension - Text 2

For decades, modern society has celebrated the ability to perform multiple demanding tasks simultaneously. However, neuroscientists have uncovered a surprising—very few people can actually multitask. When most individuals believe they are multitasking, their brains are actually processing parallel streams of information. Instead, they are rapidly shifting attention back and forth from one thing to another, creating the mere impression that they are able to do two things at the same time.

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Question 13:

In the phrase "giving them the impression they are able to do two or more things at the same time," the word "them" refers to:

- ☐ A) The neuroscientists conducting the study
- ☐ B) Most individuals who believe they are multitasking
- ☐ C) The rare exception of "supertaskers"
- ☐ D) Parallel streams of information

Question 14:

It can be inferred from the passage that if a standard driver (part of the 97.5%) attempts to solve a complex math problem while merging onto a highway, they will likely:

- ☐ A) Complete the math problem faster than if they were sitting still.
- ☐ B) Experience a drop in performance in either driving, the math problem, or both.
- ☐ C) Temporarily become a "supertasker" due to the high-stress environment.
- ☐ D) Shift their attention so flawlessly that neither task is negatively affected.

Reference: Case File 02



CASE FILE 02: THE ATTENTIONAL BOUNDARY

Reading Comprehension - Text 2

For decades, modern society has celebrated the ability to perform multiple demanding tasks simultaneously. However, neuroscientists have uncovered a surprising—very few people can actually multitask. When most individuals believe they are multitasking, they are actually processing parallel streams of information. Instead, they are rapidly shifting attention back and forth from one thing to another, creating the mere impression that they are able to do two things at the same time.

A landmark 2010 study conducted by the University of Utah investigated the limits of human attention by having participants perform a series of tasks simultaneously: driving a car, solving math problems, and memorizing words. The results were stark. Researchers found that 97% of participants showed a significant decrease in both driving abilities and memory recall when multitasking. The study proved that for the vast majority of people, claiming to multitask is a performance to fool oneself. Curiously, researchers identified a statistical anomaly: a tiny handful of individuals, making up just 2.3 percent of the group, showed no decline in performance, and for them even showed improved performance when the tasks combined. Scientists labeled this rare group of individuals "supertaskers."

Question 15:

Which of the following would be the most appropriate alternative title for this text?

- ☐ A) The Benefits of Daily Multitasking
- ☐ B) How to Become a Supertasker
- ☐ C) The Illusion of Doing It All
- ☐ D) Advances in Modern Mathematics

Question 16:

How does the author present the relationship between modern society's view of multitasking and the scientific reality?

- ☐ A) As a total agreement between public belief and scientific data
- ☐ B) As a contradiction where public celebration masks a neurological limitation
- ☐ C) As a historical mystery that neuroscientists are unable to solve
- ☐ D) As a temporary phase before technology eventually allows everyone to multitask

CASE FILE 03: THE ENVIRONMENTAL BOUNDARY

Reading Comprehension – Text 3

In the digital age, humans are constantly bombarded by an unprecedented volume of information. Multitasking is no longer just a workplace demand; it is an environmental stressor fueled by our media habits. Despite the common belief that doing several things at once saves time, multitasking is highly inefficient and intensely stressful to the human brain. When you constantly interrupt yourself by switching from task to task, you fragment your attention. Consequently, you lose time, your concentration suffers, and your capacity for learning slows down significantly.

Research on university students' media multitasking has revealed troubling, counterintuitive patterns. In these studies, media included print, television, computer-based videos like YouTube, music, video games, email, texting, and web surfing. Logically, one might assume that students who practice heavy media multitasking in various combinations would develop a greater competency for it. However, studies indicate the exact opposite. Heavy multitaskers were found to be less competent at doing several things at once than light multitaskers. Even though individuals may try to force their brains to adapt to constant interruptions, the brain simply does not get used to it. The bottom line is clear: spending time multitasking does not make you better at it—in fact, it causes an active decrease in your cognitive effectiveness.



CASE FILE 03: THE ENVIRONMENTAL BOUNDARY

Reading Comprehension – Text 3

In the digital age, humans are constantly bombarded by an unprecedented volume of information. Multitasking is no longer just a workplace; it is an environmental stressor fueled by our media habits. Despite the common belief that doing several things at one time, multitasking is highly inefficient and intensely stressful to the human brain. You constantly interrupt yourself by switching from task to task, you fragment attention. Consequently, you lose time, your concentration suffers, and your capacity for learning slows down significantly.

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Question 17: What is the central argument of the passage regarding multitasking?

- ☐ A) It is a highly efficient way to manage workplace demands.
- ☐ B) It is an inefficient, stressful habit that the brain does not adapt to.
- ☐ C) It is a skill that can be perfected through heavy media consumption.
- ☐ D) It is only harmful to university students, not working professionals.

Question 18: According to the text, what happens when a person constantly interrupts themselves by switching tasks?

- ☐ A) Their capacity for learning accelerates.
- ☐ B) Their brain develops parallel processing abilities.
- ☐ C) Their attention becomes fragmented and they lose time.
- ☐ D) Their concentration improves due to increased stimulation.

CASE FILE 03: THE ENVIRONMENTAL BOUNDARY

Reading Comprehension – Text 3

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Question 19: Which of the following lists of media types were explicitly mentioned in the study of university students?

- ☐ A) Print media, YouTube, texting, and video games
- ☐ B) Virtual reality, radio, print media, and texting
- ☐ C) Podcasts, television, email, and social media influencers
- ☐ D) Web surfing, digital art, music, and online shopping

Question 20: What counterintuitive finding did researchers discover about heavy media multitaskers?

- ☐ A) They were able to completely eliminate environmental stress.
- ☐ B) They were less competent at doing several things at once than light multitaskers.
- ☐ C) They were vastly superior at shifting their attention without losing time.
- ☐ D) They successfully trained their brains to get used to constant interruptions.

CASE FILE 03: THE ENVIRONMENTAL BOUNDARY

Reading Comprehension – Text 3

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Question 21: In the second paragraph, the word “competent” is closest in meaning to:

- ☐ A) Capable and skilled
- ☐ B) Confused and stressed
- ☐ C) Aggressive and demanding
- ☐ D) Slow and deliberate

Question 22: Based on the text, what can be logically inferred about a student who spends six hours a day simultaneously texting, watching YouTube, and doing homework?

- ☐ A) They will eventually become a "supertasker" through sheer practice.
- ☐ B) They are likely completing their homework faster than if they only focused on the assignment.
- ☐ C) Their brain will eventually rewire itself to enjoy the constant interruptions.
- ☐ D) Their overall learning and cognitive effectiveness are likely being degraded.

CASE FILE 03: THE ENVIRONMENTAL BOUNDARY
Reading Comprehension – Text 3

In the digital age, humans are constantly bombarded by an unprecedented volume of information. Multitasking is no longer just a workplace, it is an environmental stressor fueled by our media habits. Despite the common belief that doing several things at one time, multitasking is highly inefficient and intensely stressful to the human brain. You constantly interrupt yourself by switching from task to task, you fragment attention. Consequently, you lose time, your concentration suffers, and your capacity for learning slows down significantly.

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Question 23: In the phrase “the brain simply does not get used to it,” the word “it” refers to:

- ☐ A) The digital age
- ☐ B) Constant interruptions and attempting to do several things at once
- ☐ C) Light media multitasking
- ☐ D) The volume of information found in print media

Question 24: According to the author, what is the ultimate “bottom line” regarding media multitasking?

- ☐ A) Spending more time multitasking makes you significantly better at it.
- ☐ B) The human brain requires multitasking to survive in the digital age.
- ☐ C) Spending time multitasking actually decreases your cognitive effectiveness.
- ☐ D) Only light multitaskers suffer from fragmented attention.



THE VAULT: OFFICIAL ANSWER KEY

For Instructor Use Only

Text 1 (Genetics)	Text 2 (Attentional Limits)	Text 3 (Environmental Stress)
Q1: C	Q9: C	Q17: B
Q1: C	Q10: B	Q18: C
Q2: D	Q11: C	Q19: A
Q3: A	Q12: C	Q19: A
Q4: B	Q13: C	Q20: B
Q5: B	Q13: B	Q21: A
Q6: C	Q14: B	Q22: D
Q7: C	Q15: C	Q23: B
Q8: B	Q16: B	Q24: C