

## نموذج امتحان نهاية الفصل الثاني



### تم تحميل هذا الملف من موقع مناهج مملكة البحرين

موقع المناهج ← مناهج مملكة البحرين ← الصف الثاني الثانوي ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2025-05-21 16:53:29

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

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثاني الثانوي



صفحة مناهج مملكة  
البحرين على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الثاني الثانوي والمادة لغة انجليزية في الفصل الثاني

نموذج امتحان نهاية الفصل الثاني

1

نموذج الإجابة لامتحان نهاية الفصل الثاني

2

فقرات الراينتيق

3

فقرات اللغة الإنجليزية

4

مذكرة اللغة الإنجليزية 202 Eng

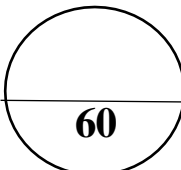
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## Eng 202 Final Mock Exam

امتحان تجريبي لنهاية الفصل الدراسي الثاني للعام الدراسي  
2025/2024م

الزمن : ساعتان

المقرر : انج 202

<div style="text-align: center;"> <b>60</b></div> <p><b>TOTAL MARKS IN WORDS AND FIGURES</b></p> <hr/> <hr/> <hr/>
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SKILLS	QUESTIONS	MARKS	STUDENT'S SCORE
Listening	Listening 1	10	
	Listening 2	10	
Reading		30	
Use of English	Grammar	10	
	Vocabulary	10	
Writing		30	
Total		100	

امتحان نهاية الفصل الدراسي الثاني للتعليم الثانوي للعام الدراسي 2025/2024م

اسم الطالب: \_\_\_\_\_

المقرر: انج 202

اسم المدرسة \_\_\_\_\_

- **Part 1: Listening (20 marks)**

## Listening 1:

**(10 marks)**

- Listen to the school assembly about how to study and decide whether the following statements are **true** or **false**.


1. The students will be taking exams soon. True / False
2. No one can really concentrate properly with music on. True / False
3. You should try not to have a break until you really need one. True / False
4. Underlining or highlighting your notes is better than writing more notes. True / False
5. Mind maps are good because they mirror the way the brain works. True / False

## Listening 2

**(10 marks)**



- Listen to an interview and choose the correct answer.

- 1. The girl's name is \_\_\_\_\_.**
    - a. Alex
    - b. Ellen
    - c. Alice
  - 2. She says we should save water when \_\_\_\_\_.**
    - a. cleaning clothes
    - b. washing cars
    - c. taking a bath
  - 3. The girl's second suggestion is about \_\_\_\_\_.**
    - a. separating different types of garbage
    - b. disposing of trash properly
    - c. having a family clean-up party
  - 4. By recycling paper, we can \_\_\_\_\_.**
    - a. cut down on waste
    - b. save money
    - c. protect the forests
  - 5. What does the girl do once a month?**
    - a. She collects newspapers.
    - b. She cleans a neighborhood park.
    - c. She visits a recycling center.
- 



- Read the text and answer the questions that follow.

### Food miles: Is buying local food always better?

- 1.** Recently, campaigners have encouraged us to buy local food. This reduces 'food miles', that is, the distance food travels to get from the producer to the retailer. **They** reason that the higher the food miles, the more carbon emissions. Buying local food, therefore, has a lower carbon footprint and is more environmentally friendly.
- 2.** However, the real story is not as simple as that. If our aim is to reduce carbon emissions, we must look at the whole farming process, not just transportation. According to a 2008 study, only 11% of carbon emissions in the food production process result from transportation, and only 4% originated from the final delivery of the product from the producer to the retailer. Other processes, including fertilisation, storage, heating and irrigation, contribute much more.
- 3.** In fact, imported food often has a lower carbon footprint than locally grown food. Take apples, for example. In autumn, when apples are harvested, the best option for a British resident is to buy British apples. However, the apples we buy in winter or spring have been kept refrigerated for months, and this uses up a lot of energy. In spring, therefore, it is more energy-efficient to import them from New Zealand, where they are in season. Heating also uses a lot of energy, which is why growing tomatoes in heated greenhouses in the UK is less environmentally friendly than importing them from Spain, **where** the crop grows well in the local climate.
- 4.** We must also take into account the type of transport. Transporting food by air creates about 50 times more emissions than shipping it. However, only a small proportion of goods are flown to the consumer country, and these are usually high value, perishable items **which** we cannot produce locally, such as seafood and out-of-season berries. Even then, these foods may not have a higher carbon footprint than locally grown food. For example, beans flown in from Kenya are grown in sunny fields using manual labour and natural fertilisers, unlike in Britain, where we use oil-based fertilisers and diesel machinery. Therefore, the total carbon footprint is still lower.
- 5.** It's also worth remembering that a product's journey does not end at the supermarket. The distance consumers travel to buy their food, and the kind of transport they use will also add to its carbon footprint. So driving a long way to shop for food will negate any environmental benefits of buying locally grown produce. Furthermore, choosing local over imported food can also badly affect people in developing countries. Many of **them** work in agriculture because they have no other choice. If they are unable to sell produce overseas, they will have less income to buy food, clothes, medicine and to educate their children.
- 6.** Recently, some supermarkets have been trying to raise awareness of food miles by labelling foods with stickers that show it has been imported by air. But ultimately, the message this gives is too simple. Lots of different factors contribute to a food's carbon footprint besides the distance it has travelled. And even if we only buy local food which is currently in season, there are ethical implications. What's more, our diets would be more limited.

**A. Choose the correct answer.****(6 marks)****1. What is the main idea of the text?**

- A. The importance of buying locally produced food.
- B. The reasons why food miles campaigns are too simple
- C. The advantages of importing food from overseas.
- D. The problems caused by transporting food.

**2. According to a study in the USA, 11% is .....**

- A. the percentage of food that is produced and sold locally.
- B. the percentage of energy in food production used to transport food from producer to retailer.
- C. the percentage of energy in food production used for any kind of transport.
- D. the percentage of food which is imported from overseas.

**3. Seafood is given as an example of food which...**

- A. is transported by air unnecessarily.
- B. is expensive and goes bad quickly.
- C. people in poor countries rely on for income.
- D. is usually transported by ship.

**4. According to the text, how are Spanish tomatoes and Kenyan beans similar?**

- A. They are both transported by air.
- B. They are both grown using natural fertilizer.
- C. They are both grown outdoors.
- D. They both have high carbon footprints.

**5. Which of these does the writer NOT support?**

- A. Supporting farmers in poor countries.
- B. Importing apples to Britain from New Zealand in spring.
- C. Buying beans imported by air from Kenya.
- D. Making a long journey to buy food produced locally.

**6. The writer thinks that labelling food which has been transported by air...**

- A. will raise environmental awareness.
- B. helps people to shop more ethically.
- C. does not tell a full, accurate story.
- D. gives false information about the product.

**B. Say whether these statements are true (T), false (F) or not given (NG). (6 marks)**

- 1. Buying local food always produces fewer carbon emissions than imported food. (     )
- 2. Only 4% of carbon emissions in the food production process come from delivery. (     )
- 3. All imported food is flown by air. (     )
- 4. People in developing countries prefer working in agriculture. (     )

**C. Match the paragraphs 1-6 to the headings A-F. Number 1 is done as an example. (5 marks)**

Headings	Paragraphs Numbers
A. The Impact of Transport Types on Emissions	
B. Consumer Awareness and Labelling	
C. The Argument for Buying Local Food	<b>1</b>
D. The Bigger Picture of Carbon Emissions	
E. Social and Economic Considerations	
F. Imported Food Can Be More Efficient	

**D. What do these words refer to according to the text? (6 marks)**

1. They (in paragraph 1) \_\_\_\_\_
2. where (in paragraph 3) \_\_\_\_\_
3. which (in paragraph 4) \_\_\_\_\_
4. them (in paragraph 5) \_\_\_\_\_

**E. Find words in the text that have the same meaning as the following definitions/synonyms.****(4 marks)**

1. to help to cause an event or situation (paragraph 2) \_\_\_\_\_
2. practical work, especially that which involves physical effort (paragraph 4) \_\_\_\_\_
3. farming (paragraph 5) \_\_\_\_\_
4. knowledge or understanding of something (paragraph 6) \_\_\_\_\_

**Part 3: Use of English** (20 marks)**Grammar (10 marks)****A. Choose the correct answer from A, B, C or D.**

(5 marks)

1. I was amazed at how \_\_\_\_\_ he learned.  
a. quick                      b. quickly                      c. quicklier                      d. quickliest
2. He went back to the hotel where he \_\_\_\_\_ off his last passenger.  
a. drop                      b. dropped                      c. had dropped                      d. has dropped
3. I told John not to call because I \_\_\_\_\_ all day.  
a. work                      b. had worked                      c. was working                      d. had been working
4. Photos \_\_\_\_\_ digitally cost nothing.  
a. shared                      b. which shared                      c. sharing                      d. are shared
5. My father \_\_\_\_\_ the best student in his class.  
a. used be                      b. used to be                      c. would be                      d. used to being

**B. Complete the sentences with words from the box. There is ONE EXTRA WORD.**

(5 marks)

how	what	when	where	whether	why
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1. Nobody knows \_\_\_\_\_ he refused the new position.
2. The year 1889 is \_\_\_\_\_ Taha Hussein was born.
3. We don't know \_\_\_\_\_ robots will be a danger to society or not.
4. Some people don't know \_\_\_\_\_ to do when there is a fire.
5. The family didn't know \_\_\_\_\_ to live after the house had been demolished.

**Vocabulary (10 marks)**

**A. Fill in the blanks with the correct words from the list. There is ONE EXTRA WORD.** (5 marks)

admit	adapt	antiseptic	obstacle	passion	predators
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1. He followed his \_\_\_\_\_ and won awards for his poetry.
2. Every \_\_\_\_\_ he faced made him more determined to succeed.
3. They used an \_\_\_\_\_ to clean the wound.
4. Killer whales are the top \_\_\_\_\_ in the ocean. No animals, apart from humans, hunt killer whales.
5. We sometimes find it hard to \_\_\_\_\_ when we make a mistake.

**B. Match the words in the box to their correct synonyms/definitions. There is ONE EXTRA WORD.** (5 marks)

deploy	communicate	crucial	gifted	intimidating	superior
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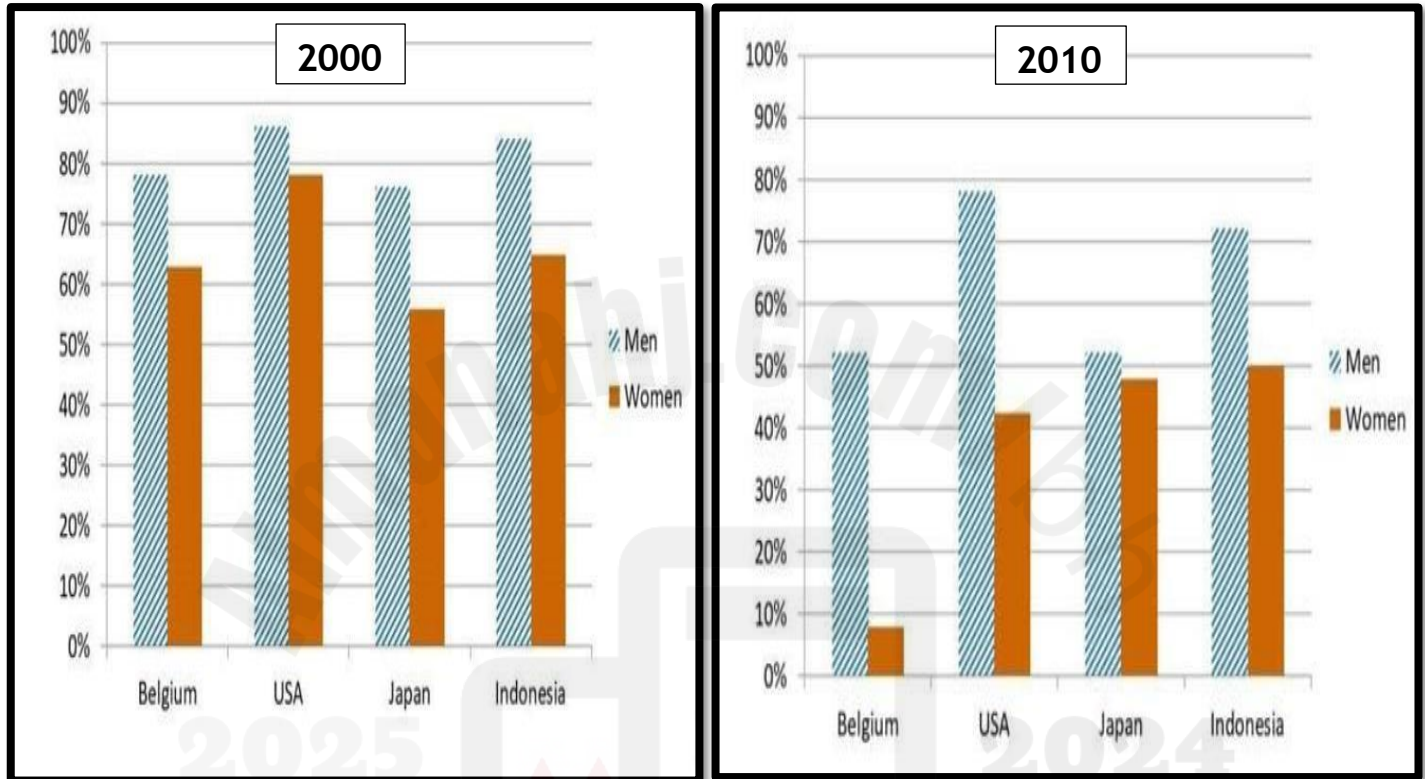
Synonyms	Words
1. scary or frightening	
2. talented	
3. better	
4. very important	
5. use effectively	



**Part 4 Writing (30 marks)**

Answer ONE question only.

- A. The two bar charts below give information about the percentages of men and women who go to work in a group of countries in 2000 and 2010. Write a report (180 words) describing and analyzing the data and making comparisons and contrasts where relevant.



- B. Imagine you work for a local food company. The general manager asked you to prepare a report (around 250–300 words) about the most effective strategies to encourage more customers to buy organic food products made in Bahrain.

