



**المادة:**

**نماذج اختبارات الكترونية**

**نموذج - 10-**

**إنجليزي - 1**

**د. خالد الخطيب**

## نموذج - 10-

<https://forms.gle/gk4Ptv7T4yT9GZfp9>

1. .... helps to show areas of similarities & differences among the languages concerned.

- a. Contrastive analysis
- b. Creative analysis
- c. Linguistic analysis
- d. Discourse analysis

For example: analysing similarities & differences between Arabic and English.

2. The linguistic theory which suggests that **all languages** share a model of principles and **basic properties** is called.....

- a. Input Hypothesis
- b. Competition Model
- c. Systemic Grammar
- d. Universal Grammar

For example:

- All languages have consonants more than vowels
- All languages have contrastive sounds that help distinguish words from each other( minimal pairs/ In English we have /b/ and /p/ sounds that distinguish / **bul**/ ثور from / **pull**/ يسحب
- First sounds that children learn are common to all world languages. Stop consonant followed by an open vowel. English :pa,ma. French: papa,mama. Greek: baba, mama

3.. ....involves matching the sounds of spoken English with individual letters or groups of letters.

- a. Phonemic awareness
- b. Phonetics
- c. Phonology
- d. Phonics

- Phonemic awareness is the ability to identify the individual sounds (phonemes) in spoken words. It is an oral skill that develops before children learn to read.

Example: Identifying the first sound in a word: A child can identify the first sound in a word by saying the word and then saying the

**first sound in isolation.** **For example**, if a child is asked to identify the **first sound** in the word "**cat**," they would say "**/k/**"

- **Phonics** is the ability to **associate sounds with letters and letter combinations**. It is a **visual skill** that is used to **decode** and **encode** written words.
- **Decoding:** يفك
  - **Sounding out a word:** When a child learns the letter-sound relationships for the letters c, a, and t, they can use their phonemic awareness skills to decode the word "**cat**" by **sounding out** the letters: **/k/ /æ/ /t/**.
- **Encoding:** يركب
  - **For example, to decode the word "sat," a child would blend the sounds of the letters s, a, and t:** **/s/ + /æ/ + /t/ = /sæt/**

4. “**ch/ th/ sh/ ck**” in the words like “**chair, there, shoes, and back** are examples of .....

a. consonant diagraphs      b. vowel diagraphs  
 c. phonological awareness      d. single consonants

5. Which of the following sounds is **voiced**?

a) [v]      b) [k]      c) [p]      d) [ t]