

KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
DIRECTORATE OF EXAMINATION / EXAMINATION SECTION
SECONDARY EDUCATION / UNIFIED TRACKS / BLIND
FIRST SEMESTER EXAM 2016/2017

MODEL ANSWERS

COURSE NAME : ENGLISH LANG TRACK : UNIFIED TRACKS / Blind
COURSE CODE : Eng201 TIME : 2 Hours

Listening 1 (5 Marks)

Listen to a story about a brave girl and choose the correct answer:

1. Ann rescued her brother from -----
 - a. kidnapping.
 - b. **fire**
 - c. electricity shock.

2. Ann was awakened by the ----- in the middle of night.
 - a. police office
 - b. **family dog**
 - c. a neighbour

3. When Ann woke up she smelled something burning and she ran directly to -----
 - a. **wake Frank.**
 - b. call the fire fighters
 - c. help her dog

4. Ann Waxman -----
 - a. was able to carry Frank's body alone to safety.
 - b. called the police for help
 - c. **was unable to carry Frank's body without the help of the dog.**

5. Ann is going to receive a ----- for her courage.
 - a. present
 - b. certificate
 - c. **medal**

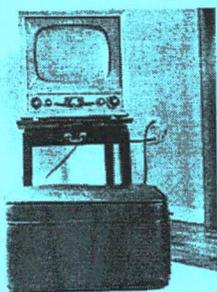
Listening 2 (5 Marks)

Listen to the conversation about Blackpool Tower and decide whether the following statements are true (T) or false (F)

1. Blackpool Tower is about 180 meters high. (T)
2. It was opened for visitors in 1849 (F)
3. The Eiffel Tower was completed five years earlier than Black pool Tower.(F)
4. Blackpool Tower is considered to be the best-known seaside landmark in the country. (T)
5. The biggest attraction in the Tower is the circus.(T)

Reading 1 (10 Marks)

Read the following article and answer the questions that follow:

The History of Television

Television had long been a dream of inventors; serious **attempts** to build a television system started over 100 years before even the name was invented. In 1920, television was still called by a variety of names including: Phototelegraphy , Visual Listening and Hear-Seeing.

By the time modern television became a reality, in 1930, there had already been over 50 serious proposals for television. The competition was truly international, with **inventors** and companies working in 11 different countries. Many of these **pioneers** had no success; a few however were able to produce silhouette pictures and were hailed as the 'inventors' of television within their own countries.

The development before a successful television system could be invented had happened in 1873 when a telegraph operator discovered that light affected the electrical resistance of selenium. It was soon realised that it was possible to change light into electricity using a selenium photocell.

The next key invention came in 1884, but a year later Paul Nipkow in Germany invented a disc with a single **spiral** of holes in it as a method of mechanical scanning for television. Although he was never able to build a working system, the disc was later used by several TV pioneers as the basis for their own television systems.

Some device was needed to turn an electric **current** back into light. A conventional light bulb was unsuitable because it could not vary its brightness fast enough to produce a TV image. The Neon lamp was developed by Georges Claude in France in 1902 and was used by many early television pioneers.

However, the most important breakthrough had happened earlier (in 1897) when Karl Braun in Germany invented the cathode-ray tube. The 'Braun tube', although **unusable** for television at the time, would become the most important television display device for the next century.

So by 1922 all the key elements were in place for the invention of television, and inventors around the world sensed that success was within reach.

A. Complete the table below with information from the article: (5 Marks)

Year	Event
1920	<u>Television was still called by a variety of names.</u>
<u>1930</u>	There had been over 50 serious proposals for TV.
<u>1873</u>	Discovering a light which affected the electrical resistance of selenium
1897	<u>Karl Braun in Germany invented the cathode-ray tube.</u>
<u>1902</u>	Georges Claude developed the Neon lamp.

B. Match the words from the box to their definitions according to the article:

Note that there is an extra word: (5 Marks)

inventor – pioneer – attempt – spiral - current – unusable

1. Try or make an effort to accomplish something **attempt**.....
2. Unworkable **unusable**.....
3. A person who creates something **inventor**.....
4. The flow of electricity through a wire **current**.....
5. One who is first or among the earliest in the field **pioneer**.....

Reading 2 (10 Marks)

Read the following text and answer the questions that follow:

Do you Live in a Burglar-Friendly House?

- 1- It's the last thing you want to hear when you've just been burgled, but the awful truth is that if you've been burgled once, you'll probably be burgled again. In fact, it's likely to happen another four or five times. Why? Because some of us have "burglar-friendly" houses.
- 2- Burglars think that the bigger the house, the richer the owners. "You can't do much about the size of your house," says Professor Pease of Huddersfield University, "but if it's large, you need to be even more careful than if it's small."
- 3- You should take a good look at your house – not as you normally do, but as a burglar would. If you were a burglar, which home would you choose to rob, - a house with a shiny new car parked outside or one with a rusty vehicle? Anything which signals nice possessions and money will certainly catch the burglar's eye.
- 4- Ian Stephen, who works with the Scottish prison service, believes that you are more at risk if your house looks nice. "Window-boxes, nice curtains and beautifully painted wall all tell the burglar that you're proud of your home and care about your possessions and are more likely to have nice things in your house," he says. He advises people to try to make their homes look as plain as possible and not to draw attention to any new things they have bought by leaving the empty boxes next to the dustbin.
- 5- People often leave a light on when they go out. "But be sensible," advises Ian Stephen. "Don't leave a light on in the hall as it never makes the burglars believe that you're in. Have you ever heard of a family enjoying an evening at home in the hall? Leave it on in the living room." An open window is also an open invitation to burglars. If you sometimes forget to shut and lock doors and windows, stick a note on the inside of the front door to remind you. And make sure any ladders are put away and not left outside where burglars can use them.
- 6- It's a good idea to take photos of your valuable possessions. By doing that, if you're burgled, you'll be able to identify stolen property, which could lead to their thief being put behind bars. It is also possible to label valuable items such as TVs and videos with your postcode. If they are stolen, this will make them easier to find. One more good idea is to ask for a crime prevention officer to visit your home and identify weak points in its security.

A. Match the paragraphs 1-6 with the headings below. Note that the first one is done for you. (5 Marks)

- 6---- Make your possessions easy to identify.
- 2---- Large homes suggest richness.
- 5---- Lock up and turn the lights on.
- 1--- The first time you have your house broken into probably won't be the last.
- 3---- Burglars look at our houses in a different way than we do.
- 4---- Don't let the outside show what is inside.

B. Decide whether the following statements are true (T) or false (F).

1. According to the text. If your house is big, you are more likely to be burgled. (T)
2. Ian Stephen believes that people are more safe if their houses look nice. (F)
3. Leaving a light on in the hall keeps the burglars away. (F)
4. Keeping a photo of expensive possessions helps in finding them after being stolen.(T)
5. It is advisable to have your house inspected for weak points by security officers. (T)

ATapeScript:**Listening 1:****Listen to a story about a brave girl and choose the correct answer:**

A 10-year-old girl, Ann Waxman, rescued her big brother from certain death last night, when a **fire** broke out in their house in Manchester.

Ann's parents were out of town for the weekend when faulty electrical wiring caused the fire to start in the middle of the night. **The young girl was awakened by the family's dog, Danny**, who was barking excitedly in the back garden. Ann smelled something burning and **immediately ran through the smoke-filled house to wake her older brother, Frank**.

When Frank would not wake up, Ann got some help from the family dog. Frank's unconscious body was too heavy for the little girl to move alone, but the clever girl brought the dog inside and tied the dog's head to Frank's left ankle then she grabbed her brother's right ankle, and together, **girl and dog pulled Frank to safety**.

The little heroine is quite modest about the whole thing. "I couldn't have done it without Danny, our dog," she said afterwards. "I'm just glad we're all alright."

Ann is to receive a medal for her bravery from Mayor Witticombe next week.

Listening 2:

Listen to the conversation about Blackpool Tower and decide whether the following statements are true (T) or false (F)

Int: Brian Crompton is here, he works here. He can tell us all the interesting facts about the Tower. First of all, how tall is it?

B.C: It's 518 feet to the very top of the flagpole and that's about.....

Int: 180 metres something.

B.C: Something like that, ya, ya. That's to the very top of the flagpole, though I've not been up there to measure it myself.

Int: And how old is it? When was it built?

B.C: It was built in 1894, opened in 1899.

B.C: It was designed by a couple of people in Manchester, They were inspired by the **Eiffel** Tower which had opened in Paris about four years earlier and thought, "Hey, they need something special in Blackpool. People will never travel over to France from Lancashire." So they only built it half the height of the Eiffel Tower.

Int: A mistake, but still, it's pretty impressive.

B.C: It's probably the best-known **seaside** landmark in the whole country.

Int: You're in illuminations period as it's called now. So it gets lit up every night by all these bulbs. How many bulbs?

B.C: Ah. About 10,000 bulbs.

Int: There's quite a lot going on down the bottom of this Tower. What else have you got?

B.C: We've got the ballroom, we've got aquariums and the biggest attraction of course is the **circus**.

Int : The circus! so it seems that lots of work is

Rating Scale for Assessing Extended Writing Tasks

	<i>D</i> <i>e</i> <i>s</i> <i>c</i> <i>r</i> <i>i</i> <i>p</i> <i>t</i> <i>o</i> <i>r</i> <i>s</i>	
<i>Level Definitions</i>	<i>Task Focus</i>	<i>Language Accuracy</i>
5 <i>Exemplary performance showing a high level of command of English language and writing skills. The writing exhibits most or all of the following characteristics.</i>	<ul style="list-style-type: none"> ◆ Responds to all prompts ◆ Distinct focus on topic ◆ Details related to topic and task ◆ Meets length requirements ◆ The task is complete 	<ul style="list-style-type: none"> ◆ Sophisticated and consistent command of English grammar; ◆ Few, if any, spelling, capitalization and punctuation mistakes; ◆ Good and varied use of sentence structure: simple, compound and complex; ◆ Meaning is clear and on task.
4 <i>Accomplished performance showing an above average level of command of English language and writing skills. The writing exhibits most or all of the following characteristics.</i>	<ul style="list-style-type: none"> ◆ Responds to most prompts; ◆ Topic is slightly off focus; ◆ Most details are relevant to the topic; ◆ Production is within the range of length requirements. ◆ The task is complete. 	<ul style="list-style-type: none"> ◆ Consistent command of English grammar; ◆ Limited number and type of errors; ◆ Attempt to use more complex structure; ◆ Errors do not obscure meaning.
3 <i>Performance shows development and movement towards better command of English language and writing skills. The writing exhibits most or all of the following characteristics.</i>	<ul style="list-style-type: none"> ◆ Responds partially to the given prompts; ◆ Topic is off target in some parts; ◆ Needs more details to meet length requirements; ◆ Some portions of the task are not completed. 	<ul style="list-style-type: none"> ◆ Inconsistent command of English grammar; ◆ Too many fragmented sentences and run-ons; ◆ Limited sentence structure: repeated use of simple sentence; ◆ Errors in spelling and punctuation interfere with the meaning.
2 <i>Performance shows a consistent pattern of weakness in English language and writing skills. The writing exhibits most or all of the following characteristics.</i>	<ul style="list-style-type: none"> ◆ There is some evidence of responding to given prompts; ◆ Focus on topic is inconsistent; ◆ Needs more details to meet length requirements; ◆ Most of the task is not complete. 	<ul style="list-style-type: none"> ◆ Inadequate command of English grammar; ◆ Only simple sentences are used; ◆ Meaning is not clear because of the number and type of errors in spelling and punctuation.
1 <i>Performance showing a weak command of English language and the writing skills are undeveloped.</i>	<p style="text-align: center;">There is minimal focus on task; the range and amount of mistakes in grammar, spelling and other mechanics interfere with comprehension; the task is incomplete; the amount of writing produced is minimal.</p>	

Table 5: Rating Scale for Assessing Writing (continued)

<i>D e s c r i p t o r s</i>		Score
<i>Appropriateness</i>	<i>Organization</i>	
<ul style="list-style-type: none"> ◆ Ideas are well developed; ◆ Strong and varied choice of details appropriate to the task (e.g., giving examples, use of facts, logical arguments); ◆ Strong and varied choice of vocabulary appropriate to the topic; ◆ Clear attention to audience; ◆ Sentence and paragraph flow enhanced by efficient use of connectors and transition words. 	<ul style="list-style-type: none"> ◆ The introduction is exciting and relevant to the topic; ◆ Strong, logical flow of ideas and events (e.g., progression of thought, time and sequence); ◆ A focused choice of supporting details (e.g., interesting facts, meaningful examples, accurate data); ◆ The conclusion is logical and convincing; ◆ Layout and/or format is appropriate to the task. 	9-10
<ul style="list-style-type: none"> ◆ Most ideas are well developed; ◆ Good choice and variety of supporting details; ◆ Good choice and variety of vocabulary; ◆ Appropriate attention to audience; ◆ Sentences and paragraphs flow smoothly and clearly. 	<ul style="list-style-type: none"> ◆ The introduction is relevant and meaningful; ◆ Main ideas are logical but may not be in the best order/sequence; ◆ Ideas are developed with some focused and supporting details; ◆ The conclusion is convincing; ◆ Layout and/or format is appropriate to the task. 	7-8
<ul style="list-style-type: none"> ◆ Ideas are insufficiently developed; ◆ Need for more details to support main ideas; ◆ Limited choice of vocabulary; ◆ Some attention to audience; ◆ Limited and repetitive choice of connectors and transition words. 	<ul style="list-style-type: none"> ◆ The introduction is somewhat unclear; ◆ Ideas do not flow logically and smoothly; ◆ Some ideas are not sufficiently developed or clearly focused; ◆ There is an attempt to conclude; ◆ Some parts of the layout/format are appropriate. 	5-6
<ul style="list-style-type: none"> ◆ Ideas are in need of more development; ◆ More relevant details are needed; ◆ Restricted and inappropriate choice of vocabulary; ◆ Audience is not clearly addressed; ◆ Minimal use of connectors and transition words. 	<ul style="list-style-type: none"> ◆ Introduction is either missing or not sufficiently clear; ◆ Most ideas are not sufficiently developed or clearly focused; ◆ Ideas do not progress logically; ◆ Conclusion is either missing or incomplete; ◆ Task layout/format is ineffective. 	3-4
<p>There is minimal focus on task; the range and amount of mistakes in grammar, spelling and other mechanics interfere with comprehension; the task is incomplete; the amount of writing produced is minimal.</p>		1-2