

تم تحميل هذا الملف من موقع المناهج البحرينية



مراجعة عامة وأسئلة شاملة

موقع المناهج ← المناهج البحرينية ← الصف الأول الثانوي ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 18:18:33 2024-12-14

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الأول الثانوي



صفحة المناهج
البحرينية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الأول الثانوي والمادة لغة انجليزية في الفصل الأول

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**KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
Internal Exams Section
SECONDARY EDUCATION / UNIFIED TRACKS & RELIGIOUS
FIRST SEMESTER EXAM 2023-2024**

COURSE NAME: English Language
COURSE CODE: Eng. 101

Track: Unified Tracks
Time: 2 Hours

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Part 1: Listening (20 Marks)

A) Listening One (2 x 5 = 10 Marks)

You are going to listen to a short story. Are the following statements true or false? Put a tick (✓) in the right box.

Statement	True	False
1. The story took place on the morning of July 14th.		✓
2. The family had moved to this house a couple of days before the events.		✓
3. That evening, the parents and children were out for more than two hours.		✓
4. The woman thought that a natural disaster made her things fall on the ground.	✓	
5. The woman recovered all the items that had been stolen from her.	✓	

B) Listening Two: (2x5 = 10 Marks)

You are going to listen to Francisca Cruz talking to a travel agent over the phone. Listen and complete the form with **NO MORE THAN** three words and /or numbers .

Booking Form
Name: Francisca Cruz
1. Trip purpose: <u>Business/ Conference</u>
2. Arrival date: <u>April the 3rd</u>
3. Duration of visit: <u>One week</u>
4. Time to leave the room: <u>before 10:00 AM</u>
5. Booking reference number: <u>AH39P</u>

Part 2: READING (30 marks)

Read the article below and answer the following questions.

Learning History Differently

Why should we be interested in history? For 15-year-old teenagers living in the world of the Internet, it is difficult to answer this question because **they** believe that this subject will serve them no purpose in the working world.

Jack Gosselin, a teacher at a high school , came up with the idea of using video games in his classes by offering his students the opportunity to relive a major historical moment. "Video games have a very realistic aspect. For example, when discovering a game about the Middle Ages, some students defend the fort, while **others** take on the role of the king... **This** helps them understand how people lived at that time," he explained.

Thanks to this method, the students have conducted extensive research. " They have learned differently: between the hours at the library, the questions they had to ask themselves, and the group work. They had to make a lot of effort to finish the game", he added.

According to the teacher, learning through video games represents a way for students to overcome their difficulties, even for those who are struggling academically. The students are more motivated to complete the project. "I have students who had difficulties in school but were excellent at video games. They showed a lot of things to the other students. I myself learned to appreciate video games more. It was interesting for me and for the students," he assured.

For Mr. Gosselin, it's the use of technology in an "intelligent manner" that allowed students to achieve various objectives, even in other subjects. "The goal was not to play for the sake of playing; the project was really about making the study of history more fascinating to them. They also acquired knowledge in mathematics, economics, etc. And that's what I want for them to develop their thinking in order to become better citizens and mix with society," he explained. "**That** seems much more important to me than simply learning dates and names," he concluded.

Reading Comprehension (2 Marks each)**A) Read the passage and choose the correct answer from the options.**

1. History is considered by young people as...
a) **useless**. b) difficult. c) interesting.
2. The project allowed students to...
a) create a video game. b) practise real fighting. c) **discover past ways of life**.
3. According to Mr. Gosselin, students who have academic difficulties have shown...
a) their knowledge of history. b) **their ease in using technology**. c) lack of interest in the whole project.
4. For Mr. Gosselin, it is important that his students know how to play any game in class.
a) True b) **False** c) NG for NOT Given
5. Mr. Gosselin's real goal is for his students is to ...
a) use technologies more. b) be proficient in gaming. c) **find their place in the community**.

B) Answer the following questions:

1. What aspect of video games helps students understand how people lived in historical times?

The realistic aspect

2. What did the students have to do to complete the game? (**Find two.**)

The students had to conduct extensive research/ spend hours at the library/ ask themselves questions/ work in groups/ to complete the game.

3. What did Mr. Gosselin learn from his students' involvement with video games?

He learned to appreciate video games more through his students' involvement.

4. What was the aim of using technology in an intelligent manner in the classroom?

The goal was to make the study of history more fascinating to students/ to help students develop their thinking. (ACCEPT ANY LOGICAL ANSWER.)

5. Do you think that learning history through video games can fully replace traditional teaching methods? Why or why not?

Possible answer: No. Learning history through video games should not fully replace traditional teaching methods. While video games can provide unique and engaging learning experiences, they should be used as a complementary tool rather than a sole method of instruction. Traditional teaching methods offer different perspectives and opportunities for critical thinking that may not be fully captured in a video game format.(ACCEPT ANY LOGICAL ANSWER.)

C) Read the passage again and answer the following.

1. The pronoun ‘**they**’ (para.1) refers to **teenagers**.
2. The word ‘**others**’ (para.2) refers to **students**.
3. The pronoun ‘**this**’ (para.2) refers to **idea/ game/video game. method/ way**.
4. One word in paragraph 4 which means ‘**to finish doing something**’ **complete**
5. A word in paragraph 5 which means “*extremely interesting*” **fascinating**

Part 3: Use of English (2x10= 20 Marks)

A) Grammar

Choose the correct answer.

1. While he the box, he cut his finger.
 a) has opened b) open c) was opened **d) was opening**
2. A lot of people are worried about their jobs.
 a) to lose **b) losing** c) lost d) was lost
3. I look forward to you at the weekend.
 a) see b) seen **c) seeing** d) sees
4. if she works hard, her boss her a promotion.
 a) **will give** b) gave c) give d) gives
5. Ivolleyball since I was a teenager.
 a) hasn't played b) don't played **c) haven't played** d) didn't played

B) Vocabulary

Use the words in the box to complete the sentences.

background	inspiring	survive	impact	reliable
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1. Our actions today will **impact** the future.
2. She wrote an **inspiring** book about her battle against cancer.
3. With your **background** , you should walk in to that job.
4. These plants cannot **survive** in very cold conditions.
5. Trains are **reliable**, cheap and best for long-distance journeys.

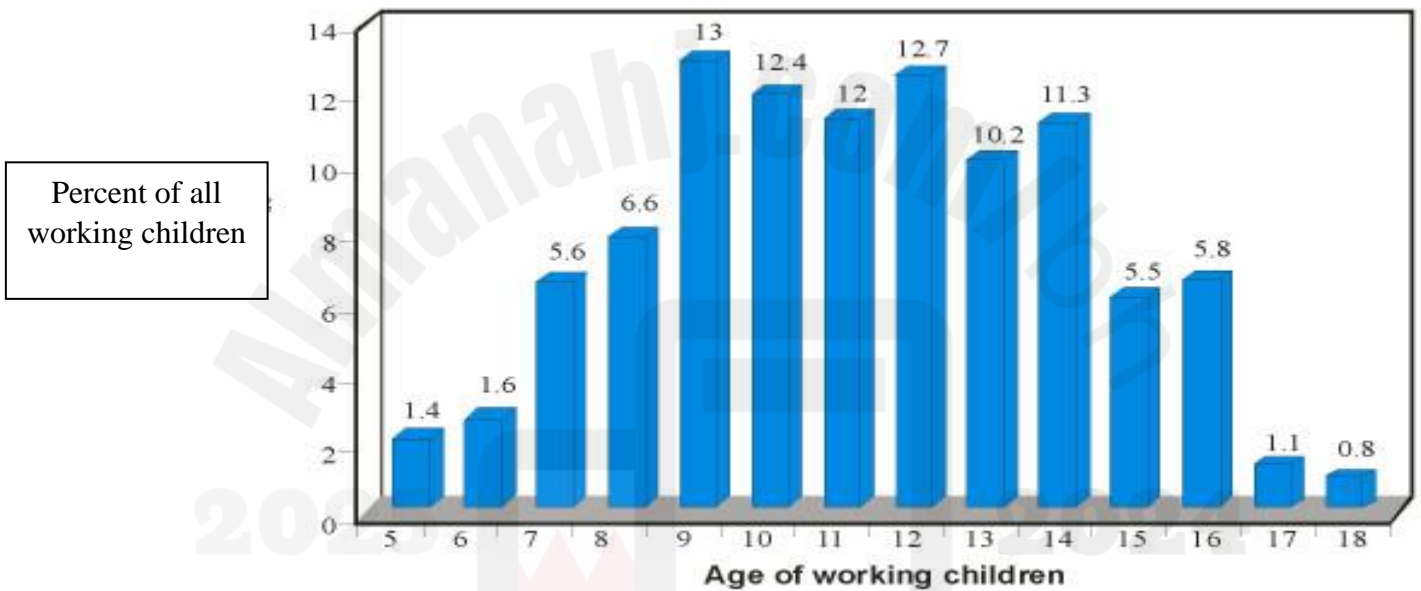
PART 4: Writing (30 marks)

Choose one of the following two topics.

A) Do you think social media has a positive or negative impact on our life? Write an essay to discuss how social media has changed the way we communicate and its impact on relationships and mental health. (200 words)

B) The chart below shows the age distribution of children involved in child labour (Children who work) in one of the countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



(Writing)

