

Final Exam 2012/13 (Semester 2)

ENG 147 (Medicine)

- The final exam is CBT and speaking exam.

Final Exam CBT (35%)

Item	Marks
Listening (2 dialogues & 1 monologue)	24 (4+10+10)
Reading (three passages)	24 (4+10+10)
Grammar & Vocabulary	22 (11+11)

- There are 70 questions and each question carries half a mark (1/2).
- The exam duration is 100 minutes.
- All the questions are MCQs with four options.

Exam Specifications

Source: Q-skills 2, Units 4-6 (Reading & Writing, Listening & Speaking)

Reading:

- **24 MCQs** (1 short reading passage with **4 MCQs** and 2 long reading passages with **10 MCQs** each)
- The topics of the reading passages will be based on the themes which are covered in **units 4-6**.

Listening:

- **24 MCQs** (1 short listening with **4 MCQs** and 2 long listening scripts with **10 MCQs** each)
- The topics of the listening will be based on the themes which are covered in **units 4-6**.

Grammar:

- 11 MCQs.
- Grammar questions will be based on all the grammar points from **units 4-6**.

Units and Books	Learning Outcomes
4, R&W	<p>Modals of opinion: <i>should, should not, ought to, must, must not</i> and <i>ought not</i></p> <p>❖ Usage:</p> <ul style="list-style-type: none">➤ The above modals can be used to express opinions➤ <i>Must</i> or <i>must not</i> is used to express a stronger opinion.➤ <i>Should</i> is more frequently used than <i>ought to</i> <p>▪ Examples</p> <ol style="list-style-type: none">1. You <i>should</i> always knock before entering somebody's office2. Teachers <i>should</i> earn the respect of students3. The child <i>should not</i> be allowed to see the murder scene4. Ali <i>ought to</i> see a doctor. He is losing too much weight5. You <i>ought not to</i> stay up this late. It's not good for you6. Racial discrimination <i>must not</i> be tolerated, particularly in educational institutions7. Officials <i>must</i> allow disabled athletes to compete in the Olympic Games

<p>4, L&S</p>	<p style="text-align: center;">Imperative verbs</p> <p>❖ Usage</p> <ul style="list-style-type: none"> ➤ Affirmative and negative forms of the Imperative are used for instructions and directions. <p>❖ Construction</p> <ul style="list-style-type: none"> ➤ For the affirmative form, Imperative is the base form of the verb as exemplified in the following sentences: <ol style="list-style-type: none"> 1. <i>Come</i> in 2. Go straight and <i>take</i> first left. ➤ For the negative form of the imperative, use do not / don't + base form of verb as in: <ol style="list-style-type: none"> 1. Do not remove this phone from the office 2. Don't walk on the grass.
<p>5, R&W</p>	<p style="text-align: center;">Comparatives and Superlatives of Superiority of Adjectives</p> <p>The comparative</p> <p>❖ Usage</p> <ul style="list-style-type: none"> ➤ The comparative of superiority is used to compare two people, things/ideas or animals or two of these groups. ➤ It establishes that one of the two entities is superior to the other in the aspect that is the object of the comparison. <p>Examples</p> <ol style="list-style-type: none"> 1. Saudi Arabia is larger than Syria 2. Riyadh is more populated than Jeddah 3. Elephants are bigger than lions <p>❖ Construction</p> <ul style="list-style-type: none"> ➤ <i>One-syllable adjectives</i> <p>Example: <i>Ahmad is taller than Khalid.</i></p> <ul style="list-style-type: none"> ➤ <i>Two-syllable adjectives</i> ending in <i>-er, -le, -ow, -y</i> also take the --er ending.

Examples: clever**er**, simpl**er**, narrow**er**, prett**ier**.

NB. With **-le** ending one add only the **r** as in *gentler*.

With the **-y** ending one needs to change the **y** into **i** before adding the **-er** as in *simpler* and *prettier*.

- *For other two-syllable adjectives and adjectives of*

more than two syllables the comparative is formed with:
more + adjective as in

1. Faris is **more polite** than Anis
2. The queen bee is **more important** than the other bees.

NB *than* often follows comparative adjectives as in the examples above

The Superlative

❖ Usage

The superlative of superiority compares more than two entities and establishes that one of them is superior to all others in a particular aspect, expressed by the positive adjective.

❖ Construction

- *For one-syllable adjectives* the superlative is formed by:

the + adjective + -est as in the following examples:

1. Fatima is **the tallest** of the three sisters
2. My neighbourhood is **the safest** in the city

NB.

- where the adjective ends in **e** just add **-st** as in example 2
- For two-syllable adjectives ending in **-er, -le, -ow, -y** the superlative is also formed with:

the + adjective + est

- The adjectives ending in **-y** change the **y** into **i** before adding **-est**: *pretty prettiest*

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5, L&S	<div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div><div><div>Auxiliary Verbs in questions: <i>Do, Be, Can.</i></div><div><div>❖ Usage</div><div>Auxiliary verbs, sometimes called helping verbs because they help us conjugate other verbs, are also used when making negative statements or asking questions with other verbs.</div><div><div>❖ Pattern in questions with <i>Yes / No</i> questions and <i>Information Questions</i> starting with question words (who/ which, what, where, when, Why, how):</div><div><div>Auxiliary verb +Subject + main Verb</div><div>Examples</div><div><div>Yes / No questions</div><div><div>1. Did your neighbour travel abroad when he was young?</div><div>2. Is Abdullah coming tonight</div><div>3. Can you come with me for a minute or two?</div></div></div></div></div></div></div></div>

	<p>Information questions</p> <ol style="list-style-type: none"> 4. What does it take to succeed at PYD? 5. How can you fix this problem? 6. Who must you see for that? 7. Why did Hussain do that kind of thing? <p>NB. In Simple Present and in Simple Past, the main verb is in base form, as in the examples above: <i>travel, come, succeed, fix, see, and do</i>.</p>
6, R&W	<p style="text-align: center;">Infinitives of Purpose</p> <p>❖ An Infinitive of Purpose is a full infinitive, i.e. to + base form of verb that indicates the purpose of an action. Infinitives of purpose can be used with most action verbs.</p> <p>Examples Get six lemons to make lemonade. To make lemonade, get six lemons.</p> <p>❖ Meaning: same as in order to</p> <p>If you are able to insert in order to, this is an indication that the infinitive is an infinitive of purpose.</p> <p>Examples: Get six lemons in order to make lemonade.</p> <p style="text-align: center;">but:</p> <p>He said he wanted <i>to apologize</i>. The infinitive here is not an infinitive of purpose because it would not make sense to say: <i>He said he wanted in order to apologize</i>.</p>
6, L&S	<p>❖ Comparatives and Superlatives</p> <p>Refer to QS2, <i>Listening and Speaking</i>, p104.</p>

Vocabulary:

- **11 MCQs.**
- The vocabulary questions will be based on all the word lists from **Units 4-6.**

automatically
access
assist
benefit
blame
connection
decrease
error
eventually
frustrated
furious
install
interact
on hold
provide
scan
stressed
transfer
unique

corporation
courage
depend on
design
enthusiasm
expand
expert
fail
goal
lifestyle
manage
pass down
realistic
responsibility
strength
talent
unity
advantage
approve

ban
championship
comment
compete
effect
energy
financial
include
limit
reason
solution
success
technology
train
unfair
colleague
advisor
complicated
consumer
craft
decade
donation

inventor
market
produce
promotion
publish
repair
self-sufficient
ancestor
appearance
biological
coincidence
database
fit in
identity
inherit
input
participant
records
search for
slave
tendency
twins

bravery
calculate
demand
developer
estimate
fair (n)
figure out
instant

loss
moral values
object
original
profit
sold out
supplies
update

Speaking Exam (10%)

Item	Marks
Speaking	20 (15+5)

- The speaking test is based on three parts i.e. personal questions, describe a picture card and conversation about the topic of part 2.
- The assessor will award the marks out of 15.
- The interlocutor will award the marks out of 5.
- The Speaking exam will last for about 10 - 15 minutes for each pair of student.

Part 1 – Personal Questions

Examples

What do you study here at KSUPY?

How many people are there in your family?

What did you do last weekend?

Where do you have lunch? Why there?

What are you planning to do in the summer holiday/vacation?

Part 2 – Describe a Picture Card

Example

Eating out and at home

1



2



3



4



Part 3 – Conversation about the topic of part 2

Example

Topic: Eating out in Riyadh

Q: Where do you go to eat and what do you like to eat and drink there?

Prompts:

1. Which restaurants and cafes do you go to? (Where?)
2. What kinds of food do they have there?
3. Who goes with you?
4. What are your favourite foods and drinks?