

تم تحميل هذا الملف من موقع المناهج البحرينية

الملف إجابة امتحان نهاية الفصل الثاني

[موقع المناهج](#) ⇐ ⇐ [الصف الثالث الثانوي](#) ⇐ [لغة انجليزية](#) ⇐ [الفصل الثاني](#)

روابط مواقع التواصل الاجتماعي بحسب الصف الثالث الثانوي



روابط مواد الصف الثالث الثانوي على تلغرام

[الرياضيات](#)

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

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## SECOND SEMESTER EXAM 2016/2017

COURSE NAME: Business English

TRACK: Unified Tracks

COURSE CODE: Eng.215

TIME: 2 Hours

## Listening 1 (5 Marks)

Listen to the conversation between Claudia and Max talking about training and decide whether the following statements are true ( ✓ ) or false ( × ).

1. Claudia complains that the training budget is too small. ( ✓ )
2. Max argues in favour of management training. ( × )
3. There isn't enough money for both types of training this year. ( ✓ )
4. They decide that they will offer one type of training this year. ( ✓ )
5. Max doesn't like the idea of the Mondays-only schedule. ( × )

$\frac{1}{2}$  mark each

## Listening 2 (5 Marks)

Listen to Ingrid Watson, a sales representative, describing her company's new product, the TIK-99 and choose the correct answer a, b, or c.

1. Ingrid says that the TIK-99 is:

- a. healthy                      **b. nice looking**                      c. comfortable

2. The TIK-99 looks like:

- a. A mobile phone              b. an MP3 player              **c. a watch**

3. The case and band are:

- a. one colour                      **b. two colours**                      c. three colours

4. You can control the TIK-99:

- a. by speaking**                      b. by using the navigation window              c. over the internet

5. You can talk using TIK-99 for:

- a. 40 hours                      **b. 20 hours**                      c. 30 hours

$\frac{1}{2}$  mark each

**Reading 1 (10 Marks)**

Read the following article from the "Financial Times" and answer the following questions.

**Working abroad by Rhymer Rigby**

*A period overseas is seen by many as an important addition to your CV. But how do you make sure that it really works to your advantage?*

1. "Think carefully about the job," says executive coach, Nicola Bunting. "Does it fit in with your career goals or are you being attracted by the lifestyle? Also before you go, you need to have a re-entry plan." Kevan Hall, chief executive of the international people management group, Global Integration, says you shouldn't underestimate the culture shock. "Go out there beforehand. See what you're getting into."
2. Nigel Parslow, UK managing director of Harvey Nash executive search, says staying where you are may not be possible if you work for an organisation that has overseas operations. He adds that the good thing is the experience you gain is also very attractive.
3. The biggest is family. This can be particularly hard for people in the middle of their careers who may have children at school. Mr Bunting says: "There's your wife's career too. Some people's spouses try and commute back and I'd really advise against this as it makes an already stressful situation even more difficult."
4. Mr Hall says: "There's been a power shift to Asia, and that, coupled with low growth in America and Europe, means that particularly if you're ambitious you might want to spend some time there."
5. Many people say two to three years. But this will vary according to the country and organisation. Mr Parslow thinks that if you spend too long abroad, you can end up with a not entirely positive expat label attached to you.

**A. Match the following headings to the correct paragraph. Note that there is an extra heading. (5 Marks)**

.....5..... Is there an ideal length of time?

.....4..... What about the destination?

.....2..... What are the advantages and disadvantages?

.....—..... Is the money good?

.....3..... What are the personal considerations?

.....1..... What should I consider before I go?

1 mark each

**B. Match the following words to the correct definitions according to the article. Note that there is an extra definition.(5 Marks)**

1 mark each

career	executive	organisation	operation	expat
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1. ...organisation a group of people who work together for the same purpose.
2. ...expat..... someone who does not live in their own country.
3. ...operation an activity that is planned to achieve a particular purpose.
4. ...Career..... the job that you do during your working life to earn money.
5. ....—..... a short written description of your education.
6. ...executive someone who has an important job in a business and makes decisions.

**Reading 2 (10 Marks)**

**Read the following article about Foxconn and answer the following questions.**

Foxconn, one of the world's largest electronics manufacturers, is planning to have as many robots as workers in its China factories within three years, according to Terry Gou, chairman and chief executive.

Foxconn, China's biggest employer, produces Apple's iPad and other electronic gadgets. The group currently employs 1 million workers but has just 10,000 robots on its production lines.

Mr Gou outlined the company's plans at a Foxconn gathering late last week in Shenzhen, a coastal manufacturing centre in southern China. According to people who attended the function, the chief executive said the group would have up to 300,000 robots next year and 1 million two years from now, highlighting the drastic changes China-based manufacturers are making as competition for labour increases.

'This is part of a broad automation push among China-based manufacturers,' said Alvin Kwok, head of hardware technology research at JP Morgan. 'It signals that the cost of labour is no longer lower than the cost of capital.' Salaries for migrant workers, the main part of Foxconn's China workforce, rose 30-40 per cent last year. And that trend is continuing.

Foxconn says it wants employees to move 'higher up the value chain beyond basic manufacturing work'.

Many local governments are hoping that Foxconn will create large-scale employment in their backyard, and the group is building several large new factories in inland cities where labour costs are lower.

Analysts, however, believe the group's automation plans are an important part of its expansion strategy. 'Foxconn has been comparatively slow when it comes to automation,' said Mr Kwok. 'Automating an old factory is difficult because you then have to redesign the floor plan, so you want to introduce automation as part of a new plant.' This is not the end, in Chengdu, where one of the group's large new factories is located, government officials say Foxconn is expected to employ 100,000 workers by the end of the year and eventually reach a headcount of 300,000.

**A. Decide whether these statements are true ( ✓ ) or false ( × ) according to the article. (5 Marks)**    1 mark each

1. Foxconn is a retailing company. ( X )
2. The company is planning to use more robots in its factories in the future. ( ✓ )
3. Currently, salaries for workers in china are increasing. ( ✓ )
4. It isn't easy to install new robots in an old factory. ( ✓ )
5. Foxconn currently has 300,000 workers in Chengdu. ( X )

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**B. Read the article and choose the correct answer to complete the sentences. ( 5 Marks)**    1 mark each

1. Famous products of Foxconn's are

- (a) iPads                      b. robots                      c. factories

2. The Foxconn Group currently has ..... robots.

- (a) 10,000                      b . 1 million                      c. 300,000

3. Using robots in a factory is an example of .....

- a. marketing                      b. distribution                      (c) automation

4. Foxconn is building factories ..... of China.

- (a) in the central part                      b. outside                      c. near the borders

5. Foxconn is currently ..... its business.

- (a) expanding                      b. downsizing                      c. ending

**Writing 1 (10 Marks)**

Read the advertisement and write **a covering letter** ( 80 words) applying for the job. Your name is Alex Jones and your address is PO Box 147, London.

**Achievement International School****P.O Box 5810, Manama, Bahrain****Teacher assistant required**

The school is looking for an English teacher assistant.

**The following requirements are essential**

- \*At least 3 years of experience
- \*Know how to deal with small kids
- \*Ability to prepare activities for the subject
- \*Motivated and energetic.

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*Alex Jones*

Task Focus 2½	Organisation 2½	Language Accuracy 2½	Appropriateness 2½	Total 10





**Listening 1** Listen to the conversation between Claudia and Max talking about training and decide whether the following statements are true or false

**Claudia:** Hello Max. Can we start please? Ok, the main aim of this meeting is to talk about training. *We don't have a big training budget – it's about \$11,000 for the whole year. We want to make good use of it. Max, what do you think?*

**Max:** *I'm in favour of sales training. The sales team is doing well but I'm sure we could improve our performance. There are some very good courses available.*

**Claudia:** I don't know about that, Max. Don't you feel that management training would benefit the whole company?

**Max:** Well, you're the manager

**Claudia:** And I want to be the best manager I can be. I'm sure we all have something to learn.

**Max:** Perhaps we should consider sales training and management training.

**Claudia:** *I'm not sure that's a good idea. \$ 11,000 will cover one good course for one team but it's probably not enough for two courses.*

**Max:** I think I agree with you.

**Claudia:** Right. So we need to choose one or the other, at least for this year.

**Max:** Exactly. *We could have one course this year and one course next year. Why don't we do sales training this year and management training next year.*

**Claudia:** OK, We need to decide which we do first. Why don't we come back to that later?

**Max:** OK

**Claudia:** The next thing to discuss is timing. In the past, we've had one-week intensive training courses but last year it was suggested that we could do one-day sessions several weeks.

**Max:** Sorry, I don't quite understand.

**Claudia:** Last year, we had a course that ran every day, Monday to Friday, for one week. So people had to miss work for a week. Next time, we could have a course on Mondays only Five Mondays in a row.

**Max:** *Oh, brilliant. I'm in favour of that.*

**Claudia:** I completely agree. So that's it, then. We'll have one training day every week for five weeks. Now, let's move on to .....

## Listening 2

**Listen to Ingrid Watson, a sales representative, describing her company's new product, the TIK-99 and choose the correct answer a, b, or c.**

Good morning, everyone. I'm Ingrid Watson and I'm here to show you our latest product, the TIK-99. It's high-tech and it's *very attractive*.

As you can see, the TIK-99 looks like a high-quality *wristwatch* with a fashionable *black-and-silver* case and band. But it does so much more than a watch.

Let me tell you about its special features. It has a *wireless Bluetooth headset* and *it's completely voice activated, you just speak instructions to it*. You can use it to make phone calls send and receive e-mails, browse the Internet and play music and videos. Oh, and it also tells the time! It's perfect for wearing everywhere you go.

A huge advantage of the TIK-99 is its small size. It's 35 millimetres long, 40 millimetres wide and only 6 millimetres thick. It weighs 40 grams. But this compact device can give you high-quality sound, full-colour video and excellent text readability. And the long-lasting battery gives you *20 hours of talk* time or 30 hours of music playback. What's more, this amazing device is competitively priced at just \$399.

I'm sure you'll all want to try it for yourselves but first, are there any questions?

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

<b>Descriptors</b>		
<b>Level Definitions</b>	<b>Task Focus</b>	<b>Language Accuracy</b>
<p><b>5</b></p> <p><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></p>	<ul style="list-style-type: none"> <li>◆ Responds to all prompts</li> <li>◆ Distinct focus on topic</li> <li>◆ Details related to topic and task</li> <li>◆ Meets length requirements</li> <li>◆ The task is complete</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sophisticated and consistent command of English grammar;</li> <li>◆ Few, if any, spelling, capitalization and punctuation mistakes;</li> <li>◆ Good and varied use of sentence structure: simple, compound and complex;</li> <li>◆ Meaning is clear and on task.</li> </ul>
<p><b>4</b></p> <p><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></p>	<ul style="list-style-type: none"> <li>◆ Responds to most prompts;</li> <li>◆ Topic is slightly off focus;</li> <li>◆ Most details are relevant to the topic;</li> <li>◆ Production is within the range of length requirements.</li> <li>◆ The task is complete.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Consistent command of English grammar;</li> <li>◆ Limited number and type of errors;</li> <li>◆ Attempt to use more complex structure;</li> <li>◆ Errors do not obscure meaning.</li> </ul>
<p><b>3</b></p> <p><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></p>	<ul style="list-style-type: none"> <li>◆ Responds partially to the given prompts;</li> <li>◆ Topic is off target in some parts;</li> <li>◆ Needs more details to meet length requirements;</li> <li>◆ Some portions of the task are not completed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Inconsistent command of English grammar;</li> <li>◆ Too many fragmented sentences and run-ons;</li> <li>◆ Limited sentence structure: repeated use of simple sentence;</li> <li>◆ Errors in spelling and punctuation interfere with the meaning.</li> </ul>
<p><b>2</b></p> <p><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></p>	<ul style="list-style-type: none"> <li>◆ There is some evidence of responding to given prompts;</li> <li>◆ Focus on topic is inconsistent;</li> <li>◆ Needs more details to meet length requirements;</li> <li>◆ Most of the task is not complete.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Inadequate command of English grammar;</li> <li>◆ Only simple sentences are used;</li> <li>◆ Meaning is not clear because of the number and type of errors in spelling and punctuation.</li> </ul>
<p><b>1</b></p> <p><i>Performance showing a weak command of English language and the writing skills are undeveloped.</i></p>	<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>	