

KINGDOM OF BAHRAIN

QUALITY ASSURANCE AUTHORITY for  
EDUCATION and TRAINING

National Examinations Unit

Grade 12 National Examinations

مملكة البحرين

هيئة ضمان جودة التعليم والتدريب

وحدة الامتحانات الوطنية

الامتحانات الوطنية للصف الثاني عشر

April 2011

امتحان أبريل ٢٠١١

ENGLISH

اللغة الإنجليزية

Paper 2 Reading

الورقة ٢ القراءة

Duration: 90 minutes

مدة الامتحان: ٩٠ دقيقة

اكتب الإجابة في ورقة الأسئلة.

لا حاجة لأدوات إضافية.

الصق الرقم السكاني للطالب هنا

اقرأ أولاً التعليمات الآتية:

استعمل قلمًا أزرق فقط.

لا تكتب على الهامش العمودي.

أجب عن جميع الأسئلة.

عدد صفحات هذا الامتحان 19 صفحات مطبوعة و 1 صفحة بيضاء



**Part 1****Questions 1 – 10**

Read the four advertisements for different photographic studios.

Match the information in each statement to one of the photographic studio advertisements.

Circle the correct answer **A, B, C** or **D**.

There is an example (**0**) at the beginning.

- |                |   |                    |
|----------------|---|--------------------|
| <b>0</b>       | <b>Example</b><br>You can have a book containing photographs taken over one year.                                     | A <b>B</b> C D     |
| <b>1</b>       | Not all of the photographers in this company are men.   | A B C D            |
| <b>2</b>       | This company can take original and up-to-date photographs of your marriage celebrations.                              | A B C D            |
| <b>3</b>       | You can buy some extra photographs at a reduced price.  | A B C D            |
| <b>4 and 5</b> | (choose <b>two</b> answers)<br>You can talk to the photographer about what you want before the photographs are taken. | A B C D<br>A B C D |
| <b>6</b>       | You may want to take an object from home to be in the photograph.   | A B C D            |
| <b>7</b>       | The photographic studio can give you advice on how to display your photographs.                                       | A B C D            |
| <b>8</b>       | The company can provide photographs in the style that is best for you.  | A B C D            |
| <b>9</b>       | The photographs from this studio will always remain in good condition.  | A B C D            |
| <b>10</b>      | The photographer can come to your house if you want.  | A B C D            |

[10 marks]



**ADVERTISEMENTS FOR PHOTOGRAPHIC STUDIOS**

*For  
Examiner's  
Use*

**A****Quality Photos**

Whether you need images for a new website, a brochure or a press release, we can take stylish pictures that will reflect your company's up-to-date image, with discounts for regular customers. We also cover weddings and other celebrations, with female photographers for ladies-only events. We have a team of experts who can give you tips on how to hang your photos in the office or at home to show them to their best advantage.

**B****QH Family Photographers**

We can photograph your baby every month, to make a wonderful souvenir album of baby's first year. Remember to bring a favourite toy for your baby to hold! Additional pictures may be purchased from these photoshoots at discounted rates, and if you want your children photographed in the desert, at the beach club or in your own living room, we are happy to work 'out of studio'.

**C****Central Photographs**

We offer a creative approach to photography for the bride and groom who are looking for a non-traditional wedding package. Included in our special package are pre-wedding discussions with the bridal party at the chosen venue and four hours full coverage of the wedding party as well as a beautiful album where your photos will be arranged. All of our albums use acid-free pages, ensuring your photographs are preserved for a lifetime.

**D****The Portrait Studio**

We specialise in individual photographic portraits of men, women and children. Every customer is different, so before we do anything, your photographer will spend some time with you finding out about your personality and the things that are important to you. We have wide experience of many different artistic traditions and types of image which we can draw on, and we will ensure that your portrait will speak directly to you and your loved ones for years to come.

**Part 2****Questions 11 – 16***For  
Examiner's  
Use*

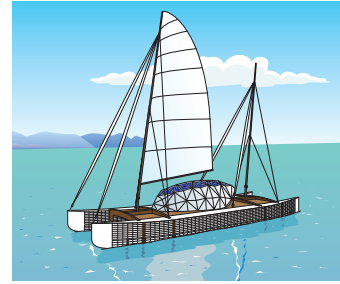
Read the text about an unusual boat called the *Plastiki*.

There are seven paragraphs in the text.

Choose the best heading (**A – H**) for each paragraph **11 – 16**.

There is one extra heading which you do not need to use.

There is an example (**0**) at the beginning.

**Headings**

- A** A change of plan
- B** An unexpected result
- C** A widespread problem
- D** Surviving challenges
- E** Environmentally friendly
- F** The final test
- G** A missed event
- H** Little boat, long route

**THE PLASTIKI****Example****Heading: \_\_H\_\_**

**0** A small boat made out of 12,500 recycled plastic bottles docked in Sydney Harbour, Australia, after crossing the Pacific Ocean on a journey meant to raise awareness about the dangers of plastic waste. The crew of the *Plastiki*, an 18-metre catamaran that weathered fierce ocean storms during its 8,000 nautical-mile journey, had set off from San Francisco, USA, four months earlier, stopping at various South Pacific island nations, including Kiribati and Samoa, along the way.

**Heading: \_\_\_\_\_**

**11** 'This is the hardest part of the journey – getting it in!' expedition leader David de Rothschild yelled from the boat as the crew struggled to steer the vessel into port outside the Australian National Maritime Museum in Sydney. De Rothschild exchanged high fives and hugs with his crew, pumping his fists into the air in victory. 'It was an extraordinary adventure,' he said.

**Heading: \_\_\_\_\_**

**12** De Rothschild, 31, said the idea for the journey came to him after he read a United Nations report in 2006 that revealed how plastic waste was seriously threatening the world's oceans. According to the UN Environment Programme, more than 13,000 pieces of plastic litter are now floating on every square kilometre of the world's oceans. 100,000 turtles and marine mammals, such as dolphins, whales and seals, are killed by plastic marine litter every year.

**Heading: \_\_\_\_\_**

**13** De Rothschild decided that recycling plastic to build a boat could highlight the problem – and a solution. The *Plastiki* is fully recyclable and is powered by solar panels and wind turbines. The boat is almost entirely made up of used plastic bottles, which are held together with organic glue made of sugar cane and cashews, but includes other materials too. The mast, for instance, is a recycled aluminium irrigation pipe.

**Heading:** \_\_\_\_\_

**14** During their 128-day journey, the six-member crew lived in a cabin of just 6 metres by 4.5 metres, took saltwater showers, and survived on a diet of dehydrated and canned food, supplemented with the occasional vegetable from their small on-board garden. Along the way, they fought giant ocean swells, high winds, temperatures up to 38C and torn sails.

**Heading:** \_\_\_\_\_

**15** Vern Moen, the *Plastiki's* filmmaker, couldn't be present at the birth of his first child. He met his son for the first time after docking in Sydney. He said, 'It is very, very strange to show up on a dock and be told "Here's your kid." '

**Heading:** \_\_\_\_\_

**16** 'There were many times when people looked at us and said, "You're crazy,"' de Rothschild said. 'I think it drove us on to say: "Anything's possible.'" Although the team had originally hoped to recycle the *Plastiki*, they are now thinking of keeping it intact, and displaying it as a way of enlightening people about the power of recycling.

**[6 marks]**

**Part 3****Questions 17 – 22**

Read the article about writing songs.

Six sentences have been removed from the article. Choose from the sentences (**A – H**) the one which fits each gap **17 – 22**.

There is one extra sentence which you do not need to use.

Write your answers (**A – H**) in each gap below.

There is an example (**0**) at the beginning.

**Writing a hit song**

*Chris Blaine has written more hit songs than anyone alive. In this article, he discusses how he goes about it.*

People have accused me of having a formula, but I don't. And I'm always looking for inspiration, for the thing that makes the difference. **(0)** \_\_\_\_\_ *H* \_\_\_\_\_. Yet, in spite of this, I believe there are a million songs still to be written.

When I'm writing a song, first I decide what I need to achieve and who I'm aiming it at. I don't just begin by sitting at a piano or getting out my guitar to see what will come out. **(17)** \_\_\_\_\_. In 90% of songs I start with the title, which sums up the idea behind the song.

I work within the format of a 3-minute pop song because I love the restrictions of that format. If painters were undisciplined and had no structure and no restrictions, where would their pictures begin and end? **(18)** \_\_\_\_\_. For them, it all happens within those limitations.

I believe there are really basically only two types of song: they're either about being happy or about being sad. **(19)** \_\_\_\_\_. My creativity comes in the way I deal with them. But I still need a spark to stimulate that creativity.

(20) \_\_\_\_\_. Often, when I've agreed to write a song for someone, I leave it until the last minute. I'll go to bed the night before, knowing I have to write a song for 11 o'clock the following morning. I'll wake up and my brain will have been working on it all night. By the time I'm in the shower, I'll be developing an idea. And then I'll sing it to myself in the car.

I never had any musical training. I just hear the melody in my head. (21) \_\_\_\_\_. The danger is that by capturing the melody in this way, you lose sight of the original idea, or add too much to it. You have to know when to stop.

When I'm creating in this way, things happen at a fundamental level in the brain.

(22) \_\_\_\_\_. It's a fantastic feeling.

[6 marks]



- A** After that I have to get it written down or record it onto tape.
- B** All these different possibilities mean that I'm still looking for the perfect pop song, one that does all the things I want it to.
- C** So there's very little variety in the topics of my songs.
- D** I generally produce this by putting myself under some kind of pressure.
- E** Before I do that, I have already thought out what I want.
- F** It's like flashing lights going off in my mind.
- G** Artists have to start with a piece of paper or a canvas and they can't go beyond it.
- H** There is nothing as difficult as coming up with the words and music for another three-minute pop song that is truly original.

**Part 4****Questions 23 – 30**

Read the extract from a novel below, which is about an 18-year-old girl called Allie who dreams of sailing alone from Australia to England in order to look for her aunt.

Circle the correct answer **A**, **B**, **C** or **D**.

There is an example (0) at the beginning.

**ALLIE'S DREAM**

I told mum about my dream: that I'd sail to England on my own, do all I could to find my aunt, and then sail home again. I expected an argument from her. But she just said very quietly, 'You go. You do it. But when it's done, you come back home, you hear?'

Fitting up my boat *Kitty Four*, and planning the whole trip, and all the sea trials needed to test out the equipment, took several months. Mum wasn't going to let me go until she was quite sure everything on board was just as it should be.

Grandpa was the same. He checked and double-checked everything. And all this time Mum was beginning the search for Aunt Kitty. She surfed the net, but that got her nowhere. She wrote to one or two friends who lived in England asking for their help, but no one could find a trace of Kitty Hobhouse born in London, probably in Bermondsey.

We set up a *Kitty Four* website so people could chart my progress at sea, and follow me all the way to England. And on the website there was a link to the whole story of the search for my aunt asking anyone who might have any information about her to get in touch. We had hundreds of hits, lots of good luck messages; but no one, it seems, had ever heard of a Kitty Hobhouse.

Mum didn't give up. She and Grandpa used the press too. There were front-page articles in the newspapers. 'Allie's Epic Voyage', 'Allie Searches for Long Lost Auntie'. I did radio and TV interviews. Grandpa liked the TV coverage best because the name of his boat yard was up there on the screen: 'Stavros Boats'

23 in huge blue letters on the boat, on my cap, on my wet weather gear, on just about  
24 everything. Grandpa was always there to check they were in the shot – **he never  
missed a trick.** But no one got in touch about Aunt Kitty. I started to think that she  
had maybe never existed at all, but mum stayed positive. Kitty existed, she was  
sure of it.

We decided that while I was at sea Mum would be my coordinator back at home on  
shore through email, and through satellite phone in an emergency. We would keep  
in touch every day. Any technical problems and I'd let her know. She'd talk to the  
men in Grandpa's boatyard, and they'd do what they could to talk me through  
repairs and maintenance. Any injuries and health problems, she'd ask the doctor.  
We'd thought of everything, we hoped. We were as ready as we could be. All set to  
go.

But in the last few days before I left I wasn't happy. By this time I'd become a bit of  
a local celebrity, and I was finding the constant media intrusion getting on my  
nerves. I wanted to slip away without anyone noticing, but Grandpa wasn't having  
any of it. He wanted me to have a proper send-off. He was proud of his little girl,  
proud of Stavros Boats, and he wanted the world to know it. And what Grandpa  
said, went.

So that's how it happened. I'd never seen so many cameras flashing in all my life.  
'This way, Allie!' 'Smile, Allie!' I showed my teeth - it was all I could manage. That  
apart, it was a send-off I'll never forget. The whole family showed up and everyone  
from the boatyard was there, along with what seemed like half the town. Music  
played on the jetty. They danced, they waved, they cried. But all I wanted now  
was to be gone. I wanted the hugging and the tears to be over with. I just wanted  
46 to get on with it.

Finally I set sail. My first big worry was the dozens and dozens of motor boats and  
speedboats and jet skis and yachts that were escorting me down the river and out  
to the open sea. They were all around me, some of them very close, too close.  
Eyes in the back of my head would have been useful. I tried to wave them away,

but they seemed to think I was waving goodbye to them and just waved back even more enthusiastically.

For  
Examiner's  
Use

But once I was out at sea they all turned back, and I was on my own at last. There was a good breeze behind me and *Kitty Four* was sailing like a dream. I'd always loved *Kitty Four* but I never loved her more than I loved her then. She was going to be my home for five months. We'd be doing this together, just her and me. I sat there in the cockpit, the sun and the spray on my face, drinking my first hot chocolate of the voyage. I was on my way.

**Example**

- 0 How did Allie expect her mother to feel about her idea of sailing to England?
- A excited that Allie might find her aunt there
  - B unwilling to allow Allie to go on the voyage
  - C angry that Allie wanted to leave home
  - D happy that Allie could fulfil her dream
- 23 Allie had to wait several months before beginning her trip because her mother and grandfather
- A wanted to delay her departure.
  - B needed to buy her a new boat.
  - C did not want anything to go wrong during the trip.
  - D found a lot of problems with the equipment on her boat.
- 24 What was the public's reaction to the *Kitty Four* website?
- A Some people wanted to make the same voyage.
  - B People were interested to read about her plans.
  - C No one followed the link to the story about her aunt.
  - D A lot of people had information about her aunt.
- 25 What does Allie suggest about her grandfather by 'he never missed a trick'?  
(lines 23 and 24)
- A He was good at getting publicity for his business.
  - B He was unhappy about being photographed.
  - C He was shocked by the way the media worked.
  - D He was always doing funny things.

- 26** If Allie was ill while she was at sea
- A** she would email a doctor.
  - B** she would contact a doctor by satellite phone.
  - C** her grandfather would ask a doctor to contact her.
  - D** her mother would get advice from a doctor.
- 27** What do we learn about Allie's relationship with the media?
- A** She didn't enjoy the attention she got from them.
  - B** She got anxious when doing TV interviews.
  - C** She used them to advertise her grandfather's boatyard.
  - D** She didn't like the way they presented her as a little girl.
- 28** What does 'it' refer to in line 46?
- A** the press
  - B** the family
  - C** the boat
  - D** the voyage
- 29** Why did Allie wave at the people in the other boats when she was setting out?
- A** to say goodbye to them
  - B** to tell them not to get too close
  - C** to encourage them to wave back
  - D** to warn them they were near the open sea

30 What do we learn about Allie from the passage as a whole?

- A She's unhappy at home and needs to get away from her family.
- B She's closer to her Aunt Kitty than to her mother.
- C She's adventurous and loves to do things on her own.
- D She loves her grandfather and wants to work in his boatyard.

*For  
Examiner's  
Use*

**[8 marks]**



**Part 5****Questions 31 – 40***For  
Examiner's  
Use*

Read the text about an environmental project and complete the notes.

Use **ONE WORD** from the text for each gap.

There is an example (0) at the beginning.

**THE PRUNTA RIVER PROJECT**

The Prunta River was polluted with industrial and community waste. Villagers lived in small wooden houses, many of which backed onto the river. And since the villages had no rubbish disposal facilities, household waste was regularly dumped in the river. This posed a severe threat to the health of those living along its banks.

A project was set up involving four villages along the edge of the river. The original aim of the project was to clean up the river. However, it was recognised that this on its own was not a permanent solution. In the longer term, an education and self-help programme involving all local people in the community would be needed. In order to ensure continuous improvement of the water quality, the local people's attitudes towards the environment, and the river in particular, had to be changed.

From the beginning of the project, every effort was made to involve the local community. The first step was to clean up the river itself. Rubbish, such as plastic bags and bottles floating on the surface of the river and lying on the banks, was removed by teams of villagers, and rubbish lying on the river bed was also dredged up. This process increased the flow of the river and meant that the dirty water was flushed away by fresh water flowing from the mountains further up the river.

But if the residents along the banks of the river continued to dump their waste into it, natural systems would never have a fair chance to clean up the mess. It was therefore necessary to encourage local people to maintain the quality of the environment they lived in, and to provide support for them to do this.



So a community education programme was begun, in which the inhabitants discussed the issues together. One of the first collective decisions was to do with the orientation of the riverside houses. These houses were traditionally built so that their back doors faced the rivers. When the river was the 'back yard', there was a tendency to throw waste directly into it. It was decided to turn the houses around so that their front doors faced the water, as people would want to keep their 'front yard' clean. Trash now goes out of the new 'back' of the houses away from the river. To encourage the villagers to redesign their homes, the government provided funds for the restoration of the riverbank and also constructed roads running through the villages to replace the original ones.

At the same time, action was taken to improve the organisation of rubbish collection. The government supplied bins – one for every household – where people could put their rubbish. A system was introduced by which rubbish collectors picked up the rubbish from households twice a week using carts provided for them, and school children and villagers were reminded that everyone needed to use the systems and stop putting waste in the river. At present there are no formal methods of recycling rubbish, but it is planned to introduce facilities for this soon.

Social economic development projects were also an integral part of the programme. The villagers needed economic opportunities to support them in the changes they were making to their life style and to protect the river and the health of their families. To increase people's earning capacity, Morinda trees were planted; these produce a fruit which is very popular in the region, so the villagers were able to increase their income by taking this to the market and selling it there. Once the quality of the river water had improved, local fishing became more productive and provided another source of income. In parallel with this, as part of the drive for development, funds were made available for the rebuilding and expansion of schools in the villages, allowing better employment opportunities for the inhabitants in the longer term.

The first phase of the project is now complete and it is hoped that the project will act as a model to other communities up and down the river.

## THE PRUNTA RIVER PROJECT

*For  
Examiner's  
Use*

### Situation

- The Prunta River was (0) \_\_\_ ***polluted*** \_\_\_ and was a health threat.

### Project overview

- Four riverside villages were involved.
- Aims: to clean the river  
to change the (31) \_\_\_\_\_ of local people

### River cleaning

- Local people were involved in removing rubbish from the river.
- Clean water from the (32) \_\_\_\_\_ replaced the dirty water.

### Maintaining the quality of the environment

- changing riverside houses so that their (33) \_\_\_\_\_ doors are by the river
- building new (34) \_\_\_\_\_
- providing (35) \_\_\_\_\_ and (36) \_\_\_\_\_ to remove the rubbish
- facilities for (37) \_\_\_\_\_ (planned)

### Improving opportunities for residents

- increased income from selling the (38) \_\_\_\_\_ of Morinda trees
- use of the river for (39) \_\_\_\_\_
- funds for the improvement of (40) \_\_\_\_\_

**[10 marks]**



**BLANK PAGE**

---

**BH/ENG12/02**

**April 2011**

**ENGLISH**

**Paper 2 Reading**

**امتحان أبريل ٢٠١١**

**اللغة الإنجليزية**

**الورقة ٢ القراءة**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (QAAET) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.