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و التدريب

Directorate of National Examinations

إدارة الامتحانات الوطنية

Grade 12 National Examinations

الامتحانات الوطنية للصف الثاني عشر

March 2014

امتحان مارس ٢٠١٤

ENGLISH

اللغة الإنجليزية

Paper 2 Reading

الورقة ٢ القراءة

Duration: 90 minutes

مدة الامتحان: ٩٠ دقيقة

الدرجة الإجمالية لهذه الورقة ٤٠ درجة.

لا حاجة لأدوات إضافية.

ألصق الرقم السكاني للطالب هنا

اقرأ أولاً التعليمات الآتية:

اكتب الإجابة في ورقة الأسئلة.

استعمل قلمًا أزرق فقط.

لا تكتب على الهامش العمودي.

أجب عن جميع الأسئلة.

For Markers' Use		لاستعمال المصححين				
	Maximum mark	OM	RM	PC	GR	RE
DK No	-					
Marker No	-					
Q1	10					
Q2	6					
Q3	6					
Q4	8					
Q5	10					
Total	40					

عدد صفحات هذا الامتحان 18 صفحات مطبوعة و 2 صفحة بيضاء

Part 1**Questions 1 – 10**

Read the texts by four different people about creative writing.

Match the information in each question to one of the texts.

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

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

Which person

- | | | |
|-----------|---|------------------|
| 0 | found that writing is easier when you are not focusing on it? | (A) B C D |
| 1 | mentions different speeds at which the mind works? | A B C D |
| 2 | thinks that making quick decisions does not always produce the best work? | A B C D |
| 3 | shows that worrying about remembering things can make you forget them? | A B C D |
| 4 | does not feel the need to plan every detail before starting work? | A B C D |
| 5 | explains that quick thinking is important in order to solve problems? | A B C D |
| 6 | improved on something at a second attempt? | A B C D |
| 7 | suggests that if you like a piece of writing, you find it easier to recreate? | A B C D |
| 8 | says it is good for creativity to let the mind wander freely? | A B C D |
| 9 | discovered an advantage to working quickly? | A B C D |
| 10 | found an experiment produced unexpected results? | A B C D |

[10 marks]



CREATIVE WRITING

For
Examiner's
Use

A

I once wrote a short story for my creative writing class, which I then couldn't find, so I rewrote it at speed from memory. Then I found the original story – and the one I'd redone was much better. How could that be? My mind must have been working unconsciously on the story since I'd written it. I clearly produce my best stuff when my unconscious mind is working on it while I'm doing something completely different.

B

As a writer, I really enjoy playing around with ideas. While doing that, I'm much more in touch with the unconscious, creative part of my mind. I also tend to put off making up my mind about what to write for as long as I can, because then I'm giving myself more time to come up with great ideas. Unlike some people, I'm happy to leave a few questions unanswered as I begin to write.

C

People use their brain in more than one way to think about things: they use their fast 'hare' brain, which wants everything to be clear and resolved immediately, and their slower 'tortoise' brain, which prefers to take time to let the unconscious mind think things over. I'd say taking my time and not knowing where my thoughts will lead me is essential for writing creatively – although I often need my 'hare' brain, too, to sort out any difficulties I might have when writing.

D

One day, I told my creative writing students they had to remember several short stories I'd read them. I also displayed several others around the room, so they could read them for pleasure whenever they wanted. One week later, they'd forgotten the ones they were forced to learn – but amazingly, they had fewer problems recalling the ones they'd enjoyed and were less anxious about remembering. Clearly, anxiety doesn't help creative thinking.

Part 2**Questions 11 – 16**

Read the text about tips on healthy living.

There are seven paragraphs in the text.

Choose the best heading (**A – G**) 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** Try to get enough sleep
- B** Spend less time in front of a screen
- C** Don't skip any important meals
- D** Drink enough
- E** Get out more
- F** Be as active as you can
- G** Follow a balanced diet
- H** Walk more!

HEALTHY LIVING

For
Examiner's
Use

Healthy living is important for all of us and there are many factors for us to consider.

Example

Heading: __H__

0 The recommended target for staying healthy is 10,000 steps per day. It's good exercise, and if you do it at a brisk pace, it's even better! Try to include more in your daily travel routine. Choose a slightly longer route whenever you are out rather than going only a short distance.

Heading: _____

11 Every time you go out dancing, go for a walk outside or even just walk upstairs, you're contributing to your recommended daily exercise target of 30 minutes. And getting a little out of breath while you're doing it is a good thing – as long as you have a bottle of water handy – because it will help to improve your fitness. It's a sign that you're burning more calories than if you are breathing normally. But it's wise to avoid exercising just before you go to sleep.

Heading: _____

12 As well as exercising and getting out and about you should aim for variety in each meal and avoid things that have little nutritional value, such as sugary drinks. Make time to sit down with your family for a proper evening meal rather than eating your dinner at your computer or in front of the TV. And remember, you should try to eat fresh food – a minimum of five portions a day is recommended.

Heading: _____

13 Eating a healthy breakfast is essential for speeding up your metabolism and giving you energy to make the most of the day ahead. It's tempting not to bother, of course, and just stay longer in bed catching up on some sleep. But make the effort and get up that little bit earlier so you have time. It'll be worth it.

Heading: _____

14 Aim to eat more for breakfast and lunch and less in the evening. Avoid going to bed on a full stomach. And if you really want to watch that late night film on TV then record it and watch it another time. Otherwise, you'll regret it the next day when you have so many things to do, and you need to be up and out early but you just can't face it!

Heading: _____

15 Complete inactivity has a negative effect on your health, making you feel tired and lazy. So, try not to sit for lengthy periods at a computer, whether it's at home or school. It can damage your eyesight. But, if you really can't avoid it, at least stand up from time to time. Go and get yourself a drink or a snack, for example. You'll feel better for it.

Heading: _____

16 Sunshine is good for us and helps our body absorb the vitamins we need, making us feel healthy and happy. So, try to make sure that for at least half an hour each day you are not stuck inside a building. Grab a drink and go for a walk. By the time you get back to your computer, you'll be feeling brighter and more focused on your work.

[6 marks]



Part 3**Questions 17 – 22**

Read the article about work experience.

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

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

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

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

WORK EXPERIENCE

Do you know what you'd like to do when you start work? A really useful way of deciding what you want to do after you leave school is to get some work experience. **(0)** H It allows you to see what the world of work is really like. So how do you go about getting a work experience placement?

Placements in popular industries are often booked up by schools and colleges well ahead, so you should try writing to them in plenty of time to explain what you want. **(17)** This is especially true if it's a well-known company. And if you've just missed out on an opportunity, the person in charge may tell you the best time to contact them again.

If you've worked before, then you may have written a CV already, and you just need to update it. If you haven't, it's harder. **(18)** But don't worry – just put down everything you've done which demonstrates how you've gained or improved skills.

There are lots of things you could consider putting on a CV. **(19)** Or perhaps you have valuable skills that you've taught yourself. All these things can show employers that you have the personality and skills to do well in a work environment.

Most importantly, your CV also needs to be tailored to the company you're applying to, as not all details will be relevant to every job. **(20)** And just check that you send each company the right version!

Meanwhile, remember that people you already know can be a really useful source of information when you're trying to find the right work experience. Maybe one of your family or friends happens to work in the sort of place you're interested in.

(21) _____ You might be pleasantly surprised at what they tell you.

Of course, you can also organise your own work experience by getting in touch with companies directly. So look at company websites, and ring them up to ask if they have any spaces left. They'll get a good idea of your personality and they're more likely to remember you. Don't forget, though, that a work placement is not a permanent position.

(22) _____ But any experience is valuable.

*For
Examiner's
Use*

[6 marks]



- A Several months in advance is a good idea.
- B You may feel you have nothing worthwhile to include.
- C So, be sure to ask for all the details.
- D Calling them is much better than just sending off an email.
- E So if you're contacting several different organisations, don't forget to make any necessary adjustments.
- F Have you recently helped out with any charity work?
- G After all, it doesn't have to become your chosen career.
- H This involves going and working in a company for a few weeks.

Part 4**Questions 23 – 30**

Read the text below about a college student's memories of her first day at secondary school.

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

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

FIRST DAY AT SECONDARY SCHOOL!

by Sophie Green

My dad's always telling me that school days are the best days of your life. I have to say, though, some of the things he tells me sound pretty awful, and I do wonder if he's remembering it all correctly! Still, the friends he made there are still his friends now, and that's worth a lot, isn't it?

Many students can't wait to start secondary school and leave their primary school behind, feeling that they've really outgrown it as they've become far too mature. I didn't really experience that level of confidence, though. But also, many students look back longingly at the security of their primary classes when they think about facing the demands of secondary education, and as far as that part went, I was no exception.

I knew some aspects of life at secondary school would be challenging. There'd be higher study expectations and teachers would be stricter. But none of those were as high on my list of concerns as the fear that my primary school friends would all have changed over the summer – become taller or smarter – making me the only one who hadn't changed. But I knew spending break times with them would help me overcome all that.

Then just before the first day of school, an email arrived. It was our secondary school principal, sounding incredibly serious. She said that school was cancelled on Monday and would be delayed until Tuesday, as the air conditioning system had broken. Though I was annoyed that the big day had been postponed, I was pleased at the same time because we had an extra day of vacation.

So on Tuesday morning, I was once again prepared for my big day. My red backpack was filled with new notebooks, and I walked onto campus feeling slightly more nervous

than I'd expected. I'd walked through these same grounds for years because my small primary school was next door, but everything looked and felt different after the summer holidays. Now I was in secondary school, and my old school seemed like a distant memory.

I looked at my schedule. My first lesson was German. I took a deep breath as I opened the classroom door. The room was light and very spacious. There was no carpet, and we had an old-fashioned blackboard rather than the more modern whiteboard we had in other classrooms, but it had great posters on the wall. I looked around and sat down at the first desk I came to as the bell rang. Our teacher was very friendly and I liked her from the beginning.

My next period was biology. I could tell our teacher would teach us a lot as he was very to the point, and didn't waste time on stories and things. But he also had a unique way of telling us to be quiet by just saying the word *alligator*, which he explained were 'kings of the swamp', and therefore had to be obeyed. His science classes would be far from boring!

Third period used to be the time we had a break and some food back in primary school, but not any more, so I had to wait to eat. We could choose the next class we went to, and I'd decided to do singing. I walked into a noisy room full of people, trying to find someone I recognised but I failed. For a second I really wanted to quit singing class. But then to my relief, friends from primary school turned up. After that, we sang our hearts out!

After surviving three periods and having some lunch, I wasn't feeling too bad. However, my English class changed everything. My teacher told us we'd have to write 40 essays over the year and read some really long books too. I love reading and writing – but 40 essays? He also talked about the importance of being organised and focused. I wasn't worried about the organised part, but focused? I'd always done my homework while chatting online. So I planned on stepping it up during the year to make sure I got good grades.

There was a lot to learn on the first day, but after that it got better. Secondary school days really were the best days of my life!

Example

- 0** Sophie thinks her father
- A** may not have made many friends at school.
 - B** must have really enjoyed being at school.
 - C** has inaccurate memories of his school days.
 - D** only tells her the worst things about his school days.
- 23** Sophie says that just before starting secondary school, she
- A** hoped her new school would be very sophisticated.
 - B** felt too grown up to attend primary school any more.
 - C** began to miss certain things about her primary school.
 - D** assumed she would feel confident on her first day of school.
- 24** What was Sophie's biggest worry on starting a new school after the summer holiday?
- A** She'd feel different from her old friends.
 - B** She'd get into trouble with strict teachers.
 - C** She'd have to study much harder than previously.
 - D** She'd have no one to spend time with.
- 25** How did Sophie feel about the news she got from the school principal?
- A** relieved the beginning of the school term was delayed
 - B** happy to have a little more time off school
 - C** disappointed at having to wait to start her new school
 - D** worried that there was a problem at the school

- 26** Sophie was surprised she felt nervous on arrival at school because
- A** she knew she had prepared well for the day.
 - B** nothing had changed since the holidays had begun.
 - C** her new school was smaller than she remembered.
 - D** she had been there many times already.
- 27** What was Sophie's first impression of the classroom for German lessons?
- A** It was very comfortable.
 - B** It had a lot of modern equipment.
 - C** It had very few empty desks.
 - D** It was large and bright.
- 28** What was Sophie's opinion of her biology teacher?
- A** She didn't like the way he kept people quiet.
 - B** She thought he'd be entertaining.
 - C** She wasn't sure she'd learn much from him.
 - D** She enjoyed the stories he told.
- 29** When Sophie first walked into her singing class, she was
- A** pleased to find people she knew.
 - B** surprised that she felt so hungry.
 - C** disappointed that she'd chosen it.
 - D** shocked to see so many people there.

30 Sophie says that in her English class she

- A promised herself she'd keep up with all the work.
- B decided she'd have to become more organised.
- C looked forward to showing off her essay-writing skills.
- D realised the work would be less challenging than she'd thought.

*For
Examiner's
Use*

[8 marks]



Part 5**Questions 31 – 40**

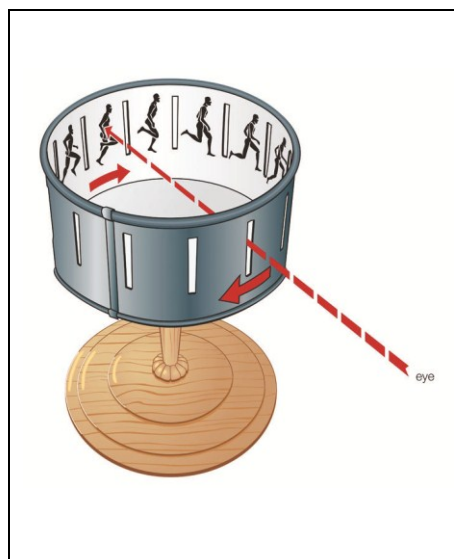
Read the text about the *zoetrope*, a device for making pictures appear to move, and complete the notes.

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

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

THE ZOETROPE

Have you ever experimented with a *zoetrope*? It's just one of several animated toys invented in the 19th century, at a time when people were experimenting with different ways of making moving pictures. The earliest zoetropes appeared in England in 1834, and in France in 1860 before finally reaching the United States in 1867. A man called Horner initially developed the device, calling it a *daedalum*, but a French inventor, Desvignes, was responsible for later renaming it the zoetrope. This originates from a Greek word that refers to animals combined with the word *trope* which also has a Greek origin and means turning. Some later referred to it rather appropriately as the wheel of life.



It's actually very simple to use a zoetrope. You just place a strip of drawings inside the section of the zoetrope that looks like a drum, and then turn it as fast as you can on its spindle. Then, try viewing the drawings using the slots round the sides, and you'll find the images seem to come to life – although, of course, this is just an illusion.

So why does this impression of movement occur? It depends partly on something called the persistence of vision. This is the length of time that the retina (the area at the back of the eye, which functions as a screen and is sensitive to light) retains an image. If a light flashes every tenth of a second or less, it is perceived as continuous. This is because the impression of each flash of light remains, or persists, on the retina for at least one-tenth of a second, so the brain can't tell where one flash ends and the next begins. As a result, a continuous light, instead of a series of flashes, is seen. This is

why the drawings appear to move – nothing is seen between each drawing.

However, if a zoetrope is spun and the drawings are seen from above, the results will be very different. What is seen will be unclear. The impressive illusion is gone. This is because any images must be interrupted by moments of darkness in order for the illusion of movement to work.

These discoveries about how images could be made to 'move' were central to the development of the moving images we take for granted in cinemas and on TV today. On the surface, modern media technologies may look very different from the optical toys of the 1800s, but in fact they do have properties in common. For example, video images have spaces between each individual picture as they are scanned onto your screen, which would easily be seen if the film's running speed was slowed down. This is exactly how the images in the zoetrope appear when it is spun too slowly. The faster it turns, the smoother the motion appears to be, but it breaks down when each image is seen for a tenth of a second or more.

Modern equipment avoids this kind of breakdown by running much faster. Film projectors usually run at a rate of 24 frames, or pictures, per second, and DVD players at a rate of 30 frames per second. However, old silent movie projectors used to run at around 16 frames per second, which is why there is so much shaking of the images: their running speed was very slow.

What's more, modern movies are now extremely sophisticated, composed of different characters and what is taking place, filmed from a variety of angles and distances and then cut up and reassembled. This process creates an illusion of continuity, which editors skilfully maximise so that no-one is ever consciously aware of the film-making process. But viewers have an even greater role to play in maintaining the illusion. Films require them to watch and absorb constantly changing scenes, and to follow a story without being shown every event within it.

Although we now take all the amazing special effects and other features completely for granted, these would clearly once have been unimaginable without the understanding of moving pictures that the zoetrope and other devices have provided.

THE ZOETROPE

For
Examiner's
Use

- The zoetrope made its first appearance in the US in **(0)** _____ 1867 _____.
- The zoetrope was originally invented by someone called **(31)** _____ and then given a different name.
- The first part of the name zoetrope comes from a word meaning **(32)** _____.
- The writer explains that part of the zoetrope is similar to a **(33)** _____ in appearance.
- Looking at the images through **(34)** _____ on a spinning zoetrope appears to make them move.
- The zoetrope works due to an image staying on the retina, a kind of **(35)** _____ inside the eye, for a short time.
- When images in a zoetrope are viewed from above, they become **(36)** _____.
- The writer explains that, in common with zoetropes, videos would appear to viewers to have **(37)** _____ in them if run too slowly.
- The writer uses the word **(38)** _____ to describe the effect of silent movies' slow speed.
- The writer describes modern movies as being made of images of **(39)** _____ and events put together.
- The writer suggests that **(40)** _____ are more responsible for creating the impression of continuity than film directors.

[10 marks]



BH/ENG12/02

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ENGLISH

Paper 2 Reading

امتحان مارس ٢٠١٤

اللغة الإنجليزية

الورقة ٢ القراءة

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