

KINGDOM OF BAHRAIN

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Directorate of National Examinations

Grade 12 National Examinations

مملكة البحرين

الهيئة الوطنية للمؤهلات و ضمان جودة

التعليم و التدريب

إدارة الامتحانات الوطنية

الامتحانات الوطنية للصف الثاني عشر

March 2015

ENGLISH

Paper 2 Reading

Duration: 90 minutes

The total mark for this paper is 40 marks.

امتحان مارس 2015

اللغة الإنجليزية

الورقة 2 القراءة

مدة الامتحان: 90 دقيقة

الدرجة الإجمالية لهذه الورقة 40 درجة.

Read the following Instructions:

Write the answer on the question paper.

Use blue pen only.

The use of dictionaries are not permitted
during the exam.

Do not write in the margin.

Answer **all** the questions.

ألصق الرقم الشخصي للطالب هنا

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					

This document consists of 18 printed pages and 2 blank pages

Part 1**Questions 1 – 10**

Read the four texts about people who teach yoga.

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

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

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

Which text mentions the following?

- | | | |
|-----------|--|------------------|
| 0 | A physical problem led this person to take up yoga. | A B C (D) |
| 1 | A specific yoga technique helps people to feel better. | A B C D |
| 2 | People's lifestyle improves over time when they do yoga. | A B C D |
| 3 | The majority of beginners have false beliefs about yoga. | A B C D |
| 4 | Finding time to practise yoga is planned according to family commitments. | A B C D |
| 5 | Yoga helps this person to cope with a stressful job. | A B C D |
| 6 | This person's ambition is to take yoga further professionally. | A B C D |
| 7 | An advantage of yoga is that there is nothing to prevent people from taking it up. | A B C D |
| 8 | Yoga teaching is not the main source of this person's earnings so far. | A B C D |
| 9 | Yoga practice gives this person a rewarding feeling all day long. | A B C D |
| 10 | This person barely has time to teach yoga due to a busy work schedule. | A B C D |



Yoga Teachers

*For
Examiner's
Use*

A**Sara Bradley**

Sara, a maths teacher, runs part-time yoga classes. She finds yoga benefits her both physically and spiritually. Her busy lifestyle with two young children means she has to fit in her yoga practice when her kids are out. So finding a regular time for practice is difficult but, she thinks, it is worthwhile because it gives her a sense of fulfillment throughout the day. Because Sara's family realises she enjoys her yoga classes so much, they think she should become a full-time professional.

B**Dave Roy**

Dave works as a family therapist and finds yoga helps him to handle the demands of his work. He devotes part of his time to teaching yoga. Having many work commitments, Dave struggles to find time for his yoga classes, although it is a good source of income for him. Sometimes his students find the way of breathing difficult, but Dave enables them to see that this leads to positive mental and physical transformation.

C**Hilary Rogers**

Hilary previously worked as a graphic designer, before becoming a yoga teacher. What attracted her to yoga is that it's for everyone. Many of her new students come to yoga classes with expectations that they should change their way of living, but she believes yoga can be used to enhance your life, and people don't need to make big changes – you can practise yoga whatever your lifestyle or age. The benefits come gradually as a result of practice.

D**Andy Brown**

Andy began practising yoga because he suffered from back pain. But he has come to embrace yoga as a powerful tool for improving character. To him, the great advantage of yoga is its ability to bring mental clarity. Andy now teaches small groups and one-to-one classes. He encourages his students to spend their free time each day practising yoga. Currently, most of his income is from gardening, but he hopes to develop his career as a yoga teacher.

Part 2**Questions 11 – 16**

Read the text about body image and self-confidence.

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** Dealing with dissatisfaction
- B** A healthy starting point
- C** Seeking specialist assistance
- D** Being sure of yourself
- E** Leaning on someone you trust
- F** Physical development
- G** Perfection does not exist
- H** Negative thoughts

Body image and self-confidence

For
Examiner's
Use

Example**Heading: H**

0 Does any of this sound familiar? "I'm too tall." "I'm too short." "If only I were thinner, I'd be happy." If so, you're not alone. As a teen, you're going through lots of changes. It's not always easy to like everything about yourself, but when you develop a pessimistic way of thinking, it can really bring down your self-confidence.

Heading: _____

11 Self-confidence is about how positive you feel about yourself, and how much you feel other people value you. It is important because feeling good about yourself can affect your mental health and your behaviour. People with high self-confidence feel more in control of their lives and know their own strengths and weaknesses

Heading: _____

12 Having a positive self-image will help you accept yourself the way you are. This is a solid foundation which allows you to deal with other aspects of growing up, such as developing good friendships and becoming more independent. An optimistic attitude can help people develop a strong personality. For example, if you make a mistake, you might want to say, "I'm human," instead of "I'm such a loser."

Heading: _____

13 Some people think they need to change how they look to feel good about themselves. But all you need to do is change the way you think about yourself. Humans, by definition, are imperfect. It's what makes each of us unique and original! Everyone has things that they can't change and need to accept, like their height or their shoe size. Remind yourself that real people have faults and faultless people aren't real.

Heading: _____

14 If there are things about yourself that you want to change, and you can, do this by making goals. For example, if you want to get fit, make a plan to exercise every day and eat healthily. Then keep track of your progress until you reach your goal. Never let others put you down. Meeting a challenge you set for yourself is a great way to boost self-confidence!

Heading: _____

15 Some people with physical disabilities or differences may feel they are not seen as their true selves. Other people may have such serious body image issues that they need a bit more help. Working with a counsellor or therapist can help some people gain a sense of self-worth and learn to focus on their individual strengths as well as develop a healthier way of thinking.

Heading: _____

16 Some of the common consequences of teens having low self-confidence and body image problems may be depression and losing interest in activities or friends. If you're feeling this way, it can help to talk to a close parent, relative or friend. Someone like this can help you think positively about your body image and give you feedback about your body, your skills and your abilities.

[6 marks]



Part 3**Questions 17 – 22**

Read the article about Manolo Blahnik, a famous shoe designer.

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.

Manolo Blahnik

Manolo Blahnik is one of the world's most successful shoe designers. In this article, he talks about his job.

“It was a long, long road. My father thought I should do international law, so I did it at university for the first semester, but I wasn't into it. So I asked if I could do literature, but I didn't enjoy that either. **(0)** **H** I realised that I wanted to do something creative, something with my hands and with my head. Then, having been in Paris for many years, where every day was a party, I decided the French mentality was not for me. So I moved to England, and the people there doing exciting visual things interested me tremendously.”

“I got into designing shoes because they have a life for themselves. You can have them on the floor; you can look at them as objects. The dress on the other hand, has to be worn. **(17)** _____ They bring joy to people's lives and they're a source of entertainment too.”

“It took me about 10 years to learn the craft - not in school, but in factories. And I was very lucky to have incredible people around me who were mad about what I was doing. **(18)** _____ I was a classicist, inspired by 19th-century styles. So the shoes I designed looked different. I guess that was the key to my success.”

"I guess every designer tries his best to be original. **(19)** _____ I have to hold myself back sometimes, because I've got millions of ideas. When I'm creating a collection, I usually visualise a specific type of person in my head, subconsciously."

*For
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"I'm a perfectionist. I like to finish my products beautifully, with the best materials, and do the best I can. Every day I'm critical of what I do. **(20)** _____"

"I've never been a great businessman concerned about what will or won't sell. I'm in fashion and I think it's fun to change styles from one season to the next, even though I'm aware of current trends. Maybe my shoes are expensive for some people.

(21) _____ So that means you can't produce them for \$150—that would be impossible. They last though; you're not going to buy them now and throw them away in a few months."

"I don't like large companies, which have endless meetings focusing on little details. It's very difficult to be independent at the moment, but that's why designers have to work harder to produce shoes that people desire. **(22)** _____ Sometimes I'm successful, sometimes I'm not, but it's my product, my idea, and I follow it to the end. "

[6 marks]



- A** I also love the way you can see people wearing shoes for decoration.
- B** It's despite the fact that my mother was an incredibly artistic woman.
- C** I design all the shoes myself, and I wouldn't have it any other way - I don't want to be influenced.
- D** But you have to remember that they are made by hand with really beautiful materials.
- E** I'm constantly saying, 'No, this is not good enough,' and I start all over again.
- F** And that was totally different from the horrible shoes of the time.
- G** I have no difficulty coming up with new designs year after year.
- H** Then I asked for permission to go to art school, and that's how I found my way.

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Part 4**Questions 23 – 30**

Read the extract from a novel below, which is about a boy with a physical disability who learned how to write with his foot.

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

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

Christy's story

Years passed, and still I showed no real sign of intelligence. I showed no apparent interest in things except my toes, more especially those of my left foot. I used to lie on my back all the time in the kitchen. I was lonely, imprisoned in a world of my own, unable to communicate with others, cut off, separated from them as though a glass wall stood between my existence and theirs. I longed to run about and play with the rest, but I was unable to break loose from my bondage.

Then suddenly, it happened! In a moment everything was changed. My future life moulded into a definite shape, my mother's faith in me rewarded, and her secret fear changed into open victory. My dream came true.

It was the afternoon of a cold, gray December day. In a corner Mona and Paddy were sitting, huddled together, a few torn school books before them. They were writing down little sums onto an old chipped board, using a bright piece of yellow chalk. I was close to them, propped up by a few pillows against the wall, watching curiously.

Suddenly, I wanted desperately to do what my sister was doing. Then, without thinking or knowing exactly what I was doing, I reached out with my leg and took the stick of chalk out of my sister's hand with my left foot. It is a puzzle to many people as well as to myself, for, although I had displayed a curious interest in my toes at an early age, I had never attempted before this to use either of my feet in any way. They could have been as useless to me as were my hands. That day, however, my left foot, apparently of its own accord, reached out and very impolitely took the chalk out of my sister's hand.

I firmly gripped it, to prevent the chalk from breaking into pieces and I made a wild sort of scribble with it on the board. Next moment I stopped, a bit dazed, surprised, looking down at the stick of yellow chalk stuck between my toes, not knowing what to do, hardly knowing how it got there. Then I looked up and became aware that everyone had stopped talking and was staring at me.

My mother came in from the pantry with a steaming pot in her hand. She stopped midway between the table and the fire, feeling the tension flowing through the room. She followed their stare and saw me in the corner. Her eyes looked from my face down to my foot, with the chalk gripped between my toes. She put down the pot. Then she crossed over to me and knelt down beside me, as she had done so many times before. "I'll show you what to do with it, Christy," she said, very slowly and in a queer, choked way, her face flushed as if with some inner excitement. Taking another piece of chalk from Mona, she hesitated, then very deliberately drew, on the floor in front of me, the single letter "A." "Copy that," she said. "Copy it, Christy." I couldn't. "Try again, Christy," she whispered in my ear. "Again."

I did. I stiffened my body and put my left foot out again, for the third time. I drew one side of the letter. I drew half the other side. Then the stick of chalk broke and I was left with a stump. I wanted to fling it away and give up. Then I felt my mother's hand on my shoulder. I tried once more. I shook, I sweated and strained every muscle. My hands were tightly clenched that my fingernails bit into the flesh. Everything in the room swam until the faces around me were mere patches of white. But I drew it. There **it** was on the floor before me. Shaky, with awkward, wobbly sides and a very uneven centre line. But it was the letter "A." I looked up. I saw my mother's face for a moment, tears on her cheeks. Then my father stooped and hoisted me onto his shoulder.

Example

- 0** In the first paragraph, what do we learn about Christy?
- A** He wished his family would talk to him more.
 - B** He has always known he was clever.
 - C** His disability constantly frustrated him.
 - D** His family locked him away every day.
- 23** At the beginning of the extract, what do we learn about Christy's mother?
- A** She argues with Christy.
 - B** She gives treats to Christy.
 - C** She is frightened of Christy.
 - D** She believes in Christy.
- 24** Christy was staring at Mona and Paddy because
- A** he was attracted to the chalk they were holding.
 - B** he was interested in what they were doing.
 - C** he needed them to move his pillows.
 - D** he wanted to borrow their books.
- 25** Why was Christy surprised to use his left foot?
- A** He thought he couldn't move his leg.
 - B** He found his toes unattractive.
 - C** He preferred using his hands.
 - D** He felt it would be rude.

- 26** As soon as he took the piece of chalk from his sister, Christy
- A** broke it in half.
 - B** showed it to everyone.
 - C** held it tightly in his foot.
 - D** threw it towards the board.
- 27** What was Christy's mother's reaction when she saw him holding the chalk in his foot?
- A** She tried to encourage him.
 - B** She seemed to be embarrassed.
 - C** She acted in an unusual manner.
 - D** She was too shocked to move.
- 28** What does Christy suggest by saying "the faces around me were mere patches of white" in line 42?
- A** He was focused on one thing only.
 - B** His family were unable to watch.
 - C** His family were very worried.
 - D** He thought he might be sick.
- 29** What does "it" in line 42 refer to?
- A** the room
 - B** the letter
 - C** the chalk
 - D** the floor

30 What message does Christy's story give?

- A Creativity is magical.
- B Competition is crucial.
- C Patience is worthwhile.
- D Knowledge is powerful.

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[8 marks]

Part 5**Questions 31 – 40**

Read the text about the honeybee and complete the notes.

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

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

The Honeybee

No other insect has served the needs of man like the honeybee. It is one of the most familiar insects, and plays a key role in the world of humans and nature. The human fascination with this insect began thousands of years ago when people discovered what wonderfully tasty stuff honey is!

Honeybees are social and cooperative insects and work together in a highly structured social order. Each bee belongs to one of three specialised groups known as, queens, drones and workers. There is only one queen and one of her main purposes in life is to make more bees. She can lay between 1000 and 2000 eggs per day and can live for up to 5 years. Drones, the male bees, can live up to 4 months and their main role is to mate with the queen. Worker bees, which are all female, have a lifespan of 1-4 months; they do all the different tasks needed to maintain and operate the hive, and are the only bees that most people ever see.

Honeybees are some of the most recognised pollinators and as they gather pollen and nectar for their survival by traveling between trees, plants and flowers, they pollinate an extensive range of fruits and vegetable crops. One crop, almonds, depends entirely on the honeybee for pollination at bloom time.

The practice of beekeeping has meant that a large number of honeybees are available to farmers, and live in groups of at least 40,000 individuals. They can be transported from one field to another by being boxed up and sent on trucks to fields where farmers grow food. Each year American farmers and growers continue to feed more people using less land and they produce an abundance of food that is nutritious and safe. Honeybees are very much a part of this modern agricultural success story which has led to the development of a whole industry based around honeybee pollination.

For many others, the harvest of fruit and vegetables would be greatly reduced without honeybee pollination. In fact, a 1999 Cornell University study documented that the contribution made by managed honeybees to pollinate crops amounted to just over \$14.6 billion. California's crop alone depends on around half the bees in the country, but now the crop and many others could be in trouble with so many bees dying.

Bees are declining at an extreme rate, and the human race is at a critical point. In the United States alone, the honeybee population declined by approximately 30 per cent, with some beekeepers reporting losses up to 90 and 100 percent. Dr. Jeff Pettis of the Bee Research Laboratory at the U.S. Agriculture Research Service in Maryland explains, "bees are hard to study". Most die away from their home so researchers don't have dead bodies to examine. Researchers at government and university labs all over the country are trying to investigate why so many bee colonies are dying. When researchers return to beehives after two weeks, about half the bees they studied on their first visit will be dead, replaced by the new ones in the natural life cycle of bees.

Colony collapse disorder (or CCD) refers to a mysterious illness affecting domestic honeybees that causes them to leave their home and not return, leading ultimately to their death. First noticed in late 2006 in North America, CCD has been the focus of much research to try to determine what is causing it. Diseases, parasites, climate change, habitat destruction and even cell phone transmissions have been the subject of investigation. Many researchers believe that the effect of agricultural chemicals that are used to kill insects is also largely to blame. The European Union recently recognised this problem, and quickly put a two year ban on this activity.

Dr. Pettis is hoping for a solution, as bees are so important, they are worth protecting because their work adds so much to our diet. They have provided free pollination for our crops for thousands of years and will continue to do so, if we learn to provide them with what they need to survive. Our lives depend on theirs!

The Honeybee

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Honeybees

- important for mankind and (0) nature

Some duties

- produce the next generation of bees
- include managing the (31) _____

Agriculture

- honeybees perceived as (32) _____
- (33) _____ count on exclusive insect pollination
- utilising limited (34) _____ to cater for extra citizens
- bee pollination greatly affects the food (35) _____

Concerns

- (36) _____ of bees has decreased at an alarming rate
- scientists attempting to study the downfall of the bee (37) _____
- honeybees disappearance relates to uncommon (38) _____

Possible remedies

- temporary restriction has been implemented on the usage of (39) _____

Outlook

- bees contribute to man's (40) _____

[10 marks]



ENG12/02

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ENGLISH

Paper 2 Reading

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اللغة الإنجليزية

الورقة 2 القراءة

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