

Tapescript of the Listening CD

النص المكتوب لنص الاستماع المسجل على القرص المدمج

KINGDOM OF BAHRAIN

مملكة البحرين

EDUCATION & TRAINING QUALITY
AUTHORITY

هيئة جودة التعليم والتدريب

Directorate of National Examinations

إدارة الامتحانات الوطنية

Grade 12 National Examinations

الامتحانات الوطنية للصف الثاني عشر

March 2017 Exam

امتحان مارس ٢٠١٧

ENGLISH

اللغة الإنجليزية

Tapescript of Paper 3

نص الاستماع الخاص بالورقة ٣

**Education & Training Quality Authority
Kingdom of Bahrain National Examinations**

**[This is the Kingdom of Bahrain National Examinations in the
English Language**

Grade 12

Listening Test

There are four parts to the test.

You will hear each part twice.

At the beginning of each recording you will hear this sound (beep).

**For each part of the test there will be time for you to look through
the questions and time for you to check your answers.**

Write your answers on the question paper.

Open your question paper now.

The test is about to begin.]

Grade 12 Listening Test 2017

Paper 3

(5 second pause)

Part 1

Questions 1 – 10

You will hear a series of five short extracts.

For each extract there are two questions.

Circle the correct letter A, B or C.

Pause 2"

Before we start, here is an example.

Pause 2"

The end of term's coming up and it's time to relax. But we know that money can be a problem so, if you're in full time education, we can help! The UniTrip card will give you a bundle of savings whether you're grabbing a bite to eat, catching a movie, or packing your clothes into a suitcase to get out of the classroom, away from your family for a while and fly round the world. You can really start enjoying life! Just fill in the form on our website at www.youth.....[fade]

Pause 2"

The advertisement is for students, so there is a circle around the letter C.

Pause 2"

The UniTrip card would be useful for someone who wants to book tickets for a holiday, so there is a circle around the letter A.

Pause 2"

You now have 30 seconds to look at Questions 1 – 10.

Pause 30"

Now we are ready to start. Listen carefully.

Pause 2"

Extract 1

Pause 5"

(beep)

*

V1 Salt is a very important material. It's not only needed for the proper functioning of the human body, but it also has more than 14,000 known uses today, ranging from making paper to producing medicines. Until the invention of refrigerators in 1876, the most common way of preserving food to make it available when needed was to treat it with salt. Although salt was found in mines on land as well as in lakes and seas, it remained rare and costly as not many people knew how to collect it. Trade in salt was very important in many parts of the world and heavy salt bars were carried from the coasts of Africa and exchanged for gold, jewels and silk in the cities of the Middle East.

**

Pause 5"

Now listen again.

Repeat from * to **

Pause 10"

Extract 2

Pause 5"

(beep)

*

V2 I was over the moon when I heard we were going! All my friends have been to Dubai recently, so I was itching to see it. Flying for the first time wasn't really scary but I got annoyed because my mum kept holding my hand to calm her own nerves! Anyway, Dubai was amazing. We found it was such a great place and there's loads to do. Of course we went to the malls and theme parks, but I really enjoyed catching one of those sight-seeing buses where you can jump on or off along the way. You get to see all the major attractions and the very best part about them is that you can spend as long as you like at each one. **

Pause 5"

Now listen again.

Repeat from * to **

Pause 10"

Extract 3

Pause 5"

(beep)

*

V3 William Shakespeare is linked in many people's minds with Stratford-upon-Avon, where he was born, grew up, died and was buried. But it was in London that he lived most of his life where he made his name and fortune, establishing himself as an author and actor, and having his plays acted and published. So, I'll take you from your hotel to those places that, about 400 years ago, Shakespeare knew. As we walk along streets that Shakespeare was familiar with, I'll tell you what life was like in those dramatic times which Shakespeare lived through. We'll end up in St Paul's Cathedral, which was at the heart of the City's book trade. It was there that Shakespeare acquired the books that provided the subject matter for many of his plays. **

Pause 5"

Now listen again.

Repeat from * to **

Pause 10"

Extract 4

Pause 5"

(beep)

*

V4 Research shows that 2/3 of new students suffer from homesickness during their first term. After a first full week of excitement about arriving at university, students begin to miss home. If they survive their second week, when they're so miserable that they may consider giving up, most students find their symptoms start to disappear during the third week. To cope with all this, contact your family regularly through messages and short phone calls, but don't give up and run back home. The first few weekends on campus are when you really should form relationships. So, try to meet people by going to all the classes you can and why not sign up for the gym or for football. The fuller your days are, the less homesick you'll feel. **

Pause 5"

Now listen again.

Repeat from * to **

Pause 10"

Extract 5

Pause 5''

(beep)

*

V5 Choosing a career is one of the most important decisions students will ever make. These days it consists of knowing what your talents are, and finding roles that they're best suited to. It used to be a simple decision – people either had their dream job in mind to start with, or searched for a position that their level of education could get them. Today, learning opportunities have improved but the idea of a career for life no longer exists. Technology is also changing the world of work rapidly, and jobs that exist now could be completely different in a few years. Thanks to technology, the next generation will have the challenges of knowing where future opportunities lie, and exactly what specific skills they'll need in the workplace.**

Pause 5''

Now listen again.

Repeat from * to **

Pause 30''

Now turn to Part 2.

Part 2

Questions 11 – 17

You will hear a radio interview with a young woman called Emily Tarry who talks about her experience of studying abroad.

Complete the sentences using up to three words or a number.

Pause 2"

Before we start, here is an example.

Pause 2"

Interviewer: Good evening, we have here with us Emily Tarry to talk about her experience as an overseas student in Rome. Hello Emily ...

Emily: Hi!

Interviewer: So Emily, what was the **BEST** part about studying abroad?

Emily: It's impossible to name just one thing as the best part about studying abroad. For me, I was traveling outside of the USA for the first time ever. I experienced cultures and discovered ancient ruins that I had only read about in books or seen in pictures.....[fade]

Pause 2"

Emily says that studying abroad was a good opportunity for her to see the ruins of the ancient world, so "ruins" is written in the space.

Pause 2"

You have 30 seconds to look at Questions 11 – 17.

Pause 30"

Now we are ready to start. Listen carefully.

Pause 2"

(beep)

*

Interviewer: Good evening, we have here with us Emily Tarry to talk about her experience as an overseas student in Rome. Hello Emily ...

Emily: Hi!

Interviewer: So Emily, what was the BEST part about studying abroad?

Emily: It's impossible to name just one thing as the best part about studying abroad. For me, I was traveling outside of the USA for the first time ever. I experienced cultures and discovered ancient ruins that I had only read about in books or seen in pictures. I made friends that, to this day, I consider family. I gained a second family through my Italian home stay.

Interviewer: Did you have any bad days?

Emily: Yeah a few! But I learned how to turn every single day into a true adventure. So, I was never homesick for long.

Interviewer: What did you learn from being in a different country?

Emily: I learned that while people across the world speak different languages, eat different food, and have completely different cultures; we're all still connected by our shared human emotions. Through living with my host family, I saw that an Italian family of five is no different than an American family of five, and I found out that we are astonishingly more alike than I ever thought.

Interviewer: Tell us then, what did you learn about yourself from the experience?

Emily: Through experiencing Italy, I became more confident. Studying abroad is such a freeing experience. You don't have to think about your neighbours, and you don't have to stick to the rules of your community back home. You don't have to worry about the opinions of people you meet on college campuses. Actually, you're "a nobody" while abroad. Other than your host family, classmates, and professors, no one knows you..

Interviewer: What was your worst experience while studying abroad Emily?

Emily: That moment came during a weekend that I traveled to Paris. My roommate and I left Rome very early in the morning and arrived in Paris exhausted. On the train from the airport into the city, she lost her handbag. She had her

phone, passport, credit cards and camera all in it. It was a terrifying experience for two girls, neither of whom spoke a word of French, within an hour of arriving in Paris.

Interviewer: So, what happened? Did anyone help you?

Emily: Thankfully, there was a French couple who spoke English and offered to help us. They took us to a police station to translate everything for us. To this day, I wish I'd gotten their contact information to thank them for their kindness!

Interviewer: So tell us Emily, how did studying abroad change your life?

Emily: Well, the interpersonal skills I gained are really useful. I learned how to understand individuals of all backgrounds, even if there's a language barrier. I also learned how to handle problems however difficult they might be. In every job interview I've been to, I've been told how great it was that I'd studied abroad, and I really think that helps set you apart from other candidates when you're applying for jobs.

Interviewer: And last of all, what's your BEST piece of advice for someone who's thinking about living abroad?

Emily: While abroad, you're bound to get to know so many different types of people that you might never have had the chance to meet before. I learned that it's important to respect those people and the life experiences they have, that made them who they are. One of the most important things to remember is that you're a guest in these countries. The BEST advice I could give is: make your study-abroad experience the best it can be and you won't regret a second of it!

**

Pause 10"

Now listen again.

Repeat from * to **

Pause 30"

Now turn to Part 3.

Part 3

Questions 18 – 25

You will hear a lecturer in a history class talking about an important event in English history, the Great Fire of London of 1666.

Circle the correct letter A, B or C.

Pause 2''

Before we start, here is an example.

Pause 2''

Today's lecture is about a famous event in England: the Great Fire of London in September 1666. Before then, the phrase 'Great Fire of London' had referred to the fires of 1135 and 1212. Each of these had lasted for just a day, and claimed more lives than the fire of 1666. However, neither of them had the damaging impact on property of the Fire of 1666.....[fade]

Pause 2''

The speaker thinks that the fire of 1666 was more famous than any other London fire because more buildings were destroyed, so there is a circle around the letter C.

Pause 2''

You have 30 seconds to look at questions 18 – 25.

Pause 30''

Now we are ready to start. Listen carefully.

Pause 2''

(beep)

*

Today's lecture is about a famous event in England: the Great Fire of London in September 1666. Before then, the phrase 'Great Fire of London' had referred to the fires of 1135 and 1212. Each of these had lasted for just a day, and claimed more lives than the fire of 1666. However, neither of them had the damaging impact on property of the Fire of 1666. This fire started in Thomas Farynor's bakery, in Pudding Lane. Thomas Farynor was the baker to King Charles II. A servant woke to find the building on fire; the

baker managed to escape with his daughter, but a panicked bakery assistant lost his life in the flames.

The first night of the fire, the Mayor of London rode to Pudding Lane, looked at the fire and thought it would be easy to put out. It's likely that the disaster could've been stopped at that point if he'd given orders for surrounding houses to be destroyed. This would've cleared an area of land therefore preventing the fire from spreading. The mayor, however, decided not to do this because he was concerned about the rebuilding cost. So he left the scene and the fire continued.

The fire spread rapidly across the City, getting out of control and destroying much of London. Written records show that the summer of 1666 had been very long, hot and subsequently, the city was dry. There were also strong winds blowing. However, the fire kept on burning mainly because the buildings were close together and made of wood.

Fire was not the only danger. The city had been hit by a terrible disease, called the Great Plague. King Charles II had previously left for the countryside, but he returned and took charge of saving London, showing great bravery in firefighting operations, which increased his popularity. He ordered the Navy to distribute food, stored in the city's ports, to the people who had left and were living in camps outside the city. The King made a speech to those who had lost their homes, declaring that it hadn't been started by foreign powers or revolutionaries.

We now believe that the Great Fire was an accident, but 350 years ago Londoners believed it was an attack by foreigners. The hunt for a foreign suspect continued until a French watchmaker, Robert Hubert, confessed he'd deliberately started the fire. Although his story didn't properly match the events, being a Frenchman was good enough reason for the court to find him guilty and hang him. After Hubert's death, his colleagues provided good evidence that he'd been at sea with them when the fire started.

According to the authorities in the years after 1666, the Great Fire destroyed about 13,000 houses, sending around 100,000 homeless people into camps. Surprisingly, their records state that only six people lost their lives in the fire. However, given the area destroyed and the high population, it's commonly accepted today that several hundred

is a more realistic estimate.

As the Great Plague disappeared mysteriously with the end of the Great Fire, people at the time mistakenly thought the fire had cleared London of the disease by cleaning the air and the soil. We now know, however, that the fire actually assisted in getting rid of the plague by killing the disease-carrying rats and fleas. Scientists nowadays believe that the impact of the fire was limited because the disease was already dying out before September 1666.

King Charles II set up a committee to take on the task of re-designing the city. Some parts ended up being re-built in a similar way to before, but crucial changes were also made. Streets were wider and buildings made of brick and stone, so it was easier to prevent fires. This, in my opinion, is the major consideration for any city. A little-known, but I think the most important development, was the start of the first fire service formed by insurance companies.

**

Pause 10"

Now listen again.

Repeat from * to **

Pause 30"

Now turn to Part 4.

Part 4

Questions 26 – 35

You will hear a part of a radio interview with a man called Mitch Mitcheson, who works for the Royal Flying Doctor Service in Australia.

Complete the notes using one word or a number.

Pause 2"

Before we start, here is an example.

Pause 2"

Interviewer: Good morning. In today's 'World of Work' programme, I'm going to talk to somebody who does an extraordinary job. It's Mitch Mitcheson, who'll tell us about working for the Australian Flying Doctor Service. Hello, Mitch.

Mitch: G'day. Its correct name is actually the Royal Flying Doctor Service, the RFDS.

Interviewer: Oh sorry about that. OK! So Mitch, can you tell us what your job is exactly?

Mitch: Well, some of what I do requires the skills of a nurse, and also those of a pilot - you actually acquire a range of different skills, but, I'm a doctor.....[fade]

Pause 2"

Mitch carries out the duties of a nurse and a pilot, so "nurse" is written in the space.

Pause 2"

You have 30 seconds to look at questions 26 – 35.

Pause 30"

Now we are ready to start. Listen carefully.

Pause 2"

(beep)

*

Interviewer: Good morning. In today's 'World of Work' programme, I'm going to talk to somebody who does an extraordinary job. It's Mitch Mitcheson, who'll tell us

about working for the Australian Flying Doctor Service. Hello, Mitch.

Mitch: G'day. Its correct name is actually the Royal Flying Doctor Service, the RFDS.

Interviewer: Oh sorry about that. OK! So Mitch, can you tell us what your job is exactly?

Mitch: Well, some of what I do requires the skills of a nurse, and also those of a pilot - you actually acquire a range of different skills, but, I'm a doctor. I worked in a hospital in Adelaide for fifteen years, and then volunteered with 'Doctors without Borders'. Working in many unfortunate parts of the world for five years showed me how those in remote areas desperately need medical care, and inspired me to join the Royal Flying Doctor Service in 2006.

Interviewer: What can you tell us about the Royal Flying Doctors of Australia?

Mitch: RFDS provides health care to those who live, work and travel in remote parts of Australia. We provide free medical services to all patients in the world's largest medical waiting room, which extends from Christmas Island in the Indian Ocean to Elizabeth Island in the Great Barrier Reef and all states and territories between.

Interviewer: Is it just you in the plane, Mitch, or do you fly with a team?

Mitch: Well, usually it's me and at least one medical assistant, with lots of medicine and equipment, and a pilot to fly the plane, of course. Often, we have someone from a hospital with special medical training. We take them to a health centre in a remote area, where they hold a one-day clinic and see all the local cases in just a few hours. Then they fly back home with us again.

Interviewer: I see, so it's not just emergency flights?

Mitch: Oh no, not exactly. We provide 24-hour emergency assistance to accident victims in remote areas. You know, people can hurt themselves really badly on machines at farms and mines, and then they need help fast to be transferred to larger hospitals.

Interviewer: Then, it must be more challenging than working in an ordinary hospital?

Mitch: Oh Yes, it's very challenging, and sometimes hard for us pilots. We often need to use roads as runways, using flares or car headlights as airstrip markers. We're sometimes required to land in difficult or even dangerous circumstances. In an emergency, we may land at a sheep station or near a mine, where we'll be lucky if we just get a piece of ground with no big rocks in the way. That's always challenging and risky. And then there's the weather. We don't mind the rain, but when it's windy, it's difficult to land or take off.

Interviewer: What planes do you use?

Mitch: RFDS has 50 specially-modified aircraft. Each aircraft is like a flying emergency room. Other than carrying medical equipment, RFDS aircraft are also fitted with an additional battery to provide power for the medical oxygen system and the communications system for interaction between the pilot and the medical team in the cabin.

Interviewer: And how many people work for the RFDS?

Mitch: Well, with medical workers, the people who organise things, and the people who look after the planes; nearly a thousand staff work for RFDS to treat around 250,000 people yearly.

Interviewer: And how does RFDS pay for all its activities?

Mitch: Well, of course it's a very expensive service to run. Like any charity, we get a bit of money from the government and some of the individual states but not all of it. Lots of people support the work we do. Our efforts would be really limited and we wouldn't have the money to purchase equipment and medicines without the donations we get from the general public and from companies..

**

Pause 10"

Now listen again.

Repeat from * to **

Pause 30"

Narrator

[We have now come to the end of the test.

You now have 5 minutes to look over your answers. I will remind you when there is one minute left.

(Pause for 4 minutes)

You now have 1 minute left.

That is the end of the Listening Test.]