

مسابقة في مادة اللغة الإنكليزية

المدّة: ساعتان ونصف

الاسم:

الرقم:

Part One: Reading Comprehension

(Score: 12/20)

In the following selection, the narrator shares what she has gone through with her daughter who suffers from Diabetes 1. Read it carefully, and then answer the questions that follow.

Diabetes: A Lost Childhood

1 Five years ago, when my daughter Lynn, then aged 10, was diagnosed with Diabetes 1, her seven-year-old brother, Rowan, was unwilling to visit her in the hospital. “Is she going to die?” he asked seriously. My tears fell down, and I could not tell because I had no idea of what Diabetes 1 was. I now realize that, without insulin, the answer would certainly have been “Yes”.

2 Diabetes 1 is a condition in which the cells of the pancreas just give up producing insulin. No one knows why, and there is no cure. She was just unlucky, like the 400,000 other people in the United Kingdom (UK) who suffer from it. Her condition stays forever; the only defense is to pump herself with insulin.

3 We only noticed that something was wrong when Lynn started to drink large quantities of water. At first, I was pleased since I had always thought she did not drink enough. One day, she forgot to take her water bottle to school, so she panicked. Then I began to suspect that there was a problem. We later learned that the need to drink a lot of water was a result of her body’s attempt to flush out the excess sugar in her blood.

4 A quarter of the 2,000 children diagnosed annually with Diabetes 1 become seriously ill, and 10 die each year from preventable diabetic ketoacidosis because sometimes the early signs are hard to be detected. However, few parents, including myself, are aware of the symptoms including vomiting, abdominal pain, thrush and lethargy.

5 In many ways, our carefree, spontaneous life died on the day of Lynn's diagnosis. Organizing medical equipment, testing blood, measuring food portions, and adjusting doses of insulin soon became part of our daily routine. The finger-prick blood tests to check blood sugar levels have to be done at least eight times a day to find out if she needs to give herself more insulin in case the levels are high. If the levels are low, she has to eat more sweets. Accordingly, sweets are no

longer a pleasure for her now since they are the medicine she needs to take in order to combat low levels of blood sugar.

6 I felt sad because Lynn lost her simple childhood, **where** she could run around with her friends, eat when and what she wanted, and enjoy school. Now, she fails to attend lessons whenever her blood glucose levels rise or fall and has to skip school for frequent hospital appointments. Even exams have become more problematic as the stress sends her glucose levels sky-high, with profound effects on her ability to concentrate.

7 Managing Diabetes 1 is extremely difficult. Many things can affect Lynn, and their impact is unpredictable. A certain activity can result in shooting these levels up; whereas, at another time, it may cause them to drop so low that she gets unclear vision, shakes uncontrollably, and feels numb. Some of the worst times are during the night when I worry that her blood glucose levels may either go so high or so low that she may not wake up.

8 Amazingly, Lynn counts herself as fortunate. She only has to insert a needle and tubing into her stomach every two days though she still has the daily routine of finger-prick tests. Like all the other inspiring people with Diabetes 1 that we have met, she takes on this responsibility with patience and humor. Nevertheless, she wishes to have a cure so that she can live an easier life.

9 Earlier in the year, Lynn joined 60 other young people with Diabetes 1 for an event at the House of Parliament, organized by the Juvenile Diabetes Research Foundation, aimed at persuading the government to commit more funding in order to do more research. **It** would make economic sense: the cost of Diabetes 1 to the UK is nearly £2 billion a year and is set to rise to more than £4 billion by 2036. Cases increase by 4% on yearly basis for the under-five children who need intensive intervention for the rest of their lives.

10 Even though insulin was discovered at the very beginning of the twentieth century, it is still the only available medication that can save the life of patients with Diabetes 1. Yet, it is important to find a cure.

Questions

A. Answer each of the following questions.

1. Based on Paragraph 1, **identify** two reasons behind the mother's sadness. (01)
2. Scan Paragraph 3 to **find** two indicators which informed Lynn's family that she had a problem. (01)
3. Based on Paragraphs 5 and 6, **how** did Diabetes 1 change the life of Lynn and the life of her mother? **Explain**, focusing on: (01)
 - a. medical adjustments (in paragraph 5)
 - b. school and social changes (in paragraph 6)
4. Based on Paragraphs 8 and 9 **choose** two of the following measures that could reduce the suffering of children with Diabetes 1. (01)
 - a. developed equipment
 - b. healthy diets
 - c. enough funding
 - d. proper school care

B. The following statements are false because they misinterpret the meaning stated or conveyed in the selection above. Rewrite each one correctly. (01)

1. Lynn's mother was only concerned about her daughter's blood glucose levels during the night.
2. Diabetes 1 can be cured by regular doses of insulin.

C. Answer the following questions.

1. **Choose** the correct pattern of organization of Paragraph 3.

- a. Comparison-contrast
- b. Listing
- c. Chronological order

(01)

2. Give **two different adjectives** that best describe the writer's tone in Paragraph 8?

Justify your answer.

(01)

3. Why does the writer **use numbers and statistics** in paragraphs 2, 4, and 9?

(01)

- a. to achieve credibility
- b. to express opinions
- c. to present examples

4. a. What **two main types of audience**, other than the general reader, might be interested in reading the above selection?

b. What **interest** does each type find in it?

(01)

D. The table below shows the percentages of prevalence (frequency) of Diabetes 1 by age.

Read the table carefully.

Answer the question that follows.

(1.5)

Prevalence of Diabetes 1 by Age				
Age Group	20	21 → 39	40 → 59	60 and above
Prevalence Percentage (%)	0.2	2.6	10.8	23.8

How do the diabetes percentages **increase or decrease** as age changes? **Explain.**

E. Use contextual clues to figure out the meaning of each word, underlined in the text above, in the box below. (01)

lethargy (Par.4)	Impact (Par.7)	intervention (Par.9)	Medication (Par.10)
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Fill in the blanks with the correct words to complete the following sentences.

1. The ----- of the news about the boy’s disease was thunder-like on his family.
2. Early ----- by the specialists can help reduce the risky effects of some diseases and disorders.
3. The unusual combination of symptoms confused doctors and made the prescribed----- ineffective.
4. Doctors detected that he had ----- which was described as a strong indicator of a serious health problem.

F. What does each of the pronouns, bold-typed in the selection above, refer to? (0.5)

1. **Where** (Paragraph 6)

2. **It** (Paragraph9)

Part Two: Writing **(Choose ONE of the two prompts below.)** **(Score: 8/20)**

Prompt (A): Some people believe that technology is the main cause of many dangerous diseases; however, others believe that technology has helped doctors diagnose and treat many diseases. **Where do you stand?**

Write a well-organized **argumentative of 250-300 words** in which you **show your point of view**.

➤ Make sure that your essay **supports your position** and **refutes the opposite point of view**.

Outline for Prompt (A):

- I.** 1. General statement about technology
 - 2. Narrower **or** Background statement
 - 3. Thesis statement (claim and counter claim)

- II.** Topic sentence: claim or point of view you support
 - a. Supporting detail 1
 - b. Supporting detail 2
 - c. Supporting detail 3

Concluding sentence

- III.** Topic sentence: counter claim **or** the opposite point of view
 - a. Supporting detail 1 and refutation 1
 - b. Supporting detail 2 and refutation 2
 - c. Supporting detail 3 and refutation 3

Concluding sentence

IV. Conclusion: restatement of the thesis **and** final thoughts

Prompt (B): *“It is said that health and happiness are like money; we never have a clear idea of their value until we lose them.”*

In a well-organized expository essay of 250-300 words, discuss the above saying.

Focus on the role of good physical and mental life habits such as eating habits, physical exercise, sleeping well, or hobbies that a person should adopt in order to enjoy his or her life.

Outline for Prompt (B):

I. 1. General statement about health and happiness

2. Narrower **or** Background statement

3. Thesis statement

II. Topic sentence: good physical life habits

a. Supporting detail 1(example 1)

b. Supporting detail 2 (example 2)

c. Supporting detail 3 (example 3)

Concluding sentence

III. Topic sentence: good mental life habits

a. Supporting detail 1(example 1)

b. Supporting detail 2 (example 2)

c. Supporting detail 3 (example 3)

Concluding sentence

IV. Conclusion: restatement of the thesis **and** final thoughts

[Content and organization of ideas 3.5, language and style 3.5, and tidiness and handwriting 01]

I-D	percentages of Diabetes 1. Statistics reveal that at the age of 20, people are less likely to be diabetic as the risk is just 0.2%. The risk rises to 2.6% for people aging between 21 and 39 and to 10.8% for those aging between 40 and 59. Whereas, at the age of 60 and above, the risk rises to reach 23.8%. Thus, the older the person gets, the higher the risk of Diabetes 1 will be. (0.5 for the introductory sentence, 0.5 for the explanation with evidence, and 0.5 for the concluding sentence)		1.5
I-E-1	impact	N.B.: The spelling of words must be correct.	0.25
I-E-2	intervention		0.25
I-E-3	medication		0.25
I-E-4	lethargy		0.25
I-F-1	“ where ” refers to simple childhood (or childhood)		0.25
I-F-2	“ It ” refers to the idea of committing more funding for research Or: “ It ” refers to “committing more funding for research”		0.25
II-A	Content and organization		3.5
II-B	Language and style		3.5
II-C	Tidiness and handwriting		01