First Semester

English
(اللغة الانجليزية)
(Questions)





امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٦/١٤٤٥ هـ - ٢٠٢٣ / ٢٠٢٤ م

الدور الأول - الفصل الدراسي الأول

تنبيه:
- المادة: English Language
- الأسئلة في (٢١) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

- يجب الحضور إلى قاعة الامتحان قبل عشر دقائق على الأقل من بدء زمن الامتحان.
- يجب إحضار أصل ما يثبت الهوية وإبرازها للعاملين بالامتحانات.
- يجب الالتزام بالزي (الدشداشة البيضاء والمصر أو الكمة للذكور) والزي المدرسي للطالبات ، ويستثنى من ذلك الدارسون من غير العمانيين بشرط الالتزام بالذوق العام، ويمنع على جميع المتقدمات ارتداء النقاب داخل المركز وقاعات الامتحان.
- يحظر على الممتحنين اصطحاب الهواتف النقالة وأجهزة النداء الآلي وآلات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الصفة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفتيش داخل المركز طوال أيام الامتحان.
- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق ، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- يقوم المتقدم بالإجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرق أو الأسود).
- يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (▭) وفق النموذج الآتي:

س - عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة

■ مسقط ▭ أبوظبي

ملاحظة: يتم تظليل الشكل (■) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ■ **غير صحيح** ▭ ◉ ◔ ✗ ✓

مُسَوَّدَة، لا يتم تصحيحها

Do not write in this space

Do not write in this space

Do not write in this space

Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the task.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write **at least 200 words**.*

Write in the space provided on pages 2 - 4.

OPTION 1. Write an article for your local magazine about the advantages of the internet. Provide ideas and examples about interesting websites. Explain what can be done to protect users from security threats.

OPTION 2. A local newspaper editorial argues that the citizens of the city should pay higher taxes to help fund the building of new facilities to host the Olympic Games. You disagree with the idea.

Write a letter to the editor of the newspaper. In your letter, you should:

- Explain what you do not like about the idea and give your reasons.
- Give your opinion about what should be done to pay for the facilities.

Start your email: Dear Sir/Madam,

End your email: Yours faithfully,

Muneer Al Alawi/ Muneera Al Alawi

Do not write in this space

Writing (continued)

Option No.: _____ *(Indicate which option you have chosen.)*

Do not write in this space

Do not write in this space

Do not write in this space

Writing (continued)

Do not write in this space

Writing (continued)

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (Items 1 – 12) (12 marks)

Read the following article. Then complete the task.

Hergé and Zhang: An Unusual Friendship

If you ask any young person today about famous comic book characters, they will probably mention American superheroes. However, one of the world's best-selling comic book characters was created in Belgium by Georges Remi, who wrote under the name Hergé. Although he rarely travelled, his stories have taken millions of children around the world. His books, the adventures of Tintin, are known for their accurate pictures of cultures around the world and their vivid characters. Although originally written in French, they are now available in more than 110 languages. But who was the real Hergé, and how did an unlikely friendship with a Chinese artist influence his work?

Hergé was born on the 22nd of May 1907 in Brussels, the capital of Belgium. Although he excelled at school, he described his school days as very boring, and he passed the time by drawing pictures in the margins of his schoolbooks. He adored the cinema, especially silent comedy movies of Charlie Chaplin and Buster Keaton, and this humour found its way into his drawings. His comics strips were so good, that they were published in the magazine of the Boy Scouts.

After school, Hergé began working as a comic writer for a national newspaper where he had the idea for Tintin. This character was a journalist who travelled widely solving mysteries with his little dog Snowy. However, his editor wanted the stories to teach children about cultural awareness. In his first books, Hergé did not try to research the cultures, and, as a result, the stories were unfair to these cultures, showing Russian characters as evil and Americans as cowboys and gangsters. His second book, Tintin in the Congo, is now seen as so racist that it is no longer published for children. Despite this, Tintin was an instant success in Belgium, and children loved the adventures of this brave journalist.

In the early 1930s, Hergé had just finished his fourth book. He announced that his next Tintin book was going to be set in China. Even though he did not know much about Chinese culture, he started planning the story. Then, in 1934, Herge was introduced to a Chinese artist called Zhang who was studying in Belgium. Despite being from very different cultures, the two men began a strong friendship. Zhang taught him about the culture and history of China, and the artist encouraged Hergé to be more accurate when writing. Hergé took this advice to heart, and he made sure that the book

Do not write in this space

Reading 1 (continued)

'The Blue Lotus' was a fair and accurate reflection of Chinese culture. He was so grateful to Zhang that he even added him into the story as a character called Chang.

Zhang travelled back to China after finishing his studies, and shortly after that China was invaded by Japan. Zhang and Hergé lost contact. However, Zhang had a huge influence on Hergé. Every time Hergé wanted Tintin to travel a new country, he would read newspaper articles, collect photographs from magazines and do hours of research to make sure everything was accurate.

Every time he met somebody from China he would ask 'do you know Zhang?', but the answer was always 'no'. In the twentieth Tintin book, Hergé even wrote about Tintin searching for his friend, Chang. Finally, in 1981, a friend informed Hergé that Zhang was working as the head of Fine Arts at a university in Shanghai, China. Zhang flew back to Belgium and the two men were reunited forty-six years after they had last seen each other. Hergé was delighted and thanked Zhang for helping him to become a better writer.

The Tintin books have sold over 250 million copies around the world. They have also inspired generations of comic writers. Even though Hergé rarely travelled in real life, he explored the world through his books. He took his readers across the globe from Europe to China, and from the Middle East to South America. His success is undeniable; however it is because of his friendship with Zhang that Herge's stories changed from propaganda to great works of children's writing.

Task: *For each item, shade in the bubble (⬭) next to the correct option.*

1. Hergé was from _____.

- ⬭ France
- ⬭ Belgium
- ⬭ America

2. As a child, Hergé _____ school.

- ⬭ adored
- ⬭ failed
- ⬭ disliked

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (continued)

3. As a child, Hergé enjoyed films that were _____.

- ▢ funny
- ▢ serious
- ▢ dramatic

4. Tintin, the character, was a _____.

- ▢ Comic writer
- ▢ Editor
- ▢ Journalist

5. In the first Tintin books, Hergé's writing was _____.

- ▢ realistic
- ▢ unfair
- ▢ truthful

6. Zhang helped Hergé understand _____.

- ▢ Chinese art
- ▢ Belgium's education
- ▢ Chinese culture

7. The 'Blue Lotus' is the _____ Tintin book.

- ▢ second
- ▢ fifth
- ▢ twentieth

8. Zhang return to China because _____.

- ▢ he finished university
- ▢ he lost contact with Hergé
- ▢ his country was invaded

Do not write in this space

Reading 1 (continued)

9. After Zhang left, Hergé _____.

- ☐ took photographs for magazines
- ☐ researched other cultures
- ☐ wrote newspaper articles

10. Hergé found Zhang when he _____.

- ☐ spoke to a friend
- ☐ asked at a university
- ☐ asked Chinese people

11. Hergé and Zhang met in 1981 in _____.

- ☐ Belgium
- ☐ the middle-East
- ☐ China

12. Hergé's believed that his friendship with Zhang made him _____.

- ☐ more racist
- ☐ a better writer
- ☐ a kinder person

Do not write in this space

Do not write in this space

Do not write in this space

Reading 2 (Items 13 – 25) (13 marks)

Read the following article. Then complete the task.

Powering the Modern World: The Lithium Battery Problem

Look around your house and count the number of devices with batteries. You probably have wireless headphones, power tools, and of course, mobile phones. We enjoy owning convenient, portable devices and we dispose of unnecessary cables. We are even replacing traditional cars with battery-powered ones to reduce local air pollution in our cities. Most of these devices use lithium batteries. These are popular because they can store more energy, charge more quickly, and they have a longer lifespan. So it is no surprise that lithium production has grown considerably in recent years. But the production of lithium batteries has negative effects on the environment. There are also growing ethical concerns in the battery industry. If we are to continue using these batteries in the 21st century and beyond, change must happen.

Extracting lithium has serious environmental effects.There are two methods of extracting lithium: mining and brine extraction. Although mining is common, the brine extraction is more popular due to its low cost. Salt water, or brine, is pumped through underground pools. The removed liquid is then left to dry in large man-made ponds, so the lithium can be removed. Lithium is found in dry, arid areas where water is limited, including parts of South America, but the brine extraction method uses huge amounts of precious water. The high water consumption means less water for local eco-systems, human communities and farming. Friends of the Earth, the environmental campaign group, claim that a new mine near Potosi in Bolivia is using 50,000 litres of water per day with terrible social and environmental effects. Environmentalists in Argentina claim that flamingos are losing their food sources because lagoons are running dry.

An alternative production method is mining lithium which is found in hard rock. To do this, companies must dig deep into the earth and remove this rock before processing it on the surface. But the mining industry is also accused of putting profit above people, especially when the mining happens in countries with poor human rights laws or governmental corruption. A report by Amnesty International highlights a range of human rights abuses. People have been forced to move from their homes and villages because of new mines. This can mean losing access to water resources. There are also humanitarian issues inside the mines. Some companies cut corners with safety and provide poor training and very little safety equipment to their workers. If workers have accidents, they could lose their jobs, or even die. Child labour is another issue. People visiting mines in central Africa have found children as young as seven working in mines. Because they are small, they are sent down into small tunnels; however these may unstable. If the tunnel collapses, they can become trapped.

Do not write in this space

Reading 2 (continued)

Another problem comes from the disposal of batteries. In most countries, people throw away broken devices into their household rubbish. The European Battery Recycling Association estimates that only 5% of lithium batteries are currently recycled in Europe; this number is likely to be less in other parts of the world. The remaining batteries are usually buried underground in landfill sites. This is not good for the local areas. Many materials in modern batteries are poisonous, including cobalt, nickel, and manganese. When rainwater passes through the landfill sites, these poisonous materials pollute the soil, and enter the water supply, killing plants and animals, and harming local agriculture. There is a simple solution for this: recycling. If consumers send their old devices for recycling, the dangerous materials can be removed and used to make new batteries. However, battery recycling is not available in every country, and many people do not know about it.

So next time, think carefully before you buy another device with a battery or throw away your old batteries. Your purchase could be affecting the environment negatively, and people may be injured or die producing the materials for these products. What else can you do? Use social media to spread the word, and to add pressure to businesses and lawmakers. Any solution will require consumers, companies and governments to work together. If they know that you care, change is bound to happen!

Task One: *For each question, write a **short** answer.*

13. What are some common household devices that use lithium batteries? List one

_____

14. Why is brine extraction of lithium harmful to the environment? List one

_____

15. What is the mining industry blamed for, especially in developing countries?

_____

16. What are human rights abuses associated with lithium mining? List one

_____

Do not write in this space

Do not write in this space

Do not write in this space

Reading 2 (continued)

17. Which expression means to do things cheaply even when it is not safe? (Paragraph 3)

_____

18. Why are young children used in Lithium mines?

_____

19. What is the estimated recycling rate for lithium batteries in Europe?

_____

20. What happens when batteries get buried in landfill sites?

_____

Task Two: *For each item, shade in the bubble (🖵) next to the correct option.*

	Statements	True	False
21.	Lithium batteries can store less energy compared to traditional batteries.	🖵	🖵
22.	Human rights problems are worse in countries with government corruption.	🖵	🖵
23.	Amnesty International's report highlights a range of human rights abuses in the lithium mining industry.	🖵	🖵
24.	Landfilling lithium batteries is fatal for plants and animals.	🖵	🖵
25.	Battery recycling is widely available and well-known in every country.	🖵	🖵

Do not write in this space

Literature 1 – Drama (10 marks)

*Read this extract from '**Les Misérables**', a play by the dramatist Tim Kelly based on the novel of the same name by the French writer Victor Hugo. Then complete the task.*

'Les Misérables' is set in France in the 19th century during a time of massive social change. The title has several meanings in French including 'The Miserable Ones', 'The Wretched Poor' and 'The Victims'. The play details the unjust ways that society treated poor people at that time. The scene opens with the narrator, Victor, addressing the audience.

Victor	This is a story of great sadness and some joy. Isn't that what life is about? Sadness and joy? The month is October. A man travelling on foot has entered the town. *Valjean enters. He is shabbily dressed and dirty-looking. Over one shoulder he carries a sack.* No one knew him. No one wanted to know him. Why should they?
Valjean	*(muttering) Why should they, indeed… why should anyone want to know me…?*
Victor	His name - Jean Valjean. Recently freed from prison. His term - nineteen years. His crime - stealing a loaf of bread to feed his widowed sister and her large family. *Victor exits.*
Valjean	"Where am I to go?" That's what I always ask. "Somewhere else." That's what they always answer. "Somewhere else." Where do I find this land of "Somewhere Else?" *Valjean lies down in a quiet corner of the street.* *Magliore, a citizen of the town, enters.*
Magliore	What are you doing?
Valjean	My good woman, you can see what I'm doing. I'm sleeping here. Or *trying* to.
Magliore	One the ground?
Valjean	For nineteen years I slept on a wooden mattress. What difference does it make?

Do not write in this space

Do not write in this space

Do not write in this space

Literature 1 – Drama (continued)

Magliore Why don't you go to an inn?

Valjean I have no money.

Magliore Alas, I have only four sous in my pocket.

Valjean *(gets to his feet.)* That's better than nothing. *(Magliore holds the coins out. Greedily, Valjean snatches them from her.)*

Magliore Four sous won't pay for lodging at an inn. You can't possibly spend the night here on the ground. You must be cold and hungry.

Valjean I'm no stranger to cold and hunger.

Magliore Surely, someone will take you in out of charity.

Valjean I've been turned away everywhere.

Magliore *(pointing.)* Have you knocked at that house?

Valjean No.

Magliore Then do. Go on. Do as I say.

Matthew: Why not? What's one more door slammed in my face? *(He picks up his sack and tosses it over his shoulder, and exits stage.)*

GLOSSARY

shabbily: in a way that looks untidy and in old/poor condition.

sack: a large bag made of strong material used for storing and carrying goods.

term: a length of time for which something is intended to last.

inn: a house, usually in the country, where people can eat and rent a room to sleep in.

sous: coins formerly used in France which were only worth a small amount.

Do not write in this space

Literature 1 (continued)

Task: *Answer the following question. Relate your answer to personal and social values and themes. Write* ***at least 120 words****.*

Playwrights often encourage an audience to empathize with the characters in a play who go through hardships. Outline how the writer creates sympathy for Valjean in this extract. (Give at least three examples.)

Do not write in this space

Do not write in this space

Do not write in this space

Literature 1 (continued)

Do not write in this space

Literature 1 (continued)

Do not write in this space

Do not write in this space

Do not write in this space

Literature 2 – Short Story (15 marks)

Read this extract from ***'Spring Sowing'****, a short story by the Irish writer Liam O'Flaherty. Then complete the* **two** *tasks.*

The story is set on a farm in a poverty-stricken part of Ireland in February 1924. The start of spring is when nature is in the process of rejuvenation, and it is the best time for farmers to sow various seeds so that the plants may grow to provide food. The extract opens on the day two young newly-weds, Martin and Mary, are to begin the 'spring sowing'. It is vital that the sowing is done properly so that there will be good harvests in summer and autumn.

It was still dark when Martin Delaney and his wife Mary got up. Martin stood in his shirt by the window a long time looking out, rubbing his eyes and yawning, while Mary raked out the live coals that had lain hidden in the ashes in the fireplace all night. Outside, cocks were crowing and a white streak was rising from the ground and beginning to scatter the darkness. It was a February morning, dry, cold and starry.

The couple sat down to their breakfast of tea, bread and butter, in silence. They had only been married the previous autumn. They both felt in a bad humour and ate, wrapped in their thoughts. Martin, with his brown hair and eyes and his little fair mustache, looked too young to be married, and his wife looked hardly more than a girl, red-cheeked and blue-eyed. They were both dressed in rough, loose white shirts that peasants use for work in the fields.

They ate in silence, sleepy and bad-humoured and yet on fire with excitement, for it was the first day of their first spring sowing as man and wife. And each felt the glamour of that day on which they were to open up the earth together and plant seeds in it. So they sat in silence and bad humour, for somehow the arrival of an event that had been long expected, loved, feared and prepared for made them dejected. Mary, with her shrewd woman's mind, munched her bread and butter and thought of… Oh, what didn't she think of? Of as many things that are in life. But Martin's mind was fixed on one thought. Would he be able to prove himself a man worthy of being the head of a family by doing his spring sowing well?

In the barn after breakfast, when they were getting the potato seeds and the spade, a cross word or two passed between them, and when Martin fell over a basket in the half-darkness of the barn, he shouted and said that a man would be better off… But before he could finish whatever he was going to say, Mary said "Martin, let us not begin this day cross with one another."

Do not write in this space

Literature 2 (continued)

GLOSSARY

raked out: cleaned, cleared or scraped something out or away.

live coals: pieces of coal that are burning.

bad humour: bad mood or state of mind; irritability.

wrapped: absorbed; completely focused on.

peasants: poor people of low social status who work on the land growing crops, keeping animals etc.

glamour: excitement; enchantment; wonder.

dejected: sad and depressed; low in spirits.

shrewd: having sharp powers of judgement; astute; wise.

cross: annoyed; angry.

Task: *Answer the following **two** questions. Support your answer with evidence from the extract.*

A. The story takes place on a cold February morning. Outline how the writer builds up a picture of the day's gradual awakening in the first paragraph.

(Give at least two examples.)

(Write at least **50 words**.) (5 marks)

B. It is obvious that both Martin and Mary are feeling nervous on the day of the spring sowing. Outline how the writer creates this sense of apprehension in the extract.

(Give at least three examples.)

(Write at least **120 words**.) (10 marks)

Do not write in this space

Do not write in this space

Do not write in this space

Literature 2 (continued)

A.

Do not write in this space

Literature 2 (continued)

B.

Do not write in this space

Do not write in this space

Do not write in this space

Literature 2 (continued)

[End of Examination]

Do not write in this space

Do not write in this space

مُسَوَّدَة

Do not write in this space





امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٤ هـ - ٢٠٢٢ / ٢٠٢٣ م

الدور الأول - الفصل الدراسي الأول

تنبيه:
- المادة: English Language
- الأسئلة في (٢٠) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

- يجب الحضور إلى قاعة الامتحان قبل عشر دقائق على الأقل من بدء زمن الامتحان.
- يجب إحضار أصل ما يثبت الهوية وإبرازها للعاملين بالامتحانات.
- يجب الالتزام بالزي (الدشداشة البيضاء والمصر أو الكمة للذكور) والزي المدرسي للطالبات ، ويستثنى من ذلك الدارسون من غير العمانيين بشرط الالتزام بالذوق العام، ويمنع على جميع المتقدمات ارتداء النقاب داخل المركز وقاعات الامتحان.
- يحظر على الممتحنين اصطحاب الهواتف النقالة وأجهزة النداء الآلي وآلات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الصفة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفتيش داخل المركز طوال أيام الامتحان.
- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق ، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- يقوم المتقدم بالإجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرق أو الأسود).
- يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (▭) وفق النموذج الآتي:

س - عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة

■ مسقط ▭ أبوظبي

ملاحظة: يتم تظليل الشكل (■) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ■ **غير صحيح** ▭ ◉ ◔ ✗ ✓

مُسَوَّدَة، لا يتم تصحيحها

Do not write in this space

Do not write in this space

Do not write in this space

Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the task.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write **at least 200 words**.*
Write in the space provided on pages 2 - 4.

OPTION 1. Write an article for your local magazine about how to increase participation in sports. Provide ideas and examples about facilities, competitions, advertising campaigns, etc. Explain what can be done to cater for the needs and interests of young men and women and describe how best this can be achieved.

OPTION 2. You are attending a course at an evening school. Write a letter to the director of the school with a complaint about the course. In your letter, you should:

- *Describe the course you are taking.*
- *Explain what you do not like about it.*
- *Give your opinion about what should be done about it.*

Start your email: Dear Sir/Madam,

End your email:

Yours faithfully,

Muneer Al Alawi/ Muneera Al Alawi

Do not write in this space

Writing (continued)

Option: _____ *(Indicate which option you have chosen.)*

Do not write in this space

Do not write in this space

Do not write in this space

Writing (continued)

Do not write in this space

Writing (continued)

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (Items 1 – 12) (12 marks)

Read the following article. Then complete the task.

The Life of Scott Joplin

In the years that followed the end of the American Civil War, census figures detailing the lives of newly emancipated slaves were vague and often incomplete. As a result, it is not known exactly when or where the American composer Scott Joplin was born. The first known record of him, from 1868, places him at a very young age with his former slave family in the city of Texarkana, a railway town on the border of Texas. It is believed that he taught himself the fundamentals of music on a piano in one of the houses that his mother cleaned. A German piano teacher named Julius Weiss noticed his talent and took it upon himself to give him classical training. Joplin proved to be an excellent student.

After some time spent in Sedalia, Missouri during his teenage years, he reappeared on the music scene in the early 1890's, now proficient in several instruments including the banjo, cornet, and, of course, the piano. He left Sedalia and travelled around the country for the next few years leading ensembles and bands of musicians, sometimes playing in his old haunts of Texarkana and Sedalia and sometimes further afield. In 1893, he led a performance at the Chicago World Fair and in 1895 he travelled all the way to Syracuse, New York where he led the Texas Medley Quartette, a vocal group he helped form. Sometime during his travels, he decided to establish a more permanent home in Sedalia, Missouri, and it was there that he became known as, the King of Ragtime.

In the first two decades before the emergence of jazz in 1917, the style of music known as ragtime enjoyed great popularity. Ragtime began in the African American community and was derived from applying African banjo rhythms to African American minstrel music of the American south. Compositions are known as rags and, traditionally, are played on the piano. Joplin began experimenting with it very early in his career and by the late 19th century he had become a master. In between composing rags, Joplin frequently played at two local clubs in Sedalia, The Black 400 Club and The Maple Leaf. He even found time to teach and two of his students, Scott Hayden, and Arthur Marshall, went on to have impressive careers of their own.

Do not write in this space

Reading 1 (continued)

Though he had published some rags by 1899, his next would prove to be his masterpiece. The *Maple Leaf Rag* is, to this day, considered the best ragtime piece ever written for the piano. In 1901, he moved to St. Louis, where he composed many pieces over the next few years, including *Peacherine Rag*, *The Entertainer*, and *A Strenuous Life*. The latter was composed in honour of President Teddy Roosevelt's decision to host the famous African American educator and writer Booker T. Washington for dinner at the White House. Joplin next composed his first opera '*A Guest of Honour*' which he took to communities across the Midwest.

Unfortunately, the tour was a financial disaster which ultimately resulted in Joplin's divorce from his first wife. He remarried shortly afterwards in 1904 to a woman named Freddie Alexander, but tragically she died from pneumonia less than ten weeks after their wedding. Immediately after her death, Joplin left Sedalia, never to return.

The next decade saw Joplin compose dozens of rags, often in collaboration with other leading ragtime pianists. In addition to rags, he also composed a revue, a symphony, a piano concerto and, most notably, another opera titled *Treemonisha*. It was never performed for an audience during its composer's lifetime due to a lack of financial backing. By 1916, Joplin was suffering from physical and mental exhaustion. He was committed to the Manhatten mental facility in New York City late that year and died less than a year later at the age of 49. Though appreciated during its time, the music of Scott Joplin experienced a huge revival and incredible popularity in the 1970's. In 1972, *Treemonisha* was finally performed for an audience, eventually reaching Broadway, and *The Entertainer* was used as the signature piece in the Oscar winning film *The Sting*. Joplin was awarded the Pulitzer Prize in 1976, in recognition of his enormous contribution to American music.

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (continued)

Task: *For each item, shade in the bubble (⬭) next to the correct option.*

1. Scott Joplin spent his very early years in _____.

- ⬭ Sedalia
- ⬭ Texarkana
- ⬭ Chicago

2. Julius Weiss taught Scott Joplin how to play _____ music.

- ⬭ minstrel
- ⬭ ragtime
- ⬭ classical

3. By the time Scott Joplin was a teenager, he could play the _____.

- ⬭ banjo and cornet
- ⬭ cornet and piano
- ⬭ banjo, piano and cornet

4. Scott Joplin performed at The World Fair in Chicago in _____.

- ⬭ 1868
- ⬭ 1893
- ⬭ 1895

5. The _____ had a big influence on ragtime music.

- ⬭ cornet
- ⬭ piano
- ⬭ bango

6. The vocal group Scott Joplin helped create was called the _____.

- ⬭ Texas Medley Quartette
- ⬭ Black Four Hundred
- ⬭ King of Ragtime

Do not write in this space

Reading 1 (continued)

7. In addition to composing, Scott Joplin performed regularly in the _____.

- ▢ Maple Leaf
- ▢ Manhatten
- ▢ Peacherine

8. _____ requested Scott Joplin to compose *A Strenuous Life*.

- ▢ Booker T. Washington
- ▢ President Teddy Roosevelt
- ▢ Arthur Marshall

9. Scott Joplin's first opera was called _____.

- ▢ *Treemonisha*
- ▢ *The Entertainer*
- ▢ *A Guest of Honour*

10. Scott Joplin left Sedalia forever _____.

- ▢ when his second wife died
- ▢ immediately after his divorce
- ▢ after his opera failed

11. *Treemonisha* was never staged during Scott Joplin's lifetime because _____.

- ▢ it had no financial backing
- ▢ he was mentally ill
- ▢ it was too jazzy

12. Scott Joplin's composition _____ featured in an award-winning film.

- ▢ *Maple Leaf Rag*
- ▢ *Treemonisha*
- ▢ *The Entertainer*

Do not write in this space

Do not write in this space

Do not write in this space

Reading 2 (Items 13 – 25) (13 marks)

Read the following article. Then complete the tasks.

The Need to Repatriate (Return) Cultural Artifacts

Any trip these days, is very likely to include a visit to a museum. As visitors travel to destinations in Europe like Paris and London, their schedules will undoubtedly include a trip to the Louvre in Paris, or the British Museum in London, likewise the Smithsonian collection in the USA. In such places it is hard to see the dark side of humanity, but unfortunately, in many museums, that dark side lies just beneath the surface. It is now widely accepted that many of the artifacts in these museums are the spoils of war, and these exhibits are clear reminders that back then, world powers could just take whatever they wanted from the land and people they had conquered.

This theft of cultural artifacts began in the 16th century during the 'Age of Exploration'. Incredible amounts of gold and silver were taken from the Mesoamerican civilisations of the Incas, Aztecs, and Olmecs, along with many artifacts that are still proudly displayed in the countries that stole them. A century later, the Dutch East India Company, a colonial wolf in sheep's clothing, plundered much of South and Southeast Asia, reaping enormous amounts of profits off the spice trade, and carting off all the precious cultural wealth of this continent in the process. These telling words were written by the Dutch poet, Joost van den Vondel, in 1639 "*wherever profit leads us, to every sea and shore; for love of gain the wide world's harbours we explore*".

No other continent, though, has experienced this kind of injustice more than Africa. West Africa and Central Africa suffered under many colonial powers due to the rubber and diamond trade and subsequently lost a huge number of their tribal and ancient treasures. Egypt was no exception. One enormously famous item from Egypt, the Rosetta Stone, ended up in British hands and is currently one of the most popular exhibits in the British Museum, a museum which today is the greatest repository of stolen artifacts ever gathered. Less than one percent of its nearly 8 million art works are visible to the public, many of which are now known to have been stolen. These artifacts remain on display, even though countries have called for their immediate return.

It is hard to imagine why these items should remain the property of the British Museum. Nevertheless, museum officials and politicians all argue that the return of objects would do more harm than good. These people support an approach called cultural internationalism. This theory supports the retention of these artifacts, maintaining that these objects belong to all of humanity. Other excuses claim that some countries are not equipped to properly care for the objects or that removing them would rob the public of the chance to see them. For example, if the Rosetta Stone were to be returned to Egypt it is estimated that 3 million less people per year would be able to see it. However, supporters of cultural internationalism are glossing over the anger and bitterness that still exists in countries whose cultural heritage was stolen by world powers centuries ago.

Do not write in this space

Reading 2 (continued)

Thankfully, an alternative viewpoint referred to as cultural nationalism, is now being taken up by many advocacy groups and the fight to have these precious artifacts returned to their countries of origin is reaching new audiences. These groups are composed mainly of activists, scholars, and politicians from affected nations, and they have begun to put pressure on museums and governments to make the right decision and return what was stolen hundreds of years ago. Most importantly, it is vital that the children of those nations that had their works stolen can grow up seeing their heritage where it belongs. Returning these objects now will never fully restore the dignity that was lost along with them, but it is a start, and it is the morally right thing to do.

Furthermore, there are additional measures that can be taken to amend the mistakes that were committed in the past. Any act of restitution could be accompanied by providing the necessary expertise and monetary funding to help build facilities capable of safely housing the returned objects. Public apologies and an accurate rewriting of historical records are other steps that could be taken. Perhaps this would help the nations of the world learn from their mistakes and prevent them from repeating them in the future.

Task One: *For each question, write a **short** answer.*

13. What is the 16th century also known as, according to the article?

_____

14. Which civilisations are listed as having been exploited first? (List one)

_____

15. What made the Dutch East India Company fabulously wealthy?

_____

16. What is the only actual artifact mentioned in the article?

_____

17. What excuses are given to support cultural internationalism? (List one)

_____

Do not write in this space

Do not write in this space

Do not write in this space

Reading 2 (continued)

18. What kind of people support repatriation advocacy groups? (List one)

_____

19. Which group would benefit the most from the repatriation of artifacts?

_____

20. What measures, other than repatriating, could be taken to correct past mistakes? (List one)

_____

Task Two: *For each item, shade in the bubble (○) next to the correct option.*

Statements	True	False
21. Approximately 8 million objects are on public display at the British Museum.	○	○
22. More artifacts were stolen from Africa than anywhere else.	○	○
23. According to the article, museum officials support both cultural nationalism and cultural internationalism.	○	○
24. Cultural Internationalism promotes the retention of artifacts by museums.	○	○
25. The writer believes that nations should start rewriting their historical records.	○	○

Do not write in this space

Literature 1 – Drama (10 marks)

*Read this extract from **'Anne of Green Gables'**, a play by the dramatist, **Joseph Robinette**. based on the novel of the same name by L.M. Montgomery. Then complete the task.*

Mathew and Marilla Cuthbert are unmarried siblings who live on their farm, Green Gables, on Prince Edward Island in Canada in the 1880s. Mathew is sixty years old and is getting too old to handle the farm work on his own, so he and his sister decide to adopt an orphan boy to help them. As the extract opens, Mathew arrives at the train station and finds a girl instead of a boy; the orphanage has sent eleven-year-old Anne Shirley by mistake. At the beginning of the scene Anne is alone on the stage rehearsing what she will say to Matthew when he arrives to collect her.

Anne: Hello, my name is Anne Shirley, but please call me Cordelia. I think Cordelia is a much better name for me, don't you think? I am truly honoured and excited to be going to Green Gables with you, Mr. Cuthbert.

(She walks to the edge of the platform and continues "rehearsing".)

Hello, my name is Anne Shirley –

Her voice trails off, but she continues to mouth the words as the Stationmaster and Matthew Cuthbert enter. Anne does not notice them.

Stationmaster: *(Pointing to Anne.)* There she is at the end of the platform.

Matthew: But it's a boy, I've come for. There must be some mistake.

Stationmaster: Maybe she can explain it. She sure is a talker, that one.

(He exits. Matthew walks tentatively toward Anne.)

Anne: Oh. I do hope you are Mr. Matthew Cuthbert.

Matthew: Well now, I reckon that's me.

Anne: *(Brightly, giving her "speech".)* Hello, my name is Anne Shirley, but please call me -

Matthew: Yes, yes, I heard you saying all that a little earlier. You were talking kinda loud.

Anne: I was beginning to be afraid you weren't coming for me. If you hadn't, I was going to climb that big cherry tree and spend the night in it.

Do not write in this space

Do not write in this space

Do not write in this space

Literature 1 – Drama (continued)

Matthew: You're not a boy

Anne: But I can climb all the same. And I wouldn't be the least bit afraid. I'd pretend the blossoms in the moonlight were columns in a castle. Now, isn't that tree beautiful? What does it make you think of?

Matthew: Well now, I dunno.

Anne: A bride, of course, with a misty veil. Am I talking too much? People are always telling me I do. Would you rather I didn't talk?

Somewhat unexpectedly, Matthew finds himself becoming intrigued by the waif before him.

Matthew: Well now, I don't mind talkative folks so much since I'm kinda quiet myself. Talk as much as you like.

GLOSSARY

platform: an area alongside a railway track from which passengers get on and off trains.

Stationmaster: the person in charge of a railway station.

tentatively: in a way that lacks confidence, hesitantly.

columns: upright pillars which usually support a building.

misty: indistinct, blurry, unclear.

veil: a piece of fine material worn by women to protect or conceal the face.

intrigued: very interested, fascinated.

waif: a young person who is thin and looks unhealthy or uncared for.

Do not write in this space

Literature 1 (continued)

Task: *Answer the following question. Relate your answer to personal and social values and themes. Write* ***at least 120 words****.*

Contrast the characters of Anne Shirley and Matthew Cuthbert, giving details as to how the writer conveys their different personality traits to the audience.

Do not write in this space

Do not write in this space

Do not write in this space

Literature 1 (continued)

Do not write in this space

Literature 2 – SHORT STORY (15 marks)

*Read this extract from **"The Great Stone Face"**, a short story by the American writer Nathaniel Hawthorne. Then complete the **two** tasks.*

The story opens in a valley between several large mountains. On one of the mountains is a natural rock formation that resembles a human face. A mother and her son, Ernest, sit outside their cottage discussing this wonder of nature.

The Great Stone Face was a work of nature formed on the side of a mountain by some immense rocks, which had been thrown together in such a position as, when viewed at a proper distance, resembled the features of the human countenance. It seemed as if an enormous giant, or a Titan, had sculptured his own likeness on the precipice. There was the broad arch of the forehead, a hundred feet in height; the nose, with its long bridge; and the vast lips. If the spectator approached too near, he lost the outline of the gigantic visage but from a distance the Great Stone Face seemed positively to be alive.

It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet, as if it were the glow of a vast, warm heart, that embraced all mankind in its affections.

A mother and her little boy sat at their cottage-door, gazing at the Great Stone Face, and talking about it. The child's name was Ernest.

'Mother,' said he, while the Titanic visage smiled on him, "I wish that it could speak, for it looks so very kindly that its voice must needs be pleasant. If I were to see a man with such a face, I should love him dearly."

"If an old prophecy should come to pass," answered his mother, "we may see a man, some time or other, with exactly such a face as that."

"What prophecy do you mean, dear mother?" eagerly inquired Ernest.

So, his mother told him a story that her own mother had told to her, when she herself was younger than little Ernest; a story, not of things that were past, but of what was yet to come. The purport was, that, at some future day, a child should be born hereabouts, who was destined to become the greatest and noblest person of his time and whose countenance, in adulthood, should bear an exact resemblance to the Great Stone Face.

"O mother, dear mother!" cried Ernest, clapping his hands above his head, "I do hope that I shall live to see him!"

His mother was an affectionate and thoughtful woman and felt that it was wisest not to discourage the generous hopes of her little boy. So, she only said to him, "Perhaps you may."

Do not write in this space

Do not write in this space

Do not write in this space

Literature 2 (continued)

GLOSSARY

immense: extremely large.

countenance: a person's face or facial expression.

Titan: a giant in Greek mythology (Greek folk tales); a person or thing of very great size, strength, intellect, or importance.

sculptured: made a statue; shaped the stone.

precipice: a very steep side of a cliff or mountain.

features: the parts of someone's face that you notice when you look at them.

noble: very impressive; having or showing fine personal qualities or high moral principles.

visage: a person's face.

Ernest: a boy's name which means serious, sincere, determined.

prophecy: a prediction of what will happen in the future.

purport: point; main idea; gist.

hereabouts: near this place.

Task: *Answer the following **two** questions. Support your answer with evidence from the extract.*

A. Outline what we learn about the characters of Ernest and his mother in this extract.

(Write at least **50 words**.) (5 marks)

B. The writer gives a vivid description of the Great Stone Face. Discuss the details that justify it being compared to a Titan.

(Write at least **120 words**.) (10 marks)

Do not write in this space

Literature 2 (continued)

A.

Do not write in this space

Do not write in this space

Do not write in this space

Literature 2 (continued)

B.

Do not write in this space

Literature 2 (continued)

[End of Examination]

Do not write in this space

Do not write in this space

Do not write in this space

مُسَوَّدَة

Do not write in this space

Do not write in this space

مُسَوَّدَة

Do not write in this space





امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٣ هـ - ٢٠٢١ / ٢٠٢٢ م

الدور الأول - الفصل الدراسي الأول

تنبيه:
- المادة: English Language
- الأسئلة في (٢٠) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

- يجب الحضور إلى قاعة الامتحان قبل عشر دقائق على الأقل من بدء زمن الامتحان.
- يجب إحضار أصل ما يثبت الهوية وإبرازها للعاملين بالامتحانات.
- يجب الالتزام بالزي (الدشداشة البيضاء والمصر أو الكمة للذكور) والزي المدرسي للطالبات ، ويستثنى من ذلك الدارسون من غير العمانيين بشرط الالتزام بالذوق العام، ويمنع على جميع المتقدمات ارتداء النقاب داخل المركز وقاعات الامتحان.
- يحظر على الممتحنين اصطحاب الهواتف النقالة وأجهزة النداء الآلي وآلات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الصفة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفتيش داخل المركز طوال أيام الامتحان.
- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق ، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- يقوم المتقدم بالإجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرق أو الأسود).
- يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (▭) وفق النموذج الآتي:

س - عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة

■ مسقط ▭ أبوظبي

ملاحظة: يتم تظليل الشكل (■) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ■ **غير صحيح** ▭ ◉ ◔ ☒ ☑

مُسَوَّدَة، لا يتم تصحيحها

Do not write in this space

Do not write in this space

Do not write in this space

Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the task.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write **at least 200 words**.*
Write in the space provided on pages 2 - 4.

1. Global warming is the result of an increase in the Earth's temperature. This is caused by increasing amounts of dioxide and pollutants being released into our atmosphere. Write an article for your local magazine about how to reduce Global Warming and provide examples as to how best this can be achieved.

2. You have made a reservation at a hotel for a business trip for you and your colleagues. However, you need to make some changes to your booking. Write a letter to the hotel manager.

In your letter:

- give details of your current booking
- explain what changes you need to make and why
- ask the manager to make some special arrangements for your business meetings

Start your email: Dear Sir/Madam,

End your email: Yours faithfully,

Muneer Al Alawi/ Muneera Al Alawi

Do not write in this space

Writing (continued)

Option No. _____ *(Indicate which option you have chosen.)*

Do not write in this space

Do not write in this space

Do not write in this space

Writing (continued)

Do not write in this space

Writing (continued)

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (Items 1 – 12) (12 marks)

Read the following article. Then complete the task.

Why You Might Need More or Less Sleep

Everyone agrees that sleep is necessary, but the amount of sleep a person needs each night is a different story. Ask the experts why we sleep and you will get a myriad of answers. Beyond the vague notion of "rest," sleep has been associated with removing toxins from the brain, consolidating memory, reenergising our body's cells and tissues, and regulating functions such as metabolism and mood. Most of us are familiar with having a foggy head or feeling grumpy from a lack of sleep, but too much sleep has also been linked to many ailments including depression, anxiety, decreased immune function, and cardiovascular disease.

So, what is the right amount of sleep? The answer can depend on many factors including age, genetics, and lifestyle. What is increasingly clear is that there is no magic number of hours that works for everyone, and the amount of sleep you need will change over the course of your lifetime. Sleep researchers at the National Sleep Foundation (NSF) have published guidelines on the recommended sleep times for various age groups. For example, the average teenager should get 8–10 hours of sleep per night, but this is a wide range and should only be considered as a baseline. To help you determine your ideal amount of sleep, most sleep experts like the NSF recommend a more careful, personal evaluation.

The first and most important thing to consider is when and how often you feel sleepy. Everyone craves a nap now and then, but if you are frequently dozing off during the day, it is a good indication that you are not getting enough sleep at night. The same is true if you find yourself sleeping in whenever you do not need to get up at a set time. This is significant because research has shown that oversleeping on some days does not make up for a lack of sleep on others. In other words, it is not as useful to us as having a more regular sleeping pattern.

On the flip side, if you are tossing and turning and finding it difficult to fall asleep at night, it might mean that you are not actually sleepy. The trouble here, experts say, is that we often do not make the distinction between being sleepy and feeling tired. When we are sleepy, we should probably go to bed, but feeling tired may be more physical than mental. If you feel exhausted but alert, it may mean you need to "wind down" first. If this sounds like you, it may be useful to develop a relaxing pre-bed routine to help

Do not write in this space

Reading 1 (continued)

prepare for sleep and to consider upgrading your sleeping equipment to increase your nighttime comfort.

Even if you do not need naps or a long time to fall asleep, other lifestyle factors can also be signs of a sleep imbalance. If you have a high energy job or work out frequently, you may require more sleep than average. If you consume caffeine throughout the day, you might think about increasing your pillow time instead. Finally, recent research has indicated that having a lot of screen time before going to bed can have an adverse effect on sleep quality, so you might try incorporating other activities into your end-of-day routine.

According to a study conducted in 2017/18, in the USA, 44% of adults who work in factories sleep less than five hours per night making them more likely to suffer from chronic diseases. Another study in 2020 found that 35% of adults in small towns sleep more than 7 hours per night, whereas 24% of adults who live in major cities sleep less than 7 hours a night. These studies prove that our immediate environment is the biggest factor in determining our sleeping patterns.

Since poor quality sleep tends to throw our bodies off balance, establishing a regular sleeping pattern is vital for good health. Although many studies have been conducted, sleep experts have not provided any concrete solutions other than telling us that it is important to get up at the same time every day. Doing this for a few weeks will help set your body's clock, and by paying attention to when you naturally feel sleepy, you can work out what is the best time to go to bed.

No matter what the experts say about avoiding using your cell phone or exercising before going to bed, I strongly recommend that you listen to some relaxing music, read a book or spray some lavender on your pillow, as based on my experience this is what works best for me.

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (continued)

Task: *For each item, shade in the bubble (⬭) next to the correct option.*

1. Experts claim that having too much sleep can _____ .

   ⬭ consolidate memory

   ⬭ remove toxins

   ⬭ cause depression

2. The amount of sleep that a person needs over a lifetime depends on one's _____ .

   ⬭ immune system

   ⬭ age

   ⬭ metabolism

3. To get the ideal amount of sleep, the National Sleep Foundation (NSF), advises people to _____ .

   ⬭ identify age group sleeping requirements

   ⬭ carefully evaluate their sleep patterns

   ⬭ follow sleep expert guidelines

4. Researchers say that people can _____ , whenever they feel sleepy.

   ⬭ never take a nap

   ⬭ take a nap every day

   ⬭ take an occasional nap

5. Researchers claim that oversleeping _____ .

   ⬭ is beneficial for your overall health

   ⬭ does not compensate for a lack of sleep

   ⬭ indicates that you are healthy

6. If you face problems falling asleep at night, you are advised to _____ .

   ⬭ spend less time in bed

   ⬭ develop a pre-bed relaxing routine

   ⬭ exercise to promote sleep

Do not write in this space

Reading 1 (continued)

7. Recent research indicates that the _____ has an adverse effect on sleep quality.

- ▢ type of pillow used
- ▢ amount of time spent screening
- ▢ daily beverage consumption of a person

8. _____ percent of factory workers sleep less than five hours per night.

- ▢ Forty-four
- ▢ Thirty-five
- ▢ Twenty-four

9. According to studies in the USA, people who live in small towns sleep _____ hours than those who live in big cities.

- ▢ more
- ▢ the same number of
- ▢ less

10. Studies conducted in the USA confirm that our _____ has a major impact on our sleeping patterns.

- ▢ immediate environment
- ▢ daily exercise routine
- ▢ mental state

11. If we want to develop a good sleep pattern, we should control _____.

- ▢ the time we go to bed
- ▢ our daily physical activities
- ▢ the time we wake up

12. The writer of this article says that _____ helped him to fall asleep.

- ▢ reading a book and listening to soft music
- ▢ using his cell phone
- ▢ exercising before going to bed

Do not write in this space

Do not write in this space

Do not write in this space

Reading 2 (Items 13 – 25) (13 marks)

Read the following article. Then complete the tasks.

Ötzi the Iceman

On a late summer's day in September 1991, two German hikers were navigating their way along a glacier below the Tisenjoch Pass, a 3200 m high crossing in the Swiss Alps, near the Italian-Austrian border. The summer had been a warm one, and the glacier was receding, its melting water trickling down into the Ötztal Valley on the Austrian side. As the hikers came down the pass, one of them spotted what appeared to be a human body protruding from the glacial ice. Thinking they had discovered the remains of a fellow mountaineer, they immediately reported the sighting to the authorities.

The first responders to the scene found the frozen corpse lying on its stomach, its arm awkwardly stretched out beneath it. While the hikers were correct in believing that they had found human remains, they were mistaken in thinking that the body was that of a fellow mountaineer. After several days of digging, the rescuers extracted the body and airlifted it by helicopter to a medical university in Innsbruck, Austria where an archaeological examination declared it to be a man at least 4000 years old. This was the beginning of the second life for the mummy who came to be known as Ötzi the Iceman.

In the thirty years since Ötzi's discovery, an amazing amount of information has been revealed about him and his world. He is now considered among the greatest archaeological finds of the past century. Through careful scientific analysis and the technological advancement of research tools, Ötzi has been a constant source of knowledge about life in Neolithic Europe, and his personal story has continued to fascinate both scientists, archeologists and the general public.

Recent radiocarbon analysis of Ötzi revealed that he had actually been trapped in the ice for at least 5300 years. This meant he was alive during the early Copper Age, or Chalcolithic period, when Europeans began using metals to make tools. Subsequent excavations of the site where Ötzi was found uncovered his copper axe, bow and quiver, knife, and items of clothing including a cloak, belt, shoes stuffed with grass, and a bearskin hat. A leather pouch holding a tinder fungus, small tools, and a flint flake were also found. These artifacts demonstrate that Ötzi was keenly adapted to his environment.

Through multiple studies of Ötzi's body, we have also learned a lot about how he lived. An examination of his bones revealed that Ötzi was in his forties. He stood about 1.6 m tall and weighed about 50 kg. He had a lean, fit body, but he was not that healthy.

Do not write in this space

Reading 2 (continued)

Several of his bones had been broken in his lifetime, and his joints showed signs of arthritis. His teeth and gums had advanced decay. Ötzi was found to have Lyme disease, and a microanalysis of his gut revealed bacteria associated with stomach ulcers. Damage to his lungs pointed to a life spent around open fires. Ötzi is also believed to have heart disease, was lactose intolerant, and probably suffered from bouts of malnutrition. His various ailments testify to the challenges our ancestors faced in an era long before all our modern conveniences.

Still, what is most intriguing is the forensic discoveries surrounding how Ötzi died. While researchers first believed that he lost his life in an accident, such as weather exposure or a fall, it now seems likely that he was the victim of a homicide or murder. X-rays and scans show that Ötzi had a large head wound, and, more importantly, a flint arrowhead was found lodged in his left shoulder. This wound appears to have caused severe blood loss that led to a very quick death. Ötzi also had a defensive wound on his thumb and index finger that he received a few days before he died. Was he under attack? Was he being hunted down when he met his death on that high mountain pass?

Of course, we will never know why Ötzi was murdered, but the investigation into the world-famous iceman must continue. Further genome, micro biome, and other advanced studies are ongoing, and as our scientific knowledge improves, this unique window into the past will continue to amaze and surprise us.

Task One: *For each question, write a **short** answer.*

13. Where was Otzi when he was found?

_____

14. What mistake did the hikers make about their discovery?

_____

15. How was Ötzi's body transported to Innsbruck?

_____

16. Why is the discovery of Ötzi important for archaeologists?

_____

Do not write in this space

Do not write in this space

Do not write in this space

Reading 2 (continued)

17. How do we know that Ötzi was alive during the Chalcolithic period?

_____

18. What tools were found at the site where Ötzi was discovered? (list three)

_____

19. What do Ötzi's lungs tell us about his lifestyle?

_____

20. What did researches first believe was the cause of Ötzi's death?

_____

Task Two: *For each item, shade in the bubble (○) next to the correct option.*

Statements	True	False
21. The initial investigation underestimated how long Ötzi had been dead.	○	○
22. Most of what we know about Ötzi was learned soon after his discovery.	○	○
23. The tools Ötzi carried are considered primitive nowadays.	○	○
24. Archaeologists have discovered why Ötzi was murdered.	○	○
25. The writer believes that researchers should continue studying Ötzi's world.	○	○

Do not write in this space

Literature 1 – Drama (10 marks)

*Read this extract from **'Our Day Out'**, a play written by the acclaimed English dramatist, **Willy Russell**. Then complete the task.*

'Our Day Out' is set in the inner city of Liverpool, England, in the 1970s when the area had a number of social problems including unemployment, pollution and poverty. The play centres around a group of teenagers, who are going on an end-of-term outing to Conway Castle with their teacher, Mrs. Kay, and the classroom assistant, Susan. The students suffer many hardships in their lives so Mrs. Kay wants them to enjoy themselves on their trip. She is a sympathetic and caring person who greatly values the children and her job. The extract opens as the students prepare to get on the bus to start their journey to the castle.

Driver:	*(Heaving off a kid who managed to get on to the bus.)* Get off my bus.
Mrs Kay:	Is there something the matter, driver?
Driver:	Are these children in your charge, madam?
Mrs Kay:	Yes.
Driver:	Well, you haven't checked them, have y'?
Mrs Kay:	Checked them? Checked them for what?
Driver:	Chocolate and lemonade! We don't allow it. I've seen it on other coaches, madam; fifty-two vomitin' kids; it's no joke. I'm sorry but we don't allow that.
Mrs Kay:	All right, driver, I'll check them for you. Now listen, everyone: if anyone has brought chocolate or lemonade with them I want them to put up their hands. *(A sea of innocent faces and unraised hands.)* There you are, driver, all right?
Driver:	No, it's not all right. Y' can't just take their word for it. They have to be searched. You can't just believe kids. *(Pause. She could blow up but she doesn't.)*
Mrs Kay:	Can I have a word with you, driver, in private? (The driver comes off the coach. She manoeuvres it so that the driver has his back to the kids and the other teachers.)
Mrs Kay:	What's your name, driver?

Do not write in this space

Do not write in this space

Do not write in this space

Literature 1 – Drama (continued)

Driver: Me name? I don't usually have to give me name.

Mrs Kay: Oh come on. What's your name?

Driver: Schofield, Ronnie Schofield.

Mrs Kay: Well, Ronnie.

(As she speaks, she motions behind his back, indicating that the other teachers should get the kids onto the coach.)

Mrs Kay: Ronnie, the kids with me today don't know what it is to look at a bar of chocolate. Lemonade, Ronnie? Lemonade never touches their lips. *(We should almost hear the violins.)* These are the children, Ronnie, that stand outside shop windows in the pouring rain, looking and longing, but never getting.

(The driver is grief-stricken. Behind him, in the coach, the kids are stuffing themselves stupid with sweets, chocolate and lemonade. Mrs. Kay leaves the driver and climbs on board. As the driver turns to board the coach all evidence of sweets and lemonade immediately disappears. The driver puts his hand in his pocket, produces a few quid.)

Driver: *(To the kid on the front seat.)* Here y' are son, run to the shops an' see what sweets y' can get with that.

GLOSSARY

heaving: lifting/pulling with great effort.

coaches: buses that transport people on longer journeys.

She could blow up: She could lose her temper/get very angry.

manoeuvres: moves skilfully and carefully.

grief-stricken: extremely sad.

quid: a slang expression for the British pound sterling which is the currency of the United Kingdom.

Do not write in this space

Literature 1 (continued)

Task: *Answer the following question. Relate your answer to personal and social values and themes. Write* ***at least 120 words****.*

In the extract, there is a sharp contrast between the attitude of the bus driver and the attitude of the teacher towards the school children. Outline the differing opinions of the driver and Mrs. Kay towards the students on the school trip and discuss how the writer creates these variations. To what extent are the stage directions important?

Do not write in this space

Do not write in this space

Do not write in this space

Literature 1 (continued)

Do not write in this space

Literature 2 – SHORT STORY (15 marks)

*Read this extract from **'The Diamond Necklace'**, a short story by the famous French writer, Guy de Maupassant. Then complete the **two** tasks.*

The story in set in France in the late nineteenth century. The main character is Madame Mathilde Loisel, a beautiful and charming middle-class woman, who has a great desire to appear rich and fashionable although she does not have the financial means to achieve this. She borrows a necklace from her wealthy friend, Madame Jeanne Forestier, to attend a high-society ball. After the ball, Mathilde realises that the necklace is gone. Unable to find it and too embarrassed to tell Jeanne what has happened, she borrows a large amount of money to buy a replacement worth 40,000 francs. She then gives this piece of jewellery to Jeanne without telling her that it is not the original. Mathilde and her husband spend the next ten years in a miserable struggle to pay off their debts and their lives become one of poverty and hardship. At the start of this extract, we witness an encounter between Mathilde and Jeanne after a gap of many years.

The Diamond Necklace

Madame Loisel looked old now. She had become like all the other strong, hard, coarse women of poor households. Her hair was badly done, her skirts were awry, her hands were red. She spoke in a shrill voice, and the water slopped all over the floor when she scrubbed it. But sometimes, when her husband was at the office, she sat down by the window and thought of that evening long ago, of the ball at which she had been so beautiful and so much admired.

What would have happened if she had never lost those jewels. Who knows? Who knows? How strange life is, how fickle! How little is needed to ruin or to save!

One Sunday, as she had gone for a walk along the Champs-Elysees to freshen herself after the labours of the week, she caught sight suddenly of a woman who was taking a child out for a walk. It was Madame Forestier, still young, still beautiful, and still attractive.

Madame Loisel was conscious of some emotion. Should she speak to her? Yes, certainly. And now that she had paid, she would tell her all. Why not?

She went up to her. "Good morning, Jeanne."

The other did not recognise her, and was surprised at being thus familiarly addressed by a poor woman. "But … Madame …" she stammered. "I don't know … you must be making a mistake."

"No … I am Madame Loisel."

Her friend uttered a cry. "Oh! … My poor Mathilde, how you have changed! …"

"Yes, I've had some hard times since I saw you last; and many sorrows … and all on your account."

"On my account! … How was that?"

"You remember the diamond necklace you lent me for the ball at the Ministry?"

"Yes. Well?"

Do not write in this space

Do not write in this space

Do not write in this space

Literature 2 (continued)

"Well, I lost it."

"How could you? Why, you brought it back."

I brought you another one just like it. And for the last ten years we have been paying for it. You realise it wasn't easy for us; we had no money … Well, it's paid for at last, and I'm glad indeed."

Madame Forestier had halted. "You say you bought a diamond necklace to replace mine?"

"Yes. You hadn't noticed it? They were very much alike." And she smiled in proud and innocent happiness.

Madame Forestier, deeply moved, took her two hands. "Oh, my dear Mathilde! But mine was imitation. It was worth at the very most five hundred francs! …"

GLOSSARY

coarse: harsh, rough.

awry: in the wrong position.

shrill: high-pitched and sharp.

fickle: can change easily/frequently.

Champs-Elysees: a street in Paris, France.

imitation: a copy of something.

francs: the units of money used in France in the nineteenth century.

Task: *Answer the following **two** questions. Support your answer with evidence from the extract.*

A. The writer uses a wonderful plot twist in this extract. Outline the discrepancy between what the reader expects and what actually happens. What affect does this irony have on the reader?

(Write at least **50 words**.) (5 marks)

B. Mathilde had a great desire to live a lifestyle beyond her financial means. Greed and a lack of honesty led her to a life of poverty and hardship. Outline how this selfish desire and dishonesty affected Mathilde and how it contrasts with the description of Jeanne. What is the significance of the differences between the two women?

(Write at least **120 words**.) (10 marks)

Do not write in this space

Literature 2 (continued)

A.

Do not write in this space

Do not write in this space

Do not write in this space

Literature 2 (continued)

B.

Do not write in this space

Literature 2 (continued)

[End of Examination]

Do not write in this space

Do not write in this space

Do not write in this space

مُسَوَّدَة

Do not write in this space

Do not write in this space

مُسَوَّدَة

Do not write in this space