

الاسم:
الرقم:مسابقة في مادة اللغة الانكليزية
المدة ثلاث ساعات**Part One: Reading****(Score: 11/20)**

Read the following text in which Minot explains how students' employment influences their academic performance, and then answer the questions that follow.

Students Who Push Burgers

- 1 A college freshman squirms anxiously on a chair in my office, his eyes avoiding mine, those of his English professor, as he explains that he hasn't finished his paper, which was due two days ago. "I just haven't had the time," he says.
"Are you carrying a heavy course load?"
"Fifteen hours," he says – a normal load.
"Are you working a lot?"
"No, sir, not much. About 30 hours a week."
"That's a lot. Do you have to work that much?"
"Yeah, I have to pay for my car."
"Do you really need a car?"
"Yeah, I need it to get to work."
- 2 This student isn't unusual. Indeed, he probably typifies today's college and high school students. Yet in all the lengthy analyses of what's wrong with American education, I have not heard employment by students being blamed.
- 3 I have heard people put the blame on drugs and television – that universal scapegoat. I have heard elaborate theories about the decline of the family, of religion, and of authority, as well as other sociological theories. But nobody blames student employment. The world seems to have accepted the part-time job as a normal feature of adolescence. One of the schools in my town even had a day to honor students who held regular jobs, and parents often endorse this employment by claiming that it teaches kids the value of the dollar. But such employment is a major cause of educational decline.
- 4 When I was in high school in the 1950s, students seldom held jobs. Some of us babysat, shoveled snow, mowed lawns, and delivered papers, and some of us got jobs in department stores around Christmas. But most of us had no regular source of income other than the generosity of our parents.
- 5 The only kids who worked regularly were poor. They worked to help their families. If I remember correctly, only about five people in my class of 170 held jobs. That was in a working class town in New England. As for the rest of us, our parents believed that going to school and helping around the house were our work.
- 6 In contrast, in 1986 my daughter was one of the few students among juniors and seniors who didn't work. According to Bureau of Labor statistics, more than 40 percent of high school students were working in 1980, but sociologist Ellen Greenberger and Laurence Steinberg in "When Teenagers Work" came up with estimates of more than 70 percent working in 1986, though I suspect that the figure may be even higher now.
- 7 My daughter, however, did not work; we wouldn't let her. Interestingly, some of the students in her class implied that she had an unfair advantage over them in the classroom. They were probably right, for while she was home studying, they were pushing burgers, waiting on tables, or selling dresses 20 hours a week. Working students have little time for homework.
- 8 I attended a public high school, while she attended a private preparatory school whose students were mainly middle class. By the standards of my day, her classmates did not "have to" work. Yet many of them were working 20 to 30 hours a week. Why?
- 9 They worked so that they could spend \$60 to \$100 a week on designer jeans, rock concerts, stereo and video systems, and, of course, cars. They were living lives of luxury, buying items on which their parents refused to throw hard-earned money away. Though the parent would not buy such tripe for their kids, the parents somehow convinced themselves that the kids were learning the value of money. Yet, according to Ms. Greenberger and Mr. Steinberg, only about a quarter of those students saved money for college or other long-term goals.

10 How students spend their money is their business, not mine. But as a teacher, I have witnessed the effects of employment. I know that students who work all evening aren't ready for studying when they get home from work. Moreover, because they work so hard and have ready cash, they feel that they deserve to have fun – instead of spending all their free time studying.

11 Perhaps the reason American education has declined so markedly is because America has raised a generation of part-time students. And perhaps our economy will continue to decline as full-time students in Japan and Europe continue to out-perform our part-time students.

Walter S. Minot

Questions

A. Answer each of the following questions in 2-4 sentences of your own.

- 1- Why did the student in the first paragraph fail to submit his homework on time? How did his professor react to it? (Score: 0.5)
- 2- In reference to paragraphs 3 and 9, parents and the majority of students today perceive the purpose of work differently. How does each regard it? Explain. (Score: 01)
- 3- What is/are the writer’s purpose(s) behind using flashbacks (recalling high-school days) in paragraphs 4 and 5? Explain. (Score: 01)
- 4- How does students’ employment affect the American economy negatively? Refer to paragraphs 10 and 11. (Score: 01)

B. Copy the following table, and then fill in with the relevant information using phrases. (Score: 01)

The Differences Between Working Students in the 1950s and the 1980s

Aspects	1950s Students	1980s Students
<i>Socio-economic status</i>		
<i>Reason(s) to work</i>		
<i>Number of working students</i>		
<i>Main source of income</i>		

C.

- 1- What technique(s) does the writer use to introduce the text? What purpose(s) does that serve? (Score: 01)
- 2- What is the thematic relationship between paragraphs 4 and 6? Justify your answer. (Score: 01)
- 3- How does the writer achieve credibility in the above text? Cite examples to support your answer. (Score: 01)
- 4- Describe the writer’s tone that prevails in paragraph 11. Support your answer with evidence. (Score: 01)
- 5- Identify the pattern of each of the following sentences. (Score: 0.5)
 - a. Sentence 3, paragraph 7, “*They were probably... a week.*”
 - b. Sentence 4, paragraph 10, “*Moreover, because... time studying.*”

D. The following statements are false because they misinterpret the conveyed meaning in the above text. Rewrite each statement so that it agrees with what the writer says. (Score: 01)

- 1- In contrast to TV and drug addiction, employment affects students’ education negatively.
- 2- Because the writer’s daughter was unwilling to work, her educational performance was rather weak.

E. Find words in paragraphs 1, 2, 3, and 4 that almost mean the same as the following: (Score: 01)

- 1- feels uncomfortable 2- characterizes 3- approve 4- cut

Part Two: Writing (Score: 9/20)

Some say that teenagers have to be strictly under parental supervision and control, for within this circle so many things can be taught and regulated (values, decent behavior, organization, etc.); others believe that allowing teens to have their own personal choices offers them more experiences and independence, enhances their sense of responsibility, and reinforces their social connections. Which of the two above attitudes do you support? Develop your answer in an argumentative essay of 400-500 words. Make sure that you support your ideas with reasons and examples from your reading, observation, and experience. Your writing will be assessed for ideas, language and tidiness. **(Score: 05 for ideas and organization, 03 for language and style, and 01 for tidiness and legible handwriting)**

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Part of the Q	Answer Key			Mark
	Competencies: - Utilize reading strategies - Develop oral and interpretive comprehension of written discourse - Produce transactional writing			
I-A-1	The student failed to submit his paper on time because he was working thirty hours a week. His professor was critical and unconvinced with the excuse the student had provided. N.B. 0.25 for the reason; 0.25 for the reaction			0.5
I-A-2	Parents approve of having their kids work as it teaches them the value of money. On the other hand, the majority of students believe that they can use the money earned from work to entertain themselves and buy personal items. N.B. 0.25 for language; 0.75 for explanation and support			01
I-A-3	Recalling high-school days (flashbacks) serves in providing background information about the writer's experiences of not having a regular source of income. This contrasts with the present situation where most students have their own source. N.B. 0.25 for language; 0.75 for explanation			01
I-A-4	Students' employment has made them unready to be high achievers at school. This results in less competitiveness and poorer qualifications in the career market. N.B. 0.25 for language; 0.75 for explanation			01
I-B	Aspects	1950s Students	1980s Students	01
	<i>Socio-economic status</i>	Mainly poor students	Not only poor, even middle-class students	
	<i>Reason to work</i>	Support their poor families	To live a luxurious life	
	<i>Number of working students</i>	5 of 170 students or less than 3%	More than 40% or less than 70%	
	<i>Main source of income</i>	Mostly parents	Partly parents or students themselves	
N.B. 0.25 for each two aspects				
I-C-1	The writer uses an anecdote / dramatic scene/ live example/ or dialogue to introduce his text. Such technique attracts the readers' attention and introduces the topic which focuses on the negative side(s) of students' employment, a topic which is fully developed in the body of the above text. N.B. 0.5 for identifying the tone (any of the ones mentioned above); 0.5 for illustration			01
I-C-2	It is a contrast relationship. In paragraph 4, the writer describes how student employment in the 1950s was not that prevalent or common. In contrast, in paragraph 6, the writer cites statistics that reflect a remarkable increase in the percentage of student workers in the 1980s. N.B. 0.25 for identification; 0.75 for justification			01
I-C-3	The writer achieves credibility by using a variety of supports:			01

	<ul style="list-style-type: none"> • Real life example: paragraph 1; the student's case • Statistics: paragraph 4; 5 out of 170.../ paragraph 6; 40%, 70% • Dates: paragraphs 4 and 6; 1950s, 1980, 1986... • Facts: paragraph 8; 20-30 hours per week/ paragraph 9; 60\$-100\$.. • Expert opinion: paragraph 6; sociologist Ellen Greenberger and Laurence Steinberg • A publication: paragraph 6;"When Teenagers Work" <p>N.B. Students should mention 4 types of support / 0.25 for each</p>	
I-C-4	<p>The tone conveyed in the last paragraph is that of disappointment, worry warning, concern, and criticism. The writer feels somehow disappointed and alarmed at the deteriorating educational standards in his country which might have negative impacts on economy.</p> <p>N.B. 0.5 for identification; 0.5 for explanation and support</p>	01
I-C-5-a	<p>Cause / effect or listing</p> <p>N.B. Any pattern is correct.</p> <p>0.25 for identification</p>	0.25
I-C-5-b	<p>Cause-effect or contrast or addition</p> <p>N.B. Any pattern is correct</p> <p>0.25 for identification</p>	0.25
I-D-1	Similar to T.V/ drug addiction,	0.25
I-D-2	Because her parents did not allow her to work, the writer's daughter performed better in her class.	0.25
I-E-1	squirms	0.25
I-E-2	typifies	0.25
I-E-3	endorse	0.25
I-E-4	mowed	0.25
II-A	Ideas and organization	05
II-B	Language and style	03
II-C	Tidiness and legible handwriting	01