

الاسم: مسابقة في مادة اللغة الانكليزية
الرقم: المدة ساعتان ونصف

Part One: Reading

(Score: 11/20)

Read the following text in which the writer focuses on the inhumane and brutal history of enslavement, and then answer the questions that follow.

Black Shame

1 Historically, most slaves' ancestors were initially captured in wars or kidnapped in isolated raids, but some were sold into slavery by their parents as a means of surviving extreme conditions. Yet, most slaves were born into that status. Ancient warfare often resulted in slavery for prisoners and their families who were either killed, ransomed or sold as slaves. Captives were often considered the property of those who captured them and were looked upon as a prize of war. The effect led to widespread enslavement of particular groups of people. Those captured sometimes differed in ethnicity, nationality, religion, or race from the captors but often were the same as the captors'.

2 Ancient societies characterized by poverty, rampant warfare or lawlessness, famines, population pressures, and cultural and technological lag are frequently exporters of slaves to more developed nations. Today, the small and illegal slave trade (mostly in Africa) deals with slaves who are rural people forced to move to cities, or those purchased in rural areas and sold into slavery in cities.

3 In many ancient cultures, persons (often including their families) convicted of serious crimes could be sold into slavery. The convicted criminal might be sold into slavery if he lacked the property to make compensation to the victims. Other laws and other crimes might enslave the criminal regardless of his property; some laws called for the criminal and all his property to be handed over to his victim.

4 Also, persons have been sold into slavery so that the money could be used to pay off their debts. This could range from a judge, king or emperor ordering a debtor sold with all his family to the poor selling off their children to prevent starvation. In times of dire need, such as famine, people have offered themselves into slavery not for a purchase price, but merely so that their new master would feed and take care of them.

5 In most institutions of slavery throughout the world, children of slaves have themselves become the property of the master. In many cultures, slaves could earn their freedom through hard work and buying their own freedom; this was not possible in all cultures.

6 The type of work slaves depended on the time period and location of their slavery. In general, they did the same work as everyone else in the lower echelons of the society they lived in but were not paid for it beyond room and board, clothing, etc. The most common types of slave work are domestic service, agriculture, mineral extraction, army make-up, industry, and commerce.

7 Many slaves have been used in agriculture and cultivation from ancient times to about 1860. The strong, young men and women were sometimes forced to work long days in the fields, with little or no breaks for water or food. Some of the men in ancient civilizations that were bought into chattel slavery were trained to fight in their nation's army and other military services. Female slaves, mostly from Africa, were long traded to the Middle Eastern countries and kingdoms by traders.

8 Slavery caused fear, suspicion and hatred between slave masters and slaves. Occasionally these feelings escalated into uprisings resulting in the destruction of property, murder, rape, incarceration or desertion.

Questions

A. Answer each of the following in 1-4 sentences of your own.

1. List four different roles or duties performed by slaves. (Score: 01)
2. Under what conditions could people become slaves willingly? What does this act imply? (Score: 01)
3. How does slavery today differ from the one in the past? Refer to paragraph 2 for your answer. (Score: 01)
4. What does the title “Black Shame” symbolize? Explain. (Score:1.5)

B.

1. What type of writing is the above text? Explain. (Score: 01)
2. How are paragraphs 2, 3, and 4 thematically related? Explain. (Score: 01)
3. What tone(s) does the writer reflect in paragraph 8? Explain. (Score:1.5)

C. The following statements are false because they misinterpret information in the above text.

Rewrite them correctly.

(Score: 01)

1. Acts of slavery have totally disappeared today.
2. It was impossible for any slave to become free.

D. Identify one pattern in each of the following sentences.

(Score: 01)

1. Sentence 6, paragraph one, “*Those captured ...as the captors’.*”
2. Sentence 1, paragraph 2, “*Ancient societies ... developed nations.*”
3. Sentence 2, paragraph 3, “*The convicted criminal... to the victims.*”
4. Sentence 3, paragraph 4, “*In times... of them.*”

E. Select from paragraphs 1, 2, and 3 the antonyms of the following:

(Score: 01)

- | | |
|--------------|-----------------|
| 1. liberated | 3. gentle; mild |
| 2. urban | 4. innocent |

Part Two: Writing

(Score:9/20)

Slavery is one kind of injustice and violation of human rights. There are violations in other fields of life: economy, education, politics, medicine, etc. In an essay of 250-300 words, discuss this statement, and then describe a case of someone or a nation whose rights have been violated in one of the fields mentioned. Discuss the subsequent, tragic conditions the victim(s) has/have gone through.

Make sure that, in your introduction, you put your reader in the general atmosphere of your topic and clearly provide a thesis statement, and that each of your body paragraphs starts with a topic sentence which you back up with relevant supporting details. Draft, revise, and proofread your essay. Your writing will be assessed for ideas, language and style, and tidiness.

(Score: 05 for ideas and organization, 03 for language and style, and 01 for tidiness and legible handwriting)

Part of the Q	Answer Key	Mark
	Competencies: - Utilize reading strategies - Develop literal and interpretive comprehension of written discourse - Produce transactional writing	
I-A-1	Some of the roles are: a. serving the rich people in cities b. serving the victims c. working to pay debts d. doing domestic service e. working in fields, industry, and commerce f. extracting minerals g. getting involved in military service, army N.B. Four are enough; 0.25 for each	01
I-A-2	Under severe and dire conditions, such as famine or starvation, some parents with their children could become slaves just to survive. This implies extreme cruelty, injustice and dehumanization.	01
I-A-3	In the past, poverty, chaos, warfare and other factors led to exporting slaves to other countries. Thus, it was done on a large scale. At present, the enslavement is done within the same country where rural people are taken slaves when they migrate to cities in search for better living standards. Additionally, slavery is considered illegal and has become contained and limited within the same country.	01
I-A-4	Blackness denotes/ symbolizes evil, meanness and degradation. The whole text highlights the inhumane and dehumanizing history inflicted upon our brothers in humanity, who were pushed to be slaves. Thus, such an act is definitely shameful.	1.5
I-B-1	The above text is a cause- effect essay, a type of expository writing in which the author cites the different conditions and causes that led to slavery and the subsequent results that followed.	01
I-B-2	The relationship among the three paragraphs is one of reinforcement, addition and support. The three paragraphs focus on the causes and conditions that led to the widespread of slavery.	01
I-B-3	The tone is alarming, warning and critical. Slavery, according to the writer, brings about nothing but destruction, murder, rape, ... etc. Thus, it is to be condemned and criticized.	1.5
I-C-1	They still exist though small and illegal.	0.5
I-C-2	In certain cultures freedom could be attained ; in others, it was impossible.	0.5
I-D-1	Listing; Comparison – Contrast	0.25
I-D-2	Listing ; Cause/ Effect	0.25
I-D-3	Cause / Effect	0.25

I-D-4	Exemplification; Cause / Effect ; Contrast	0.25
I-E-1	liberated: captured (Par. 1)	0.25
I-E-2	urban: rural (Par.2)	0.25
I-E-3	gentle ; mild : rampant (Par. 2)/ extreme (Par. 1)	0.25
I-E-4	innocent : convicted (Par. 3)	0.25
II-A	Ideas and organization	05
II-B	Language and style	03
II-C	Tidiness and legible handwriting	01