

الاسم: مسابقة في مادة اللغة الانكليزية
الرقم: المدة ثلاث ساعات

Part One: Reading

(Score 11/20)

In the following selection, the writer deals with the issue of segregation at high schools. Read the selection carefully, and then answer the questions set on it.

Segregated, Segregated!

- 1 At a basketball this spring, the opponents of TC Williams High School where I teach let loose with a unique cheer: “Segregated, Segregated,” they chanted as they pointed in unison to our cheering section across the court. What brought on the chant was the fact that 200 TC students dressed in white T-shirts were packed together to one side of the stands and the black students top the other.
- 2 That was not exactly a school that prides itself on its diversity wants to project. TC Williams High School is 43% black, 25% Hispanic, 24% white and 7% Asian Pacific Islander.
- 3 But the scene at the basketball game, and others like it, raise a troubling question: What does integration mean for a school, or any other institution, if the diverse racial and ethnic groups it brings together under its roof self-segregate whenever they get the chance?
- 4 My answer is that just bringing students from diverse backgrounds together in the same school provides them invaluable lessons that they will carry long after they have left school. What graduates of TC tell me is that going there made them comfortable with “other” kids. White kids do not fear blacks the way graduates of all-white schools might, and black kids realize that white kids can’t be stereotyped as a group of young, spoiled, and rich students.
- 5 Idealistic educators who bemoan the self-segregation that students fall into should ask themselves this: how many weekend social events that they attend have a good mix of individuals from different racial, ethnic and socio-economic backgrounds?
- 6 The likely answer in most cases is: not a single one.
- 7 “I can’t think of any place where kids or adults from totally different backgrounds socialize together on a regular basis,” says Shep Walker, a graduate of TC. “Still, at school there are instances of daily interaction among kids from amazingly different backgrounds. It’s another facet of my education—getting to know people I would not normally be around. I would never have gotten that education had I stayed in a private school.”
- 8 Senior Jamel Frazier, a linebacker on our football team and one of four black males in my advanced English class, says “I may not hang out with white guys on the weekends, but when I see them in the store or at restaurant, there is a connection from being in classes together or playing sports.”
- 9 Also, when Liz Johnson, a recent graduate of Princeton’s Woodrow Wilson International Center for Scholars, was at TC, she starred in two “white girl” sports – field hockey and soccer. But Johnson, who is white, says her greatest experience at our school was playing basketball—“a black girl” sport.
- 10 “It wasn’t like being with all the white girls I grew up playing soccer with,” Johnson says. “It was the first time I had to work to be accepted, but once I was, there was a natural growth of friendship, not some phony ‘I’m going to find a black friend’ thing.”
- 11 Johnson learned some things as a teammate of black girls that she could never have known otherwise. “I was exposed to the covert racism the black players always faced,” she says. “When we went to play at white schools, everyone was afraid of us because we had so many blacks on the team. It was the ‘I’m not a racist; it’s just that these girls are dangerous’ kind of attitude.” This understanding of what her black teammates routinely encountered made Johnson feel especially close to them.
- 12 But the more diverse a school is, the most problems it will face. Schools in predominantly middle and upper-class neighborhoods, whose property values exclude the poor, generally have fewer serious discipline problems than ones with a large number of low-income kids. Furthermore, due to the national obsession with test scores, diverse schools are pressured to focus on low-income kids, whose test scores are most likely to give those schools a bad reputation, while paying less attention to middle class students who often easily pass the tests. The more diverse schools are often more

concerned with the racial and ethnic composition of classrooms than with the academic needs of students.

13 Despite those challenges, the value of attending a diverse school is enormous. For minority kids, learning to feel at ease with whites is more than a matter of enrichment. It can be essential to their success or failure in life. America is still a white-dominated society, and the way up eventually leads out into the white world. For whites, the experience has its own special value.

14 “My life is so much richer through all the black friends I made at TC” says Mike Sharkey, a graduate of Georgetown University’s medical school who is now a surgeon. “If I hadn’t gotten to know those guys, I would be so ignorant about people, about American society, about life in general. I know I’m a better physician because of all the different types of people I got to know in high school. Kids who don’t get that kind of experience are really missing something.”

15 High school, unfortunately, is the best and often the last chance for young people from diverse backgrounds to get to know and understand each other, while in college, racial and ethnic groups stick to themselves.

16 As Walker said, diversity cannot be forced. But when it is present, kids who embrace it receive an education no amount of money can buy.

Questions

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

1. How does the writer explain the idea of integration? (Score: 0.5)
2. Why do schools of diverse ethnic groups offer little attention to their students’ academic achievements? (Score: 0.5)
3. What do you infer about Walker’s saying that he wouldn’t have received such an experience with ethnic groups in a private school? (Score:01)
4. Scan Paragraphs 9 and 10 to illustrate at least three traits of Liz Johnson’s character. (Score: 01)
5. In reference to Paragraphs 8, 11, and 14, deduce the outcomes of attending diverse schools during school and after graduation. (Score: 01)

B. Scan Paragraph 12, and then fill in the graphic organizer with the effects of schooling on both rich and poor students. Copy the table in your booklet. (Score: 1.5)

Rich Students	Poor Students
1.	1.
2.	2.
3.	3.

C.

1. What type of introduction does the writer use, and what effect does it have on the reader? (Score: 0.5)
2. Which two basic elements make the writer’s credibility obvious and certain? Illustrate. (Score: 01)
3. Scan Paragraphs 2 and 4 to explain the writer’s change of tone. (Score: 01)
4. Explain the thematic relationship between the introduction and the conclusion. (Score: 01)

D. Paraphrase the second sentence of Paragraph 10, “It was the first time... ‘...black friend’ thing.” (Score: 01)

E. Find in Paragraphs 2, 3, 12 and 13 words with the following meanings. (Score: 01)

- | | |
|-------------------------------------|---|
| 1. the condition of being different | 3. orderly conduct |
| 2. related to races | 4. marked by extraordinarily great size |

Part Two: Writing (Score: 09/20)

Discrimination prevailing in many societies is of different types (gender, racial, social, etc.); however, many possible solutions, such as engagement in sports, participation in events, in addition to educational guidance and counseling may control this problem. Discuss the above statement, supporting it with two live examples of discrimination, along with their corresponding solutions. Develop your answer in an essay of 400-500 words. 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)**

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مشروع معيار التصحيح

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	Integration according to the writer means having students feel relaxed with their colleagues. Whites have shown acceptance and satisfaction to students in diverse schools. Such a situation makes black kids coexist with their white colleagues.	0.5
I-A-2	The reason is that they are more concerned dealing with the racial and ethnic structures of classrooms than with the students' academic development.	0.5
I-A-3	Unlike the private school, the public school offers much contact and experience with respect to students of ethnic and cultural backgrounds.	01
I-A-4	Liz Johnson's character is sportive because she became a star in hockey. Second, she is willing and determined, for she worked to be accepted by the black girls. In addition, she is open-minded and sociable since she wanted to gain the friendship of others. Finally, she is true to herself (honest): "not some phony ... thing."	01
I-A-5	During school, there is a soft attitude with strong tolerance and empathy between whites and blacks when they see or play with each other even though in certain cases they don't socialize. As for after graduation, graduates become more educated with stronger awareness of their community and more successful in their careers.	01
I-B	Rich Students	Poor Students
	1. Have fewer discipline problems	1. Have discipline problems
	2. Pass the tests easily	2. Score poorly
	3. Concerned with academic achievement	3. Concerned with ethnic composition
N.B: 0.25 on each		
I-C -1	The writer in the introduction uses anecdote, a true incident that he had actually witnessed himself while being a teacher at the school. It motivates the reader (arouses curiosity, or captivates the reader's attention) through the dramatic situation presented in the anecdote.	0.5
I-C-2	Firstly, the writer makes use of personal experience, narrative style, live examples (<i>the experiences of Shep Walker, Senior Jamel Frazier...</i>). Secondly, he uses statistics (<i>43% black, 25% Hispanic, 24% white and 7% Asian Pacific Islander</i>). Also, he uses experts' insights (<i>the opinions of Liz Johnson and Mike Sharkey</i>). Moreover, he mentions names of educational institutions (<i>TC Williams High School</i>) N.B: Any two of the above are enough.	01
I-C-3	In paragraph 2, the writer's tone is critical and perhaps suggesting a feeling of guilt. Moreover, a tone of disapproval is quite evident, too. These attitudes are revealed in the writer's saying that, "That was not	01

	exactly (what) a school that prides itself on its diversity wants to project.” A shift in tone is apparent when the writer in Paragraph 4 says that the diversity in a school provides invaluable and unforgettable lessons that make the students of different cultural backgrounds coexist comfortably with each other. Here, the tone is optimistic, pleasant, and promising.	
I-C-4	The thematic relationship between the introduction and the conclusion is that of problem-solution. The introduction presents the problem in a diverse school, where blacks feel harshly segregated by whites in a basketball game. The concluding paragraph shows the importance of studying in a diverse community as a solution to the mentioned problem.	01
I-D	In Paragraph 10 of “Segregated, Segregated!”, Liz Johnson states that she has worked so hard to adapt with the “black” situation in order to be welcomed. When this was accomplished, the process of developing natural and solid friendship started, in stark contrast with the fake, dishonest attitude of wanting to find a black friend.	01
I-E-1	diversity (Par.2): the condition of being different	0.25
I-E-2	ethnic/ racial (Par.3): related to races	0.25
I-E-3	discipline (Par. 12) : orderly conduct	0.25
I-E-4	enormous (Par. 13): marked by extraordinarily great size	0.25
II-A	Ideas and organization	05
II-B	Language and style	03
II-C	Tidiness and legible handwriting	01