

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

Part One: Reading**(Score: 11)**

The writer of the following text tells how some irresponsible teenagers, when unsupervised, can commit a tragic wrongdoing. When you are through with reading, answer the questions that follow.

Five Friends in a Car

- 1 Like many teenagers on a Friday night, James Cooney needed a car to pick up his girlfriend. He borrowed his good friend Barry Bootan's father's Chevrolet, banged it into a pole and racked \$900 worth of body damage. To come up with the money, the two New York City School graduates hatched a bizarre robber scheme. Over the past 48 hours, youngsters who had never been in trouble played out every parent's nightmare. A minor scrape gave way to panic, then to terror. All judgment vanished. At the end, Cooney, 18, was dead, and four other lives lay in ruins.
- 2 Frantic to get the car repaired before Bootan's father returned from weekend fishing trip, Cooney and Bootan, 18, called three other classmates from Fordham School, from which they were graduated on June 3. About 1 a.m. last Sunday, the five headed off in Jason Katanic's mother's Chrysler with three ski masks and a rifle. They drove to a late night grocery, where Cooney held up the owner for \$140. Happy by their success, the boys rode around looking for someone else to rob, shooting out the windows of about six empty cars before pulling alongside an auto parked on a deserted street with a couple inside.
- 3 Cooney leaned out the window of the Chrysler, pointed the rifle in the driver's face and demanded his wallet. He then fired two shots into the side of the car, and the boys' luck ran out. The driver turned out to be an off-duty policeman. Ducking down, the officer drew his pistol, stuck it out the window and fired five times.
- 4 At least one shot hit Cooney square in the face. Four more bullets strafed the Chrysler as it sped away, while Cooney was dying in the front seat.
- 5 Still thinking a cover-up possible, the panicked boys dumped Cooney's body in thick weeds and pledged one another to secrecy. They burned one boy's bloodstained clothing and somehow managed to get a replacement for the bullet-pocked rear window of the Chrysler. For almost three days the boys acted as if nothing had happened, silent even in the face of Cooney's disappearance. Then Bootan told his girlfriend, who notified the police. Bootan and Katanic were arrested on charges of armed murder. Brendan Moynihan, 16, and Danny Florio, 17, who reportedly cowered on the floor of the back seat, jackets over heads during the robberies, have not yet been charged.
- 6 Horrible deeds done by good people prompt the most difficult questions. How did efforts to get the car fixed spiral into robbery, death, and bad decisions made at every turn? Nothing about Cooney or his friends suggested they were capable of reckless, murderous behavior. So far, drinking and drugs do not appear to be a factor. Three of the boys came from working-class families who struggled to pay the \$ 3,225 tuition at a strict private school. Cooney was the stepson of a police officer, Katanic's widowed mother is a clerical worker. All five boys were headed to college in the fall.
- 7 Fordham Headmaster Cornelius McCarthy is baffled as to how good kids could go so far wrong so fast. "James Patrick Cooney was a happy-go-lucky kid, confident of himself." Away from the protection of adults, Cooney and his friends indulged the illusion they were exempt from death and other mortal coils, as the young tend to do, this time to a deadly end.

Questions

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

1. The writer sums up the whole text in paragraph 1. What purpose(s) does this technique serve? (Score: 1.5)
2. How did the friends succeed in remaining undiscovered for three successive days? (Score: 01)
3. In what sense were the teenagers unlucky? (Score : 01)
4. Paragraph 7 sheds light mostly on James Cooney's character. How does the writer describe him throughout the text? (Score: 1.5)

B.

1. The last sentence of paragraph 2 implies irony. Explain. (Score: 1.5)
2. What pattern of organization is used in paragraph 5? Support your answer with evidence. (Score: 1.5)

C. Pick from paragraphs 1, 5, 6 and 7 the antonyms of the following words. (Score: 01)

- | | |
|-------------|--------------|
| 1. appeared | 2. reluctant |
| 3. released | 4. public |

D. Identify the pattern of each of the following sentences, and then write the word(s) that indicate the pattern. (Score: 02)

1. Sentence 1, paragraph 1, "Like many... girlfriend."
2. Sentence 2, paragraph 3, "He then... ran out."
3. Sentence 1, paragraph 5, "Still thinking... to secrecy."
4. Sentence 2, paragraph 6, "How did... every turn?"

Part Two: Writing

(Score: 09)

The period of adolescence—usually accompanied by dramatic biological, mental, and psychological changes—might be destructive and misleading. In an essay of 250-300 words, discuss the above statement, and then highlight the roles played by both parents and educators in protecting and guiding teenagers. Support your opinion with enough evidence from your experience, reading, etc. 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)

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Part of the Q	Answer	Mark
	Competencies: - Utilize reading strategies - Develop literal and interpretive comprehension of written discourse - Produce transactional writing	
I-A-1	The writer' technique in paragraph one is used to: – capture the reader's attention, arouse his/her curiosity, and provide background information about the text. - show interest in and worry about the severity of the case at hand. - show the seriousness of the issue at hand. - emphasize results of teenagers' irresponsible and rash behavior.	1.5
I-A-2	The friends were able to remain undiscovered by doing several things. First, they burned the bloodstained clothes of one of the boys, managed to repair the damaged rear window of the car, and vowed not to reveal their secret.	01
I-A-3	Their heedless action led to unexpected and unplanned crime because the driver turned out to be an off-duty police officer who succeeded in shooting one of them	01
I-A-4	It portrays Cooney's personality: a happy-go-lucky, self-conceited teenager who seems to be the boss of the group. He is a thoughtless boy who doesn't consider the consequences of his deeds: a minor accident caused his death and the ruin of the other four boys. His personality is stressed because the writer deals with him as a sample of teenagers who believe that neither death nor disastrous happenings strike young people but rather old ones.	1.5
I-B-1	The irony lies in the fact that what the teenagers believed to be « their success » turned out to be their real tragedy because it led to the death of one and the ruin of the others. The happening, crashing a car, has led to completely unexpected results.	1.5
I-B-2	The pattern of organization used is time order/ chronological. This pattern fits best because the writer focuses on the sequence of events : dumping Cooney's body, burning the clothes, notifying the police, arresting Bootan and Katanic, etc.	1.5
I-C-1	vanished (paragraph 1)	0.25
I-C-2	confident (paragraph 7)	0.25
I-C-3	arrested (paragraph 5)	0.25
I-C-4	private (paragraph 6)	0.25
I-D-1	Comparison/ Exemplification /Indicator : Like	0.5
I-D-2	Time Order; Cause – Effect /Indicators : then/ Cause : firing ; Effect : running out of the boy's luck	0.5
I-D-3	Time Order ; Cause- Effect / Indicator : Still ; Cause : dumping Cooney's body ; Effect : pledging to secrecy	0.5
I-D-4	Listing ; Cause- Effect / listing : robbery, death, and bad decisions ; Cause : efforts to fix the car ; Effect : robbery, death, and bad decisions	0.5
II-A	Ideas and organization	05
II-B	Language and style	03
II-C	Tidiness and legible handwriting	01