

الاسم:
الرقم:

مسابقة في مادة اللغة الإنكليزية
المدة: ساعتان ونصف

Part One: Reading Comprehension

(Score: 12/20)

In the following selection, the writer reports the education problems and opportunities of poor girls in Niger. Read it carefully, and then answer the questions that follow.

Educating Girls in the Least Educated Country on Earth

- 1 Rokia Soumana sometimes thinks life could have been a little different. It is not so bad in Tessa, her village in rural Niger, where she lives with her three children, her husband, his first wife Halima, and Halima's five children.
- 2 The wives get along, each doing more than their share of household chores when the other one is pregnant or has just given birth. Rokia, 30, wants at least two more children because it will put her family on equal footing with Halima's. She is dependent on her husband, and the weight of her daily workload is heavy. Maybe things would be a bit easier if she had stayed in school past the age of 14, if anyone had even noticed when she dropped out. But no one did when she just stopped going. "No one told me to stay," says Rokia with a teardrop-shaped scar under each eye.
- 3 Women and girls in Niger are some of the least educated in the world. Fewer than a quarter of young women from Niger are literate, and only about 8% of the girls attend secondary school. Men and boys, too, face low rates of education and literacy in Niger, but women and girls remain worse off. Economically and culturally, boys tend to be afforded more opportunities, and when a family decides it can only send some of its children to school, it is the girls who stay home. **That** feeds into a series of other social ills. Early marriage brings with it poverty and high rates of infant and maternal mortality.
- 4 Low rates of education also help keep Niger poor. One World Bank study found that a year of secondary schooling can mean as much as a 25% increase in a woman's earnings later in life. An educated mother is more likely to send her own daughters to school, ensuring increased educational and economic development over generations.
- 5 Niger's low rates of literacy and education are both caused by a cycle of poverty, early marriage and large family size. For the children across Niger, the barriers to basic education are high. In a rural country, schools are often far from the village, and students walk several kilometers each way in the punishing heat.
- 6 In addition, kidnapping girls and killing teachers by some armed groups are only few in a long list of physical attacks. In the Diffa region of the country, thousands of people are displaced by war.
- 7 Educators face bigger challenges than just getting children into the classroom. To reach students who are kept out of school due to conflict, UNICEF and the European Union are working on a program that will bring an educational device, which requires 3G, into people's homes. Communication volunteers will deliver the small device to families, many of whom live in homes without electricity or running water, and some 150 educational programs will be broadcast out to **them**. "It seems like a low-tech solution," says a UNICEF communication specialist.
- 8 In countries with limited resources, any time or money available for education seems better invested in boys. To change these social beliefs, local communities should shift their perspective towards girls' education. A team from Safe School program goes house to house in rural villages; they come with the message that educating children – and girls in particular – puts the whole family on better footing. For impoverished households, the prospect of their children having better job opportunities sounds appealing.
- 9 Rokia's family still lives in the old way: she believes women's primary purpose is childbearing. However, unlike most of her neighbors, who expect their kids to marry in their teens, she would not mind if her children married well after they finished college. "I want them to be great people. I want one day to watch them taking a plane to travel to the United States," she says.
- 10 The most basic solutions to Niger's education problem come in two parts: changing the mentality of the community and improving the schools. Doing that requires more resources: to train teachers so they can be effective; to open up dialogue about the value of girls education; and to build schools out of

quality materials that have toilets, running water, and dorms for students traveling from remote areas. It also requires parents to develop a sense of responsibility for educating their own children and valuing education.

11 “It is showing that the parents do have a role in this, and that communities do have power in how good their schools can be,” says Janes Lucas of Mercy Corps, a global humanitarian aid agency.

Questions

A. Answer each of the following questions in 1- 4 complete sentences using your own words.

1. Based on Paragraph 2, what two main challenges does Rakia face? **(0.5)**
2. Based on Paragraphs 4 and 8, how does educating a girl contribute to her life and to her country? **(01)**
3. In reference to Paragraph 9, what future does Rakia wish for her children and why? **(01)**
4. Based on the last two paragraphs, explain how a community may affect education. **(01)**

B. The following is a poor version of a one-sentence summary of Paragraph 8. Rewrite it correctly. **(0.5)**

Poor version: In poor communities, international programs help people educate their children.

- C. 1. What type of introduction does the writer use? What two main purposes does it serve? **(1.5)**
 2. What is the organizational pattern of Paragraph 3? Explain. **(01)**
 3. Identify the type of irony in Paragraph 7. Justify your answer. **(01)**

D. Refer to Paragraphs 5, 6 and 10 to complete the table below with factors that contribute to child illiteracy in Niger and the solutions provided. Use phrases, and do not forget to copy the table in your booklet. **(02)**

Child Illiteracy in Niger		
Type	Problematic Factors	Solutions Suggested
Socio-economic	1.	1.
Cultural	2.	2.

E. Find words in Paragraphs 3, 8, and 10 that best replace the words underlined in the sentences below. **(02)**

1. The death rate continues to rise in Niger due to the inadequate medical care and poverty.
2. The poor family used their money in a way that might help them improve their social condition.
3. Due to the stubborn social norms, the villager refused to change his attitude towards using technology.
4. In poor countries, villagers move to far urban regions, looking for better life conditions.

F. What does each of the following pronouns, **bold-typed** in the selection above, refer to? **(0.5)**

1. **That** (Paragraph 3)
2. **them** (Paragraph 7)

Part Two: Writing (Choose ONE of the two prompts below.)

(Score: 8/20)

Prompt A: *Without education, children can never really meet the challenges they will face. Thus, it is very important to give children the education they need in order to help them play an effective role for their country. Write an essay of 250-300 words in which you explain the statement above, showing three positive effects of education (social, economic, environmental, medical, etc.).*

Prompt B: *Rich countries believe that providing poor countries with the basic needs (food, shelter, clothing, etc.) is the best way to offer them help. However, what poor countries actually need is an investment in education to fight poverty and illiteracy. Write an argumentative essay of 250-300 words in which you show with which point of view you stand. Make sure that your essay supports your stand and refutes the opposite point of view.*

[Content and organization of ideas 3.5, language and style 3.5, tidiness and legible handwriting 01]

Educating Girls in the Least Educated Country on Earth

Q	Answer Key	Score
I-A-1	First, Rakia lives in a competition with her husband's wife to have equal number of children. Second, she has a lot of daily loads. (Or: Rakia suffers because she left school at an early age.) (two are enough; 0.25 for each)	0.5
I-A-2	Education helps a girl support her family, financially. (Or: An educated woman knows the value of education, so she is more likely to have all her children, both boys and girls, equally educated. Or: The children will have better future careers.) At the country level, educating a girl helps in developing the economy over generations. (Or: Education helps change the social beliefs of people and increases their awareness.) (one contribution for her life and one contribution for her country are enough; 0.5 for each)	01
I-A-3	Rakia wants her children to pursue their college education and then get married, unlike people in her neighborhood. Moreover, Rakia wants her children to leave Niger and travel to the United States where they will have better living opportunities. It is clear that Rakia doesn't want her children to suffer like her. (0.5 for the future and 0.5 for the reason)	01
I-A-4	The community has a vital impact on promoting education. When communities value the role of education and help in building developed schools that offer high quality learning for their youth, they pave the way for better living and working conditions.	01
I-B	In Paragraph 8 of "Educating Girls in the Least Educated Country on Earth", the writer explains that in rural areas, where wrong social beliefs prevail, educators visited people to spread awareness about the importance of educating girls. (the citation is not a must)	0.5
I-C-1	The introduction, which is the first two paragraphs, is an anecdote. First, it introduces the main idea of the selection about the problem of illiteracy among girls in Niger through the real-life example of Rakia and her family. Second, it attracts the readers' attention through the example of Rakia and the competition she has with her husband's first wife. Third, it arouses readers' curiosity to know more about the situation of poor illiterate people of Niger. (0.5 for the type and 0.5 for each purpose; two purposes are enough)	1.5
I-C-2	It is a comparison-contrast organizational pattern. The writer says that the issue of education is common in Niger among both girls and boys; however, the number of girls who attend schools is much less than that of boys. He adds that the society of Niger prefers to invest in boys due to	01

	<p>some social ills like gender discrimination and social beliefs. The writer achieves this relation through the use of some conjunctions like ‘but’, comparative adjectives and words like ‘least’, ‘too’, ‘fewer than’, ‘worse off’, and ‘more opportunities’.</p> <p>Or: It is a cause-effect (chained) pattern of organization. First, <u>poverty</u> is the main reason behind <u>keeping the rates of educating both boys and girls low</u>. Second, <u>keeping girls illiterate</u> results in <u>serious health and social problems</u>.</p> <p>(0.5 for identification and 0.5 for justification)</p>													
I-C-3	<p>There is irony of situation. In rural areas where people live in extreme poverty and <u>do not have any access to water or electricity</u>, UNICEF and the European Union <u>provide them with a technical device</u>, as an aid to help children learn at home.</p> <p>(0.5 for the type and 0.5 for justification)</p>	01												
I-D	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Child Illiteracy in Niger</th> </tr> <tr> <th>Type</th> <th>Problematic Factors</th> <th>Solution Suggested</th> </tr> </thead> <tbody> <tr> <td>Socio-economic</td> <td>1. Living in poverty; building schools far from rural areas</td> <td>1. Building schools of good quality for all people; building dorms in remote areas</td> </tr> <tr> <td>Cultural</td> <td>2. Allowing early marriage; Keeping girls out of schools</td> <td>2. Increasing people’s awareness about the value of girls’ education</td> </tr> </tbody> </table> <p>(0.5 for each)</p>	Child Illiteracy in Niger			Type	Problematic Factors	Solution Suggested	Socio-economic	1. Living in poverty; building schools far from rural areas	1. Building schools of good quality for all people; building dorms in remote areas	Cultural	2. Allowing early marriage; Keeping girls out of schools	2. Increasing people’s awareness about the value of girls’ education	02
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I-E-1	mortality	0.5												
I-E-2	invested	0.5												
I-E-3	shift	0.5												
I-E-4	remote	0.5												
I-F-1	“ That ” refers to sending boys rather than girls to school / keeping girls at home	0.25												
I-F-2	“ them ” refers to families	0.25												
II-A	Content and organization	3.5												
II-B	Language and style	3.5												
II-C	Tidiness and handwriting	01												