

الاسم:  
الرقم:

مسابقة في مادة اللغة الانكليزية  
المدة: ساعتان ونصف

### Part One: Reading Comprehension

(Score: 12/20)

*In the following selection, the writer discusses how to promote or encourage children's empathy, which means understanding others and feeling with them. Read it carefully, and then answer the questions that follow.*

#### Promoting Empathy in Our Children

- 1 I do not think I fully understood how empathetic my son, Adam, was until I had my second child. When we brought newborn Charlie home from the hospital, Adam went through an understandable change; he showed many signs of anger and frustration, such as saying “no” and struggling powerfully. However, Adam’s reaction when Charlie cried was most noteworthy. As a newborn, Charlie cried a lot, and while the sense of Adam’s anger became less as he got used to sharing his parents’ attention with his little brother, the crying that remained was the one in response to Charlie’s cries—and as it turns out when anyone cries.
- 2 When Adam sees another person, child, or a baby crying, his face immediately changes shape. First, he tries to smile—a fake smile—to deal with the surge of emotion he is feeling, and then he cries. Sometimes, **it** is just a small cry, but sometimes it is the kind of full-blown crying that you would expect that someone has just destroyed his favorite toy.
- 3 Empathy is an emotion that stems from understanding what another person might be feeling, and then feeling that same thing, or something similar. The first requirement—the ability to understand what another person might be thinking or feeling—is something that develops slowly; it starts in infancy and continues into the preschool years. First, babies gain the ability to understand that people have intentions that usually guide their actions. We see evidence that babies can act based on assuming another’s intention by about 14 to 18 months.
- 4 Research has shown, for example, that babies of this age like to help an adult who finds it difficult to reach a certain goal. Around the same age, **they** also attempt to comfort their mothers if they appear to be sad. However, a more advanced ability to reason about others’ thoughts does not fully develop until age 5 or 6. Children of this age can understand that another person might believe something which is not true or which they might express one emotion and feel another.
- 5 Unfortunately, empathy can have some disadvantages. For example, the second requirement—feeling the same thing that someone else is feeling—can cause some personal pain or distress. In fact, children who are particularly prone to feeling negative emotions are more prone to experiencing empathy. In other words, children who are already extra sensitive, like my own son, might experience strong negative emotions because of high empathetic concern for others. Another possible downside of empathy is that we do not show it to all people evenly. In fact, most of us are more likely to feel empathetic towards people who are like us—members of our family, community, race, or ethnicity.
- 6 Regardless of these possible disadvantages, empathy is a good thing in most cases. It allows us to relate to other people, consider their feelings, and motivates us to help others. In fact, empathy is associated with healthy social relationships, close friendships, cooperation, and even school success. In adolescence, moral emotions are the biggest predictors of moral choice, like choosing whether or not to cheat or steal. In addition, empathy is negatively associated with bullying behavior. Children who show more empathy are less likely to bully their peers and more likely to intervene when they see someone else being bullied.
- 7 Beside helping ourselves behave more empathetically, there are also some things parents can do to encourage empathy in their children. If you have a child who is a bit sensitive towards the emotions of others, you might not have to do much to encourage empathy. In fact, you might have to spend more time working through a child’s worry or guilt at the sight of a person in pain or distress. However, for other children, talking to them about their emotions and the emotions of others can help.
- 8 Indeed, parents who talk to their kids about their emotions have children who are higher in empathy, and behave more socially. A safe, warm, and responsive relationship between parents and children is also

related to empathy. In fact, some researchers have suggested that parents might be able to model empathy for their children, so promoting an empathetic environment at home might produce more empathetic kids, and maybe even a kinder, more empathetic you.

### Questions

- A. Answer each of the following questions in 1-4 sentences using your own words.**
1. Based on Paragraph 1, what two different reactions did Adam reveal towards his little brother? (01)
  2. Based on Paragraph 3, state when and explain how the first requirement of empathy develops. (01)
  3. Based on Paragraph 5, explain why the second requirement of empathy is considered negative. (01)
  4. In reference to Paragraphs 7 and 8, what can be deduced about parents' role in promoting their children's empathy? (01)
- B. Answer the following questions in complete sentences.**
1. What two purposes does the introduction serve? Justify your answer. (01)
  2. What adjective best describes the tone in Paragraph 6? Justify your answer. (01)
  3. Identify two types of evidence the writer uses to achieve credibility. Provide examples. (1.5)
  4. Identify two types of audience, other than the general reader, that might be interested in reading the selection. Then state what interest each type finds in it. (01)
- C. Refer to Paragraphs 2 and 4 to specify three examples that reveal the empathy of children. Copy the table below in your answer booklet, and then complete it by using phrases. (1.5)**

Examples/Signs of Children's Empathy	
<b>1</b>	
<b>2</b>	
<b>3</b>	

- D. Refer to Paragraphs 2, 5 and 6 to find words that almost have the following meanings. (01)**
1. *a sudden increase of emotions*
  2. *likely or liable to suffer from, do, or experience something*
  3. *a disadvantage of a situation*
  4. *a thing such as an event or a fact that enables people to tell what will happen in the future*
- E. What does each of the following pronouns, bold-typed in the selection above, refer to? (01)**
1. **it** (Paragraph 2)
  2. **they** (Paragraph 4)

**Part Two: Writing (Choose ONE of the two prompts below.) (Score: 08/20)**

**Prompt A:** "A garden with different flowers becomes beautiful when it blossoms. Similarly, if parents learn how to be 'gardeners' and are able to know their child's personality and encourage it, then their 'garden' will become fragrant." **In a well-organized problem-solution essay of 400-500 words, discuss the problem of misunderstanding between parents and their children or teenagers, and then provide solutions that might prevent this problem.**

**Prompt B:** "Every young adult has the potential power to help the entire world. He just needs the right guidance and support of his parents." **Write a well-organized persuasive essay of 400-500 words in which you convince parents that guiding and supporting children (socially, emotionally, mentally, etc.) is more fruitful than being strict and authoritative with them. Use appropriate pieces of evidence such as facts, real-life examples, etc.**

### Promoting Empathy in Our Children

Q	Answer Key	Score
I-A-1	<p>The first reaction of Adam was that he became/felt angry and frustrated (saying “no” and struggling powerfully) when the newborn Charlie arrived home. The other reaction of Adam was showing empathy towards his little brother by crying when seeing him crying.</p> <p><b>(0.5 for each reaction; deduct 0.25 for language errors)</b></p>	01
I-A-2	<p>The first requirement of empathy develops during infancy (or by about 14 to 18 months). It develops by gaining the ability of understanding the intentions that lead people to certain actions.</p> <p><b>(0.5 for when and 0.5 for how; deduct 0.25 for language errors)</b></p>	01
I-A-3	<p>The second requirement of empathy is considered negative when it causes some personal suffering. Because this requirement means feeling the same thing that others feel, extra sensitive children might have strong negative emotions when they show empathy towards other people.</p> <p><b>Or:</b></p> <p>The second requirement of empathy is considered negative when people do not show it equally towards others. That is because people show more empathy towards people like them, such as family member community, race, or ethnicity.</p> <p><b>(0.5 for the negative side and 0.5 for the explanation; deduct 0.25 for language errors)</b></p>	01
I-A-4	<p>It can be deduced that parents have the main role in promoting their children’s empathy. First, they are the ones who are directly responsible for encouraging empathy in their children. Second, the good relationship between parents and children improves empathy. Third, when parents model empathy for their children, children become kinder or more empathetic.</p> <p><b>(0.5 for the deduced statement and 0.5 for the justification; one reason is enough in justification; any other logical deduced statement is accepted; deduct 0.25 for language errors)</b></p>	01
I-B-1	<p>First, the introduction presents the selection’s main topic about empathy and how children show it towards others. Second, it attracts the readers’ attention through the anecdote (real-life example) the writer uses from her own experience with her empathetic child.</p> <p><b>(0.5 for each purpose with its justification)</b></p>	01
I-B-2	<p>The tone is <u>confident/assertive/supportive</u>. The writer confirms/assures how positive/helpful empathy is by listing its advantages/benefits: allowing people to relate to others and consider their feelings; building “healthy social relationships, close friendships, cooperation, and even school success”; improving moral emotions in adolescents; and making children less likely to bully their peers.</p> <p><b>(One tone is enough; 0.5 for the adjective and 0.5 for justification; any other accurate adjective with its justification is acceptable)</b></p>	01

<b>I-B-3</b>	<p>First, the writer uses specific names: “Adam” and “Charlie” (Paragraphs 1 and 2). Second, the writer uses numbers: “about 14 to 18 months” (Paragraph 3), and “until age 5 or 6” (Paragraph 4). Third, the writer uses anecdote/real life example from her own experience about empathy (Paragraphs 1 and 2).</p> <p><b>(0.75 for each type with its examples; 0.25 for the type and 0.5 for the example or explanation; two types are required; any other accurate type with appropriate example is accepted)</b></p>	<b>1.5</b>										
<b>I-B-4</b>	<p>First, parents of empathetic children might be interested in reading the selection because it provides them with details about the requirement of empathy and how it develops. Second, students or teachers of sociology might be interested because the selection discusses the effects of empathy on social relationships.</p> <p><b>(0.5 for each type with its interest/explanation; any other logical answer is accepted)</b></p>	<b>01</b>										
<b>I-C</b>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2"><b>Examples/Signs of Children’s Empathy</b></td> </tr> <tr> <td><b>1</b></td> <td>Crying when seeing any other person crying</td> </tr> <tr> <td><b>2</b></td> <td>Helping adults finding difficulty in reaching their goal</td> </tr> <tr> <td><b>3</b></td> <td>Comforting their sad mothers</td> </tr> <tr> <td><b>4</b></td> <td>Understanding that others believing something that is not true Or: Understanding that others expressing one emotion and feeling another</td> </tr> </table> <p><b>(three examples/signs are enough; 0.5 for each)</b></p>	<b>Examples/Signs of Children’s Empathy</b>		<b>1</b>	Crying when seeing any other person crying	<b>2</b>	Helping adults finding difficulty in reaching their goal	<b>3</b>	Comforting their sad mothers	<b>4</b>	Understanding that others believing something that is not true Or: Understanding that others expressing one emotion and feeling another	<b>1.5</b>
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<b>I-D-1</b>	surge	<b>0.25</b>										
<b>I-D-2</b>	prone	<b>0.25</b>										
<b>I-D-3</b>	downside	<b>0.25</b>										
<b>I-D-4</b>	predictor (predictors)	<b>0.25</b>										
<b>I-E-1</b>	“it” refers to cry	<b>0.5</b>										
<b>I-E-2</b>	“they” refers to babies	<b>0.5</b>										
<b>II-A</b>	Content and organization	<b>3.5</b>										
<b>II-B</b>	Language and style	<b>3.5</b>										
<b>II-C</b>	Tidiness and handwriting	<b>01</b>										