

مجلس الخدمة المدنية
اللجنة الفاحصة
دائرة المباريات

مباراة مفتوحة لقبول طلاب في شهادة الكفاءة في كلية
التربية في الجامعة اللبنانية للتعين بوظيفة استاذ تعليم
ثانوي/ اختصاص اللغة الانكليزية وآدابها في
ملاك وزارة التربية والتعليم العالي.

مسابقة في الثقافة العامة باللغة العربية.

الوقت : ساعتان

قيل : إن لإتقان اللغة الأم ارتباطاً وثيقاً بالحضارة والتراث والهوية ؛ كما أن معرفة لغة أجنبية يشكل
مجالاً لانفتاح الحضارات فيما بينها وللإسهام في الثقافة المعاصرة .

اشرح هذا القول ، مبيناً أهمية تكامل معرفة اللغتين: العربية والأجنبية في الانفتاح على الآخر، والتفاعل
الإنساني معه .

بيروت، في ٢١/٦/٢٠٠٨

اللجنة الفاحصة

مباراة مفتوحة لقبول طلاب في شهادة الكفاءة في كلية
التربية في الجامعة اللبنانية للتعيين بوظيفة استاذ تعليم
ثانوي/ اختصاص اللغة الانكليزية وآدابها في
ملاك وزارة التربية والتعليم العالي.

الوقت : اربع ساعات

مسابقة في الاختصاص المطلوب.

Part I

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak , yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground.
And yet, by heaven, I think my love as rare
As any she belied with false compare.

William Shakespeare

- 1- Identify the form of this poetic piece and its characteristics. Your answer should refer to the form's origin and development.
- 2- What is the main idea of the poem? Support your answer with four examples.
- 3- Identify three poetic devices giving one example on each.
- 4- Explain the last two lines in light of the rest of the poem.
- 5- If you are to teach this poem in a 50-minute class, identify your objectives and list the steps, with the time allocated to each, to attain your objectives.

Part II

Why Women Are Paid Less Than Men

Lester C. Thurow (*New York Times*)

1. In the 40 years from 1939 to 1979, white women who work full time have with monotonous regularity made slightly less than 60% as much as white men. Why?
2. Over the same time period, minorities have made substantial progress in catching up with whites, with minority women making even more progress than minority men.

3. Black men now earn 72% as much as white men (up 16 percentage points since the mid 1950s) but black women earn 92 percent as much as white women. Hispanic men make 71% of what their white counterparts do, but Hispanic women make 82% as much as white women. As a result of their faster progress, fully employed black women make 75% as much as fully employed black men while Hispanic women earn 68% as much as Hispanic men.

4. Men are programmed to provide for their families economically while women are programmed to take care of their families emotionally and physically. As a result, men put more effort into their jobs than women. The net result is a difference in work intensity that leads to that 40% gap in earnings. But there is no discrimination against women—only the biological facts of life.

5. The problem with this assertion is just that. It's an assertion with no evidence for it other than the fact that white women have made 60% as much as men for a long period of time.

6. "Discrimination against women" is an easy answer but it also has its problems as an adequate explanation. Why is discrimination against women not declining under the same social forces that are leading to a lessening of discrimination against minorities? In recent years, women have made more use of the enforcement provisions of the Equal Employment Opportunities Commission and the courts than minorities. Why do the laws that prohibit discrimination against women and minorities work for minorities but not for women?

7. When men discriminate against women, they run into a problem. To discriminate against women is to discriminate against your wife and to lower your own family income. To prevent women from working is to force men to work more.

8. When whites discriminate against blacks, they can at least think that they are raising their own incomes. When men discriminate against women, they have to know that they are lowering their own family income and increasing their own work effort.

9. While discrimination undoubtedly explains part of the male-female earnings differential, one has to believe that men are monumentally stupid or irrational to explain all of the earnings gap in terms of discrimination. There must be something else going on.

10. Back in 1939 it was possible to attribute the earnings gap to large differences in educational attainments. But the educational gap between men and women has been eliminated since World War II. It is no longer possible to use education as an explanation for the lower earnings of women.

11. Some observers have argued that women earn less money since they are less reliable workers who are more apt to leave the labor force. But it is difficult to maintain this position since women are less apt to quit one job to take another and as a result they tend to work as long, or longer, for any one employer. From any employer's perspective they are more reliable, not less reliable, than men.

12. Part of the answer is visible if you look at the life time earning profile of men. Suppose that you are asked to predict which men in a group of 25-year-olds would become economically successful. At age 25, it is difficult to tell who will be economically successful and your predictions are apt to be highly inaccurate.

13. But suppose that you were asked to predict which men in a group of 35-year-olds would become economically successful. If you are successful at age 35, you are very likely to remain successful for the rest of your life. If you have not become economically successful by age 35, you are very unlikely to do so later.

14. The decade between 25 and 35 is when men either succeed or fail. It's the decade when lawyers become partners in the good firms, when business managers make it onto the "fast track," when academics get tenure at good universities and when blue-color workers find the job opportunities that will lead to training opportunities and the skills that will generate high earnings.

15. If there is any one decade when it pays to work hard and to be consistently in the labor force, it's the decade between 25 and 35. For those who succeed, earnings will rise rapidly. For those who fail, earnings will remain flat for the rest of their lives.

16. But the decade between 25 and 35 is precisely the decade when women are most apt to leave the labor force or become part-time workers to have children. When they do, the current system of promotion and skill acquisition will extract an enormous life-time price.

17. This leaves essentially two avenues for equalizing male and female earnings.

18. Families where women who wish to have successful careers, compete with men, and achieve the same earnings should alter their family plans and have their children either before 25 or after 35. Or society can attempt to alter the existing promotion and skill acquisition system so that there is a longer time period in which both men and women can attempt to successfully enter the labor force.

19. Without some combination of these two factors, a substantial fraction of the male-female earnings differentials are apt to persist for the next 40 years, even if discrimination against women is eliminated.

Using your own words, answer the following questions in paragraph form and give evidence from the text to support your answer.

- 1- What is the author's main argument in this article?
- 2- How does the author support his argument throughout the text?
- 3- How does paragraph eight serve the purpose of the author? Do you agree with him? Why?
- 4- In paragraphs 12-18, the author focuses on two issues to develop his main argument. Identify them and explain how he relates them.
- 5- Do you believe the author is successful in proving his argument? Justify your answer giving two reasons.
- 6- Explain the phrase 'differentials are apt to persist' in paragraph 19.

Part III

The well-known saying "Nothing is impossible" implies that any person equipped with self-confidence and perseverance can reach his/her goal regardless of any difficulties. Write a well-organized essay of three fully-developed body paragraphs arguing for or against this saying in relation to your career as a teacher. Provide a topic/sentence outline for your essay.

بيروت، في ٢١/٦/٢٠٠٨

اللجنة الفاحصة