**Assessment Task for Reading**

**Topic: Sport and Racism**

This assessment task focuses on developing senior secondary students’ reading skills.

This set of materials contains the following:

* **The reading text**
* **A set of questions**
* **Suggested answers**
* **Annotated text**

**Reading Text**

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| 5  10  15  20  25  30  35  40  45  50  55  60  65  70  75 | **The Battle against Racism in Sports**  **\_\_(i)\_\_**  **[1]** “Sport is a universal language. At its best it can bring people together, no matter what their origin, background, religious beliefs or economic status,” said the United Nation Secretary-General, Kofi Annan, at the launch of International Year of Sport and Physical Education in 2004. However, is what he said achievable in reality? Racism is an issue that has distressed people in the world for centuries and is still at large, finding itself deeply embedded within sports. As defined by the United Nations Education, Scientific and Cultural Organisation (UNESCO), racism is a theory of races hierarchy which argues that the superior race should be preserved and should dominate the others. It is an unfair attitude towards or violent hostility against another ethnic group. Racism in sports occurs in both team and individual sports. The sport itself does not induce racism. The people who participate in the playing, organisation, and implementation of sports bring racism into sports.  **\_\_(ii)\_\_**  **[Baseball]**  **[2]** In the 19th century, baseball players of black African descent in America were excluded by the colour line from professional league teams. In July of 1887, the International League banned the signing of new contracts with black players by a 6-to-4 vote. The colour line, which racially segregated professional baseball in America until the mid-20th century, was blatantly shaped. Since then, most professional black players were only allowed to play in games on “coloured” teams on the barnstorming circuit for entertainment or practice purposes. The segregation in professional baseball was challenged by Jackie Robinson, who became the first African-American athlete to play in major leagues in 1947. Jackie Robinson’s breach of the colour line and the courage and grace with which Robinson handled the racial abuses from not only the opposing teams and fans but also from his own teammates inspired thousands of African-Americans to start to see the possibilities of desegregation.  **[Tennis]**  **[3]** Althea Gibson, the Jackie Robinson of tennis, was the first black woman to participate in the U.S. National Championships, one of the major tournaments in the States in 1950. Being the first African-American winning the 1956 French Open in Paris, she was also the first woman of colour who ever claimed the title of Women’s Singles Tennis Championship in The Championships, Wimbledon and received the Venus Rosewater Dish personally from Queen Elizabeth II in 1957. In the same year, she won the women’s singles title in the U.S. National Championships. Althea Gibson held the distinction of being the first woman of colour to win a major championship and the only one for 15 years since 1957. The road to all these remarkable achievements, however, was tough for Gibson. In 1950s, most tennis was played at country clubs and places where people of colour were banned from setting foot on their property, which prevented Gibson from joining numerous competitions. She was once forced to change outfits for a competition in her own car because the entire Club House premises, including the lady’s locker room, were out of bounds. Even while winning tournaments, she was denied rooms and service at hotels. Despite Gibson’s effort to distant herself from issues of race, her legacy remains an inspiration for many tennis players of different ethnic backgrounds and an important part of the history of tennis.  **[Football]**  **[4]** Racism in football has a long history. Since the 21st century, measures tackling racism and discrimination in football have made progress in society at large. Racist incidents, however, have never ceased to hit the headlines across the globe. Racial abuses come in many forms, ranging from verbal insults from teammates, opposing teams and their fans, coaches and managers to throwing bananas onto the football pitch or at the footballers. One of the most racist moments in “the beautiful game” was AC Milan player Kevin Prince Boateng walking off the pitch after racist chanting. The 25-year-old German-Ghanaian decided to stand up to racism by picking up the ball and kicking it into the crowd. He then tore off his shirt and walked off the field. Boateng’s stance was backed by both sets of players and officials as all of the players walked off the pitch in unison. Despite the significance of Boateng’s gesture and massive backing from the public, racism in football still lingers. A recent episode occurred in Russia in March 2018. The World Cup 2018 host nation was fined by the Federation Internationale de Football Association (FIFA) after being found guilty in a racial abuse investigation in which monkey chants aiming at black French footballers were evident.  **\_\_(iii)\_\_**  **[5]** The governments of different countries, sport organisations and the authorities concerned have taken steps to eliminate racial discrimination in sports - the gradual removal of Jim Crow laws in 1950s in the United States, the enforcement of Football Offences Act in 1991 in the United Kingdom, “Racism. It stops with me” campaign by the Australian government, “No to Racism” campaign by the Union of European Football Associations (UEFA), the establishment of the FIFA Task Force Against Racism and Discrimination in 2013, to name but a few.  **\_\_(iv)\_\_**  **[6]** Taking into consideration the long history of racism in sports, tremendous scholarly investigations and herculean efforts made to combat it, why has the issue yet been resolved? There is no denying that overt showings of racism have drastically shrunken since the 20th century. Racism in sports, however, has turned itself implicit and continued to manifest through unconscious bias or prejudice. People who are implicitly racist are seldom aware of their racist attitudes or actions and are very unlikely to admit that they hold racist ideologies. Nevertheless, with the targeted efforts of governments and anti-racism education and campaigns in place, we hope that the problem can be mitigated, if not eliminated. |
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**END OF READING TEXT**

**Questions**

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| **Read the article *The Battle against Racism* *in Sports* and answer questions 1-19. Blacken the circle when appropriate.** | | | | | | | | | | | | | | | | | | | | | |
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| 1. | Which is **NOT** the purpose of asking the question “However, is what he said is achievable in reality?”? | | | | | | | | | | | | | | | | | | | | | |
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|  | A. | | to get the reader to think | | | | | | | | A | | B | C | | | | D | | | | |
|  | B. | | to emphasise a point | | | | | | | | ○ | | ○ | ○ | | | | ○ | | | | |
|  | C. | | to elicit an answer from the reader | | | | | | | | |  | | | | | | | | | | |
|  | D. | | to engage the reader | | | | | | | | |  | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | |
| 2. | Fill in each blank with **ONE** word only. Answers can be found in paragraph 1. Make sure your answers are grammatically correct. (4 marks) | | | | | | | | | | | | | | | | | | | | | |
|  | | In the theory of racism, races are (a) | | | | |  | | | ranked. Races at | | | | | | | | |
| the top are (b) | | |  | | | to the others. People who are racist hold a | | | | | | | | | | | |
| biased (c) | |  | | . Some are even (d) | | |  | | | | | | or |
| violent to another race. | | | | | | | | | | | | | | | | | | |
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| 3. | What does “then” (line 20) refer to? | | | | | | | | | | | | | | | | | | | | | |
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| 4. | According to paragraph 2, was Jackie Robinson a racist? Support your answer. (2 marks) | | | | | | | | | | | | | | | | | | | | | |
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| 5. | According to paragraph 2, what made Jackie Robinson famous? (2 marks) | | | | | | | | | | | | | | | | | | | | | |
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| 6. | According to paragraph 2, which of the following was one of the reasons African-American started to find desegregation possible? | | | | | | |
|  |  | | | | | | |
|  | A. | The signing of new contracts with black players was banned. | A | | B | C | D |
|  | B. | Jackie Robinson broke the colour line. | ○ | | ○ | ○ | ○ |
|  | C. | Black players were allowed to play in games for practice purpose. | |  | | | |
|  | D. | All of the above | |  | | | |

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| 7. | Why was Althea Gibson referred to as the Jackie Robinson of tennis? (2 marks) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 8. | Why couldn’t Gibson join some of the tennis competitions in the 50’s? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | (i) | | | | Gibson was a tennis player of colour. | | | | | A | | | | | | B | | | | | | C | | | | | D | | | |
|  | (ii) | | | | Black people were banned to enter many places where tennis was played. | | | | | ○ | | | | | | ○ | | | | | | ○ | | | | | ○ | | | |
|  | | | | |  | | | | |  | | | | | | | |  | | |
|  | (iii) | | | | Gibson did not like playing at country clubs. | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | (iv) | | | | Gibson had remarkable achievements in tennis. | | | | | |  | | | | | | | | | | | | | | | | | | | |
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|  | A | | | | only (ii) | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | B | | | | (i) and (ii) | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | C | | | | (i), (ii) and (iii) | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | D | | | | all of the above | | | | | |  | | | | | | | | | | | | | | | | | | | |
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| 9. | Name three examples of tournaments Gibson won mentioned in paragraph 3. (3 marks) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | a. | | | |  | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | b. | | | |  | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | c. | | | |  | | | | | |  | | | | | | | | | | | | | | | | | | | |
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| 10. | What does the idiom “hit the headlines” (line 48) mean? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | A. | | receive a lot of attention in news reports | | | | | | A | | | | | | | B | | | | | | C | | | | | D | | | |
| B. | | hit something with a newspaper | | | | | | ○ | | | | | | | ○ | | | | | | ○ | | | | | ○ | | | |
| C. | | hit someone on his/her head | | | | | |  | | | | | | |  | | | | | |  | | | | |  | | | |
| D. | | complete something before the deadline | | | | | |  | | | | | | |  | | | | | |  | | | | |  | | | |
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| 11. | | What sport does “the beautiful game” (line 51) refer to? | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
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| 12. | | Study the word “backed” (line 54) and the dictionary entry below. Which of the following meaning of “back” corresponds to its meaning in line 54? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | |  | **back (verb)**  ***A.*** *support.*  ***B.*** *move backwards.* ***C.*** *(of a building or other structure) have its back facing or adjacent to.* ***D.*** *provide the musical background for the singer* | | | | | | | | | A | | | | | B | | | | | C | | | | D | | | |
| ○ | | | | | ○ | | | | | ○ | | | | ○ | | | |
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| 13. | | What happened in the Boateng’s incident? Number the events in chronological order. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | |  | | | | | Boateng picked up the ball and kicked it to the stands. | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | Racist chanting started. | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | All the players walked off the football pitch. | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | Boateng walked off the football pitch. | | | | | | | | | | | | | | | | | | | | | | |
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| 14. | | According to paragraph 4, which country is the World Cup 2018 host nation? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 15. | | Read paragraphs 2, 3 and 4 and decide if the following statements are TRUE (T), FALSE (F) or NOT GIVEN (NG) (5 marks) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | |  | | | |  | | | | | | **T** | | | | | **F** | | | | **NG** | | | | | | |
|  | | a. | | Professional black baseball players were banned from playing | | | | | | | | | | ○ | | | | | ○ | | | | ○ | | | | | | |
| baseball between 1887 and 1947. | | | | | | | | | |  | | | | |  | | | |  | | | | | | |
|  | | b. | | Gibson is the only black woman who has ever won a major championship. | | | | | | | | | | ○ | | | | | ○ | | | | ○ | | | | | | |
|  | | | | |  | | | |  | | | | | | |
|  | | c. | | Gibson was an activist against racism. | | | | | | | | | | ○ | | | | | ○ | | | | ○ | | | | | | |
|  | | d. | | Boateng received racial comments from his coach. | | | | | | | | | | ○ | | | | | ○ | | | | ○ | | | | | | |
|  | | e. | | Russia was punished by the FIFA in 2018. | | | | | | | | | | ○ | | | | | ○ | | | | ○ | | | | | | |
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| 16. | | What does the phrase “to name but a few” (line 68) mean? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | A. | | | | Only a few examples are available. | | | | | | | A | | | | | B | | | | C | | | | D | | | |
|  | | B. | | | | Only some examples are mentioned here though more are available. | | | | | | | ○ | | | | | ○ | | | | ○ | | | | ○ | | | |
|  | | C. | | | | These are all the examples available. | | | | | | | | | | | | | | | | | | | | | | | |
|  | | D. | | | | There are a few names. | | | | | | | | | | | | | | | | | | | | | | | |

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| 17. | According to paragraph 6, racism has transformed over the years from explicit racism to implicit racism. Are the following examples explicit racism or implicit racism? Put the letters in the appropriate boxes. (4 marks) | | | | |
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|  |  | **Explicit racism** | | **Implicit racism** |  |
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|  |  |  | |  |  |
|  |  | A | Putting the people of colour on a different team from the white people | |  |
|  |  | B | A white player’s being more inclined to join a sport team with predominately white players than one with mostly coloured players | |  |
|  |  | C | Booing at an ethnic minority player when he/she wins a game | |  |
|  |  | D | Considering the good performance of coloured players a result of their luck instead of their hard work or talent | |  |

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| 18. | Which of the following best describes what the author thinks in paragraph 6? |

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|  | A. | Racism can be completely eliminated. | A | | B | C | D |
|  | B. | Education is one way to combat racism. | ○ | | ○ | ○ | ○ |
|  | C. | Explicit racism is still dominating in the 20th century. | |  | | | |
|  | D. | All of the above | |  | | | |

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| 19. | The sub-headings are missing. Match the sub-headings to the corresponding paragraphs by putting the letters in the appropriate blanks. (4 marks) | | | | |
|  |  |  |  | | |
|  | (i) |  |  | A | Measures taken to combat racism |
|  | (ii) |  |  | B | Will sports ever become a sanctuary from racism? |
|  | (iii) |  |  | C | What is racism in sports? |
|  | (iv) |  |  | D | Racism in different sports |
|  |  | | | | |

**END OF QUESTIONS**

**Suggested Answers to the Reading Text**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. | Which is **NOT** the purpose of asking the question “However, is what he said achievable in reality?”? | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | |
|  | A. | | to get the reader to think | | | | | | | | A | | B | C | | | | D | | | |
|  | B. | | to emphasise a point | | | | | | | | ○ | | ○ | ● | | | | ○ | | | |
|  | C. | | to elicit an answer from the reader | | | | | | | | |  | | | | | | | | | |
|  | D. | | to engage the reader | | | | | | | | |  | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | |
| 2. | Fill in each blank with **ONE** word only. Answers can be found in paragraph 1. Make sure your answers are grammatically correct. (4 marks) | | | | | | | | | | | | | | | | | | | | |
|  | | In the theory of racism, races are (a) | | | | | hierarchically | | | ranked. Races at | | | | | | | | |
| the top are (b) | | | superior | | | to the others. People who are racist hold a | | | | | | | | | | | |
| biased (c) | | attitude | | . Some are even (d) | | | hostile | | | | | | or |
| violent to another race. | | | | | | | | | | | | | | | | | | |
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| 3. | What does “then” (line 20) refer to? | | | | | | | | | | | | | | | | | | | | |
|  | July of 1887 / the banning of signing new contracts with black players | | | | | | | | | | | | | | | |  | | | | |
|  |  | | | | | | | | | | | | | | | |  | | | | |
| 4. | According to paragraph 2, was Jackie Robinson a racist? Support your answer. (2 marks) | | | | | | | | | | | | | | | | | | | | |
|  | No (1 mark) | | | | | | | | | | | | | | | |  | | | | |
|  | He challenged the segregation in professional football. (1 mark) | | | | | | | | | | | | | | | |  | | | | |
|  |  | | | | | | | | | | | | | | | |  | | | | |
| 5. | According to paragraph 2, what made Jackie Robinson famous? (2 marks) | | | | | | | | | | | | | | | | | | | | |
|  | He was the first black football player in major leagues (1 mark) since the ban on signing | | | | | | | | | | | | | | | | | | | | |
|  | new contracts with black players / since 1887 (1 mark) | | | | | | | | | | | | | | | | | | | | |
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| 6. | According to paragraph 2, which of the following was one of the reasons African-American started to find desegregation possible? | | | | | | |
|  |  | | | | | | |
|  | A. | The signing of new contracts with black players was banned. | A | | B | C | D |
|  | B. | Jackie Robinson broke the colour line. | ○ | | ● | ○ | ○ |
|  | C. | Black players were allowed to play in games for practice purpose. | |  | | | |
|  | D. | All of the above | |  | | | |

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| 7. | Why was Althea Gibson referred to as the Jackie Robinson of tennis? (2 marks) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Like what Robinson did in baseball, Gibson was the **first black** player (1 mark) who | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  | played in major tournaments in tennis. (1 mark) | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | Why couldn’t Gibson join some tennis competitions in the 50’s? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | (i) | | | | Gibson was a tennis player of colour. | | | | | A | | | | | | B | | | | | | C | | | | | D | | | |
|  | (ii) | | | | Black people were banned to enter many places where tennis was played. | | | | | ○ | | | | | | ● | | | | | | ○ | | | | | ○ | | | |
|  | | | | |  | | | | |  | | | | | | | |  | | |
|  | (iii) | | | | Gibson did not like playing at country clubs. | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | (iv) | | | | Gibson had remarkable achievements in tennis. | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  |  | | | |  | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | A | | | | only (ii) | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | B | | | | (i) and (ii) | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | C | | | | (i), (ii) and (iii) | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | D | | | | all of the above | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  |  | | | |  | | | | | |  | | | | | | | | | | | | | | | | | | | |
| 9. | Name three examples of tournaments Gibson won mentioned in paragraph 3. (3 marks) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | a. | | | | French Open | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | b. | | | | The Championships, Wimbledon | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | c. | | | | U.S. National Championships | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  |  | | | |  | | | | | |  | | | | | | | | | | | | | | | | | | | |
| 10. | | What does the idiom “hit the headlines” (line 48) mean? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | A. | | receive a lot of attention in news reports | | | | | | A | | | | | | | B | | | | | | C | | | | | D | | | |
| B. | | hit something with a newspaper | | | | | | ● | | | | | | | ○ | | | | | | ○ | | | | | ○ | | | |
| C. | | hit someone on his/her head | | | | | |  | | | | | | |  | | | | | |  | | | | |  | | | |
| D. | | complete something before the deadline | | | | | |  | | | | | | |  | | | | | |  | | | | |  | | | |
|  | |  |  | | | | | | |  | | | | |  | | | | | |  | | | | | | | |  | |
| 11. | | What sport does “the beautiful game” (line 51) refer to? | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
|  | | football | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |
|  | |  |  | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
| 12. | | Study the word “backed” (line 54) and the dictionary entry below. Which of the following meaning of “back” corresponds to its meaning in line 54? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | **back (verb)**  ***A.*** *support.*  ***B.*** *move backwards.* ***C.*** *(of a building or other structure) have its back facing or adjacent to.* ***D.*** *provide the musical background for the singer* | | | | | | | | | A | | | | | B | | | | | C | | | | D | | | |
| ● | | | | | ○ | | | | | ○ | | | | ○ | | | |
|  | | | | |  | | | | |  | | | |  | | | |
|  | | | | |  | | | | |  | | | |  | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. | | What happened in the Boateng’s incident? Number the events in chronological order. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | 2 | | | | | Boateng picked up the ball and kicked it to the stands. | | | | | | | | | | | | | | | | | | | | | | |
|  | | 1 | | | | | Racist chanting started. | | | | | | | | | | | | | | | | | | | | | | |
|  | | 4 | | | | | All the players walked off the football pitch. | | | | | | | | | | | | | | | | | | | | | | |
|  | | 3 | | | | | Boateng walked off the football pitch. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | | According to paragraph 4, which country is the World Cup 2018 host nation? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | Russia | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. | | Read paragraphs 2, 3 and 4 and decide if the following statements are TRUE (T), FALSE (F) or NOT GIVEN (NG) (5 marks) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | |  | | | |  | | | | | | **T** | | | | | **F** | | | | **NG** | | | | | | |
|  | | a. | | Professional black baseball players were banned from playing | | | | | | | | | | ○ | | | | | ● | | | | ○ | | | | | | |
| baseball between 1887 and 1947. | | | | | | | | | |  | | | | |  | | | |  | | | | | | |
|  | | b. | | Gibson is the only black woman who has ever won a major championship. | | | | | | | | | | ○ | | | | | ● | | | | ○ | | | | | | |
|  | | | | |  | | | |  | | | | | | |
|  | | c. | | Gibson was an activist against racism. | | | | | | | | | | ○ | | | | | ● | | | | ○ | | | | | | |
|  | | d. | | Boateng received racial comments from his coach. | | | | | | | | | | ○ | | | | | ○ | | | | ● | | | | | | |
|  | | e. | | Russia was punished by the FIFA in 2018. | | | | | | | | | | ● | | | | | ○ | | | | ○ | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16. | | What does the phrase “to name but a few” (line 68) mean? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | A. | | | | Only a few examples are available. | | | | | | | A | | | | | B | | | | C | | | | D | | | |
|  | | B. | | | | Only some examples are mentioned here though more are available. | | | | | | | ○ | | | | | ● | | | | ○ | | | | ○ | | | |
|  | | C. | | | | These are all the examples available. | | | | | | | | | | | | | | | | | | | | | | | |
|  | | D. | | | | There are a few names. | | | | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- |
| 17. | According to paragraph 6, racism has transformed over the years from explicit racism to implicit racism. Are the following examples explicit racism or implicit racism? Put the letters in the appropriate boxes. (4 marks) | | | | |
|  |  | | | | |
|  |  | **Explicit racism** | | **Implicit racism** |  |
|  |  | A, C | | B, D |  |
|  |  |  | |  |  |
|  |  | A | Putting the people of colour on a different team from the white people | |  |
|  |  | B | A white player’s being more inclined to join a sport team with predominately white players than one with mostly coloured players | |  |
|  |  | C | Booing at an ethnic minority player when he/she wins a game | |  |
|  |  | D | Considering the good performance of coloured players a result of their luck instead of their hard work or talent | |  |
|  |  |  |  | |  |
| 18. | Which of the following best describes what the author thinks in paragraph 6? | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | A. | Racism can be completely eliminated. | A | | B | C | D |
|  | B. | Education is one way to combat racism. | ○ | | ● | ○ | ○ |
|  | C. | Explicit racism is dominating in the 20th century. | |  | | | |
|  | D. | All of the above | |  | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 19. | The sub-headings are missing. Match the sub-headings to the corresponding paragraphs by putting the letters in the appropriate blanks. (4 marks) | | | | |
|  |  |  |  | | |
|  | (i) | C |  | A | Measures taken to combat racism |
|  | (ii) | D |  | B | Will sports ever become a sanctuary from racism? |
|  | (iii) | A |  | C | What is racism in sports? |
|  | (iv) | B |  | D | Racism in different sports |
|  |  | | | | |

**END OF QUESTIONS**

**Annotated Text**

You are working on a project which investigates racism in sports. The following article may provide useful information for your project.

|  |  |  |
| --- | --- | --- |
| 5  10  15  20  25  30  35  40  45  50  55  60  65  70  75 | **The Battle against Racism in Sports**  **What is racism in sports?**  **[1]** “Sport is a universal language. At its best it can bring people together, no matter what their origin, background, religious beliefs or economic status,” said the United Nation Secretary-General, Kofi Annan, at the launch of International Year of Sport and Physical Education in 2004. However, is what he said achievable in reality? Racism is an issue that has distressed people in the world for centuries and is still at large, finding itself deeply embedded within sports. As defined by the United Nations Education, Scientific and Cultural Organisation (UNESCO), racism is a theory of races hierarchy which argues that the superior race should be preserved and should dominate the others. It is an unfair attitude towards or violent hostility against another ethnic group. Racism in sports occurs in both team and individual sports. The sport itself does not induce racism. The people who participate in the playing, organisation, and implementation of sports bring racism into sports.  **Racism in sports**  **[Baseball]**  **[2]** In the 19th century, baseball players of black African descent in America were excluded by the colour line from professional league teams. In July of 1887, the International League banned the signing of new contracts with black players by a 6-to-4 vote. The colour line, which racially segregated professional baseball in America until the mid-20th century, was blatantly shaped. Since then, most professional black players were only allowed to play in games on “coloured” teams on the barnstorming circuit for entertainment or practice purposes. The segregation in professional baseball was challenged by Jackie Robinson, who became the first African-American athlete to play in major leagues in 1947. Jackie Robinson’s breach of the colour line and the courage and grace with which Robinson handled the racial abuses from not only the opposing teams and fans but also from his own teammates inspired thousands of African-Americans to start to see the possibilities of desegregation.  **[Tennis]**  **[3]** Althea Gibson, the Jackie Robinson of tennis, was the first black woman to participate in the U.S. National Championships, one of the major tournaments in the States in 1950. Being the first African-American winning the 1956 French Open in Paris, she was also the first woman of colour who ever claimed the title of Women’s Singles Tennis Championship in The Championships, Wimbledon and received the Venus Rosewater Dish personally from Queen Elizabeth II in 1957. In the same year, she won the women’s singles title in the U.S. National Championships. Althea Gibson held the distinction of being the first woman of colour to win a major championship and the only one for 15 years since 1957. The road to all these remarkable achievements, however, was tough for Gibson. In 1950s, most tennis was played at country clubs and places where people of colour were banned from setting foot on their property, which prevented Gibson from joining numerous competitions. She was once forced to change outfits for a competition in her own car because the entire Club House premises, including the lady’s locker room, were out of bounds. Even while winning tournaments, she was denied rooms and service at hotels. Despite Gibson’s effort to distant herself from issues of race, her legacy remains an inspiration for many tennis players of different ethnic backgrounds and an important part of the history of tennis.  **[Football]**  **[4]** Racism in football has a long history. Since the 21st century, measures tackling racism and discrimination in football have made progress in society at large. Racist incidents, however, have never ceased to hit the headlines across the globe. Racial abuses come in many forms, ranging from verbal insults from teammates, opposing teams and their fans, coaches and managers to throwing bananas onto the football pitch or at the footballers. One of the most racist moments in “the beautiful game” was AC Milan player Kevin Prince Boateng walking off the pitch after racist chanting. The 25-year-old German-Ghanaian decided to stand up to racism by picking up the ball and kicking it into the crowd. He then tore off his shirt and walked off the field. Boateng’s stance was backed by both sets of players and officials as all of the players walked off the pitch in unison. Despite the significance of Boateng’s gesture and massive backing from the public, racism in football still lingers. A recent episode occurred in Russia in March 2018. The World Cup 2018 host nation was fined by the Federation Internationale de Football Association (FIFA) after being found guilty in a racial abuse investigation in which monkey chants aiming at black French footballers were evident.  **Measures taken to combat racism**  **[5]** The governments of different countries, sport organisations and the authorities concerned have taken steps to eliminate racial discrimination in sports - the gradual removal of Jim Crow laws in 1950s in the United States, the enforcement of Football Offences Act in 1991 in the United Kingdom, “Racism. It stops with me” campaign by the Australian government, “No to Racism” campaign by the Union of European Football Associations (UEFA), the establishment of the FIFA Task Force Against Racism and Discrimination in 2013, to name but a few.  **Will sports ever become a sanctuary from racism?**  **[6]** Taking into consideration the long history of racism in sports, tremendous scholarly investigations and herculean efforts made to combat it, why has the issue yet been resolved? There is no denying that overt showings of racism have drastically shrunken since the 20th century. Racism in sports, however, has turned itself implicit and continued to manifest through unconscious bias or prejudice. People who are implicitly racist are seldom aware of their racist attitudes or actions and are very unlikely to admit that they hold racist ideologies. Nevertheless, with the targeted efforts of governments and anti-racism education and campaigns in place, we hope that the problem can be mitigated, if not eliminated. | Q19  Q1  Q2a  Q2b  Q2c & d  Q19  Q3  Q15a  Q4&Q5  Q6  Q7  Q9a  Q9b  Q9c  Q15b  Q8  Q15c  Q10  Q15d  Q11  Q13  Q12  Q14  Q15e  Q19  Q16  Q19    Q17  Q18 |

**END OF ANNOTATED TEXT**