

الإسم :  
الرقم :مسابقة في اللغة الانكليزية  
المدة : ساعتان ونصف**Part One : Reading****(Score: 11/20)**

Read the following article, in which the writer speaks of the need in Lebanon and other developing countries to offer the disabled enough opportunities to contribute more to national welfare. When you are through with the reading, answer the questions that follow.

**Equal or Not Equal?**

**1** The status of the physically disabled has evolved significantly since World War II. Due to this war and its consequences, the very understanding of this issue and its implications has changed dramatically, for the most practical reasons: a series of countries (Germany, Japan and Great Britain to a lesser degree) were torn apart; they suffered huge losses in life and were unable to undertake their reconstruction process by themselves. Therefore, they had to call for everyone to play a role in the rebuilding campaign and, as a consequence, the disabled joined the whole population in the effort.

**2** This was part of a global “new deal,” philosophical and human – a deep reassessment of these countries’ values that enabled them to sow again the seeds of society and establish an agreement among European nations. The result has been a 30-year long uninterrupted period of economic and social development that has propelled the nations of the developed world. The focus on human and humanitarian values was instrumental in this reconciliation process, despite years of strife – the best example being the France-Germany or US-Japan relations.

**3** The Middle East and North African countries have not reached a similar understanding of human values. In Lebanon and neighboring countries, physical disability is addressed in a way that shows backwardness and a lack of humanity, which is unbearable in the 21st century. For instance, even horses, dogs or dolphins are treated with a kind of respect and play a role in the police forces and armies of the developed world, even though these countries went into wars as deadly as ours. In the developing world, the physically disabled are neglected and are absent in all main institutions, be it schools, universities, factories, banks, streets ... apart from some beggars. Neither are buildings adapted, nor are minds welcoming.

**4** Lebanon should have been a role model in addressing physical disability, both because it went through the hard times of war (but not harder than the West), but also because of its tradition of openness to ideas coming from abroad and its unique philosophy blending the best of both worlds. Despite a somewhat “disabled” reconstruction process, Lebanon still enjoys a comparatively good level of democracy, free market and cultural pluralism. Even so, it has not succeeded in meeting the needs of a population of 47,000 people who are physically disabled, a significantly high proportion of Lebanon’s population.

**5** Actually, the truth forces us to say that some rare places in Lebanon have been designed or re-adapted in order to allow for the free and easy movement of the physically disabled. But this is not the result of a general awakening; it is rather the by-product of peculiar conditions, as is the case in some rare places where people have found themselves bound to international building standards and the worldwide respect the disabled deserve: the Beirut Airport, Solidere, some malls and restaurants, etc.

**6** It is really strange that Lebanon, which faces difficult economic, financial, socio-political circumstances, as well as dangerous regional conditions, has not yet realized the importance of taking into account the disabled and what they can provide the country. Instead of banking on Western experience, and learning to understand how to properly integrate the disabled, Lebanon has been hiding away from all sound human values these years, leading its youth toward emigration and its disabled toward despair.

7 This failure to learn from the past and build on new human values necessitates an immediate awakening to the catastrophe. Throwing away all the lessons of war and all the blood that was spilled cannot but shake our conscience with a warning signal that we are building on sand. Are we to go through new wars, destruction and slaughter in order to finally learn what we have not learned yet?

8 Even so, there is still time to learn from the other countries and individuals and share their experiences, provided we have the humility to realize how critical and necessary this is. Lebanon has recently seen the passing of several laws and regulations in favor of the physically disabled, particularly regarding road signs, private parking, the exemption of vehicles specially designed for the disabled from customs and registration duties, plus other minor tax cuts. Construction laws as a whole must be modified in order for all streets and buildings, and the whole Lebanese infrastructure, to become an accessible environment for the disabled – allowing them to move about without obstacles confronting them. Moreover, the disabled should be allowed the same opportunities to succeed as any other people.

9 In this way, we attain the core of the human values mentioned before. The fate of the people who compose our society is not only their own responsibility. It is the responsibility of the whole society which bred them and often harmed them. Therefore, it does not matter what the physical and financial resources that are spent on each person amount to. What matters is equality of opportunity.

### Questions

- A. Using your own words, answer each of the following questions in complete sentence structure:
1. What motivated the Europeans to change their attitude toward the disabled? (Score: 01)
  2. What **two** reasons make the writer believe that Lebanon can deal with the disabled in a civilized way? (Score: 01)
  3. Identify the *tone* of the writer in Paragraph 7. Justify with proper reference to the paragraph. (Score: 01)
  4. In 2-3 sentences, write the message that the writer tries to convey in the above article. (Score: 01½)
  5. Specify two types of audience (other than the general reader) who would be interested in reading this article. What interest does each find in it? (Score: 01½)
- B. Identify the pattern (*cause-effect, comparison-contrast, etc*) of each of the following sentences: (Score: 01½)
1. *This was . . . nations.* (Sentence 1, Paragraph 2)
  2. *The Middle East . . . values.* (Sentence 1, Paragraph 3)
  3. *For instance . . . ours.* (Sentence 3, Paragraph 3)
- C. The following sentences are *false* because they misinterpret information included in the reading text. Rewrite each so that it agrees with what is stated or implied by the writer. (Score: 01½)
1. *Due to the war and its consequences, the Europeans and the Lebanese recognized the efforts of the disabled.*
  2. *The writer urges the Lebanese to depend on themselves if they wish to solve the problem of the disabled.*
- D. Pick words from the paragraphs specified that correspond to the following meanings: (Score: 02)
1. *drove forward* (Paragraph 2)
  2. *being the only one of its kind* (Paragraph 4)
  3. *the state of being humble or modest* (Paragraph 8)
  4. *the state of being freed from charges* (Paragraph 8)

### Part Two : Writing

(Score: 09/20)

Individuals like Taha Hussein, Helen Keller, and Ludwig van Beethoven are evidence that the disabled can be as creative as other members of society. Discuss a case you know or have heard about where a disabled person could make an achievement when given the chance; explain the challenges faced and the results achieved. Develop your ideas in a 250-300-word essay of unified, coherent, and properly sequenced paragraphs. See that, in your introduction, you put your reader in the general atmosphere of your topic and 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 **both ideas and form**. [Score: 05 for ideas, 03 for language and style, and 01 for tidiness and legible handwriting]

## SECONDARY CYCLE CERTIFICATE

### Exam Session of June 2004 Sociology and Economics Section English as a 1st Foreign language

#### ANSWER KEY

**Competencies:** Utilize reading strategies

Develop literal and interpretive comprehension of printed discourse

Produce transactional writing

- A. 1. The dramatic consequences of World War II and the need for joint effort (of both the healthy and disabled) for reconstruction awakened the awareness of both society and government with respect to the importance of the disabled. (Score: 01)
2. The writer sees a leading role for Lebanon with respect to the disabled. He supports his opinion by highlighting several reasons: (Any two are accepted.)
- a – It experienced the hardship of war.
  - b – It is open to foreign ideas and is able to merge /mix the best of cultures.
  - c – It enjoys democracy.
  - d – It enjoys free market.
  - e – It enjoys pluralism. (Score: 01)
3. The writer is very critical, sarcastic, fearful and alerting with respect to the future. Justification: The writer accuses the Lebanese of failing to learn from past experiences, and warns them that if they continue to build their society “on sand”, they will have a gloomy future. (Score: 01)
4. Believing that the disabled enjoy potentials, the writer stresses the point that the disabled should be given the same opportunity in building the society. In this way, they (the disabled) can prove that they are members of great benefit ; consequently, they gain respect and appreciation and not sympathy. (Score: 01½)
5. Audiences:
- Sociologist / social workers – they have great interest, for they see how and why they can help the disabled.
  - Disabled – They see that the article highlights the significance of their importance and their social value.
  - Government officials – The text shows how they can help in giving the disabled the chance to prove that they can contribute to building society.
  - City planners – It shows them that they have to take into consideration the disabled when they design a building or center.(Score: 01½)
- B. (Score: 01½)
1. *This was . . . nations.* (Sentence 1, Paragraph 2) – Cause / Effect
  2. *The Middle East . . . values.* (Sentence 1, Paragraph 3) – Comparison
  3. *For instance . . . ours.* (Sentence 3, Paragraph 3) – Exemplification / Listing / Contrast / Comparison
- C. (Score: 01½)
1. *Only the Europeans and not the Lebanese recognized the efforts of the disabled.*
  2. *The writer asks the Lebanese to learn from other countries and individuals and share their experiences.*
- D. (Score: 02)
1. *drove forward* (Paragraph 2) - Propelled
  2. *being the only one of its kind* (Paragraph 4) - Unique
  3. *the state of being humble or modest* (Paragraph 8) - Humility
  4. *the state of being freed from charges* (Paragraph 8) - Exemption