# The text

When you meet Salam Talib for the first time, his passion and enthusiasm can be overwhelming. This young man, with his incredible ideas, is not to be easily taken. His story has created a convincing personality. Salam doesn't remember much about the time he spent in and out of hospitals as a small child. His family has told him that he did walk before he **contracted polio** at age two, but he doesn't remember that either.

"School was hard because of my handicap," Salam says. "I remember in primary school, the administration always put my class on the ground floor. This upset the other children in my group because children like stairs too much. They considered me a problem. The students and teachers sometimes treated me normally, and sometimes treated me differently.

Salam's passion for computers started when he was in high school where he lighted up. After seeing a computer at a friend's house, he pleaded with his father to buy him one. That first computer cost his father one month's salary. The computer did not have a monitor. So, Salam hooked <u>it</u> into the family TV. Finally, his passion **won out**. In 1999, Salam graduated from Mustansyria College with a degree in communications and computer programming. Skills as a programmer and computer technician gave Salam access to the international non-government organization community. It was Salam who designed data bases for <u>their</u> projects with the disabled. This experience opened Salam's eyes as he decided to start his own program to help change the lives of the disabled living in Baghdad.

Salam had experienced his own "freedom" through education and, in particular, through computers. His dream is to put together a mobile center for teaching computer skills to those who have not had these opportunities. The dream remains unrealized, however, due to lack of money and the continuing insecurity in his country. But Salam continues to identify and work on projects that can make a difference. He explains: "When I started working with the handicapped after the war, it was the first time I understood what the situation was like for many of the handicapped in my country, that it was very different from my situation. My parents had done something extraordinary in deciding to send me to school. I had never compared myself to other handicapped people before-always to 'normal' people. After I saw and understood this, I felt it was my duty to do something."

Source

**Adapted from Internet** 



| Abou Elkacem Chebbi<br>Date: 1 June 2007  | Examen de Sy                     | rnthèse Teachers: Mr. Riadh KOUBAA<br>Mrs. Raja FRIKHA  |  |  |  |  |  |  |
|---|----------------------------------|---|--|--|--|--|--|--|
| Name:   | Number                           | :Class: 2 <sup>nd</sup> Year Science2 Hours.  |  |  |  |  |  |  |
| I. Reading Com  | prehension (1                    | .5 Marks)   |  |  |  |  |  |  |
| • Task 1: Read the who  | Survivii<br>Failing              | right alternative: (1 mark) ng war. at school. ng handicap.   |  |  |  |  |  |  |
| • Task 2: These stateme   | ents are false. Corr             | ect with details from the text (3 marks)  |  |  |  |  |  |  |
| 1. At the primary sc  | hool, Salam used to              | be treated as equal as the other pupils (pg2).  |  |  |  |  |  |  |
| 2. His dad did not p  | layed an important ro            | ole in the son's computer literacy (Pg 3).  |  |  |  |  |  |  |
| 3. Salam was the kin  | nd of a very selfish p           | erson who never thinks of others (Pg 4).  |  |  |  |  |  |  |
| <u> </u>  | a degree in comr                 | s with words from the text (3 marks)used to upset the other children. munity and computer programming allowed |  |  |  |  |  |  |
| 3. Due to lack of mo  | 3. Due to lack of money and war, |   |  |  |  |  |  |  |
| • <u>Task 4:</u> Tick the right  1. He <u>contracted po</u>   |                                  | lost sight. underwent an operation. became disabled.  |  |  |  |  |  |  |
| 2. His passion won  | out means: (Pg 3)                | proved imaginary. achieved success turned out false.  |  |  |  |  |  |  |
| • Extremely great   | (Pg1: L1 – L4)                   | uitable for these definitions (2 marks).  |  |  |  |  |  |  |
| <ul> <li>Task 6: what do the use</li> <li>a) it (pg 3): refers to</li> <li>b) their (pg 3) refers to</li> </ul> | nderlined words re               | efer to (2 marks)   |  |  |  |  |  |  |
| • Task 7: Pick out an exp   | ression from pg 1 to             | justify that the narrator is biased (1 mark).   |  |  |  |  |  |  |
| • Task 8: According to yo   | ou, what best makes              | Salam deserve respect and admiration (1 mark)   |  |  |  |  |  |  |

## II. Language (10 Marks)

#### 1. Fill in the blanks with the words from the box. There are 2 extra words. (4 marks)

therefore, drinking, species, decrease, flooded, growth, faster, consumption, increase, endanger.

#### 3. Circle the right alternative (3,5 marks)

Anne Batten, 71, is a grandmother to Liz, 8. Anne said: "I feel very strongly that children need their mother at home. Even if I had the career opportunities women have today, I would still choose to be at home as a mother. (Therefore---That's why---But) I gave up work as soon as I feel pregnant with Carline Like most women of my generation, we (used to stay---have stayed---did stay) at home and look after the children. I had (previously---lately---recently) wanted to be a stay at home mum because I knew that would be (the most---the more---less) rewarding life for my children and me. My daughter Caroline said that she (had to---have to---must) work full-time. As for me, I didn't mind not having financial (independence---independent---independently) as I had a good relationship with my husband, and I felt I was (contributing---contribution---contributor) by bringing up the children and running the home.

### 2. Put the Bracketed words in the right tense and form. (2,5 marks)

## III. Writing (15 Marks)

- 1. Replace the slash ( / ) with a word and put the verbs between parentheses into the right tense to write a paragraph with these sentences. (5 marks)
- 1. For the past 20 years, concern (**to grow**) about / effect we're having on the environment.
- 2. Many gases / carbon dioxide (to increase) the planet's temperature.
- 3. Disasters (to predict) in the coming years.
- 4. Actions must (take) to reduce them.
- 5. As the / we act, the healthier environment we prepare / the next generations.

| For the past 20 years, concern (to grow). |            |         |       |                  |          | abo                   | effect    |         |     |
|---|------------|---------|-------|------------------|----------|-----------------------|-----------|---------|-----|
| we're                                     | having     | on t    | the   | environment.     | Many     | gases                 | carbon    | Dioxide | (to |
| increa                                    | ıse)       |         |       | .the planet's to | emperati | ure. Disasters (to pr | redict)   |         | in  |
| the co                                    | ming year  | s. Act  | tions | must (take)      |          | to reduce them        | . As the  |         | .we |
| act. th                                   | e healthie | r envii | ronn  | nent we prepare  | <b>.</b> | the next gen          | erations. |         |     |

## Essay (10 Marks)

As many teenagers are getting more and more internet addicts, you decide to write **an article** in which you give **valuable advice** about effective internet use so as not to harm **their studies** and their **family relations**.

| 1. Layout:              |
|-------------------------|
| 2. Adherence:           |
| 3. Coherence:           |
| 4. Cohesion:            |
| 5. Grammar/Punctuation: |