

Mark Pollock

“I went blind at 22. From an athlete, I became a young man with a white cane, unsure how to live my life,” Mark Pollock, a Forum Young Global Leader explains. But very soon, he found a deeper purpose in life, and realized his disability needn’t stop him from achieving great things.

“I began to race in deserts, mountains, across oceans, and on the 10th anniversary of going blind, I raced over 43 days to the South Pole.”

But in 2010, an accident left him paralyzed, and once again his world changed overnight: “My new life was shattered.”

He had a choice: to let his disability define him for the rest of his life, or to continue fighting. There was only ever one way it was going to go.

“If I just sat in a wheelchair, I’d be giving up completely,” he remembers. Today, he’s working with other leaders from science, technology and communications to fund and fast-track a cure for paralysis.

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I- COMPREHENSION QUESTIONS (8 marks)**Listen to the text and :****1) Tick the correct option : The text is mainly about : (1 mark) :**

- a- Disability creates barriers for people to success.
- b- Disability need not be an obstacle to success.
- c- Disability prevents people to achieve success.

2) Complete the following table (2 marks) :

NAME	OCCUPATION	ACHIEVEMENT
Mark Pollock

3) Correct the following false statements (2 marks) :

a- Mark Pollock was born disabled.

.....

b- When he became paralyzed, Mark Pollock gave up fighting.

.....

4) Circle the suitable function corresponding to the statement (1 mark) :

STATEMENT	FUNCTIONS
His disability needn't stop him from achieving great things.	<ul style="list-style-type: none"> a- Expressing necessity b- Expressing disapproval c- Expressing absence of necessity

SPELLING :**Listen to the text and complete the following statements (1 mark) :**

I became a young man with a white cane,how to live my life," Mark Pollock, a Forum Young Global Leader explains. But very soon, he found a purpose in life.

PRONUNCIATION :**Listen to the text and choose the suitable word for the corresponding sound (1 mark) :**

a- <u>p</u> urpose / <u>j</u> ust	[3:]
b- comm <u>u</u> nications / <u>c</u> ure	[ju:]

II- LANGUAGE (12 marks)

Name :..... 2nd Form ARTS

1) Put the bracketed words in the right Form and / or Tense (4 marks) :

New research has found that parents who put too much pressure on their children make them unkind, anxious and socially awkward. This pressure to get good grades and perform well in hobbies often **(come)** at the expense of the child learning important social skills such as kindness. The researchers at Arizona State University **(find)** children who saw their parents as valuing achievements over kindness were more **(like)** to be anxious and depressed. Pressured children who **(find)** to have lower self-esteem were more critical of their parents. The researchers **(recently / show)** that, paradoxically, pressured children actually have lower grades, can have **(learn)** problems, and exhibit more disruptive behaviours at school. The team say that their findings underline the value of being socially **(orient)** from a young age. 'It is beneficial for kids to be strongly connected with their social networks, whereas focusing too much on **(extern)** validations for their sense of self-worth can lead to greater insecurity, anxiety and overall distress,' Professor Luthar said.

2) Circle the correct alternative to get a coherent paragraph (4 marks) :

Some people still think that a “good mother” is one who gives up work to stay home with her children. **(Besides / Consequently / However)**, no scientific evidence says children are harmed when their mothers work. A child’s development is influenced more **(from / by / of)** the emotional health of the family, how the family feels about the mother’s working, and the **(abuse / absence / quality)** of child care. A child who is emotionally well **(adjusting / adjustment / adjusted)** will thrive regardless of whether the mother works outside the home. A mother who **(successfully / succeed / successful)** manages both an outside job and parenthood provides a role model for her child. In most families with working mothers, each person plays a **(most / more / much)** active role in the household. The children tend to look after one **(each other / other / another)** and help in other ways. The father can help with household chores and child rearing as **(good / better / well)** as breadwinning. These positive outcomes are embraced when the working mother feels valued and supported by family, friends, and coworkers.

3) Fill in the blanks with 8 words from the following box (4 marks) :

with - employment - applications - opportunities - enough - both - best - while - hiring - by -

Free time can be scarce during college, but when expenses pile up quickly, a part-time job is a good way to offset costs ensuring there’s enough time left over for academics and extracurricular activities. If you’re a college student looking for a part-time job, the place to start your job search is right on campus. There are tons of on-campus job and as a student you’ll automatically be given priority. Plus, on-campus jobs eliminate commuting time and can be a great way to connect academic and professional resources at your university. Check with your school's career office or student office for help finding a campus job. Of course, you can find part-time work off-campus, too. Spend a little time digging for the right kind of part-time job, that leaves you with time to get your school work done.