

ANGLAIS10 **TEXT : DISADVANTAGED GROUPS -OR DISADVANTAGING STRUCTURES ?**

On 10 December 1948, the General Assembly of the United Nations adopted and proclaimed the 'Universal Declaration of Human Rights', at the Palais de Chaillot, only a few hundred yards from the International Institute for Educational Planning Headquarters in Paris. Article 26 of this Declaration is devoted to education and its first paragraph states: « Everyone has a right to education ».

That everyone has a right does not necessarily imply that this « right » is honoured or fulfilled. Indeed, more than one hundred million children, the majority of whom are girls, never go to school and millions more drop out before acquiring the basic skills they need.

Poverty, of course, is the main reason for this sad state of affairs. Even in the richer industrialized countries, there are groups which do not get the education to which they have a right. Whatever the causes for this, generally these people are referred to as the « disadvantaged groups ». But perhaps one can argue that this term is a misnomer.

To illustrate this point metaphorically, some of the simplest inventions and devices are so old and commonplace that we hardly think about them. For example, the staircase. Stairs are found in buildings all over the world because they are an expedient way of moving from one floor to another. But what is convenient for most people can be an insurmountable barrier for some - it is not possible to climb stairs in a wheelchair. Those who sit in a wheelchair are sometimes called « disabled ». But they could just as equally be called «unabled», because the physical constructions builders have invented to facilitate mobility prevent their freedom of movement.

Perhaps one should talk of « disadvantaging structures » rather than « disadvantaged groups » This would focus more on the conditions that manifestly hamper the ability of a person to function physically, sociably or mentally, rather than on an individual's personal traits.

This also automatically changes the focus of responsibility : the onus is on the « able » to provide social structures suitable for all, rather than focus on the individuals who are handicapped by existing structures.

This change of perspective has enormous implications for educational policy and planning. The point of departure would be that practically all individuals are over- equipped and that most go through life with many talents untapped. Most of us could perform better in whatever, almost anything we have chosen, whether writing or singing, analyzing or dancing. This also goes for those in « disadvantaged groups » - all have faculties which remain unused, capacities which are never developed, and skills which are never acquired.

It is a loss to them, but it is also a loss to all of us because we all gain from how
50 others are induced to develop their potential.

Whenever I hear or read about « disadvantaged groups », I am reminded of
Professor Stephen Hawking - a man who has spent most of his life confined to a
wheelchair because of a progressively degenerative neurological disease, which also
makes it harder to understand his speech. But, despite such awesome handicaps,
55 Hawking's work as a theoretical physicist has provided the world with some of the
most important insights into phenomena such as the birth of the universe or black holes.
Given the practical assistance he needed, he wrote « A Brief History of Time », which
has remained a popular international bestseller for longer than any other book. By
enabling Hawking, we enable ourselves. Had we let social and physical structures
60 disadvantage him, the world would have been also at a disadvantage.

Gudmund HERNES, Director of IIEP, *The IIEP Newsletter*, October - December 2003, p. 2.

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I COMPREHENSION

A/ Read the text and find words or expressions equivalent to the following.

(0,25 pt x 6 = 01.5 point)

- 70 1. Limitation (Paragraph 4)
2. handicapped (Paragraph 4)
3. limit (Paragraph 5)
4. unused (Paragraph 6)
5. encouraged (Paragraph 6)
75 6. not explored (Paragraph 7)

B/ Circle True (T) or False (F) and justify by quoting the appropriate phrases from the text.

(Do not give line numbers)

(01 x 4 = 04 points)

- 80 7. Professor Hawking didn't need support when collecting data for his theory. **T / F**

Justification:

.....

8. Gudmund Hernes calls upon people to reconsider terms referring to some social categories. **T / F**

Justification:

85

.....

9. Professor Hawking's health condition was static. **T / F**

Justification:

.....

10. According to the author, Man has natural abilities which still need to be exploited. **T / F**

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Justification:

.....

C/ Complete the following sentences meaningfully using the words in brackets

100 points) (01 pt X 2 = 02

11. The author would like

105

(civil engineers – the disabled)

12. According to Gudmund, Professor Hawking is a good.....

.....

110 (example – successful)

D/ Reorder these ideas from (a) to (f) as they appear in the text. (0,25 x 6 = 01,5 pt)

	Ideas	Right order
13.	Praise to Man’s capacity	
14.	A new concept	
15.	Unkept promises	
16.	Inadequate infrastructures	
17.	Righting the wrongs	
18.	Socio – economic causes	

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II COMMUNICATIVE COMPETENCE

E/ Link the following elements meaningfully within the context of the passage. (02 points)

Sentences	Connectors	Sentences
19. Handicapped people are claiming their rights	Unless	a)- it is still not honoured.
20. Education is a human right	Although	b)- it is fulfilled.
21. This right cannot be honoured	But	c)- others are fully enjoying theirs.
22. Many groups do not have access to education	While	d)- there is a good level of development in their countries.
		e)- people change their minds.

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Answers :

19.

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20.

21.

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22.

F/ Rewrite these sentences using the prompts given without changing their meanings

(0,5 pts X 5 = 02,5 pts)

140

23. Many groups have no possibility to gain access to education.

.....
..... (to deny)

145

24. The Universal Declaration of human rights was published; soon after many were protesting for their fulfilment.

.....
..... (Hardly)

150

25. "Human rights are God-given" the declaration stated.

The Declaration stated
.....

26. "Whenever I hear or read about disadvantaged groups", I am reminded of Professor Hawking"

26. a.-The author says

155

.....
..... (remember/can't help)

26. b. Mr Hernes declared

.....
.....(be reminded / can't help)

160

G₁/ Complete the following table

(02,25points*)

Noun	Adjective	Adverb
Universe	Universal	27. :
Basis	28. :	29. :
strength	30. :	31. :

CLASSES DE PREMIERE

170 **G2/ Choose the appropriate word from the table to complete the passage meaningfully.**
(0,5 x 3 = 01.5

pt)

175 The international community considers human rights as sacred values that are
32 _____ recognized by almost all people concerned with justice and peace around
the world. However, among these, education is not enjoyed by many people. One illustration
is the large number of girls or so called disadvantaged groups whose **33** _____
needs are not met. So, to protect human rights as a whole, any government which advocates
them should take **34** _____ measures to fulfil those sacred aspirations.

180

H/ Complete with the right preposition

(0,25 x 5 = 01,25 pt)

Governmental authorities are responsible **35** _____ launching integration

185 programs for the disadvantaged. **36** _____ Mr Herne's mind, people should change

their ways **37** _____ relating **38** _____ the handicapped. In this perspective, a group of
disabled

190 people held meetings and press conferences **39** _____ a whole day to claim their rights.

I/ Use the right form and tense of the verbs in the following sentences (0, 25 x 2 = 0, 5 pt)

40. My mother told me _____ rude with handicapped people (be)

195 **41.** They look forward _____ respected (be)

J/ Complete meaningfully the following interview. Do not copy the text. (01 X 2 = 02 points)

Journalist : - I understand the government is doing a lot for the disabled. Are you satisfied ?
200 **42. Unabled :** - I wish.....

Journalist : - What about access to infrastructures ?

43. Unabled : - If I were a decision maker

205 **III WRITING**

Dialogue completion.

(04 points)

210 A handicapped person is being interviewed by a journalist on the occasion of their international
day. Complete this dialogue coherently.

Journalist : Dear guest, welcome to this programme. This day is yours. What is your
assessment of your current living conditions?

215 **44. Guest :**

220 **Journalist :** How can you say you are grateful to the authorities and at the same time say that
things are not the way they should have been?

225

CLASSES DE PREMIERE

45. Guest:

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Journalist : I agree with you when you say that you have mobility problems in town. But what do you mean by “positive discrimination” from authorities and job recruiters?

46. Guest :

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47. Journalist

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Guest : I don't want to say that we should be given something we don't deserve as far as jobs are concerned. But, since we are naturally handicapped, our social integration deserves greater attention.

245**48. Letter writing**

(06 points)

You are the representative of the handicapped. Write a letter to the President of the Republic to draw his attention on your living conditions. Make proposals to improve these conditions.

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