

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

*The writer in the following text sheds light on more than one cause of the AIDS epidemic in Russia. Read it carefully, and then answer the questions that follow.*

**Sharing Needles**

1 On a recent trip to Moscow, I saw about as many discarded drug needles as vodka bottles on the stairwells. It reminded me of a trip to Chelyabinsk, in the southern Urals, in 2000. I was accompanying Anya, a Russian immigrant to the United States, to the place where she spent her youth as a heroin addict.

2 I remembered a party in a dilapidated apartment in Chelyabinsk. The mood was subdued. Techno music played in the background. I was invited into a small kitchen and offered a shot of vodka. After a few hours, the people at the party opened up and told me what their life was like under the foggy veil of heroin. One by one, they revealed stories and showed me their tattoos—the places on their track-marked forearms where they would inject each other.

3 Every one of them, about fifteen people, now has full-blown AIDS—except for Anya, who left before the epidemic reached Chelyabinsk in the mid-1990s. All of them shared needles. They were best friends, after all.

4 Experts say that almost one million people in Russia are infected with HIV. Chelyabinsk, once a secret Soviet city and an industrial and cultural center, has one of the highest rates of HIV infection *per capita*, as the city acts as a pipeline for drugs coming through Kazakhstan from Afghanistan. It posts fifteen to thirty new HIV infections per day. According to the Russian Ministry of Health, 90 % of the HIV-positive residents in Chelyabinsk—and throughout Russia—are infected by sharing needles, cookers or syringes with their friends.

5 Much of the approach to combating the AIDS epidemic in Eastern Europe and Central Asia has focused on abstinence and condoms, following the American model. With most of the infections in Russia occurring among drug addicts, sex workers or prison inmates, this strategy doesn't work. To top it off, many officials in Russia still deny there is a problem.

6 AIDS is still considered taboo by many in the Russian political elite, including President Vladimir Putin's cabinet, and there is a lack of public recognition of the problem.

7 The epidemic has especially severe consequences for women. Many young Russian women are poor, so they often fall into the sex trade or drugs. I met some women in Chelyabinsk who had resorted to sleeping with dealers or had become dealers themselves to get their fix.

8 Anya had been fortunate, or relatively fortunate.

9 At about the time I was in Chelyabinsk with her, she hooked up with an old flame, Cyril, and they decided to have a baby. Cyril was waiting for results from an HIV test. On my second day there, the testing center informed them that the results weren't certain because the roof had fallen in on the testing center—literally. Money being short for most things in Russia, Aids clinics in 2000 were not holding up.

10 On a balcony of Cyril's apartment, whose only furniture was a beaten mattress on the floor, Anya wrung her hands with nervous expectation. "Will you tell my story?" she asked. I promised I would.

11 Eventually, they got a call from the clinic, Cyril had tested positive for HIV. Anya, miraculously, had not.

12 The international community should increase the pressure on the Russian government to get serious about AIDS and drugs. Otherwise, hundreds of thousands of Russians are likely to die in the next five years.

## Questions

A. Answer each of the following in 1-4 sentences of your own.

1. In what two ways was Anya lucky? Justify your answer with evidence. (Score: 01)
2. State how officials in Russia contribute to the AIDS problem. (Score: 0.75)
3. Paraphrase paragraph 12 of the above text. (Score: 01)

B. Skim the above text to spot two different causes of AIDS, and then fill the table below, using phrases. (Score: 0.5)

Causes	Effects
	AIDS
	AIDS

C.

1. What is the significance of the first sentence of paragraph one? What purpose(s) does it serve? (Score: 0.75)
2. How does the writer achieve coherence between paragraphs 2 and 3? Justify your answer. (Score: 01)
3. What is the thematic relationship between paragraphs 5 and 6? Support your answer with evidence. (Score: 01)
4. Select from paragraph 3 or paragraph 4 **one** figure of speech, and then state the writer's purpose behind using it. (Score: 01)
5. Describe the tone of the writer in paragraphs 5 and 6. Support your answer with evidence. (Score: 1.5)

D. Find in paragraphs 5, 6, 7 and 9 words that have the following meanings. (Score: 01)

1. Fighting (Paragraph 5)
2. Acknowledgement; awareness of (Paragraph 6)
3. A dose of drugs (Paragraph 7)
4. Obviously (Paragraph 9)

E. Identify one pattern of each of the following sentences, and then write the indicators.

(Score:1.5)

1. Sentence 2, paragraph 1, “*It reminded...in 2000.*”
2. Sentence 5, paragraph 2, “*After a few...of heroin.*”
3. Sentence 2, paragraph 7, “*Many young...or drugs.*”

## Part Two: Writing

(Score: 09/ 20)

*The intake of drugs and ecstasy pills has become an alarming phenomenon among the youths in Lebanon. What causes (economic, social, psychological, etc.) push them to abuse drugs? Suggest practical solutions that the government and / or social organizations might adopt to help solve this problem. Develop your answer in an essay of 250-300 words.*

Make sure that, in your introduction, you put your reader in the general atmosphere of your topic and clearly 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.

**(Score: 05 for ideas and organization, 03 for language and style, and 01 for tidiness and legible handwriting )**

Part of the Q	Answer Key		Marks						
	Competencies: - Utilize reading strategies - Develop literal and interpretive comprehension of written discourse - Produce transactional writing								
I-A-1	a. She left Chelyabinsk before the epidemic reached there. b. She was miraculously not hit by AIDS when her boyfriend, Cyril, had tested positive for HIV. c. She did not get involved in a sex affair with a dealer .		01						
I-A-2	a. Many officials still deny the problem. b. So many members of the Russian political elite, including President Putin, still consider AIDS a taboo, which eventually leads to a lack of public awareness of the problem.		0.75						
I-A-3	Suggested paraphrasing a. Unless the international community exerts more effort to push the Russian government to deal with AIDS and drugs as a serious reality, so many more Russians are subject to premature death. b. A big number of Russians will inevitably die prematurely unless the international community presses the Russian government to consider AIDS and drugs problems more seriously.		01						
I-B	<table border="1"> <thead> <tr> <th>Causes</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>1. Shared needles, cookers or syringes (Unsafe drug addiction)</td> <td>AIDS</td> </tr> <tr> <td>2. Unsafe sex</td> <td>AIDS</td> </tr> </tbody> </table> N.B. 0.25 for each answer		Causes	Effect	1. Shared needles, cookers or syringes (Unsafe drug addiction)	AIDS	2. Unsafe sex	AIDS	0.5
Causes	Effect								
1. Shared needles, cookers or syringes (Unsafe drug addiction)	AIDS								
2. Unsafe sex	AIDS								
I-C-1	The first sentence is of great significance, for it prepares the reader for the expected talk about drug addiction in Russia. Moreover, it draws the attention of the reader and arouses his/her interest and curiosity through the comparison made between “drug needles” and “vodka bottles”; that implies how serious the problem has become.		0.75						
I-C-2	The writer observes coherence between paragraphs 2 and 3 by using indirect link (hook) which is the pronoun phrase “Every one of them” in sentence one of paragraph 3. The phrase refers to “each other,” the “One by one,” or the people attending the party.		01						
I-C-3	The thematic relationship between paragraphs 5 and 6 is that of support/reinforcement/ explanation. Paragraph 6 furnishes an explanation to the idea explored in paragraph 5. Paragraph 5 talks about the “approach” used to fight AIDS. The phrase “still a taboo” in paragraph 6 shows that this approach is not satisfactory.		01						
I-C-4	<p><i>.. as the city acts as a pipeline for drugs coming through Kazakhstan from Afghanistan.</i></p> <p>The writer uses a simile to compare Chelyabinsk to a pipeline. Such a comparison proves the writer’s idea that since the drugs are available (pipeline) in that city, it’s no wonder then that so many people use them.</p>		01						
I-C-5	The writer seems serious, critical, alarmed, and worried. He is serious because the issue has become an epidemic. This seriousness prompts the writer to unveil his worry and warn governments and people against the		1.5						

	negative consequences of such a problem. His criticism is revealed through his dissatisfaction with the way the government and officials deal with such a phenomenon.	
<b>I-D-1</b>	Combating , (Paragraph 5)	<b>0.25</b>
<b>I-D-2</b>	Recognition, (Paragraph 6)	<b>0.25</b>
<b>I-D-3</b>	Fix, (Paragraph 7)	<b>0.25</b>
<b>I-D-4</b>	Literally, (Paragraph 9)	<b>0.25</b>
<b>I-E-1</b>	Cause/Effect; indicators: “It” (Cause) –“reminded me of a trip..” (Effect) N.B. 0.25 for identification; 0.25 for indicators	<b>0.5</b>
<b>I-E-2</b>	a. Time Order; indicator: “After a few hours..” b. Cause/Effect; indicators: “ ...foggy veil of heroin” (Cause) “ ...what life was like..” (Effect) N.B. 0.25 for identification; 0.25 for indicators	<b>0.5</b>
<b>I-E-3</b>	Cause/ Effect; indicators: “women are poor...” (Cause) “So...” (Effect) N.B. 0.25 for identification; 0.25 for indicators	<b>0.5</b>
<b>II-A</b>	Ideas and organization	<b>05</b>
<b>II-B</b>	Language and style	<b>03</b>
<b>II-C</b>	Tidiness and legible handwriting	<b>01</b>