

مباراة مفتوحة لقبول طلاب في شهادة الكفاءة في كلية التربية في الجامعة اللبنانية  
للتعيين بوظيفة أستاذ تعليم ثانوي / اختصاص : ( اللغة الإنكليزية وآدابها )  
في ملاك وزارة التربية والتعليم العالي

مسابقة في الثقافة العامة بإحدى اللغات العربية أو الفرنسية أو الإنكليزية

المدة : ساعتان

عاجل الموضوع الآتي بإحدى اللغات العربية أو الفرنسية أو الإنكليزية :

ثمة من يرى أنه من المهمّ الحصول على المعرفة ، لكن ما هو أشدّ أهمية يكمن في اكتساب منهجية تحصيل هذه المعرفة وتأمين فاعليّة توظيفها في صالح الإنسان بصورة عامّة .

إشرح هذا القول ، وناقشه مُبدياً رأيك ، ومُعللاً إياه .

بيروت ، في ٢٠١٦/٢/١٣

اللجنة الفاحصة

مباراة مفتوحة لقبول طلاب في شهادة الكفاءة في كلية التربية  
في الجامعة اللبنانية للتعيين بوظيفة أستاذ تعليم ثانوي  
اختصاص اللغة الإنكليزية وآدابها في ملاك وزارة التربية والتعليم العالي.

مسابقة في الاختصاص المطلوب

الوقت: أربع ساعات

## Part I.

### I Wandered Lonely As A Cloud - William Wordsworth

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed- and gazed- but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

1. Discuss at least **four** romantic elements evident in the poem.
2. How does the structure of the poem reflect the speaker's experience in nature?
3. Identify **four** different poetic devices/figures of speech and point out how each enhances the theme and the mood of the poem.
4. Define the following giving an example of each: Paradox, pun, irony, lyric, and dramatic monolog.
5. What is the difference between a story and a plot?

6. Explain the following in the context of the poem.
  - a. Pensive mood
  - b. Inward eye
  - c. Bliss of solitude

## Part II.

### We Should Cherish Our Children's Freedom to Think

By Kie Ho (*The Los Angeles Times*)

1. Americans who remember “the good old days” are not alone in complaining about the educational system in this country. Immigrants, too, complain, and with more up-to-date comparisons. Lately, I have heard a Polish refugee express dismay that his daughter's high school has not taught her the difference between Belgrade and Prague. A German friend was furious when he learned that the mathematics test given to his son on his first day as a freshman included multiplication and division. A Lebanese boasts that the average high school graduate in his homeland can speak fluently in Arabic, French and English. Japanese businessmen in Los Angeles send their children to private schools staffed by teachers imported from Japan to learn mathematics at Japanese levels, generally considered at least a year more advanced than the level here.
2. But I wonder: If American education is so tragically inferior, why is it that this is still the country of innovation?
3. I think I found the answer on an excursion to the Laguna Beach Museum of Art, where the work of school children was on exhibit. Equipped only with colorful yarns, foil paper, felt pens and crayons, they had transformed simple paper lunch bags into, among other things, a waterfall with flying fish, Broom Hilda the Witch (a comic strip character) and a house with a woman in a skimpy bikini hiding behind a swinging door. Their public school had provided these children with opportunities and direction to fulfill their creativity, something that people tend to dismiss or take for granted.
4. When I was 12 in Indonesia, where education followed the Dutch system, I had to memorize the names of all the world's major cities, from Kabul to Karachi. At the same age, my son, who was brought up a Californian, thought that Buenos Aires was Spanish for good food—a plate of tacos and burritos, perhaps. However, unlike his counterparts in Asia and Europe, my son had studied creative geography. When he was only 6, he drew a map of the route that he traveled to get to school, including the streets and their names, the buildings and traffic signs and the houses that he passed.
5. Disgruntled American parents forget that in this country their children are able to experiment freely with ideas; without this they will not really be able to think or to believe in themselves.
6. In my high school years, we were models of dedication and obedience; we sat to listen, to answer only when asked, and to give the only correct answer. Even when studying word forms, there were no alternatives. In similes, pretty lips were *always* as red as sliced pomegranates, and beautiful eyebrows were *always* like a parade of black clouds. Like children in many other countries in the world, I simply did not have a chance to choose, to make decisions. My son, on the contrary, told me that he got good laugh—and an A—from his

teacher for concocting “the man was as nervous as Richard Pryor (an African-American actor) at Ku Klux Klan convention.”

7. There’s no doubt that American education doesn’t meet high standards in such basic skills as mathematics and language. And we realize that our youngsters are ignorant of Latin, put Mussolini in the same category as Dostoevsky, cannot recite the Periodic Table by heart. Would we, however, prefer to stuff the developing little heads of our children with hundreds of geometry problems, the names of rivers in Brazil and 50 lines from “The Canterbury Tales”? Do we really want to retard their impulses, frustrate their opportunities for self-expression?
8. When I was 18, I had to memorize Hamlet’s “ To be or not to be” soliloquy flawlessly. In his English class, my son was assigned to write a love letter to Juliet, either in Shakespearean jargon or in modern lingo. (He picked up the latter; his Romeo would take Juliet to an arcade for a game Donkey Kong.)
9. Where else but in America can a history student take the role of Lyndon Johnson in an open debate against another student playing Ho Chi Minh? It is unthinkable that a youngster in Japan would dare to do the same thing regarding the role of Hirohito in World War II.
10. Critics of American education cannot grasp one thing, something that they don’t really understand because that are never deprived of it: freedom. This most important measurement has been omitted in the studies of the quality of education in this century, the only one, I think, that extends even to children the license to freely speak, write and be creative. Our public education certainly is not perfect, but it is a great deal better than any other.

**Use your own words to answer the following questions:**

1. Compare and contrast the educational system of the author’s country with that of the USA.
2. Do you think that rote learning has any benefits? Elaborate justifying your answer.
3. Identify two claims used to develop the main argument.
4. The writer bases his argument on specific types of evidence. What are they? How could the author have further defended this issue?
5. What is the function of paragraph 2? Explain.
6. Pick out from paragraph **four** a noun clause, an adjective clause and an adverb clause.
7. Paraphrase paragraph **ten** (the last paragraph).

### **Part III.**

“The reasonable man adapts himself to the world: the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man.” How far do you agree or disagree with this statement? **Write a well-organized argumentative essay** (300-400 words) including an introduction, three fully developed body paragraphs and a conclusion. Make sure that you support your point of view with evidence.

13/2/2016

اللجنة الفاحصة