

9. A: Her name is Liz and she's very pretty.  
B: (...) was our former Maths teacher?  
A: Yes! You'll see her on Monday.  
*a) Pretty than   b) Prettier than   c) Prettiest than   d) More pretty than*
10. A: Did you expect Sally (...) to your birthday party?  
*a) coming   b) came   c) to come   d) will come*  
B: Not at all! That was a nice surprise!
11. A: Tom was not available. What about Ted?  
B: (...) was he.  
*a) nor   b) never   c) neither   d) not*

**BACCALAURÉAT**  
**SESSION 2015**

**SÉRIE A1 – Coefficient : 4**  
**SÉRIE A2 – Coefficient : 2**  
**Durée : 3 h**

## ANGLAIS LANGUE VIVANTE 1

*Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.*

Do all the activities of this examination paper on your answer sheet.

### **PART ONE : READING** 40%

Read the text below and do the tasks that follow.

#### **Violence in Schools: A Worldwide Affair**

Violence in schools is a worldwide problem: it exists in rich and poor countries alike. It's chiefly a male phenomenon, hitting a peak<sup>1</sup> when boys turn 16 years old in some countries, and 13 in others. Experts agree at least on one point: this violence cannot be pinned to a single cause. Instead, they point to complex patterns linked to family situations, socio-economic conditions and teaching methods.

But these are just indicators and do not justify any deterministic explanations. When researchers say that 10 to 20 percent of risk factors are linked to single-parent families, this suggests that 80 to 90 percent of such families are not the source of any violence. Likewise, a child from a black slum area with a teenage mother or a father in jail will not automatically be violent! Likewise, experts say there is a "hard core"<sup>2</sup> of violent children about five percent of the total. But in comparing several schools in similar problem French neighbourhoods<sup>3</sup>, I've found that this figure can vary between one and 11 percent. The school itself can be an aggravating factor, through high staff turnover or "ghetto classes" to which poorly-performing students are relegated. These "hard core" groups, then, cannot be deemed "inalterable". On the contrary, something can be done about them.

Should they simply be expelled, as some advocate? Such a measure would only make their segregation and sense of exclusion worse. And they are, after all, at the root of the whole problem. The solution lies partly in developing customized projects, but most importantly, in strengthening economic and social participation.

To put an end to school violence, we need a well-established state with the means to compensate for inequalities, a state that tries to re-establish diversity in neighbourhoods and schools, one that does not give up on the notion of justice for children, as some are demanding.

We should also try to lift schools out of their fortresses, so they do not become the symbol of a society that excludes people. Projects in the Netherlands, Brazil and the United States have shown that schools can be vibrant places that provide social, medical and cultural services to a neighbourhood.

In the Brazilian state of Minas Gerais, for example, there is a vocational school where elderly craftsmen teach their skills to teenagers. Such contact between generations can offer a very social education. 'It takes a village to educate a child,' goes an African proverb. Let's make an effort to seek out these opportunities, even in the most heartless<sup>4</sup> cities.

*Adapted from the UNESCO Courier, April 2001.*

*Notes : 1 hitting a peak = atteignant son paroxysme; 2 hard core = le noyau dur;  
3 neighbourhoods = banlieues; 4 heartless = dangereuses, impitoyables.*

## COMPREHENSION CHECK

### A Vocabulary

Match the words or phrases in column (A) with their meanings or synonyms in column (B) according to the text. There are more options in column (B) than in column (A). Write your answers like in the example. **Example:** 1. male phenomenon = a. something concerning boys only

(A)
1. male phenomenon (L. 2)
2. pinned (L. 3)
3. Likewise (L. 8)
4. slum area (L. 9)
5. turnover (L. 13)
6. deemed (L. 14)
7. expelled (L. 16)
8. give up on (L. 22)
9. craftsmen (L. 28)
10. teenagers (L. 28)
11. seek out (L. 30)

(B)
a. something concerning boys only
b. change, renewal
c. look for
d. young people aged from 13 to 19
e. In addition
f. considered
g. sacked, sent out
h. abandon
i. attributed
j. global
k. artisans
l. ghetto

### B Comprehension questions

Decide whether the statements below are true or false according to the text. Write (T) for True and (F) for False. Then, give the line(s) of the text to justify your choice. **Example:** 1-F (L. 2)

1. Violence in schools concerns both boys and girls.
2. Boys aged from 13 to 19 years are the most violent at schools.
3. For experts, violence in schools has only one source.
4. It is very easy to explain the phenomenon of violence in schools.
5. Children's family situations are the only cause of violence in schools.
6. If a child comes from an unstable family, he automatically becomes violent at school.
7. By separating bad students from good students, school can aggravate violence among students.
8. To reduce violence in schools, violent students should be expelled.
9. To end violence in schools, students should be involved in economic and social projects.
10. Violence in schools is the result of social inequality and injustice.
11. If old craftsmen teach their skills to students, they will have a good social education.