

31

2015

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE	BACCALAUREAT	DUREE : 3 H
OFFICE DU BACCALAUREAT	ANGLAIS	Coef. : 2
SESSION NORMALE	SERIES CD	

Section One : Comprehension (9 points)

Read the following passage carefully and answer the questions on it.

Text : School Systems and Academic Achievement

In all school systems of the world, some schools are considered "better" than others. In fact, based on such a judgment parents often go to great lengths to have their children enrolled in one school rather than another. One yardstick for making this judgment is student achievement, especially general performance in public examinations. Furthermore, among some experts in education opinions about schools are further narrowed down to subject areas. For example, one often hears that school A is better than B in Mathematics and Science while the latter is better than the former in English Language and the Liberal Arts. Whatever the focus of these comparative statements, there remains the fact that schools do vary in terms of average student achievement.

Why is it then that some schools have high average student achievement while others have low average student achievement? The reasons are not far-fetched. The first reason is that some schools are located in privileged areas in the sense that the students come from homes where parents care about their children's education, ensure that the children are well-fed, show interest in their school work and provide easy access to books in the home. On the other hand there are schools which serve less privileged communities, and whose students come from homes where parents are unable to provide the necessary support services for good academic work. Students in the first type of school would generally have a higher rate of achievement than those in the second type.

Another reason for the difference in academic achievement between schools is how well the schools are equipped. Schools that have good laboratories and libraries, ample space, places to sit and write for every student and optimum-sized classrooms usually record a higher standard of student achievement than those where the basic equipment is lacking or where the students are crammed into inadequate spaces.

The quality of the teachers also has to do with the differences in student achievement between schools. A teacher that does not have a good grasp of his subject matter nor is committed to his job cannot produce an outstanding student. On the other hand, students will generally attain a high standard where the teacher is an expert in his field, knows how to structure the material to be learned, demands a lot from his students and motivates them. Also, school management has been found to have a relationship with student achievement. Students perform better in schools where the leadership is enthusiastic and creative than in schools where the principals and teachers adopt a casual attitude to their job.

Adapted From Last Hour English

for West African Senior Schools, page 271

A- Reading comprehension questions (5 pts)

- 1- Why do parents enroll their children in one school rather than in another? (0,5pt)
- 2- Some schools have high student achievement. Enumerate two reasons to justify this? (1pt)
- 3- How can the quality of teachers have impacts on student achievement? (1pt)
- 4- Do you believe that school management can have a relationship with student performance? (1 pts)
- 5- Can one divorce discipline from the learning process? Justify. (1,5pts)

EPREVUES-TG.COM

B- Vocabulary (4 pts)

1- Find a word or group of words in the passage for each meaning (2 pts)

- a/ put on a list or register c/ are kept in a narrow space
b/ person with special skill d/ showing admiration or interest.

2- Work out the adverb form from these words (1 pt)

- a/ type b/ different c/ variable d/ creative

3- What is the antonym of these words? (1 pt)

- a/ better b/ first c/ high d/ care for

Section two: Linguistic Competence (4 pts)

A- Correct the sentences below and recopy them (1 pt)

- 1- If Adjovi had told me the truth, I would give her a present.
2- A dog barks when he is afraid.
3- When we have 25 years old, we will join your association.
4- What does mice do when a cat is at sight?

B- Re-phrase the sentence (b) as indicated to means exactly the sentence (a) (1 pt)

- 1- a/ You can get dressed beautifully; nobody will love you?
 b/ No matter
- 2- a/ He could not come on time because of the rain.
 b/ The rain prevented
- 3- a/ If you don't paint your store, customers will not visit you.
 b/ Unless
- 4- a/ Never have I met such a pretty girl.
 b/ This is

C- Use the suitable connectors for each of these sentences (1 pt)

N.B.: Write down just the number and then the answer alongside

(despite; so ; while ; however; whereas)

- 1- The shop has run out of provision. It is closed.
2- The principal accused me of theft. I thought the contrary.
3- The well is deep. Gregorio climbs it down.
4- Mummy was cooking the lunch. Adjovi was sweeping the compound.

D- Based on the underlined words, turn these sentences into the interrogative form (1 pt)

- 1- We have been in this school for three years. 2- John scarcely comes to school on time.
3- The pitch is 50 meters wide. 4- Komivi drinks water whenever he is thirsty.

Section Three: Writing (4 pts)

Your name is Ama Kwatcha and your address is B.P. 1515, Lomé, Togo.

You are said to have stolen the goat of your neighbour Nzizi. You feel you are just innocent and ready to prove this. Write to the Police Superintendent, B.P. 1616, Lomé, Togo to complain and prove your innocence. (Not more than 150 words)

Section Four: Translation (3 pts)

Translate the following passage into English

« Il est souvent dit de la démocratie qu'elle libère les peuples. Pour cela les valeurs démocratiques doivent être bien enseignées. Les peuples doivent également croire en ces valeurs. »