

<b>MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE</b>	<b>BACCALAUREAT 2019 ANGLAIS</b>	<b>Durée : 3 H Coef. : 3</b>
<b>OFFICE DU BACCALAUREAT</b>	<b>SERIE A4</b>	

### Section one: Comprehension

Read the following text carefully and answer the questions below.

#### Text: Spare the rod

GEORGE STEWART'S teacher in Jamaica used to wait by the school door with a switch to punish tardy pupils. His parents whipped him, too. Now he lives in the Bronx and refuses to hit his own children. "I don't think beating works," he says. "It instils in them a cruelty that they pass down, generation to generation."

Ample evidence backs his view, say Richard Reeves and Emily Cuddy of the Brookings Institution, a think-tank. Nearly 30 studies from various countries show that children who are regularly spanked become more aggressive. They are also more likely to be depressed or take drugs, even after correcting for other factors.

Smacking is effective in the short run: it stops children pulling their sisters' hair. But in the long run it has all sorts of bad effects. A study in 20 American cities found that young children in homes with little or no spanking showed swifter cognitive development than their peers. Other studies find that children in physically punitive schools perform worse.

Still, 81% of American parents believe that spanking is sometimes necessary. That is more than in many other rich countries, 20 of which have banned spanking even by parents. In America Republicans spank more than Democrats; southerners more than north-easterners; blacks more than whites; and born-again Christians more than everyone else.

American teachers are still allowed to whack children with a paddle (a wooden bat only a little shorter and thinner than a cricket bat) in 19 states, mostly in the South— a practice that is banned in over 100 other countries. More than 216,000 pupils were beaten at school during the 2008-09 school year, according to the Department of Education.

When Adrian Peterson, a football star, was arrested on charges of child abuse in September, after he allegedly wounded his son with a switch, several black pundits protested that beatings were an essential rite of passage. A whipping from a loving parent keeps kids on the straight and narrow, they argued. "A father's belt hurts a lot less [than] a cop's bullet!" tweeted D. L. Hughley, a black comedian. Others defer to the Bible: "Spare the rod, spoil the child." Mr Stewart retorts that a better rod "could be the word of the Lord".

*The Economist November 15<sup>th</sup> 2014.*

#### A. Reading comprehension questions (5 pts)

- 1- Why does G. Stewart's teacher wait at the school gate? (0,5 pt)
- 2- What does spanking of children lead to? (1 pt)
- 3- Where are Reeve and Cuddy from? What do they think about Stewart's view? (1 pt)
- 4- Punitive homes and schools perform better. J/F? Justify quoting from the text. (1 pt)
- 5- A better rod "could be the word of the Lord". Do you share this view of Mr G. Stewart? Why? (1,5 pts)

#### B. Vocabulary (4 pts)

1- Look for a word or group of words in the text meaning. (1 pt)

- a) late or delayed beyond the right time.
- b) ready or likely to attack or confront.
- c) taken or considered on a short timescale.
- d) officially or legally prohibited.

2- Form a noun from the following words. (1 pt)

- a) perform                                      b) allow                                      c) depressed                                      d) protest

3- Form an adverb from each of the following words. (1 pt)

- a) mathematic                                      b) argue                                      c) comic                                      d) child

4- Derive a verb from the following words. (1 pt)

- a) student                                      b) classic                                      c) danger                                      d) height

### **Section two: Linguistic Competence (4 pts)**

**A. Put the bracketed verbs into the correct tense or form. (1 pt)**

- 1- After they (send) the letter they came back.
- 2- What you (do) when you get to Paris?
- 3- It is high time they (sell) the shares.
- 4- You behave as if you (be) God.

**B. Put into passive or active voice. (1 pt)**

- 1- The boss can control everything from his office.
- 2- They are writing a letter now.
- 3- The headmaster was beating the children.
- 4- The principal is sticking the notice on the board.

**C. Complete with the correct preposition. (1 pt)**

- 1- I am afraid ..... the soldier.
- 2- She is looking ..... her lost pen.
- 3- You are different ..... your brothers and sisters.
- 4- Joe is keen ..... growing flowers.

**D. Rephrase the followings. (1 pt)**

- 1-a/ Adjatotoa is good at boxing. He is also good at dancing.  
b/ Not only .....
- 2-a/ If you don't pay me, I will not quit the place.  
b/ Unless .....
- 3-a/ He abused of drugs, so the Police caught him.  
b/ Had .....
- 4-a/ Whoever you are, you must obey your teachers.  
b/ No matter .....

### **Section Three: Essay writing (4 pts)**

Co-education or mixed-schools is the educational system in our country.

After pointing out some of the advantages and disadvantages of mixed-schools (girls and boys), say if our government should maintain this system. ( Not more than 150 words).

### **Section four: Translation (3 pts)**

*Translate the following passage into French*

Common misconceptions about HIV/AIDS are diminishing. However, the stigma of the disease persists in many parts of the world. People infected with the virus may feel excluded, rejected, discriminated and isolated. People who are HIV-positive aren't dangerous or doomed.