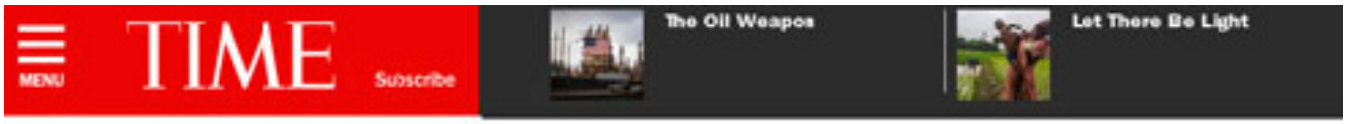
Document 1



BUSINESS EDUCATION

The School That Will Get You a Job

Rana Foroohar @RanaForoohar | Feb. 13, 2014

SARAH E. GOODE IS THE NAME OF ONE OF the first African-American women ever to be granted a US Patent, in 1885, for a foldout bed that converted into a desk – a prescient object that would fit right into a modern-day Ikea Catalog. It's also the name of a new high school on Chicago's South Side that is redefining what it means to be educated in the 21st century. Kids at the school, which launched a year and a half ago, aren't called students but "innovators." They receive a hardcore focus on STEM skills (that's science, technology, engineering and math). And they take six years to graduate instead of the traditional four; the extra two years means they walk away with an associate's degree on top of their high school diploma.

There's one more thing they take with them: a job. Every student at Sarah E. Goode STEM Academy graduates with a promise of a $40,000-plus opportunity at IBM, the school's corporate partner and a key developer of the curriculum.

Programs like Sarah E. Goode – an approach known as Pathways in Technology Early College High School, or P-Tech for short – are attracting much attention. Two and a half years in, the Brooklyn school that pioneered the approach has been visited by everyone from Obama and Harvard academics to Chinese officials.

Its first class will graduate in 2018, though many will complete all the requirements before then. Right now about half of the juniors – none of whom were screened for ability and many of whom will be the first in their family to graduate from high school – are already taking college-level math. It's an impressive achievement in a city where only 64.7% of kids graduate from high school. Rashid Davis, the principal there, says the public-private partnership is invaluable: "It's incredible how much further children can reach when industry is closer to them to help set the context for learning."

In November, President Obama earmarked $100 million in new grant funds for schools like P-Tech to carry on their experiments in education.

From *time.com*

Document 2

HOME SEARCH The New York Times SUBSCRIBE NOW LOG IN

EDUCATION LIFE

Courses With a Twist

By LAURA PAPPANO APRIL, 8, 2014

Some professors can make a subject sing, and their courses are not just a credit but an event.

What's exciting now is that even universities that prize academic research are putting more emphasis on teaching. There is pressure to have students engaged in their learning beyond 'Come to the lecture, do the reading.'

In inventive teaching, students are not just sponges soaking up content. They apply lessons to life, says C. Edward Watson, director of the Center for Teaching and Learning at the University of Georgia.

Professors also face challenges in getting and keeping the attention of students raised on quick takes.

Gimmicky? Maybe. But these courses have imagination and spirit, guided by the passion of the professor.

Students still file into lecture halls and classrooms, but once they're seated, it's clear that these courses are *different and* they give students an experience that might change how they think, what they care about or even how they spend their lives.

COURSE: EXTREME WEATHER, *University of Michigan*

Professor: Perry J. Samson

Class size: This class has grown from 40 to 165 in the past five years; Angell Hall seats only 110. "That is why the class is broadcast," says Dr. Samson. Log in and participate from your dorm.

Class experience: Be glad you are safely indoors. Dr. Samson, who takes upper-level students to chase tornadoes, brings the drama of meteorology to this introductory course. "I have some hair-raising videos taken by students on the chase," he says, plus stories (his car was bounced across a highway when he got too close to an F4 tornado).

Students bring laptops to class and log into a class platform Dr. Samson created. They analyze data from the field and answer questions like: Where on this weather map would you expect wind speeds to be highest? Point and click. Got a dumb question? Type away — it's anonymous — and Dr. Samson will post the answer. Confused? Press a designated button. If enough do, he'll stop and explain. Oh, and all exams are "open book, open computer, call a friend." In life, says Dr. Samson, rarely will you be asked a question about science that you can't look up.

From *International New York Times*
http://www.nytimes.com/2014/04/13/education/edlife/

NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro). **Exemple** : **A** ou **D. 1)** ;
- faire toujours précéder les citations du numéro de la ligne ;
- dans les phrases à compléter, les réécrire sur la copie en **soulignant** l'élément introduit.

I. COMPRÉHENSION DE L'ÉCRIT

Document 1 and Document 2

A. Choose an appropriate title for BOTH documents.

1- Increasing Your Future Employment Prospects
2- Exciting Ways of Studying Computer Science
3- Changing Education to Adapt to Modern Needs
4- Earning More Money While Having a Lot of Fun

Document 1

B. Sarah E. Goode High School is situated in …… (city) in ……(country).

C. Choose the right statement.

Sarah E. Goode High School was created

1- in the 19th century.
2- in the 20th century.
3- in the 21st century.

D. 1) **Copy the table onto your paper and complete it.**

	Traditional U.S. high schools	**Sarah E. Goode High School**
Name given to pupils	Students	-
Number of years	-	-
Subjects studied	General education classes	-
Diploma(s) earned	-	1- 2-

2) **True or false? Justify by quoting the text.**

a) Most of the students at Sarah E. Goode High School come from well-educated families.
b) You need to pass an exam in order to attend this school.

E. 1) **Choose the right answer**.

According to the text, IBM is the company which

a- selects the students admitted to the school.
b- selects the teachers who work at the school.
c- provides training in computer science for the students.
d- offers a job to the students who get their diploma.

2) **In the list below, choose the statement that best explains Rashid Davis's opinion on the impact of partnerships with companies on schools.**

Rashid Davis, the principal there, says […]"It's incredible how much further children can reach when industry is closer to them to help set the context for learning."

a- It terrifies students because the level is too high.
b- It motivates students to work harder.
c- It makes students believe they are talented.
d- It helps students identify with adults.

Document 2

F. Choose the right statement.
The first part of the text deals with
1- new teaching methods in US high schools.
2- new teaching methods in US universities.
3- the financial problems faced by American students.
4- the training of teachers at the university of Georgia.

G. Choose one of the 4 verbs in italics to describe the relation between the first part and the second part of the document.
The second part *illustrates – contradicts – explains – sums up* the first part.

H. True or False? Answer and justify by quoting the text.
Dr. Samson's students
1) must come to class to follow the course.
2) have to raise their hands to interact with him.
3) are encouraged to ask any question they like.
4) are allowed to use resources during tests.

Document 1 and Document 2

I. Copy the table onto your paper and write the number of the statement in the appropriate columns.

According to the documents, what context would be best if you
1) were interested in literature? 2) wanted to work right after school?
3) didn't like speaking up in class? 4) wanted a new approach to learning?

ONLY Dr. Samson's course	ONLY Sarah E. Goode High School	None of them	Both of them

II. EXPRESSION ÉCRITE

Choose ONE of the following subjects. (150 words minimum)

1) Create a curriculum for your dream high school. Choose at least five of the following subjects and activities and justify your choice.

Computer programming	Individual sports	Philosophy
Team sports	Driving lessons	Maths
Arts	Political Science	Foreign Exchange Programs
Biology	Modern Languages	Drama
Technology	Physics	Environmental studies
Cooking	Latin	Woodwork

OR

2) You're spending three months with your Australian penfriend who lives in a very isolated area. He/she doesn't go to school every day but school comes to him/her through online courses he/she follows from home. You discuss with him/her the pros and cons of the situation. Write the conversation.