

Bridging the male education gap in the ongoing discussion of how to boost the education and skill levels of the American workforce, one central issue is rarely addressed : the gap between male and female achievement. The reality is that the slowdown in U.S. educational gains is predominantly a male affair, and one that

5 drags down the overall competitiveness of our workforce and workers' ability to land (or create) good jobs.

To get more Americans working and set economic growth back on track, we need to understand what's going on with men in education.

Despite rising college costs and the many other challenges facing America's schools,

10 women have made extraordinary success in education. They have overtaken men in high school and college completion in the last few decades, earning 58 % of bachelor's degrees and 62 % of postsecondary occupational certificates.

Our research has found that if men had the same educational distribution as

15 women, their earnings would be 3.7 % higher than they are and more men would be employed. Bridging the education gender gap is central to increasing America's competitiveness in the world economy.

The educational deficit of men has two important components. First, men are less likely to enroll in colleges and universities. Second, even when they do enroll, they are less likely to obtain a degree or certificate.

20 Why ? One prime reason is young men's poorer grades in middle and high school (despite performance similar to women's on standardized tests). A second factor is that young men are more likely than women to prioritize work over college when their short-term job opportunities are relatively good or their educational debt is relatively high.

25 The underinvestment in education by adolescent boys and young men stems in part from out-of-date masculine stereotypes. Such things as a strong attachment to school, a feeling of closeness to teachers, an excessive interest in high academic achievement or a fondness for art or music are viewed by many young men as unmasculine.

30 In a recent survey of American 15-year-olds, 73 % of adolescent girls expected to work in managerial, professional or higher technical jobs, versus only 53 % of the boys. Boys were much more likely than girls (9 % as opposed to 2 %) to expect to make their living as athletes or work in other sports jobs or as musicians. Too many boys expected to be military officers, police officers or firefighters relative to

35 demand, and boys were more likely to respond vaguely or not at all to the question of the job they expected to have at age 30.

Overconfidence leads to unrealistic career expectations and poor planning. In the same survey, remarkably few boys expected to be working in the lower-level production or service occupations, even though nearly half of their fathers held
40 such jobs. Unfortunately, boys' rejection of " bad jobs " did not mean they had made plans to enter skilled occupations that require higher levels of schooling.

Relative to women, young men also have unrealistically high expectations of financial success. A pre-recession Gallup poll found that an astonishing 58% of
45 18- to 29-year-old young men thought it was "somewhat" or "very" likely that they would someday be rich.

For many boys and young men, the changing world is a mystery. They want better jobs than their fathers have, but their attitudes toward school and work are misaligned with the opportunities and requirements in today's labor market. Many boys seem to think they will be successful — career-wise and financially
50 — without having any idea about how they'll achieve that success.

<http://articles.latimes.com/2013/jun/11>

I. COMPREHENSION (14 points pour la série L)

A. ARE THE FOLLOWING STATEMENTS TRUE OR FLASE? JUSTIFY ALL YOUR ANSWERS BY QUOTING FROM THE TEXT. (4 pts)

1. Men do better in schools than women in the United States of America.
2. Men prefer working than pursuing their higher education.
3. More women are interested in athletics and sports careers compared to men.
4. Boys expect to get the same jobs as their fathers have.

B. ANSWER THE FOLLOWING QUESTIONS. (6pts)

1. Is the text argumentative, descriptive or narrative ?
2. What is the problem addressed in the text ?
3. What would be the benefits if men are as highly educated as women ?
4. Give two examples of schooling related things that young boys view them as feminine.
5. What types of jobs women are more likely to do compared to men ?
6. What are the reasons that are attributed to men's under- achievement in schools ?

C. FIND IN THE TEXT WORDS THAT MEAN AS THE FOLLOWING. (2pts)

1. similar (paragraph 4)
2. register (paragraph 5)
3. marks (paragraph 6)
4. refusal (paragraph 9)

D. SEULS LES CANDIDATS DE LA SERIE {L} TRAITERONT LES QUESTIONS SUIVANTES. (2pts)

1. What are the main consequences of the educational gap between men and women in the USA ?
2. According to the writer, do men have realistic job expectations ? Explain it in your own words.

II. LINGUISTIC COMPETENCE (8 POINTS)

Some words or grammar parts are missing from the text below. Write the number and the right answer in your answer sheet.

Attitudes towards (1) ___ and writing develop early. When home provides a rich reading environment that includes books and magazines, and when parents read to their children frequently, the children are likely to (2) _____ a positive attitude. When children (3) _____ adults reading and writing, this can work to increase their awareness of the various purposes of the written text. It is possible that even before going to school they obtain a (4) ___ rich vocabulary and a sense of story structure. Consequently they often learn to read without struggle and for them reading can become a (5) _____ pastime. A pupil (6) _____ reads fluently is likely to be an eager reader, who reads also outside school. As a (7) _____, his or her reading skills continue to improve. A poor reader does not read voluntarily, and therefore the difference between their respective levels of reading skills becomes (8) _____ more significant. (Wallace, 1992; p. 7)

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|----|-------------|---------------|----------------|
| 1) | a) read | b) reading | c) reader |
| 2) | a) adopting | b) adopted | c) adopt |
| 2) | a) observe | b) observing | c) observation |
| 2) | a) relative | b) relatives | c) relatively |
| 2) | a) pleasant | b) pleasanter | c) pleasantest |
| 2) | a) which | b) who | c) whose |
| 2) | a) since | b) therefore | c) consequence |
| 2) | a) such | b) even | c) so |

III) WRITING (18 points pour la série L)

Seuls les candidats de la série L traiteront les deux sujets. Pour la série L, le nombre de mots exigés pour chaque sujet est de 150 à 200.

Which job do you expect to do in the future ? Include the following hints to help you.

Description of the job

Reasons for choosing it

Requirements of the job (educational, personal ... etc)

Do you believe that higher educational certificates lead to better jobs ? Write your arguments.