

DEVOIR SUR TABLE
Durée : 2 heures
Aucun document autorisé

I. GRAMMAR: (10 points)

I.1. Cinq formes verbales en -ing ont été soulignées en gras dans le texte [p. 2]. Pour chaque forme, donner la nature de la forme en -ing (structure progressive, participe présent, gérondif) et la fonction du groupe de mots auquel cette forme appartient dans la phrase (sujet, verbe, complément). (5 pts)

I.2. Cinq formes verbales en -ing et -ed sont en italique gras dans le texte [p. 2]. Remplacer chacune de ces formes par une proposition relative comme dans l'exemple. (2.5 pts)

Ex. : students not yet prepared > students who have not yet been prepared

I.3. Remplacer les formes contractées par des formes complètes et repérer le génitif dans l'extrait suivant. (2.5 pts)

New Jersey's (1) long struggled to draw students. "We've (2) been losing top academic talent to other states," said Matt Matsuda, academic dean for the honors college. "Halting that's (3) something that from the president's (4) office on down has been a priority." A student who turned down Georgetown for the University of New Jersey said, "It'd (5) be ridiculous to pay all that money for Georgetown if I could get the same degree in New Jersey."

II. READING COMPREHENSION: Read the text again and answer the following questions IN YOUR OWN WORDS. Text copy is marked zero. (10 points)

1. Present the document in ONE sentence. (/0.5)
2. What does the text deal with? Sum it up in a 3-line paragraph. (/0.5)
3. What is the University of Alabama famous for? (/1)
4. Who is Brianna Zavilowitz and why did she choose the University of Alabama? (/2)
5. What are the three elements of the University of Alabama's strategy? Explain each of them. (/2)
6. What is "merit aid"? (/1)
7. How has the University of Alabama's enrolment evolved? (/2)
8. What is the negative aspect of American public colleges' new recruitment strategies? (/1)

III. ESSAY WRITING: Freely answer the following question in your own words, in 175 words ($\pm 10\%$) – Count and indicate the number of words you wrote. (10 points)

Should public financial aid be granted based on students' school results or their parents' incomes?

Instructions for the essay: when writing your essay, CORRECTLY use the following words: **award / succeed / wages / ladder (2 pts)**

N.B: Overall grammar and vocabulary will be marked 6 points / structure and main ideas will be marked 2 points

How the University of Alabama Became a National Player

It's only fitting that the admissions tour for the University of Alabama starts in Bryant-Denny Stadium. Coach Nick Saban is so revered that as rain threatened this year's sorority recruitment rush, prayers went out to "Lord Saban" for sunshine. How then, you might ask, did Brianna Zavilowitz, a Staten Islander with 2120 SATs and a 4.0 grade-point average, daughter of a *retired* N.Y.P.D. detective and an air traffic controller, with zero interest in sororities and middling enthusiasm for football, wind up in Tuscaloosa for college?

This was not the capricious choice of a freckle-faced teenager, which she is. Rather, the reason she turned down the University of California, Berkeley, and canceled her Columbia University interview reveals the new competitive ethos in public higher education: Think big and recruit. Ms. Zavilowitz first noticed the university on Facebook. A few clicks and Bama was omnipresent. Pop-ups, emails and literature piqued her interest. Her mother appreciated *detailed* parent information *suggesting* "a well-oiled machine." There was more: a full-tuition scholarship. "My mom kept telling me not to look at the money," said Ms. Zavilowitz. "But it definitely helped."

With state *funding* now just 12.5 percent of the university's budget, campus leaders have mapped an *offensive strategy* to grow in size, prestige and, most important, revenue. The endgame is to become a national player known for more than *championship football*. Alabama has invested heavily to lure students like Ms. Zavilowitz, who does not qualify for federal financial aid. The university is *spending* \$100.6 million in merit aid, up from \$8.3 million a decade ago and more than twice what it allocates to students with financial need. It has also hired an army of recruiters to put Bama on college lists of *full-paying* students who, a few years ago, might not have looked its way.

The University of Alabama is the fastest-growing flagship in the country. Enrollment hit 37,665 this fall, nearly a 58 percent increase over 2006. As critical as the student body jump: the kind of student the university is attracting. The average G.P.A. of entering freshmen is 3.66, up from 3.4 a decade ago, and the top quarter scored at least a 31 on the ACT, up from 27. Merit aid *given* to achievers has a magnetic effect. "If we recruit five students from a high school, we will get 10 students the next year and they may not all be scholarship students," said Stuart R. Bell, president of the University of Alabama.

Instead of layoffs and cuts, some public universities *facing* budget challenges are following this blueprint for survival: higher charges to students, and more of them. Nowadays, the real money comes from tuition and fees. The average for four-year public colleges rose 81 percent in constant dollars between 2000 and 2014. At Alabama, tuition and fees have about doubled in the last decade, to \$10,470 for residents and to \$26,950 for nonresidents.

Even when it awards full-tuition scholarships, the university makes money — on dorm rooms and meal plans, books, football tickets, hoodies and school spirit items like the giant Bama banner Ms. Zavilowitz and her roommates bought for the blank wall in the suite's common area. All told, these extras and essentials brought in \$173 million last year — on top of \$633 million in tuition and fees, up from \$135 million in 2005. "I hate very much to use this analogy, but it's like *running* a business," Dr. Whitaker said.

Ambition has its costs. As colleges adopt enrollment management strategies like aggressive *recruiting* and merit aid, the traditional role of *public colleges* is changing, said Stephen Burd, senior policy analyst at the think tank New America. This is leaving state residents and lower-income students with "no four-year schools where they can go in an affordable way," he said. "There is less aid for low-income students and there are fewer seats" as colleges favor those who already have an advantage. Alabamians are now just 43 percent of the student body. On a campus bus tour crowded with out-of-state students and parents, a senior in a red dress, black heels and pearls (a guide uniform) offered that fact as a selling point.

Source: Adapted from Laura PAPPANO, "How the University of Alabama Became a National Player", *The New York Times*, 3 November 2016, <<http://www.nytimes.com/2016/11/06/education/edlife/survival-strategies-for-public-universities.html?rref=collection%2Fissuecollection%2FEducation-Life-20161106>>