

Ouvrage coordonné par Joël Cascade



ANGLAIS

10 ANS D'ANNALES CORRIGÉES

aux épreuves d'anglais des
Grandes Écoles Scientifiques



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**X-ENS, Mines-Ponts, Centrale-Supélec, CCP,
E3A, PT, Agro-Véto, ENAC, ICNA, ATS, Louis Lumière**

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Maryse GRÔNE	Lee SMART
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Anne HENRY-CLOUX	Alexandre USEILLE
Gérard HOCMARD	Isabelle VAURIE-DEMANGE
Pierre LACOMBLEZ	Marie-Pierre VAURIE-OLIVARES



Dans la même série

10 ans d'annales corrigées aux concours des Grandes Écoles de commerce, sous la coordination de Joël Cascade, 2016, 528 pages

10 ans d'annales corrigées aux épreuves d'anglais à Sciences Po – IEP Paris-Province, sous la coordination de Joël Cascade, 2018, 355 pages

Remerciements

Je remercie chaleureusement Sarah Loom, anglophone, agrégée en classe préparatoire, pour ses précieuses suggestions lors de la relecture de cet ouvrage.

ISBN 9782340-052772

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32, rue Bargue 75740 Paris cedex 15



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Avant-propos

Cet ouvrage est un « tout-en-un ». Il comprend les sujets intégralement corrigés des concours d'entrée aux Grandes Écoles scientifiques (X-ENS, Mines-Ponts, Centrale-Supélec, CCP, E3A, PT, Agro-Véto, ENAC, ICNA, ATS, Louis Lumière) des dix dernières années (de 2008 à 2018), y compris tous les sujets d'expression écrite. Essentiellement écrit par des professeurs enseignants en classe préparatoire, eux-mêmes souvent membres de jury de concours, voire concepteurs des sujets, cet ouvrage s'adresse aux étudiants de prépas scientifiques.

Tous les corrigés sont annotés et commentés : en thème et version, vous trouverez des annotations permettant de mieux comprendre la traduction proposée. Avant le corrigé de l'expression personnelle, la partie « Analyse du sujet » donne les grandes lignes pour mieux cerner le sujet à traiter.

Nous avons décidé de jouer la carte utile pour les nouveaux préparationnaires en traitant tous les sujets d'un point de vue actuel, c'est-à-dire en intégrant des éléments jusqu'au moment de publication, afin que cet ouvrage soit le plus actualisé possible. Tel est le parti pris de ces annales.

Par ailleurs, afin de montrer qu'il est possible de traiter les sujets d'expression personnelle de façon différente, deux corrigés sont systématiquement proposés pour ces sujets, proposition A et proposition B. Notez que, pour des raisons pédagogiques, ces essais comportent des notes, qui permettent ainsi de développer un point culturel, par exemple, ou de préciser un événement. En effet, ces annales sont, avant tout, un outil de travail que l'étudiant pourra utiliser tout au long de l'année ; c'est pourquoi, tout comme pour les essais, les traductions sont accompagnées de notes grammaticales, lexicales, voire des variantes possibles en contexte. Le jour des devoirs sur table et des concours, il va de soi que le candidat devra proposer une *seule traduction* sans annotation et une expression personnelle *respectant le nombre de mots indiqué* sur le sujet et *sans notes* après l'essai.

Enfin, nous espérons que tout étudiant de classe préparatoire scientifique pourra tirer profit de ces corrigés et que cet ouvrage lui permettra de s'entraîner efficacement aux épreuves d'anglais.

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THÈME

En 2002, l'évaluation des compétences en anglais chez les élèves de 15 à 16 ans dans sept pays européens nous a classés bons derniers. Le fait n'est pas nouveau. On déplore notre retard depuis des années, mais jusqu'ici aucune mesure n'a été efficace.

Aujourd'hui l'Europe ne nous laisse plus le choix. Depuis 2000, les pays membres de l'Union ont adopté un cadre commun afin que tous les petits Européens apprennent à « se débrouiller » dans au moins une langue étrangère. La France se met enfin en conformité avec ces exigences.

La situation n'en est pas moins dramatique, car le marché du travail est déjà largement bilingue. Du haut en bas de la pyramide, et dans tous les métiers, l'anglais est devenu indispensable. Ne pas le maîtriser devient un facteur d'exclusion. La mondialisation galope, et l'anglais gagne tous les jours un peu plus de terrain. Dernier exemple en date : les brevets déposés (1) ne seront plus traduits de leur langue d'origine.

D'après C. Brizard et V. Radier, *Le Nouvel Observateur*, le 25 octobre 2007

Aide à la traduction

(1) brevets déposés = *registered patents*

EXPRESSION ÉCRITE

Rappel

| Ceci n'est pas un exercice de contraction.

There are now an estimated 9 million BlackBerry users worldwide and the number in the UK is rising daily. They'll readily confess their addiction.

I understand these addicts because, briefly, I was one of them. For a few months I became transfixed by the portable email device, my eye returning constantly to it to see if the red light was winking. If it was, the curiosity was unbearable.

Eventually my BlackBerry hit technical trouble and that gave me my chance to escape. And like any reformed addict, I've come to see the full menace of the habit that had me in its grip.

Users boast that once you have a BlackBerry no time is dead time. Ten minutes waiting for a train are no longer lost, but used to plough through the email backlog. I asked one how he would spend those minutes in the past, before he was hooked. "Watching the crowd go by", he said. Moments like that are never wasted; they can be a rare chance to step off the hamster wheel and see the world.

Those are also the moments, I suspect, when an idea comes, when inspiration strikes. Yet now we are living in what the New York Times columnist Thomas Friedman calls the “age of interruption”, in which we “interrupt each other or ourselves with instant messages, email, spam or cellphone rings. Who can think or write or innovate under such conditions?”

“Ah, but my BlackBerry is actually liberating,” says the addict. “It allows me to reduce the mountain of work waiting for me at the office.” Except notice how there’s still plenty for them to do when they get there; if anything, the mountain only seems to get bigger.

A more truthful explanation is that the BlackBerry began as a status symbol. The device suggests indispensability and this is the sensation that hooks the user. Of course I have to be contactable: people need me!

The line you almost never hear is “my employer makes me carry this thing”. The truth is, we’re doing it to ourselves and this is surely the BlackBerry’s most pernicious feature.

Jonathan Friedland, *The Guardian Weekly*, 31 August 2007.

1. Why does the journalist call the portable email device a menace? (70 words minimum)
2. Do you think that modern technologies really facilitate communication? Give examples to illustrate your answer. (110 words minimum)

Proposition de correction

THÈME

Proposition de traduction

In 2002, when the English-language skills of 15-to-16 year-old pupils (1) in seven European countries were tested, France ranked last. This is nothing new. For years, we have been aware (2) that we have fallen far behind but none of the measures taken so far (3) has proved effective.

Today, Europe is no longer leaving us any choice. Since 2000, EU member states have ratified a common framework so that all European schoolchildren learn to get by in at least one (4) foreign language. France is finally complying with these requirements.

However, considering that the job market is already essentially bilingual, the situation is no less cause for concern. From the top to the bottom of the pyramid, and in all lines of work, English has become vital and not being able to speak it means you risk being left out.

Globalisation is advancing ever faster and English is gaining more ground by the day. Consider the latest (5) example: registered patents will no longer be translated from their original language.

Notes de traduction

- (1) Tout ce qui est placé avant le nom fait partie du groupe adjectival, donc est invariant.
- (2) Action commencée dans la passé et poursuivie au moment d'énonciation, donc present perfect, *have + participe passé*.
- (3) Variantes: hitherto, up to now.
- (4) On insiste sur l'unicité, d'où le choix de « one » au lieu de « a », moins précis.
- (5) Différenciez « the last » (le dernier d'une série) de « the latest »(le dernier en date).

EXPRESSION ÉCRITE

1. Why does the journalist call the portable email device a menace? (80 words ± 10%)

Proposition A

The journalist muses on the nefarious habits tied to portable email technology. He writes that, under the pretence that we can catch up with our emails anytime, anywhere, and supposedly reduce office work, we have come to forget that down time was a unique opportunity to see the world and think on our own. Portable email devices lull us into thinking we are vital to those who contact us, whereas in reality the device proves detrimental to our freedom which we have sacrificed on the altar of efficient time-consumption.

(89 words)

Proposition B

The portable email device represents a threat for essentially three reasons. First, it creates the illusion of helping us cope with the huge amount of work that awaits us at the office. It does help us work faster but it also endlessly increases the burden of tasks. Moreover, being available and contactable round-the-clock leads to a constant disruption of the user in his or her activities. Instead of staying focused, and therefore creative and efficient, office workers are interrupted all the time. Lastly, the smartphone traps its users in a virtual world which cuts them off from the real world which was previously a source of inspiration and novelty.

(110 words)

2. Do you think that modern technologies really facilitate communication? Give examples to illustrate your answer. (180 words ± 10%)

Analyse du sujet

Le libellé du sujet sous-entend une remise en question de la capacité réelle des technologies modernes à améliorer la communication. On s'attend à un plan bipartite soulignant dans quelle mesure la communication semble plus facile. Afin de répondre à la question implicite de l'adverbe « really », nuancez cette première approche.

L'écueil principal consisterait à dresser un catalogue des moyens technologiques à disposition sans se poser la question de ce qu'est une vraie communication, ou encore de rédiger une seconde partie en totale contradiction avec le point de vue initial, et fondée sur un contrepied systématique. Il est plus intéressant de réfléchir à ce qui, dans le mode de communication, a changé avec les nouvelles technologies. Temps et distance ont été abolis, mais entretient-on le même type de rapports par écrans interposés ?

Proposition A

Changes in how we communicate and technology have always gone hand in hand. Today's ubiquitous hand-held devices are a game-changer but does technology truly foster communication?

Never before has mankind had so many tools for connecting with each other. Ground-breaking inventions have vastly accelerated the speed of communications while simultaneously reducing their cost. Our time frame has been condensed when compared to the severe limitations of sending a letter. So much is instantly accessible that we forget how people used to get in touch. They had to experience the passage of time, they had to be patient.

Mobile gadgets have an impact on the nature of communication: there has been a steady decline in face-to-face communications and an increased reliance on verbal and written communication through electronic media. The constant threat of interruptions has consequences on how we interact with each other physiologically and psychologically. What happens to communication when face-to-face encounters are rarefied and when real attention of someone in front of you is dwindling? No wonder the term "phubbing" was coined to describe the act of choosing a mobile phone over a person.

Communication is easier, but so is talking at cross purposes.

(197 words)

Proposition B

The means of communication at our disposal have significantly evolved and improved a lot over the last two decades, allowing instant exchanges, visual conversations and conference calls. Yet, communicating more and faster does not necessarily mean communicating better.

Obviously, it has never been easier to keep in touch with friends or relatives, whether they live far away or just round the corner. The mobile phone has made everyone accessible anywhere at any time. This freedom has been heightened by the various means and ways of exchanging at our disposal: giving a call, sending a text message, using emoticons to share our feelings, posting the latest news on social networks or making a quick post on a forum.

However, modern technologies also make it harder to communicate in real life. By dint of getting used to exchanging virtually, people no longer know how to really communicate with each other. Young people are so engrossed in their mobile phones that they are

unable to hold a proper conversation with an adult. Their language is getting poorer and their spelling is deteriorating. Talking behind a screen helps them lose their inhibitions and feel empowered to share their minds, but they can be inarticulate in a formal or professional context.

All in all, even if virtual means of communication help to communicate both more often and more easily, they do not foster rich, authentic and sincere exchanges.

(233 words)

THÈME

Le programme de Barack Obama pour l'environnement est le plus audacieux qu'un candidat à la Maison Blanche ait jamais défendu, mais la situation économique va rendre sa mise en œuvre difficile. Un des premiers tests sera la part faite à la création d'emplois «verts» dans le plan de soutien à l'économie qui pourrait être adopté dès ce mois-ci.

[...]

Au soir de son élection, M. Obama a confirmé la priorité que représente pour lui l'environnement quand il a cité, dans cet ordre, les défis de sa présidence: «Deux guerres, une planète en péril, la pire crise financière depuis un siècle».

[...]

Le président élu considère son projet de développement d'une économie sobre en énergie, qui émettrait, en 2050, 20 % seulement des gaz à effet de serre produits en 1999, comme comparable au projet Apollo d'exploration de la Lune, lancé par John Kennedy au début des années 1960. Ambitieux, il a chiffré à 150 milliards sur dix ans son programme d'investissement sur les énergies renouvelables.

Adapté du *Monde*, novembre 2008

EXPRESSION ÉCRITE

Running dry

Most people may drink only two litres of water a day, but they consume about 3,000 if the water that goes into their food is taken into account. The rich gulp down far more, since they tend to eat more meat, which takes far more water to produce than grain. So as the world's population grows and incomes rise, farmers will – if they use today's methods – need a quarter more water than today to keep everyone fed, according to the International Water Management Institute (IWMI). Yet in many farming regions, water is scarce and likely to get scarcer as global warming worsens. The world is facing not so much a food crisis as a water crisis, argues Colin Chartres, IWMI's director-general.

The solution is more efficient use of water or, as the sloganers put it, "more crop per drop." Some 1.2 billion people live in places that are short of water. Farming accounts for roughly 70% of human water consumption. So when water starts to run out, as is happening in northern China, southern Spain and the western United States, farming tends to offer the best potential for thrift. But governments, whether to win votes or to protect the poor, rarely charge farmers a market price for water. So they are usually more wasteful than other consumers – even though the value they create from the water is often less than households or industry would be willing to pay for it.

The pressing need is to make water go further. Antoine Frérot, the head of Veolia Environment, a French firm, promotes recycling, whereby wastewater is treated until it can be used in industry or agriculture. This costs about a third less than desalination, and cuts pollution. Yet, as he concedes, there are even cheaper ways. As much as 70% of water used by farmers never gets to crops, perhaps lost through leaky irrigation channels or by draining into rivers or groundwater. Investment in drip irrigation, or simply repairing the worst leaks, could bring huge savings. Farmers in poor countries can usually afford such things only if they are growing cash crops. Even basic kit such as small rainwater tanks can be lacking. Yet modest water storage can hugely improve yields in rain-fed agriculture, by smoothing over short dry spells.

The Economist dated 20 September 2008

1. Why, according to the journalist, is there a “pressing need to make water go further”? Answer in your own words.
2. In your opinion, what solutions – individual and collective – can help the world face the growing water crisis?

Proposition de correction

THÈME

Proposition de traduction

Barack Obama's program (1) for the environment is the boldest (2) any presidential candidate to the White House has ever supported (3), but the economic (4) situation is going to make its implementation difficult (5).

One of the first challenges will be the role of the “green” jobs created by the plan to boost (6) the economy which could be adopted as early as this month.

On the evening of his election, Mr Obama reasserted that the environment was a priority for him when he enumerated the challenges of his presidency (7) in the following order: “Two wars, a planet in peril, the worst (8) financial crisis in a century.”

The president-elect (9) considers that his program for the development of a low-energy economy, which, by 2050 would emit only 20% of the greenhouse gases produced in 1999, can be compared to the Apollo project to explore the moon, launched by John Kennedy at the beginning of the 1960s (10). As ambitious as he is, he has estimated that his investment in renewable energies will cost \$150 billion over the next ten years.

Notes de traduction

- (1) Programme (GB), program (US).
- (2) Variante: *audacious*.
- (3) Choix du *present perfect* car idée de bilan ici. Variante: *advocated*.
- (4) Attention à ne pas utiliser **economical*: idée de faire des économies, contrairement à *economic*: lié aux sciences économiques.
- (5) Variante: *make it difficult to implement*.
- (6) Variante: *to bolster*.
- (7) Ne pas séparer le verbe de son complément d'objet direct.
- (8) Ne pas confondre **worse* (comparatif de deux éléments) et *the worst* (superlatif).
- (9) Au moment de la date de parution de l'article, Obama n'a pas encore officiellement pris ses fonctions, d'où le terme *president-elect*.
- (10) Variante: *in the early 1960s*.

EXPRESSION ÉCRITE

1. Why, according to the journalist, is there a “pressing need to make water go further”? Answer in your own words.

Proposition de corrigé

Saving water is becoming a matter of urgency as global warming proves to be more threatening and as the worldwide population keeps on growing. As the number of people increases, the need for meat follows suit, triggering an even higher need for water in the process. Water is therefore becoming scarce in some parts of the globe, essentially because farming requires huge amounts of water, which is all too often wasted through leaks and inefficient drainage. The issue could however be addressed thanks to recycling, which could also curb pollution in its wake.

(91 words)

2. In your opinion, what solutions – individual and collective – can help the world face the growing water crisis?

Analyse du sujet

La question vous invite à partager votre opinion personnelle, il faudra donc vous éloigner des informations données dans le texte pour proposer vos propres connaissances sur le sujet. Il s'agit ici d'évoquer le problème mondial de la crise de l'eau, accentuée par les changements climatiques et l'augmentation démographique. Le sujet précise que le monde doit faire face à ce danger, il faudra donc proposer une réponse qui comprenne des solutions à l'échelle planétaire, autour de deux axes: individuel et collectif.

Proposition A

About 70% of the Earth is covered with water, yet only 3% of it is fresh water. As climate change alters weather patterns, clean water has become a luxury for some people. Meeting current water demand should therefore be a global concern. What is to be done to address water scarcity?

People need to be aware of the current situation and do their part to adopt responsible attitudes, ranging from switching the tap off when brushing their teeth to taking short showers instead of long baths, along with refraining from washing the car when water restrictions are in place.

Governments need to engage and urge citizens to adopt environment-friendly attitudes by imposing higher water tariffs so as to deter excessive water consumption. Education – from kindergarten to high school – is also necessary in order to change mentalities and raise awareness as early as possible.

However nothing can be effective without the creation of a global protocol to define the measures that every country needs to implement. Despite the fact that some decisions were taken in relation to water scarcity, the issue was not as central at the COP21 talks in 2015 as it should have been.

(198 words)

Proposition B

While the threat of “Day Zero” (ie when the South African city of Cape Town expects taps to be turned off and when the inhabitants will have to queue to get water) has been miraculously postponed to 2019, it is still looming and will concern any developed city that does not pay enough attention to the necessity of not wasting drinkable water. Although it cannot be denied that farmers are heavy water consumers, the blame cannot be laid exclusively on them.

Individuals should not wait to be confronted to the extreme situation of Capetonians – who are asked to cap their daily water usage to 50 litres a day – before thinking over their habits. Recycling the water used for dishes and laundry, strategically flushing the toilets, or taking shorter showers are just a few examples of the efforts that can be made on an individual level.

As for governments, their role is also of prime importance, for instance in financing awareness campaigns to make citizens’ behaviour evolve or in offering technical solutions, like building desalination plants in coastal areas to transform the unlimited resource of sea water into drinking water. This works thanks to reverse osmosis, a membrane filtration method used to produce large volumes of water at low cost and with a limited environmental impact.

(215 words)

THÈME

Le moyen le plus efficace d'apprendre le japonais me parut d'enseigner le français. Au supermarché, je laissai une petite annonce : « Cours particulier de français, prix intéressant ».

Le téléphone sonna le soir même. Rendez-vous fut pris pour le lendemain, dans un café d'Omote-Sando. Je ne compris rien à son nom, lui non plus au mien. En raccrochant, je me rendis compte que je ne savais pas à quoi je le reconnaîtrais, lui non plus. Et comme je n'avais pas eu la présence d'esprit de lui demander son numéro, cela n'allait pas s'arranger. « Il me rappellera peut-être pour ce motif », pensai-je.

Il ne me rappela pas. La voix m'avait semblé jeune. Cela ne m'aiderait pas beaucoup. La jeunesse ne manquait pas à Tokyo, en 1989. À plus forte raison dans ce café d'Omote-Sando, le 26 janvier, vers quinze heures.

Amélie Nothomb, *Ni d'Eve ni d'Adam*, 2007.

EXPRESSION ÉCRITE

A one-way trip to Mars

Forty years after the first Moon landing, the dream of going up to the stars has faded.

Clearly, some creative thinking is badly needed if humans are to have a future beyond Earth. What does get people excited is the prospect of a mission to Mars.

There is a way to put humans on Mars with foreseeable technology, and at a fraction of the projected cost. Five years ago I made the radical proposal that a handful of astronauts be sent on a one-way journey to Mars. I am not talking about a suicide mission. With its protective atmosphere, accessible water and carbon dioxide, and significant amounts of methane, Mars is one of the few places in the solar system that could support a human colony.

By eliminating the need to transport heavy fuel and equipment for the return journey, costs could be slashed by 80% or more. The base would be re-supplied from Earth every two years. The ideal astronauts would be scientists and engineers who could serve as trailblazers for the colonisation of a new planet. After a century or two, the colony could become self-sustaining.

I have found no shortage of eager scientists who say they would accept a one-way ticket. So my proposal makes financial and scientific sense, but it leaves us with the key question: why?

A permanent base on Mars would have a number of advantages beyond being a bonanza for planetary science and geology. If, as some evidence suggests, exotic micro-organisms have arisen independently of terrestrial life, studying them could revolutionise biology, medicine and biotechnology.

Mars would also provide an excellent forward base for exploring and mining the asteroid belt, and developing whole new industries. A self-sustaining Mars colony would serve as a “lifeboat” in the event of a global catastrophe on Earth.

Perhaps the best motivation for going to Mars is political. No single nation has either the will or the resources to do it alone, but a consortium could achieve it within 20 years. A worldwide project to create a second home for humankind would be the greatest adventure our species has embarked upon since walking out of Africa.

The Guardian Weekly (25 September, 2009)

1. **What does the project presented in this article consist of? Answer the question *in your own words* (70-120 words).**
2. ***In your opinion*, what are the objections to such a project? Do you agree with these objections? (110-200 words).**

Proposition de correction

THÈME

Proposition de traduction

The most effective (1) way (2) to learn (3) Japanese (4), in my view, was to teach French (5). I left an advert at the supermarket: 'private French lessons (6), attractive price (7).'

The telephone rang the very same evening. We made an appointment (8) for the following day (9) in a café in (10) Omote-Sando. I did not understand his name at all (11), nor did he understand mine (12). When I hung up (13), I realized (14) I would not know how to recognize him (15). Nor would he (16). And as I had not had (17) the presence of mind (18) to ask for (19) his telephone number, the situation had no chance of improving. 'He may (20) call me back for that reason' I thought (21).

He did not call back. His (22) voice had sounded (23) young. That would not help me much. There was no shortage of young people in Tokyo in 1989. Especially in that café in Omote-Sando, on the 26th of January (24) around 3 pm.

Notes de traduction

- (1) *Effective* et *efficient* conviennent tous les deux ici. Notez toutefois la différence de sens entre les deux adjectifs: *effective* (having or producing the desired effect) vs. *efficient* (producing results, usually through a good or economical use of resources).
- (2) Deux points de grammaire délicats ici: le superlatif (le moyen le plus efficace = the most effective way), qu'il ne faut pas confondre avec le comparatif (plus efficace que = more effective than...), puis la place de l'adjectif (ce dernier se place toujours devant le nom en anglais, sauf cas exceptionnels et rares: *the most effective_{adjectif} way_{nom}*).
- (3) Deux constructions possibles: *the way to learn Japanese* ou *the way of learning Japanese*.
- (4) Ne pas oublier la majuscule aux adjectifs de nationalité en anglais (*Japanese*). La règle est facile à retenir: tous les mots de nationalité en anglais prennent une majuscule, qu'il

s'agisse d'adjectifs ou de noms (ceux qui renvoient aux citoyens (*the English* = les Anglais) ou ceux qui réfèrent aux langues (*English is a Germanic language*)).

- (5) Variante pour cette première phrase : *It seemed to me that the most effective way of learning Japanese was to teach French.*
- (6) Variante : *private French tuition*. *Tuition* est un nom indénombrable singulier et ne prend donc pas de « s » de pluriel.
- (7) Évitez absolument le calque lexical **interesting price*. La collocation la plus pertinente ici est *attractive price*. Variante : *competitive rates*.
- (8) L'étoffement avec l'ajout d'un verbe est plus idiomatique qu'une traduction littérale : *we arranged to meet*. Notez également que *a date* décrit un rendez-vous amoureux, *an appointment* est plus approprié ici puisqu'il s'agit d'un cours particulier.
- (9) Variantes : *the day after*, *the next day*. Notez que *tomorrow* (= demain) ne convient pas ici car le repérage n'est pas dans le présent, mais dans le passé (le lendemain).
- (10) Préférez une préposition spatiale (*in*) à une traduction littérale avec *of*. C'est souvent le cas en anglais, qui est une langue concrète.
- (11) Impossible de traduire littéralement. *His name* devient le COD de *understand* et « ne rien comprendre à quelque chose » est traduit grâce à *not [...] at all*.
- (12) Point de grammaire délicat pour la traduction de « lui non plus au mien ». Il y a deux possibilités : soit avec *nor* ou *neither* qui se mettent alors en début de phrase et qui sont toujours suivis d'une inversion (*nor/neither + auxiliaire + groupe nominal sujet...*), soit avec *not... either*, mais en respectant l'ordre canonique en anglais S-VB-COD (*he did not understand mine either*). Notez que la présence de « au mien » rend l'étoffement VB + COD (*understand mine*) presque obligatoire (même si *nor/neither did he mine* reste possible). Toutefois, ce n'est pas le cas dans les exemples plus classiques (« lui non plus », « moi non plus ») : il n'a pas de voiture, moi non plus = *he has not got a car, nor/neither have I*.
- (13) Évitez le calque du participe présent (*while hanging up*) qui alourdit la phrase et préférez traduire par un verbe conjugué (*when I hung up/As I was hanging up*). Variante : *As I rang off*. Notez qu'il s'agit à chaque fois de verbes irréguliers : *to hang up, hung up, hung up et to ring off, rang off, rung off*.
- (14) Variante : *it occurred to me that I did not know...*
- (15) Plusieurs variantes : *I realized I had no element to recognize him, I realized I had no idea how I would recognize him, I realized I did not know how I would recognize him*. Sur les deux dernières variantes, respectez la concordance des temps avec *would*, l'extrait étant au passé : **how I will recognize him*.
- (16) Même remarque qu'à la note (12).
- (17) Attention au temps : le plus-que-parfait (« je n'avais pas eu ») signale ici l'antériorité par rapport au repère passé du texte. On traduit alors par un *past perfect* en anglais (*I had not had*).
- (18) Variante : *I had not thought of asking for his telephone number*.
- (19) Ne pas oublier la préposition *for* après *ask*. Certains verbes, comme *ask, pay*, ou encore *wait* sont suivis de la préposition *for* lorsque le COD décrit ce que l'on veut obtenir. Notez les différences de sens entre les phrases suivantes : *I asked a question* = j'ai posé une question (je ne veux pas obtenir une question), *I asked for information* = j'ai demandé des renseignements (je veux obtenir des renseignements).
- (20) Pensez à l'auxiliaire de modalité *may* pour traduire les adverbes qui décrivent la probabilité comme « peut-être ». Notez que *may* traduit également l'idée de futur (« il me rappellera »). Sans le recours à *may*, on aurait eu un futur avec *will* (*he will maybe call me back*).

- (21) Pensez à rétablir l'ordre normal d'une phrase en anglais, à savoir Sujet-Verbe-(COD): *I thought.*
- (22) Ne pas oublier l'adjectif possessif *his* devant le nom *voice*. En anglais, les noms qui décrivent une partie du corps sont précédés d'un adjectif possessif qui renvoie au possesseur (il haussa les épaules = *he shrugged his shoulders*) alors qu'en français, on utilise généralement un adjectif défini (le, la, les). Il y a une exception cependant, quand le déterminant est précédé d'une préposition en anglais, on conserve l'article défini: il prit l'enfant par la main = *he took the child by the hand.*
- (23) Variante: *his voice had seemed young*. Le verbe *sound* est plus précis que *seem* car il permet d'insister sur le fait que la voix paraissait jeune lorsqu'on l'entendait. On aurait la même possibilité de nuance si c'était la vue, et non plus l'ouïe, qui était sollicitée: elle paraît fatiguée (physiquement) = *she looks tired.*
- (24) Variante: *on January 26*. Ne pas oublier la majuscule aux noms de mois en anglais (*January*). Idem pour les noms qui renvoient aux jours de la semaine (*Monday, Tuesday...*).

EXPRESSION ÉCRITE

1. **What does the project presented in this article consist of? Answer the question in your own words.**

Proposition de corrigé

In order to rekindle worldwide interest in space exploration, the columnist suggests a novel idea, namely sending astronauts to Mars and in the long run establishing a permanent colony there. He particularly insists that these astronauts would not be given the possibility of a return journey. This offers many advantages: the absence of a two-way trip will lower the cost of the mission; a constant human presence on Mars will expand scientific knowledge; Mars could also become a haven for mankind should a major disaster on Earth occur.

(87 words)

2. **In your opinion, what are the objections to such a project? Do you agree with these objections? (110-200 words).**

Analyse du sujet

La seconde question du sujet invite le candidat à donner son opinion sur le projet décrit dans l'article. Le candidat doit donc s'efforcer de mettre en lumière les points négatifs de la mission, et ce, même s'il reste personnellement favorable au projet. Plusieurs pistes et questions sous-jacentes se dessinent : est-ce un projet matériellement faisable (transport, vie sur mars...) ? Le coût serait-il si anodin ? Qu'en est-il du point de vue éthique ? (1) L'organisation de la réponse peut suivre l'ordre des deux questions initiales (1. les objections, 2. les objections des objections), mais afin de contourner ce plan simpliste, il est également possible de proposer une présentation plus thématique (l'aspect matériel, le coût financier, les questions éthiques...) et de peser à chaque fois le pour et le contre.

Proposition A

The objections against this mission are manifold – biological, material, financial, and so on.

Chief among them are the impacts of a prolonged stay in space: how will astronauts' bodies react to living conditions on Mars? Granted, scientists are aware of such limits as astronaut Scott Kelly's experiment suggests: in 2016, he spent 340 days aboard the International Space Station to examine how his own body would react to such living conditions. Yet, further research is still required. Likewise, scientists still need to develop a spacecraft capable of carrying a crew on long trips such as those to Mars.

More, however low-priced the project sounds at first, will countries be eager to spend large amounts of money on it, especially in times of economic recession and when space exploration has been stalling for some years now? The money poured into the mission could arguably be spent elsewhere: why not use it to help save our planet instead of attempting to establish a colony on another planet should a global disaster happen here?

Yet, scientific research must be as innovative as possible for the benefit of mankind. Mere material and economic considerations should probably not be obstacles to its development.

(198 words)

Notes

- (1) An interesting article published on the Huffington Post website on 03/03/2016 could provide the reader with useful ideas: http://www.huffingtonpost.fr/2016/03/03/home-mars-obstacles-nasa-solutions-voyage_n_9372494.html (retrieved on 10/01/2018).

Proposition B

The Mars One project implies that the humans sent to the Red Planet would stay there. Many have objected to it on several grounds.

In view of the hostile environment on Mars, MIT expressed doubts as to the feasibility of supporting a colony using current technology, quoting the obvious hurdles of excessive oxygen produced when growing crops, of spare parts sent from Earth, of the weak gravitational atmosphere, and the radiation and temperature levels. To overcome these obstacles, terraforming studies are under way but colonising Mars is still considered as a highly complex mission.

Regardless of logistics or methodology, would the aim be ethical? While President Kennedy's setting a new frontier and a new challenge was in keeping with a politically-oriented dream of space conquest, Mars One implies that Earth will no longer be able to sustain life. Setting up a permanent colony to expand our reach into space would amount to escapism, or to dodging the environmental and man-made challenges that may blight our Earth-bound future. It is inherently human to express desire for adventure, but doing so, should man risk exacerbating existing detrimental processes such as economic inequality and environmental degradation?

(193 words)

Sujet

4

CCP LV2 2010

SESSION 2010

LVF0005



EPREUVE COMMUNE FILIERES MP - PC - PSI - TSI - TPC

LANGUE VIVANTE FACULTATIVE

ANGLAIS - ALLEMAND - ARABE - ESPAGNOL - ITALIEN -
PORTUGAIS - RUSSE

Epreuve obligatoire pour l'EEIGM Nancy (Filières PC et PSI)

Durée : 1 heure

N.B. : *Si un candidat croit repérer ce qui paraît être une erreur d'énoncé, il le signalera par écrit :*

- en cochant la case 40 A (1ère ligne)
- en expliquant au verso de la grille réponse les raisons des initiatives qu'il a été amené à prendre et poursuivra normalement son épreuve.

INSTRUCTIONS GÉNÉRALES

Définition et barème :

QCM en trois parties avec quatre propositions de réponse par item.

- | | |
|---------------------------------------|---------------------------------|
| I. <u>Compréhension</u> : | 12 questions (10 points sur 20) |
| II. <u>Lexique</u> : | 12 questions (5 points sur 20) |
| III. <u>Compétence grammaticale</u> : | 15 questions (5 points sur 20) |

Réponse juste : +3

Pas de réponse : 0

Réponse fausse ou réponses multiples : -1

Instructions :

Lisez le texte et répondez ensuite aux questions.

Choisissez parmi les quatre propositions de réponse (A, B, C ou D) celle qui vous paraît la mieux adaptée. Il n'y a qu'une seule réponse possible pour chaque item.

Reportez votre choix sur la feuille de réponse.

ANGLAIS

AT THE BORDER BETWEEN POLITICS AND THRILLS

- The current crop of American films dealing with immigration is as varied as the immigrant experience itself: an ensemble melodrama about illegal aliens in Los Angeles (the recent “Crossing Over”), a quiet story of a Dominican baseball player in the minor leagues in Iowa (next month’s “Sugar”). But there are a pair that could be considered movies without borders.
- 5 Both are Spanish-language features shot in Mexico by first-time American directors, and both are ambitious hybrids: socially conscious films in the form of brash genre entertainments.
- Cary Fukunaga’s “Sin Nombre,” which had its premiere at the Sundance Film Festival in January and opens on Friday, combines elements of a chase movie, a gangster flick and a tragic western with the specific plight of Central American immigrants making their way
- 10 across the Mexican countryside toward the United States border. Alex Rivera’s “Sleep Dealer” (April 17), which was shown at Sundance last year, is a science fiction parable set in a near-future Mexico, where concepts of migration and labor mobility are reinvented by cutting-edge technology.
- Mr. Fukunaga’s film was indirectly inspired by the nation’s deadliest human trafficking case,
- 15 which left 19 immigrants dead after they were abandoned in a sealed trailer in South Texas in 2003. He was a graduate film student at New York University at the time. Driven to visualize the horror of the incident – to “imagine what it was like in that trailer,” he said – he made a 13-minute film, [...] which won a prize at Sundance and a Student Academy Award.
- In researching his short Mr. Fukunaga, a California native of Japanese and Swedish descent,
- 20 acquired a more expansive picture of migrant flows to the United States. “The way I’d viewed immigration was strictly from the U.S.-Mexican border, and I’d never considered what it could be like from farther away,” he said. He learned of Central Americans who made the perilous trip north across multiple borders, riding freight trains through Mexico, and realized that this arduous journey could be a compelling backbone for a feature film.
- 25 He traveled repeatedly to Mexico, Guatemala, El Salvador and Honduras. His first trip was to Chiapas, the southernmost state in Mexico, which shares a border with Guatemala. With the help of a friend’s father, a journalist in Mexico, he contacted border police officers and social workers, who in turn put him in touch with gang members, both in prison and on the streets, who had a hand in immigrant smuggling. He visited the train yards where immigrants would
- 30 gather, waiting to hop the freights at night, and the shelters that housed those who were injured on the journey.
- And from almost everyone he talked to, he said, he heard “horrific stories” of exploitation, corruption and brutality. [...]
- Not content with his interviews Mr. Fukunaga decided to ride the trains himself, partly to help
- 35 allay his queasiness about potential exploitation. “I was making a film about people’s misery,” he said. “I didn’t want to talk about things I didn’t know firsthand.”
- Disregarding the warnings of the friends who had accompanied him, he boarded a northbound train packed with immigrants in the Mexican town of Tapachula. A few hours into the journey
- 40 gunshots rang out in the next car, along with shouts of “bandilla” (bandit). The next morning he discovered that a young Guatemalan had been shot for refusing to turn over his money. [...]
- Mr. Fukunaga takes pride that “Sin Nombre,” which won the directing and cinematography prizes at Sundance, is rooted in thoroughly researched particulars, many of which will be evident only to Spanish-speaking viewers. He was careful to get regional accents right and to use the specific argot of the gang members, whom he grilled about their familial dynamics, a

- 45 line of questioning that he said annoyed some of them. [...]
- To the extent that "Sin Nombre" has a message, Mr. Fukunaga said, he hopes it is an "anti-isolationist" one. "Americans think we're so far away from the world," he said. "But this is a North American story. It's not so exotic. And it obviously has an impact here every day. Look right there" – he pointed to the open kitchen of the Manhattan restaurant where the interview 50 was being conducted, staffed mainly by Latino workers – "that's where it's happening." [...]
- Alex Rivera's "Sleep Dealer," which won the screenwriting award at Sundance last year [...] as well as the festival's Alfred P. Sloan Prize for the best film dealing with science or technology, envisions a future in which would-be immigrants remain south of the border and use network-connected robots to beam in their services.
- 55 "Their labor comes without their body," Mr. Rivera said. "The idea struck me as a reflection on outsourcing, a reflection on the position that immigrants have in this country today, where they're made invisible from the political system."
- Mr. Rivera, who studied political theory at Hampshire College, has been active in immigrant rights groups over the years. His father came to the United States from Peru, and many 60 members of his extended family are immigrants.
- "Sleep Dealer" is his first feature, but he has been making experimental shorts and documentaries since the 1990s. His previous film, [...] called "The Sixth Section," was about a community of migrants in upstate New York rebuilding their village in Puebla, Mexico, from afar – a real-life microcosm of the world of "Sleep Dealer," in which people are, as Mr. 65 Rivera put it, "connected by technology but divided by borders." [...]
- Like Mr. Fukunaga, Mr. Rivera was looking less to advance a political message than to foster a general open-mindedness. For all its newfangled trappings "Sleep Dealer" reasserts a narrative as old as this country.
- "I believe the American story is that this is a nation of immigrants," Mr. Rivera said. "That's 70 more powerful than the story that people who come here are threats."

Dennis LIM
The New York Times, March 15, 2009
(abridged and adapted)

I. COMPRÉHENSION

Choisissez la réponse qui vous paraît la plus adéquate en fonction du sens du texte.

1. From lines 1-2, it should be understood that:
 - (A) Though diverse, American films about immigration are usually bad.
 - (B) American films do not give an accurate picture of the immigrant experience.
 - (C) American films have recently started to give a different picture of the immigrant experience.
 - (D) In their diversity today's American films about immigration reflect the immigrant experience.
2. From lines 2-3, it should be understood that:
 - (A) "Crossing Over" is a film about migrant extraterrestrial creatures.
 - (B) "Crossing Over" is a melodrama set in Los Angeles.
 - (C) "Crossing over" is a new TV series about illegal immigrants.
 - (D) "Crossing over" is a musical set in the near-future.
3. From line 5, it should be understood that:
 - (A) It is the first time an American film has been shot in Mexico and in Spanish.
 - (B) The films were shot in Spanish and in Mexico by Americans directing for the first time.
 - (C) It was the American directors' first Spanish-language film.
 - (D) The films were shot in the United States by Mexican directors.
4. From line 16, it should be understood that:
 - (A) In 2003, he graduated in film studies.
 - (B) In 2003, he entered New York University.
 - (C) In 2003, he was studying cinema.
 - (D) In 2003, he left New York University.
5. From the fourth paragraph, it should be understood that:
 - (A) Mr. Fukunaga researched for his short by flying to Central America.
 - (B) While researching for his short, Mr. Fukunaga got the idea to make a full-length film on this dangerous trip north.
 - (C) Mr. Fukunaga's mixed origins helped him understand migrant experience.
 - (D) When looking for funds for his short, Mr. Fukunaga realized how expensive a longer film could be.
6. From lines 34 to 36, it should be understood that:
 - (A) Mr. Fukunaga was not happy with his interviewers.
 - (B) The interviews were not enough to satisfy Mr. Fukunaga's desire to find out by himself.
 - (C) Uneasy with the possible use of his work, Mr. Fukunaga decided to assume control on his own.
 - (D) Mr. Fukunaga decided to board trains in order to find potential financial support for his project.
7. From lines 41 to 43, it should be understood that:
 - (A) Mr. Fukunaga is proud that his film is based on true stories.
 - (B) Mr. Fukunaga is proud that the interviews will only be understood by a Spanish-speaking audience.
 - (C) Mr. Fukunaga is proud that his film won two prizes at Sundance.
 - (D) Mr. Fukunaga is proud that his film gives an accurate and detailed picture of the people the movie is about.

8. From lines 43 to 45, it should be understood that:
- (A) During the interviews, Mr. Fukunaga refused to use the gang members' argot.
 - (B) During the interviews, Mr. Fukunaga tried to make fun of the interviewees.
 - (C) During the interviews, Mr. Fukunaga repeatedly asked questions that annoyed some interviewees.
 - (D) During the interviews, Mr. Fukunaga was threatened with being chopped up.
9. From lines 51 to 54, it should be understood that:
- (A) Mexicans who would like to stay in their country are forced to cross the border by robots.
 - (B) Thanks to technology, Mexicans hoping to cross the border work for the United States in their own country.
 - (C) Mexicans refused immigrant status and enjoy working for the United States without crossing the border.
 - (D) Mexicans are helped crossing the border by robots in order to avoid being caught by the computerized police force.
10. From lines 62 to 65, it should be understood that:
- (A) "The Sixth Section" tells the story of migrants returning to their village in Mexico after a very long and enriching trip.
 - (B) "The Sixth Section" is about the journey of a whole Mexican village to upstate New York.
 - (C) "The Sixth Section" documents the experience made by migrants who rebuilt their home Mexican village from the United States.
 - (D) "The Sixth Section" is about migrants rebuilding their village in upstate New York who suffered from segregation by the local population.
11. From lines 66-67, it should be understood that:
- (A) Mr. Rivera aimed more at promoting and stimulating tolerance than at delivering a political message.
 - (B) Mr. Rivera failed to deliver a convincing political message because of a biased approach.
 - (C) Mr. Rivera's political message is weaker because of his unprejudiced vision.
 - (D) Mr. Rivera's main concern was to expose a supposedly tolerant attitude which acts as a brake upon political awareness.
12. From lines 67-68, it should be understood that:
- (A) Thanks to its use of advanced technology "Sleep Dealer" succeeds in modernizing this kind of story.
 - (B) Whatever its innovation and exuberance "Sleep Dealer" retells the founding tale of the nation.
 - (C) "Sleep Dealer" falls into various traps which prevents it from renewing the genre.
 - (D) Despite its innovative extravagance "Sleep Dealer" fails to renew an eternal narrative.

II. LEXIQUE

Choisissez la réponse qui vous paraît la plus appropriée en fonction du contexte.

13. “crop” (*line 1*) means:

- (A) trend
- (B) quality
- (C) output
- (D) downturn

14. “flick” (*line 8*) means:

- (A) flop
- (B) storyboard
- (C) hero
- (D) film

15. “plight” (*line 9*) means:

- (A) flight
- (B) struggle
- (C) desperate situation
- (D) exile

16. “parable” (*line 11*) means:

- (A) B film
- (B) musical
- (C) remake
- (D) moral tale

17. “cutting-edge” (*line 13*) means:

- (A) most advanced
- (B) extremely ingenious
- (C) breathtaking
- (D) visionary

18. “trailer” (*line 15*) means:

- (A) train
- (B) truck extension
- (C) boat
- (D) engine

19. “freight” (*line 23*) means:

- (A) fast
- (B) slow
- (C) merchandise
- (D) refrigerated

20. “firsthand” (*line 36*) means:

- (A) directly
- (B) initially
- (C) quickly
- (D) thoroughly

21. “northbound” (*line 37*) means:

- (A) travelling towards the north
- (B) run by a northern company
- (C) travelling a way from the north
- (D) full of Northerners

22. “turn over” (*line 40*) means:

- (A) steal
- (B) hide
- (C) give
- (D) pick up

23. “outsourcing” (*line 56*) means:

- (A) subcontracting to another company
- (B) making someone feel like an outcast
- (C) bringing migrants into the United States
- (D) sending migrants back to Mexico

24. “feature” (*line 61*) means:

- (A) crowd puller
- (B) prize
- (C) success
- (D) film

III. COMPÉTENCE GRAMMATICALE

Parmi les quatre phrases proposées, choisissez celle qui est grammaticalement correcte.

25.

- (A) Older the dads were, worse the children were doing.
- (B) Older the dads were, the worse the children were doing.
- (C) The older the dads were, worse the children were doing.
- (D) The older the dads were, the worse the children were doing.

26.

- (A) A \$20 million architectural gem of museum is under construction.
- (B) A \$20 millions architectural gem of museum is under construction.
- (C) A \$20 million architectural gem of a museum is under construction.
- (D) A \$20 millions architectural gem of a museum is under construction.

27.

- (A) "Man with clear conscience probably has a poor memory", an old adage says.
- (B) "The man with clear conscience probably has a poor memory", an old adage says.
- (C) "Man with a clear conscience probably has a poor memory", an old adage says.
- (D) "The man with a clear conscience probably has a poor memory", an old adage says.

28.

- (A) The idea is not as far-fetched like it might seem.
- (B) The idea is not as far-fetched as it might seem.
- (C) The idea is not as far-fetched than it might seem.
- (D) The idea is not as far-fetched that it might seem.

29.

- (A) A sign that consumption has hit bottom may come when the savings rate was beginning to flatten.
- (B) A sign that consumption has hit bottom may come when the savings rate begins to flatten.
- (C) A sign that consumption has hit bottom may come when the savings rate will begin to flatten.
- (D) A sign that consumption has hit bottom may come when the savings rate would begin to flatten.

30.

- (A) It was only eight years ago that one in five of the region's jobs vanished.
- (B) It was only eight years ago that one five of the region's jobs vanished.
- (C) It was only eight years ago that one in five in the region's jobs vanished.
- (D) It was only eight years ago that one five in the region's jobs vanished.

Parmi les quatre solutions proposées, choisissez, pour chacun des énoncés lacunaires suivants, celle qui vous paraît le compléter correctement.

31. Henri resides in Berg, north of the capital.

- (A) hour drive
- (B) hour's drive
- (C) an hour drive
- (D) an hour's drive

32. The global economic downturn will probably make China an even stronger economic competitor than it

- (A) be.
- (B) was.
- (C) been.
- (D) would be.

33. China is behind the United States and Japan.
(A) the world's largest third economy
(B) the world's third-largest economy
(C) the largest world's third economy
(D) the world's largest-third economy
34. The only function of economic forecasting is to make astrology respectable.
(A) look
(B) to look
(C) looking
(D) looked
35. Suppose last night you had two dreams. those dreams would you consider meaningful?
(A) What of
(B) Which of
(C) Of what of
(D) Of which of
36. For each rise of, the risk of a headache rose 7.5 percent.
(A) 5 degree Celsius
(B) 5 degrees Celsius
(C) 5 Celsius degree
(D) 5 Celsius degrees
37. The debate began not long after he the throne in 2000.
(A) ascend
(B) ascends
(C) has ascended
(D) ascended
38. Researchers have now shown experimentally that is physically exhausting.
(A) mental work
(B) a mental work
(C) the mental work
(D) mental works
39. With "Ratatouille", analysts fretted about moviegoers would go to see a movie about a rat in the kitchen.
(A) whoever
(B) whatever
(C) whichever
(D) whether

Fin de l'énoncé

NB : Seules les questions délicates font l'objet de remarques.

Proposition de correction

COMPRÉHENSION

1. d; 2. b; 3. b; 4. c; 5. b; 6. b; 7. d; 8. c; 9. b; 10. c; 11. a; 12. b.

LEXIQUE

13. c; 14. d; 15. c; 16. d; 17. a; 18. b; 19. c; 20. a; 21. a; 22. c; 23. a; 24. d.

Remarques

13. « crop » signifie : culture (« GM crops » est un synonyme fréquent de « GMOs »), récolte, moisson. Il s'agit ici d'une métaphore : les dernières productions...
14. « flick » est un équivalent, plutôt britannique, de « film », tout comme « feature » (question n° 24); et de l'américain « movie ».

17. A la pointe de la technologie; proche de « state of the art », « very sophisticated ».
18. Un beau piège, car dans le vocabulaire cinématographique « trailer » peut désigner une bande-annonce, mais ici le contexte nous indique qu'il s'agit plutôt d'une caravane: l'anglais sera « caravan », mais l'équivalent américain « trailer ».
19. « Freight » : le fret; « a freight train » = un train de marchandises.
21. Du verbe « to bind », lier: à destination du nord. Ceux qui connaissent la ligne Circle du métro de Londres savent que les trains sont soit « northbound », soit « southbound ». Lorsque l'on prend un train ou un autocar (« coach ») pour rentrer chez soi, on est « homebound »...

COMPÉTENCE GRAMMATICALE

25. d; 26. c; 27. d; 28. b; 29. b; 30. a; 31. d; 32. b; 33. b; 34. a; 35. b; 36. b; 37. d; 38. a; 39. d.

Remarques

25. dans les structures d'accroissement parallèle l'article « the » et le comparatif sont obligatoires.
28. « Far-fetched » : tirée par les cheveux. le comparatif d'égalité se construit avec AS (ou SO) + adj + AS
30. « Un sur cinq » se dit soit « One in five » ou « One out of five ».
34. Avec « to make » la structure causative est « to **make** sthg/sby + **BV** + Cpt »

THÈME

Royaume de la presse à scandales, la Grande-Bretagne est en ébullition. De la couleur de la robe de mariage à la destination du voyage de noces, les sujets de Sa Majesté veulent connaître le moindre détail du mariage du prince William et de sa petite amie Kate Middleton. Depuis mardi dernier et l'annonce de l'événement, pas un jour ne passe sans que les journaux nationaux n'évoquent leur union, prévue dans le courant 2011. Mercredi, tous – sauf The Independent – avaient consacré leur une à la nouvelle. Un tsunami médiatique déchaînant la frénésie : les bookmakers parient déjà sur le lieu et la date du mariage et les Anglaises décortiquent le style vestimentaire de Lady Kate...

Le Premier ministre David Cameron est sans doute l'un des premiers à se réjouir. Le jour de l'annonce, mardi dernier, il est même apparu au perron du 10 Downing Street pour saluer « cette nouvelle vraiment sensationnelle », proposant même que le jour du mariage soit décrété férié.

D'après Direct Matin, 22 novembre 2010.

EXPRESSION ÉCRITE

American Dream

When I was growing up in India in the 1970s, everyone around me was fascinated by the American Dream, whether they admitted it or not. Of course, the 1970s were actually tough times in America – stagflation, malaise, the aftermath of Vietnam and Watergate – but they were brutal in the rest of the world. Hyperinflation racked most third-world countries; coups and martial law were familiar occurrences. Set against this atmosphere of despair, the U.S. looked like a shining city on a hill.

A few years later, when I got to America on a college scholarship, I visited college friends in their hometowns and was struck by the spacious suburban houses and the gleaming appliances – even when their parents had simple, modest jobs. The modern American Dream, for me, was this general prosperity and well-being for the average person. European civilization had produced the great cathedrals of the world. America had the two-car garage. And this middle-class contentment created a country of optimists. with a sunny attitude toward life that was totally refreshing.

But when I travel from America to India these days, it's as if the world has been turned upside down. Indians are brimming with hope and faith in the future. After centuries of stagnation, their economy is on the move. The whole country feels as if it has been unlocked. Meanwhile, in the U.S., the mood is sour. Americans are glum, dispirited and angry. The middle class, in particular, feels under assault. In September, a poll showed that 63% of Americans do not think they would be able to maintain their current standard of living. People are strikingly fatalistic about their prospects. The can-do country is convinced that it can't.

Americans have good reasons to worry. We have just gone through the worst recession since the Great Depression. Some experts fear that we are in the midst of not a cyclical downturn but a structural shift, one that poses huge new challenges to the average American job, pressures the average American wage and endangers the average American Dream. The middle class, many Americans have come to believe, is being hollowed out.

Adapted from *TIME*, November 1, 2010

1. Explain, *in your words*, why the author feels that “the world has been turned upside down” (70-120 words)
2. *In your opinion*, with all the problems they are facing, can Americans still believe in the American Dream? Illustrate your answer with relevant examples. (110-200 words)

Proposition de correction

THÈME

Proposition de traduction

Great Britain, which is the kingdom of the gutter press (1), is bubbling over with excitement / is in a flurry. Her Majesty's subjects want to know about every single detail of the wedding of Prince William (2) and his girlfriend Kate Middleton, from the colour of the wedding dress to the honeymoon destination. Since the event was announced, last Tuesday, hardly a day has passed (3) without national newspapers mentioning the marriage, (4) which is due / expected to take place in 2011. On Wednesday, all of them – except The Independent (5) – dedicated their front pages to this piece of news. (6) The media tsunami (7) has unleashed a frenzy – bookmakers / bookies are already betting on the date and place of the wedding, while British women are minutely examining / are scrutinizing Lady Kate's way of dressing. (8)

Prime Minister David Cameron (2 bis) / The Prime Minister, David Cameron, is no doubt one of the first to rejoice over the event. (9) On the day the announcement was made, (10) last Tuesday, he even appeared on the doorstep / threshold of Number 10 Downing Street to hail the news as “truly sensational”, (11) going as far as to suggest making the wedding day a national holiday. (12)

Adapted from *Direct Matin* (5), Nov. 22nd, 2011

Notes de traduction

Ce texte nous invite à mémoriser le vocabulaire de la famille, des événements festifs, de l'habillement, des médias « people »... et prouve qu'une connaissance de l'actualité internationale est bien attendue des candidats.

- (1) ou: where the gutter press thrives.
- (2) (2 bis) Article zéro devant les titres suivis d'un nom: Ø Queen Elisabeth; mais: The Queen Ø was not amused.
- (3) « Since » marque le début de la durée; il faut exprimer le lien passé-présent à l'aide d'un present perfect.
- (4) « without » exige le gérondif: « he left without our knowing »; on ne redouble pas le « n » de mention.
- (5) Il faut penser à souligner les titres des journaux, magazines, œuvres...
- (6) Une nouvelle: a piece of news. Malgré le « s » le nom est singulier: « no news is good news. »
- (7) l'adjectif « médiatique » est rendu par un nom: « media » (transposition).
- (8) « Minutely », dérivé de l'adjectif « minute » [marnut]: de manière minutieuse, très détaillée. Les points de suspension, rares en anglais, ne seront pas conservés.
- (9) ou: to be pleased with the event; attention à la préposition spécifique à chacune des expressions.
- (10) Le relatif qui renvoie à un élément temporel comme « day » peut être when, that, Ø, mais jamais *where.
- (11) To hail sthg/sby as: saluer quelqu'un/qch. comme...
- (12) Avec « to suggest » il est également possible de recourir au subjonctif: « that the day of the wedding be made/declared/decreed a national holiday/a bank holiday ».

EXPRESSION ÉCRITE

1. Explain, in your words, why the author feels that “the world has been turned upside down” (70-120 words)

Proposition de corrigé

The author is amazed at the reversal that the two parts of the world that he or she knows have recently undergone. On the one hand India has gradually grown from a century-old stagnation and a third-world economy into an emerging market, which has kindled hope and optimism among the population, whereas the US economy has been hit very hard by the 2008 recession and no longer offers the healthy, attractive appearance, nor the bright prospects usually associated with the words “American Dream”.

This contrast shows particularly in the middle class since the “average American” has come to feel that the comforts of modern life and general prosperity may well belong to a bygone age if the crisis proves to be structural.

(122 words)

2. In your opinion, with all the problems they are facing, can Americans still believe in the American Dream? Illustrate your answer with relevant examples. (110-200 words)

Analyse du sujet

De nombreuses études récentes (notamment *The Great Stagnation* de Tyler Cowen, 2010, et *Coming Apart*, par Charles Murray, 2012) soulignent que la société américaine se solidifie (moins de mobilité, hausse des loyers) et que l'écart se creuse entre les riches et les classes moyennes.

Si l'on mentionne de plus en plus souvent le « rêve canadien » ou le « rêve australien » pour les jeunes diplômés (européens en particulier), le rêve américain existe toujours pour les réfugiés du Moyen-Orient et les migrants d'Amérique centrale mais on frôle ici le hors-sujet (« can Americans still believe... »)

La devise électorale de Donald Trump en 2016 doit naturellement être mentionnée (M.A.G.A.) ; celle qui semble avoir été choisie pour la campagne électorale de 2020 montre que Trump, à la différence de nombre de ses concitoyens, croit fermement au rêve américain : K.A.G. pour « Keep America Great »...

Proposition A

Many articles and essays have been published lately about the American Dream coming to an end. Despite a record low unemployment rate (under 4% in April 2018), the US economy has undeniably been hit by a deterioration in job opportunities, with short-term contracts on the rise. Americans are also less mobile and the car culture has been replaced with the fetishisation of mobile phones and the ubiquity of the Internet. Moreover, although visionary entrepreneurs – Elon Musk (Tesla Motors) or Jeff Bezos (Amazon) – are shaping our future, the number of new businesses has declined since the 1990s.

If Oprah Winfrey is indeed an inspiration for African Americans, it is more difficult to believe in the “rags to riches” stories of such role models as Arnold Schwarzenegger or Sylvester Stallone; furthermore, the rise in “deaths of despair” among the middle class together with the impression that higher education is too expensive for them are definitely undermining the Dream. Finally, by making it harder for illegal migrants – particularly those who were brought illegally into the US as children, the “Dreamers” – to obtain American citizenship, the Trump administration may cause disappointment among many.

Paradoxically enough, a large part of the Americans who undoubtedly believe in renewing the American Dream seem to be the white poor who voted for the current president – whose slogan was “Make America Great Again”.

(221 words)

Proposition B

The American Dream has become synonymous with a national narrative in which you can rise from rags to riches, but does it withstand analysis?

The United States has built itself on the idea that everybody is allowed to have their share of a country of plenty, a land “of milk and honey”, in which the Puritan work ethic both fosters and justifies individual achievement. Horatio Alger’s writings and Silicon Valley 2.0 success stories pinpoint that America is a place where great strides can be made in a single generation, and where material comfort and moral backbone are not at loggerheads.

Nevertheless, economists agree, the middle class has shrunk in size and income, while the recession has led to a downturn in competition and economic mobility for parents and for their children. College education is a remote dream when student debt goes beyond the-one-trillion dollar mark. Michael Harrington had already put poverty center stage back in 1962, writing that “those who are denied the minimal levels of health, housing, food, and education” accounted for 40-50 million. Today, rising income inequality and stagnant real wages mean that working one’s way out of poverty is more of an uphill battle.

(198 words)

Sujet

6

CCP LV2 2011

CONCOURS SESSION 2011 – LV2

CONCOURS COMMUNS POLYTECHNIQUES

Épreuve commune – Filières MP – PC – PSI – TSI – TPC

(L'épreuve de langue vivante B est obligatoire
pour l'EEIGM Nancy (filières PC et PSI))

Épreuve d'anglais

INSTRUCTIONS GÉNÉRALES

Définition et barème :

QCM en trois parties avec quatre propositions de réponse par item.

I. Compréhension : 12 questions (10 points sur 20)

II. Lexique : 12 questions (5 points sur 20)

III. Compétence grammaticale : 15 questions (5 points sur 20)

Réponse juste : +3

Pas de réponse : 0

Réponse fausse ou réponses multiples : -1

Instructions :

Lisez le texte et répondez ensuite aux questions.

Choisissez parmi les quatre propositions de réponse (A, B, C ou D) celle qui vous paraît la mieux adaptée.

Il n'y a qu'une seule réponse possible pour chaque item.

Mobile Marvels

BOUNCING a great-grandchild on her knee in her house in Bukaweka, a village in eastern Uganda, Mary Wokhwale gestures at her surroundings. “My mobile phone has been my livelihood,” she says. In 2003 Ms Wokhwale was one of the first 15 women in Uganda to become “village phone” operators. Thanks to a microfinance loan, she was able to buy a

- 5 basic handset and a roof-mounted antenna to ensure a reliable signal. She went into business selling phone calls to other villagers, making a small profit on each call. This enabled her to pay back her loan and buy a second phone. The income from selling phone calls subsequently enabled her to set up a business selling beer, open a music and video shop and help members of her family pay their children’s school fees. Business has dropped off somewhat in the past 10 couple of years as mobile phones have fallen in price and many people in her village can afford their own. But Ms Wokhwale’s life has been transformed.

Ms Wokhwale prospered because being able to make and receive phone calls is so important to people that even the very poor are prepared to pay for it. In places with bad roads, unreliable postal services, few trains and parlous landlines, mobile phones can substitute for travel, 15 allow quicker and easier access to information on prices, enable traders to reach wider

markets, boost entrepreneurship and generally make it easier to do business. A study by the World Resources Institute found that as developing-world incomes rise, household spending on mobile phones grows faster than spending on energy, water or indeed anything else.

- The reason why mobile phones are so valuable to people in the poor world is that they are
- 20 providing access to telecommunications for the very first time, rather than just being portable adjuncts to existing fixed-line phones, as in the rich world. “For you it was incremental – here it’s revolutionary,” says Isaac Nsereko of MTN, Africa’s biggest operator. According to a recent study, adding an extra ten mobile phones per 100 people in a typical developing country boosts growth in GDP per person by 0.8 percentage points.
- 25 In 2000 the developing countries accounted for around one-quarter of the world’s 700 m or so mobile phones. By the beginning of 2009 their share had grown to three-quarters of a total which by then had risen to over 4 billion [...]. That does not mean that 4 billion people now have mobile phones, because many in both rich and poor countries own several handsets or subscriber-identity module (SIM) cards, the tiny chips that identify a subscriber to a
- 30 mobile network. Carl-Henric Svanberg, the chief executive of Ericsson, the world’s largest maker of telecoms-network gear, reckons that the actual number of people with mobile phones is closer to 3.6 billion.

But exact numbers are hard to come by, not least because of the continued rapid growth in the global number of subscribers. In the year to March 2009 an additional 128 m signed up

35 in India, 89 m in China and 96 m across Africa, according to TeleGeography, a telecoms consultancy. Numbers in Indonesia, Vietnam, Brazil and Russia also grew rapidly [...]. China is the world’s largest market for mobile telephony, with over 700 m subscribers. India is adding the biggest number each month: 15.6 m in March alone. And Africa is the region with the fastest rate of subscriber growth. With developed markets now saturated, the

40 developing world’s rural poor will account for most of the growth in the coming years. The total will reach 6 billion by 2013, according to the GSMA, an industry group, with half of these new users in China and India alone.

All this is transforming the telecoms industry. Within just a few years, its centre of gravity has shifted from the developed to the developing countries. The biggest changes are taking

45 place in the poorest parts of the world, such as rural Uganda.

Three trends in particular are reshaping the telecoms landscape. First, the spread of mobile phones in developing countries has been accompanied by the rise of home-grown mobile operators in China, India, Africa and the Middle East that rival or exceed the industry’s Western incumbents in size. These operators have developed new business models and

50 industry structures that enable them to make a profit serving low-spending customers that Western firms would not bother with. Indian operators have led the way, and some aspects of the “Indian model” are now being adopted by operators in other countries, both rich and poor. This model provides new opportunities, especially for Indian operators. The spread of the Indian model could help bring mobile phones within reach of an even larger number

55 of the world’s poor.

The second trend is the emergence of China’s two leading telecoms-equipment-makers, Huawei and ZTE, which have entered the global stage in the past five years. Initially dismissed as low-cost, low-quality producers, they now have a growing reputation for quality and innovation, prompting a shake-out among the incumbent Western equipment-makers. The most recent

60 victim was Nortel, once Canada’s most valuable company, which went bust in January. Having

long concentrated on emerging markets, Huawei and ZTE are well-placed to expand their market share as subscriber numbers continue to grow and networks are upgraded from second-generation to third-generation technology, notably in China and India [...].

The third trend is the development of new phone-based services, beyond voice calls and
65 basic text messages, which are now becoming feasible, because mobile phones are relatively widely available. In rich countries most such services have revolved around trivial things like music downloads and mobile gaming. In poor countries data services such as mobile-phone-based agricultural advice, health care and money transfer could provide enormous economic and developmental benefits. Beyond that, mobile networks and low-cost computing
70 devices are poised to offer the benefits of full internet access to people in the developing world in the coming years [...].

From *The Economist* print edition, Sept. 24th, 2009

COMPRÉHENSION

Choisissez la réponse qui vous paraît la plus adéquate en fonction du sens du texte.

1. A. Mary Wokhwale was one of the first 15 women in her village to buy a mobile phone.
B. Mary Wokhwale was one of the first women in her village to go into business selling mobile phones.
C. Mary Wokhwale was one of the first women in her country to operate a "village phone".
D. Mary Wokhwale was one of the first 15 women in her village to get a microfinance loan.
2. A. Business has developed in Mary Wokhwale's country since the price of mobile phones has decreased.
B. Since mobile phones have fallen in price, Mary Wokhwale's business as a phone operator has declined.
C. Business has developed in Mary Wokhwale's village as many people can now afford a mobile phone.
D. Since mobile phones have fallen in price, Mary Wokhwale's business as a phone operator has prospered.
3. According to the World Resources Institute:
 - A. The more economically developed the country is, the less people spend on mobile phones.
 - B. The less economically developed the country is, the more people spend on mobile phones.
 - C. As developing-world incomes rise, people spending on energy and water increases.
 - D. As incomes rise in developing countries, people spend less on energy and water than on mobile phones.
4. A. In the poor world, mobile phones are just valuable complements to fixed-line phones.
B. In the poor world, mobile phones were the first means of telecommunication available.
C. In the poor world, mobile phones have replaced the old fixed-line system.
D. In the poor world, mobile phones are not so valuable to people as fixed-line systems.

5. A. In a typical developing country, the growth in GDP per person is proportional to the increase in the number of mobile phones.
- B. In a typical developing country, an extra ten mobile phones per 100 people creates a 10% growth in GDP per person.
- C. In a typical developing country, a ten per cent increase in the number of mobile phones decreases the growth of GDP per person by about 1%.
- D. In a typical developing country, the growth in GDP per person is inversely proportional to the increase in the number of mobile phones.
6. A. In 2000 developing countries had about 400 m mobile phones.
- B. In 2009 developing countries had three times more mobile phones than in 2000.
- C. In 2009 developing countries accounted for about 3 billion mobile phones.
- D. In 2009 4 billion people own several mobile phones.
7. A. India's rate of subscribers growth is 15.6 m per month.
- B. India became the world leader for the number of subscribers in March.
- C. China has more than 700 m new subscribers each year.
- D. Africa is the country with the fastest rate of increase in the number of mobile phone owners.
8. A. By 2013, the total number of mobile phones will reach 6 billion in China and India alone.
- B. In the coming years, the largest number of mobile phones subscribers will be the developing countries' poor farmers.
- C. In the near future, developed countries will account for most of the growth in mobile phone subscribers.
- D. In the coming years, the developing world's market for mobile phones will be saturated.
9. The spread of mobile phones in developing countries:
- A. was due to the competitiveness of the Western mobile industry.
- B. was accompanied by the rise of big Western mobile operators.
- C. went hand in hand with the emergence of domestic operators in the developing countries.
- D. was due to the competition of rival developing countries operators.
10. In developing countries:
- A. the operators' business is profitable even when dealing with poor customers.
- B. mobile operators do not make any profit with low-spending customers.
- C. the mobile operators' business is not costefficient.
- D. Western firms have developed new profitable business models and industry structures.

11. A. Huawei and ZTE are low-quality telecoms-equipment-makers.
B. Huawei and ZTE went bust in January 2009.
C. Huawei and ZTE have long concentrated on the experience of Western equipment makers.
D. Huawei and ZTE have contributed to Nortel's bankruptcy.
12. The third trend which is reshaping the telecoms landscape in developing countries is:
A. the development of voice calls and basic text messages.
B. the development of music downloads and mobile gaming.
C. the development of advice on agriculture, health care and money transfer.
D. the spread of available costly computing devices offering internet access.

LEXIQUE

Choisissez la réponse qui vous paraît la plus appropriée en fonction du sens du texte.

13. “reliable” (*line 5*) means:
A. which can be linked
B. which can be heard
C. which can be understood
D. which can be trusted
14. “subsequently” (*line 7*) means:
A. then
B. actually
C. in turn
D. as usual
15. “dropped off” (*line 9*) means:
A. increased
B. declined
C. expanded
D. prospered
16. “boost” (*line 16*) means:
A. allow
B. enable
C. fund
D. encourage
17. “incremental” (*line 21*) means:
A. conventional
B. global
C. progressive
D. profitable
18. “extra” (*line 23*) means:
A. additional
B. unusual
C. amazing
D. unbelievable
19. “accounted for” (*line 25*) means:
A. justified
B. produced
C. bought
D. represented
20. “own” (*line 28*) means:
A. possess
B. belong
C. buy
D. rent

21. “gear” (*line 31*) means:
- A. speed
 - B. organisation
 - C. equipment
 - D. material
22. “shifted” (*line 44*) means:
- A. transformed
 - B. advanced
 - C. moved
 - D. settled
23. “dismissed” (*line 58*) means:
- A. discouraged
 - B. considered
 - C. praised
 - D. evicted
24. “poised to” (*line 70*) means:
- A. ready to
 - B. unable to
 - C. against
 - D. willing to

COMPÉTENCE GRAMMATICALE

Choisissez la réponse qui vous paraît correcte.

25. Mobile phone technology is ... the privilege of developed countries
- A. not longer
 - B. not more
 - C. no any longer
 - D. no longer
26. Developing countries ... make up for a lack of infrastructures.
- A. have to
 - B. had to have
 - C. must have to
 - D. had have to
27. Since 2000, the number of mobile phones ... significantly in these countries.
- A. were increasing
 - B. was increasing
 - C. has been increasing
 - D. increased
28. ... their incomes... they spend on telecoms equipment.
- A. The lower / the less
 - B. Lowest / least
 - C. The lowest / the least
 - D. Lower / less
29. Growth in GDP ... by the spread of mobile phones.
- A. is boost
 - B. is boosting
 - C. are boosted
 - D. is boosted
30. As they couldn't afford a mobile phone, they ... buy phone calls from a neighbour's.
- A. should
 - B. had to
 - C. would have to
 - D. Ø
31. Our market will soon be saturated... is quite worrying.
- A. who
 - B. what
 - C. that which
 - D. that
32. Telecoms technologies allow ... access to information
- A. easier
 - B. most easy
 - C. easiest
 - D. more easier

33. Their economic prosperity is currently dependent ... telecoms technologies.
- A. of
 - B. from
 - C. on
 - D. out of
34. ... China is the world's largest market, Africa has the fastest rate of growth.
- A. Yet
 - B. When
 - C. Although
 - D. In spite
35. It was not very difficult ... change their habits.
- A. for them to
 - B. for them
 - C. to them
 - D. to them to
36. . . . is easy to understand.
- A. Why did the market flourish
 - B. Why the market flourished
 - C. Why did the market flourished
 - D. Why flourished the market
37. In the coming years, developing countries ... the fastest rate of subscribers.
- A. have had
 - B. will have
 - C. had had
 - D. would have had
38. They can't afford to buy the ... technological devices.
- A. latter
 - B. last
 - C. later
 - D. latest
39. ... mobile phones offer lots of benefits to the developing world.
- A. The now widely available
 - B. The widely available now
 - C. The widely now available
 - D. The now available widely

Proposition de correction

COMPRÉHENSION

1. c; 2. b; 3. d; 4. b; 5. a; 6. b; 7. b; 8. b; 9. c; 10. a; 11. d; 12. c.

LEXIQUE

13. d; 14. a; 15. b; 16. d; 17. c; 18. a; 19. d; 20. a; 21. a; 22. c; 23. d; 24. a.

COMPÉTENCE GRAMMATICALE

25. d; 26. a; 27. c; 28. a; 29. d; 30. b; 31. d; 32. a; 33. c; 34. c; 35. a; 36. b; 37. b; 38. d; 39. a.

THÈME

C'est l'une des disparitions les plus mystérieuses d'Hollywood. Trente ans après, la police de Los Angeles a rouvert jeudi son enquête sur la mort de Natalie Wood. L'héroïne de *La fureur de vivre* (1), s'est noyée, en novembre 1981, lors d'une croisière près de l'île Catalina, dans la baie de Los Angeles, à laquelle participaient les acteurs Robert Wagner – son époux – et Christopher Walken. À l'époque, la police avait conclu à un accident.

L'actrice de 43 ans, qui avait bu sept à huit verres de vin, est tombée à l'eau en voulant rattacher le canot pneumatique (2) amarré au yacht et qui tapait contre la paroi, l'empêchant de dormir. La star de *La fièvre dans le sang* (3), qui avait la phobie de l'eau et ne savait pas nager, s'est probablement cognée, en tombant par-dessus bord, contre son yacht. Son corps était couvert d'une dizaine de bleus et sa joue éraflée. Pour autant, le verdict de l'enquête n'a pas fait taire les spéculations autour des circonstances de l'incident.

D'après *Le Figaro*, 18 novembre 2011.

Aide à la traduction

- (1) *La fureur de vivre* = *Rebel Without a Cause*.
- (2) canot pneumatique = inflatable dinghy
- (3) *La fièvre dans le sang* = *Splendor in the Grass*

EXPRESSION ÉCRITE

Will computers replace schoolteachers?

Cash-strapped school districts, from Florida to Washington, have discovered that minimally supervised students hunched over laptops can outperform their lectured counterparts for a fraction of the cost.

A broader review of research by the U.S. Department of Education in 2009 discovered that "students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction."

As long as schools measure performance simply by rote memorization on multiple-choice tests, no teacher can compete with instant access to the world's information. Unless schools change, more and more teachers will find themselves replaced by computers.

Traditional large-class lectures deliver the same material at the same speed to 30 different young minds. With Internet-based instruction, the pace of learning can be perfectly tailored to students; they can instantly explore points of confusion, then return to the primary material without interrupting anyone else. No more teaching to mediocrity and no more ignoring the least advantaged or the gifted.

Since online teachers are unencumbered by much of the disciplinary and bureaucratic nonsense of brick-and-mortar schools, they can devote far more time to actual instruction. Fewer teachers are needed to achieve the same small-class-size effect.

Though teachers like Chris Kirchner of Coral Reef Senior High School in Miami have called Florida's e-learning labs "nearly criminal" for removing the human component from instruction, schools teetering on bankruptcy will reasonably look for cheaper solutions to meet federal funding standards. Simply, interactive websites and textbooks can teach fractions and the stages of cell reproduction every bit as well as a lecturer.

Traditional instruction dramatically underestimates the percentage of self-starters whose boundless curiosity has no need for authoritarian direction. In the slums of India, Newcastle professor Sugata Mitra scattered unsupervised stand-alone Internet stations and challenged eager children to teach themselves. In mere months, children significantly increased their math, reading and science knowledge, leading one academic reviewer to conclude that the shocking results were simply "too good to be true."

Gregory Ferenstein for CNN, June 9, 2011

1. According to the journalist, what are the fields where teachers cannot compete with computers? Answer the question in your own words. (80 words ± 10%).
2. With reference to your own school experience, do you think it feasible and/or advisable to replace face-to-face instruction with internet-based schooling? (180 words ± 10%).

Proposition de correction

THÈME

Proposition de traduction

It is one of the most mysterious deaths (1) in Hollywood. On Thursday (2), the LA police (3) reopened their (4) investigation into the death of Natalie Wood (5) 30 years after it happened. The star (6) of Rebel Without a Cause drowned in November 1981 while yachting (7) off (8) Catalina Island (9) in the Los Angeles bay, along with actors Robert Wagner – her husband – and Christopher Walken. At the time, the police concluded that it was an accident.

The 43-year-old actress (10) who had drunk (11) seven or eight glasses of wine (12), fell in the water while trying to tie up the inflatable dinghy which was fastened to the yacht and had been banging on its hull, keeping her awake (13). The star of Splendor in the Grass, who had a phobia about water and could not swim, must have hit her head (14) against the yacht on falling overboard. She had a dozen bruises on her body and a scratch on her cheek. For all that, the verdict after the investigation did not silence (15) speculation about the circumstances of the accident.

Notes de traduction

- (1) Attention à la traduction de « disparition » qui signifie ici « mort » (voir phrase suivante): on ne traduira donc pas par *disappearance* mais par *death*. On veillera aussi à mettre le mot au pluriel.
- (2) Préposition *on* devant le jour ou la date précise, mais *in + mois/année*.
Ne pas oublier la majuscule aux noms de jours et de mois en anglais.
On notera que le complément de temps « jeudi » ne peut en anglais se placer comme en français entre le verbe et son COD; ici on ne peut pas non plus, pour des questions de sens, le placer en fin de phrase (cela laisserait entendre que la mort est survenue jeudi).
- (3) Variante: *the LAPD*.
- (4) Attention à l'accord du verbe à la 3^e personne du pluriel après *the police*, d'où l'adjectif possessif *their*. Les pronoms sujets ou compléments seraient donc respectivement *they* et *them*.
- (5) Variante: *Natalie Wood's death*. Ce choix n'a pas été retenu en raison du début de la phrase suivante qui donne des informations supplémentaires sur *Wood* plutôt que sur *death*.
- (6) Variante: *the heroine* (féminin de *a hero* → pluriel *heroes*). Attention à l'orthographe: *heroin* est la drogue appelée « héroïne » en français.
- (7) Variante: *cruising* ou *boating* plus général, mais on sait plus loin qu'il s'agit d'un yacht.
A cruising yacht = un yacht de croisière. *To go on a cruise*: faire une croisière ou partir en croisière.
- (8) *off* = au large de; variante: *near*.
- (9) Le nom propre *Catalina* définit le nom *Island* → pas d'article défini devant ce groupe nominal.
- (10) *A 43-year-old actress is an actress who is 43 years old* → Pas d'accord en nombre dans le premier cas, puisqu'il s'agit d'un adjectif composé.
- (11) Le résultat de l'action – la quantité bue, « sept à huit verres de vin » –, est précisé → emploi du *past perfect simple* dans le contexte passé ici. Mais on aurait utilisé un *past perfect be + -ing* pour s'intéresser à l'état du sujet – de l'actrice – voire le commenter: *The actress had been drinking* = *She was drunk*. → L'actrice avait bu. = Elle était soûle.
- (12) On notera la différence entre le contenu *glasses of wine* et le contenant *wine glasses*; de même *a cup of tea* ≠ *a tea cup*.
- (13) Variante: *preventing her from sleeping*.
- (14) Variante: *probably hit her head*. Le modal *must*, plus authentique, permet ici d'exprimer une forte probabilité – ou quasi-certitude – quant à une action passée (d'où *have + participe passé*).
- (15) Variante: *has not silenced*, où le *present perfect* ferait le lien entre l'événement passé et ses répercussions jusqu'au moment présent de l'écriture de l'article.

EXPRESSION ÉCRITE

- According to the journalist, what are the fields where teachers cannot compete with computers? Answer the question in your own words. (80 words ± 10%).

Proposition de corrigé

Ferenstein claims computers can beat teachers when teaching facts learnt by heart.

Indeed e-schooling may be more efficient. It relies on the internet instantaneously providing any factual information pupils need. It can adapt to their levels of achievement, whatever they are, and motivate those who are willing to learn. And as e-teachers do not run a real class, they are really committed to teaching.

Secondly, e-learning is cheaper. Fewer teachers may address more pupils, which saves money.

So unless the nature of schooling changes, computers will gain ground.

(88 words)

- With reference to your own school experience, do you think it feasible and/or advisable to replace face-to-face instruction with internet-based schooling? (180 words ± 10%).

Analyse du sujet

Le sujet découle logiquement du texte qui a été lu sur le même thème. Il est pertinent de montrer qu'on a compris cela.

Les premiers mots soulignent cependant qu'il s'agit bien là d'un sujet d'expression personnelle. Le choix qui est laissé entre *and* et *or* donne du reste la possibilité de s'interroger soit sur les conditions pour que la relation professeur-élève soit transposée dans le monde virtuel, soit sur le bien-fondé d'une telle transposition. C'est ce second point qui a été retenu ici.

Il est enfin impératif de respecter le nombre de mots demandés. Il faudra par conséquent faire le choix de quelques arguments majeurs, ce qui n'empêchera pas d'organiser le travail en différentes parties, répondant à une problématique posée en introduction et aboutissant à une conclusion qui réponde à cette dernière.

Proposition A

Potentially cheaper, more efficient online schooling could usher in a new era of virtual education. But are brick-and-mortar schools to be ditched, together with teachers?

The internet is already widely used in class, where this unlimited source of information may come to supplement traditional books. IT also provides teachers with an opportunity to improve their teaching and give variety to their lessons, hence preventing their pupils from getting bored.

However, replacing face-to-face instruction with internet-based schooling altogether would be very unsettling. Some pupils may lack the self-discipline needed to concentrate,

when left to their own devices. Moreover, they might miss the human relationships, both with their peers, and their teachers.

Indeed teaching is not a mere transfer of information. Only teachers know how to teach critical thinking. They can guide their pupils through cyberspace, helping them spot the difference between real and fake information, and they also empower them to take up challenges and thrive personally and academically. No robot will ever do that as well as a human can.

Although computers may definitely supplement education, they cannot play the central role of teaching. So virtual schooling is not the “silver bullet” some would have us believe.
(197 words)

Proposition B

The sudden and impressive success of MOOCs (Massive Open Online Courses), whether they are proposed by independent organisations or by the most prestigious American colleges such as Harvard, Yale or the M.I.T., is undeniably revolutionizing education. Yet, brick-and-mortar schools cannot be consigned to oblivion.

Indeed, pretending otherwise is forgetting that school is not merely about learning maths or literature. Studying together teaches children how to behave in society and make friends, but also how to cope with frustration and anger. To a certain extent, the classroom is kids' first experience in citizenship.

Besides, a video or a slideshare cannot compete with an experienced teacher when it comes to giving a real taste for learning. Plato's dialogues explicitly emphasize the fact that what motivates pupils to learn is primarily emotion. I doubt whether a computer can truly foster this “love of beauty”.

It is only when individuals are old enough and have already developed a critical mind that internet-based courses can prove really efficient and fruitful. That is why lifelong learning (1) has been the main target of MOOCs so far.

Thus, relying solely on the internet to teach children would be ill-advised.

(197 words)

Notes

(1) *Lifelong learning:* la formation continue

Sujet

8

Centrale-Supélec (MP-PC-PSI) 2012

Session 2012 – MP-PC-PSI

Anglais

Rédiger en anglais et en 500 mots environ une synthèse des documents proposés.
Vous indiquerez avec précision à la fin de votre synthèse le nombre de mots qu'elle
comporte. Un écart de 10 % en plus ou en moins sera accepté.

Votre travail comportera un titre comptabilisé dans le nombre de mots.

Ce sujet propose les 3 documents suivants :

1. « Day's End », article paru le 27 août 2011 dans le *New York Magazine*, accompagné de deux photographies ;
2. la critique du livre « The Submission », parue dans le *International Herald Tribune* du 17 août 2011 ;
3. un extrait du roman « Extremely Loud and Incredibly Close » de Jonathan Safran Foer, publié en 2005.

L'ordre dans lequel se présentent les documents est aléatoire.

Document 1

NEW YORK
NEWS & FEATURES

Day's End

The 9/11 decade is now over. The terrorists lost. But who won?

by Franck Rich. Aug 27, 2011



Mid-September 2001 (Photo: Peter Funch)



August 5, 2011 (Photo: Benjamin Norman/
The New York Times/Redux)

[...]

Three red-letter days in 2011 have certified the passing of the 9/11 decade as we had known it. The first, of course, was the killing of Osama bin Laden. We demand that our stories have beginnings, middles, and ends. While bin Laden's demise wasn't the final curtain for radical-Islamic terrorism, it was a satisfying resolution of the classic "dead or alive" Western that George W. Bush had dangled so tantalizingly before the nation in 2001, only to let the bad guy get away at Tora Bora. Once bin Laden was gone, he was gone from our politics, too. Terrorism has disappeared as a campaign issue; the old Bush-Cheney fear card can't be found in the playbook of the GOP presidential contenders. Ron Paul's isolationism increasingly seems like his party's mainstream while the neocon orthodoxy of McCain-Palin looks like the cranky fringe.

The other red-letter days were August 5 and 6, with their twin calamities: the downgrading of America by Standard & Poor's and the downing of a Chinook helicopter by the Taliban, making for the single most fatal day for Americans in Afghanistan. Among the fallen in that bloodbath were 17 Navy SEALs, some of them members of the same revered team that had vanquished bin Laden (1). Yet their tragic deaths were runners-up in national attention next to our fiscal woes. America may still ostensibly be a country at war with terrorists, but that war is at most a low-grade fever for the vast American majority with no direct connection to the men and women fighting it. The battle consuming our attention and our energies these days is the losing struggle to stay financially afloat. In time, the connection between the ten-year-old war in Afghanistan and our new civil war over America's three-year-old economic crisis may well prove the most consequential historical fact of the hideous decade they bracket. The hallowed burial grounds of 9/11 were supposed to bequeath us a stronger nation, not a busted one. We were supposed to be left with a finer legacy than Gitmo and the Patriot Act. When we woke up on September 12, we imagined a whole host of civic virtues that might rise from the smoldering ruins. The New Normal promised a new national unity and, of all unlikely miracles, bi-partisanship: The still-green president had a near-perfect approval rating for weeks. We would at last cast off our two-decade holiday from history, during which we had mostly ignored a steady barrage of terrorist threats and attacks. We would embrace a selfless wartime patriotism built on the awesome example of those regular Americans who ran to the rescue on that terrifying day of mass death, at the price of their own health and sometimes their lives.

What arrived instead, sadly enough, was another hijacking – of 9/11 by those who exploited it for motives large and petty, both ideological and crassly commercial. The most lethal of these hijackings was the Bush administration's repurposing of 9/11 for a war against a country that had not attacked us. So devilishly clever was the selling of the Saddam-for-Osama bait-and-switch that almost half the country would come to believe that Iraqis were among the 9/11 hijackers. No less shabby, if far less catastrophic, was the milking of 9/11 for the lesser causes of self-promotion and product placement by those seeking either power or profit. From the Bush-reelection campaign ad with an image of a flag-draped stretcher carrying remains at ground zero to the donning of flag pins by television anchors and pandering politicians, no opportunistic appropriation of 9/11 was too sleazy to be off-limits.

[...]

In retrospect, the most consequential event of the past ten years may not have been 9/11 or the Iraq War but the looting of the American economy by those in power in Washington

and on Wall Street. This was happening in plain sight – or so we can now see from a distance. At the time, we were so caught up in Al Qaeda's external threat to America that we didn't pay proper attention to the more prosaic threats within.

In such an alternative telling of the decade's history, the key move Bush made after 9/11 had nothing to do with military strategy or national-security policy. It was instead his considered decision to rule out shared sacrifice as a governing principle for the fight ahead. Sacrifice was high among the unifying ideals that many Americans hoped would emerge from the rubble of ground zero, where so many Good Samaritans had practiced it. But the president scuttled the notion on the first weekend after the attack, telling Americans that it was his "hope" that "they make no sacrifice whatsoever" beyond, perhaps, tolerating enhanced airline security. Few leaders in either party contradicted him. Bush would soon implore us to "get down to Disney World in Florida" and would even lend his image to a travel-industry ad promoting tourism. Our marching orders were to go shopping.

From then on, it was a given that any human losses at wartime would be borne by a largely out-of-sight, out-of-mind, underpaid volunteer army and that the expense would be run up on a magic credit card. Even as the rising insurgency in Iraq began to stress American resources to the max in 2003, Bush doubled down on new tax cuts and pushed through a wildly extravagant new Medicare entitlement for prescription drugs to shore up his reelection prospects with elderly voters. David Walker, then the comptroller general, called it "the most reckless fiscal year in the history of the republic." But Americans took the money and ran, and the same partisan voices now screaming about deficits in Washington remained mum as the cascade of red ink soared into the multitrillions.

By portraying Afghanistan and Iraq as utterly cost-free to a credulous public, the Bush administration injected the cancer into the American body politic that threatens it today: If we don't need new taxes to fight two wars, why do we need them for anything? But that's only half the story in this alternative chronicle of the decade's history. Even as the middle class was promised a free ride, those at the top were awarded a free pass – not just with historically low tax rates that compounded America's rampant economic inequality but with lax supervision of their own fiscal misbehavior.

It was only a month after 9/11 that the Enron scandal erupted, kicking off a larger narrative that would persist for the rest of the decade. The Houston energy company was a corporate Ponzi scheme that anticipated the antics at financial institutions, mortgage mills, and credit-rating agencies during the subprime scam. Enron had also been the biggest patron of Bush's political career, and so the president dutifully promised a crackdown, with a new "financial crimes SWAT team" and "tough new criminal penalties for corporate fraud." But this propaganda campaign was no more reality-based than the one that would promote Saddam's weapons of mass destruction. Once the Enron collapse became old news, federal regulatory agencies and law enforcement were encouraged to go fishing as the housing bubble inflated and banks manufactured toxic paper that would send America and the world into a ruinous dive rivaling bin Laden's cruelest fantasies.

It is that America – the country where rampaging greed usurped the common good in wartime, the country that crashed just as Bush fled the White House – that we live in today. It has little or no resemblance to the generous and heroic America we glimpsed on 9/11 and the days that followed. Our economy and our politics are broken. We remain in hock to jihadist oil producers as well as to China. Our longest war stretches into an infinite horizon. After watching huge expenditures of American blood and treasure install

an Iran-allied “democracy” in a still-fratricidal Iraq, Americans have understandably resumed their holiday from history where it left off, turning their backs on the Arab Spring.

Thanks to the killing of the mastermind of the 9/11 attacks and the scattering of Al Qaeda, at least no one can say, ten years later, that the terrorists won. But if there’s anything certain about the new decade ahead, it’s that sooner or later we will have to address the question of exactly who did.

Notes

- (1) This article has been corrected to show that 17 Navy SEALs were killed by the downing of the Chinook helicopter in Afghanistan, not 22.

Document 2

International Herald Tribune THE GLOBAL EDITION OF THE NEW YORK TIMES

**Wrestling with America's post-9/11 traumas
The Submission. By Amy Waldman. 299 pages.
Farrar, Straus & Giroux, \$26; William Heinemann, £12.99**

by Michiko Kakutani, August 17, 2011

[...]

Ms. Waldman, a former reporter for *The New York Times*, imagines what would happen if a jury in charge of selecting a ground zero-like memorial were to choose, from among the many anonymous submissions, a design that turns out to have been created by a Muslim-American architect.

Though this may sound, in summary, like a contrived, high-concept premise, Ms. Waldman not only captures the political furor and media storm that ensue, but also gives us an intimate, immediate sense of the fallout that these events have on the individuals involved. They include: Mohammad Khan (or “Mo,” as he’s known to family and friends), the architect whose winning design brings him notoriety and condemnation instead of praise; Claire Burwell, a wealthy widow and the families’ representative on the jury, whose early championing of Mo’s design later gives way to nagging doubts; Paul Rubin, the jury’s pragmatic chairman, who’s eager to find a politically viable solution to the whole situation; Sean Gallagher, a protester, whose brother died in the attacks; and Asma Anwar, an illegal Bangladeshi immigrant whose husband was also a victim.

Writing in limber, detailed prose, Ms. Waldman has created a choral novel with a big historical backdrop and pointillist emotional detail, a novel that gives the reader a visceral understanding of how New York City and the country at large reacted to 9/11, and how that terrible day affected some Americans’ attitudes toward Muslims and immigrants.



Cet ouvrage a été conçu pour permettre aux étudiants préparant les concours d'entrée aux Grandes Écoles Scientifiques de s'entraîner aux différentes épreuves d'anglais des dix dernières années proposées par les grandes banques d'épreuves suivantes : X-ENS, Mines-Ponts, Centrale-Supélec, CCP, E3A, PT, Agro-Véto, ENAC, ICNA, ATS, Louis Lumière.

S'agissant avant tout d'un outil de travail et de révision, cet ouvrage accompagnera l'étudiant tout au long de l'année. Il comprend 84 sujets corrigés et commentés autour des points suivants :

- une proposition de traduction en thème et version ;
- des annotations qui permettent d'expliquer certains passages ;
- une réponse entièrement rédigée pour les questions de compréhension du texte ;
- deux propositions de corrigé pour tous les sujets d'expression personnelle ;
- un corrigé pour les textes d'opinion ;
- un corrigé des QCM ;
- une proposition de corrigé pour les contractions de texte ;
- deux propositions de corrigé pour toutes les synthèses de documents.

Les plus

- un classement thématique de tous les sujets d'expression personnelle est proposé en fin d'ouvrage ;
- les auteurs de cet ouvrage enseignent en classes préparatoires, sont membres des jurys de concours et parfois concepteurs des sujets d'anglais.

